Federal Democratic Republic of Nepal
Local Development Training Academy
Ministry of Federal Affairs and General Administration

Federal Democratic Republic of Nepal Project for Improving Local Governance Training through Capacity Enhancement on Research and Analysis

Project Completion Report

December 2019

Japan International Cooperation Agency (JICA)

IC Net Limited
TAC International Inc.

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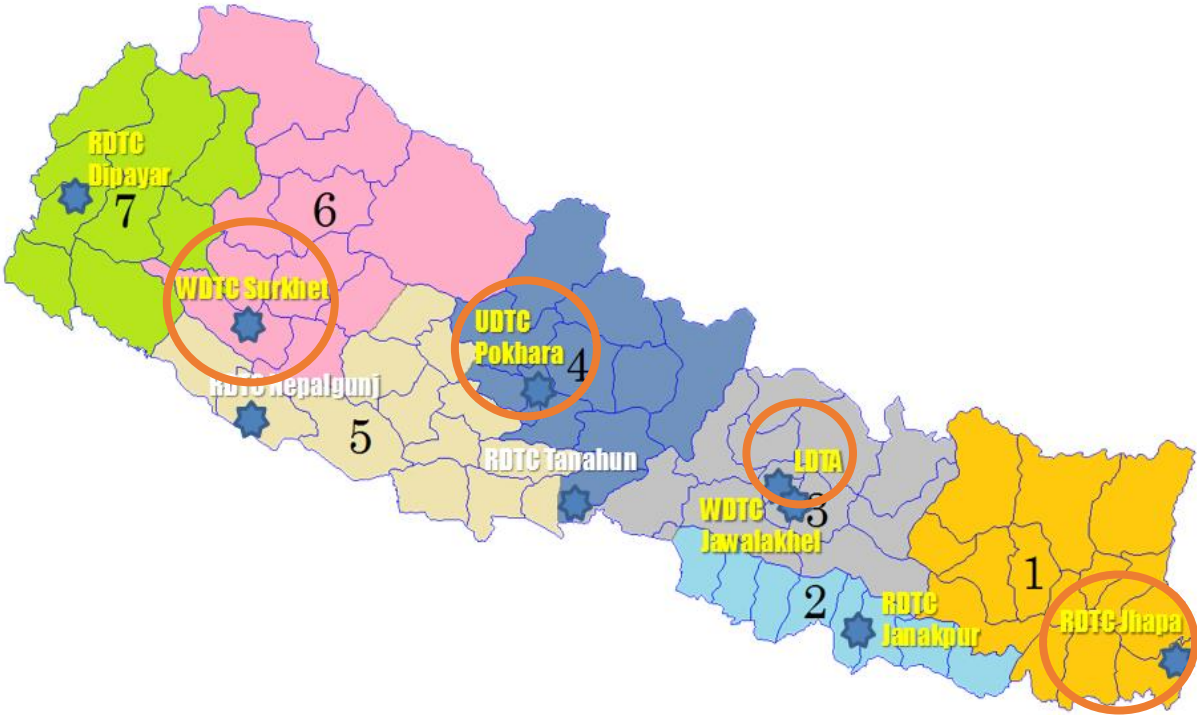
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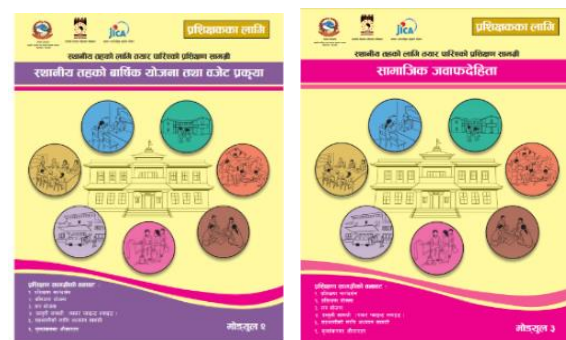
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List of Abbreviations

ADDIE	Analyse, Design, Development, Implement, and Evaluation
CFLG	Child Friendly Local Government
C/Ps	Counterparts
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit
GRB	Gender Responsive Budget
HQ	Headquarters
IPT	Integrated Property Tax
JCC	Joint Coordination Committee
JDS	Project for Human Resource Development Scholarship by Japanese Grant Aid
JICA	Japan International Cooperation Agency
LBs	Local Bodies
LDTA	Local Development Training Academy
LGCDP	Local Governance and Community Development Programme
LLP	Local Level Planning
LOGIN	Local Governance Initiative and Network
MoF	Ministry of Finance
MoFAGA	Ministry of Federal Affairs and General Administration (from March 15, 2018)
MoFALD	Ministry of Federal Affairs and Local Development (until March 14, 2018)
NGO	Non-Governmental Organization
PDM	Project Design Matrix
PLGSP	Provincial Local Governance Support Programme
PRC	Progress Review Committee
PT	Property Tax
R/D	Record of Discussion
RDTC	Rural Development Training Centre
RTI	Right To Information
SA	Social Accountability
SNS	Social Network Service
TOT	Training of Trainers
UDTC	Urban Development Training Centre
WDTC	Women Development Training Centre

1.   Overview of the Project

This report provides a whole activity between January 2016 and November 2019 related to the Project for Improving Local Governance Training through Capacity Enhancement on Research and Analysis (hereinafter the 'Project'), with the support of the Japan International Cooperation Agency (JICA). Chapter 1 provides an overview of the Project, describing its background, objectives, and outline.

1.1 Background

In Nepal, the Local Self Governance Act (2055) was promulgated in 1999 as a major landmark in its history of decentralization. The act provided for devolution of power and resources to Local Bodies (LBs), as well as citizen participation in planning at the local level. However, the implementation of the decentralization policy was impeded by the 10-year conflict from 1996 to 2006 (the Maoists' 'People's War'). After 1997, local elections were not held. Because of the absence of elected LBs, local development activities were not effectively and efficiently implemented, which also led to insufficient provision of local services to the people. In November 2006, after the end of the 10-year conflict, a comprehensive peace agreement was signed between the government and the Maoists. The Interim Constitution of Nepal was adopted in January 2007, and the Constituent Assembly was established in May 2008. Nepal became a federal democratic republic after the Constituent Assembly voted overwhelmingly to abolish the monarchy.

Since July 2008, the Ministry of Federal Affairs and Local Development (MoFALD) has been implementing the Local Governance and Community Development Programme (LGCDP) with the financial and technical assistance of development partners. This is a national programme for improvement of the local governance system and community development. During its first phase, the LGCDP I (2008/2009–2012/13) succeeded in re-establishing links between the state and citizens in the aftermath of the conflict and reinforcing the participatory local planning process in the absence of elected LBs and the creation of citizens' institutions across the country. The LGCDP II (2013/14–2016/17) aimed at strengthening both the demand and supply sides of local governance to improve its functions and service delivery, which were determined by the 13th Three-Year Plan (2013/14–2015/16). Among critical gaps identified for further success of the programme was the need to strengthen the Local Development Training Academy (LDTA), the only national-level player performing this function. LDTA is expected to help develop the capacities of LBs and the overall management of capacity development programming. Thus, LDTA was identified as an indispensable player for training LBs in the LGCDP II. The following are the two main expectations from LDTA: (1) address the demand side of training as a National Service Provider for social mobilization under Output 1, and (2) address the supply side of training for LBs under Output 5.

The role of LDTA is regulated by the 1992 LDTA Act, whose requirements include the following: (1) implementation of research and analysis; (2) application of results gained from such research and analysis in training; and (3) accumulation of knowledge and experience from implemented training for the purpose of improving training quality. As the scope of LDTA has been expanded to include a role within LGCDP, its capacity is to be strengthened to meet the institutional and technical expectations of development partners and other clients. LDTA has received assistance from the German international cooperation agency (*Deutsche Gesellschaft für Internationale Zusammenarbeit* [GIZ]) and the Norwegian Ministry of Foreign Affairs in preparing, among other things, the Institutional Development Plan for LDTA (2014–2018) since 2013. However, as the structural and managerial capacity was not at hand, such assistance ceased in 2015. Thus, the Government of Nepal requested the Government of Japan to implement a technical cooperation project to enhance the capacity of LDTA so that it functions as an effective training academy and makes a meaningful contribution to the capacity building of the LBs, which is the aim of LGCDP II. JICA held discussions with the MoFALD and LDTA to develop a detailed plan for the Project. On 16 September 2015, the three abovementioned parties signed the Official Record

of Discussion (R/D).

The Project began in January 2016 as a four-year technical cooperation project. Project Completion Report, which is this report, provides the progress and output of Project activities for four years.

1.2 Outline of the Project

The Project implemented its activities based on the Project Design Matrix (PDM) Version 0, which was agreed to in the R/D. Once the Project commenced in January 2016, the Japanese Expert Team proposed to modify the PDM Version 0 because the narrative summary of the Outputs and Overall Goal, as well as several indicators had drawbacks. To verify the outcome of the Project activities appropriately and objectively, on 6 December 2016, the 2nd Joint Coordination Committee (JCC) discussed the revision of the PDM Version 0 and finalized the PDM Version 1. All four Outputs were revised in accordance with the strengthening of the following three functions of LDTA stipulated by the LDTA Act 2048 (1993): 1) research and analysis; 2) implementation of training; and 3) accumulation of knowledge. The Counterparts (C/Ps) and the Japanese Expert Team discussed and set the target values of the respective Indicators of the PDM Version 1. On 6 September 2017, the 3rd JCC approved it as the PDM Version 2. The target values of the respective Indicators of the PDM were again discussed as the Project found it necessary to expand its activities, and the 4th JCC approved the revision as the PDM Version 3 on 10 September 2018. The following is a summary of PDM Version 3 (For the detail information and previous versions of PDM, see Annex 1~5).

Super Goal

Narrative Summary (PDM Version 3)
Capacity of local government's personnel is enhanced after participating in capacity development training programmed by LDTA.

Overall Goal

Narrative Summary (PDM Version 3)	Indicators
LDTA becomes a lead institution in local governance.	1. At least 3 recommendations for improving capacity of local governments are made by LDTA to provincial and local governments within three years after the end of the Project.
	2. At least one international level workshop on local governance is organized by LDTA within three years after the end of the Project.
	3. At least one partnership/Memorandum of Understanding between LDTA and international local governance institutions is in place within three years after the end of the Project.

Project Purpose

Narrative Summary (PDM Version 3)	Indicators
Comprehensive training delivery mechanism in LDTA that enables action research and result analysis grounded, quality training to local government's personnel is established.	1. LDTA and three target regional centres develop at least one training module by using the ADDIE (Analyze, Design, Develop, Implement and Evaluate) Instructional Design model as a framework in designing and developing training programs.
	2. 75% of counterparts increase the score of each competency by at least 2 points.

Outputs

Output 1:

Narrative Summary (PDM Version 3)	Indicators
1. Capacity to conduct research and analysis in the training planning process is enhanced.	1.1 75% of counterparts increase the score of competency for research and analysis by at least 2 points.
	1.2 The needs assessment and research manual is developed.

Output 2:

Narrative Summary (PDM Version 3)	Indicators
Capacity to develop training curriculum and materials is strengthened.	2.1 75% of counterparts increase the score of competency for training development by at least 2 points.
	2.2 The training module development manual is developed.
	2.3 The training course brochure is developed.

Output 3:

Narrative Summary (PDM Version 3)	Indicators
Capacity to deliver and evaluate training is improved.	3.1 75% of counterparts increase the score of competency for training delivery and evaluation by at least 2 points.
	3.2 The training management manual is developed.

Output 4:

Narrative Summary (PDM Version 3)	Indicators
Mechanism of knowledge accumulation, sharing and utilization for local governments' training is established.	4.1 75% of counterparts increase the score of competency for information and knowledge management by at least 2 points.
	4.2 The knowledge management manual is developed.
	4.3 Accumulated knowledge and information are regularly shared with and disseminated to local government institutions through various media (e.g., websites, Facebooks, and newsletters).

Project Period
[Planned] January 2016–December 2019 (four years)
[Actual] January 2016–December 2019 (four years)

Implementing Agency
Local Development Training Academy (LDTA)

Project Area
LDTA headquarters in Kathmandu, those regional training centres concerning Output 1 to 4, namely Jhapa Rural Development Training Centre (RDTC), Pokhara Urban Development Training Centre (UDTC), and Surkhet Women Development Training Centre (WDTC).

Related Institutions and Government Offices
Ministry of Federal Affairs and General Administration (MoFAGA)[1]

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[1] In March 2018, the Ministry of Federal Affairs and Local Development and the Ministry of General Administration were merged as the Ministry of Federal Affairs and General Administration (MoFAGA).

1.3 Project Implementation Structure

1.3.1 Joint Coordination Committee (JCC)

The JCC is a formal decision-making institution whose main function is to approve and authorize the framework of Project implementation, which includes the annual activity plan and reviews of the Project's progress. Its personnel should also provide suggestions and advice for efficient and effective project implementation. The JCC was held once a year or whenever deemed necessary. Its members are listed below.

Table 1-1 JCC Members

Members of JCC

Chairperson: Joint Secretary, Local Level Capacity Development Division, MoFAGA
Members: - Project Director, Executive Director of LDTA
       - Project Manager, Director of LDTA
       - Under Secretary, National Programme Manager, LGCDP
       - Under Secretary, Local Level Capacity Development Section, MoFAGA
       - One Research and Training Officer, LDTA, as member secretary
       - JICA Expert Team
       - Representatives of JICA Nepal

1.3.2 Progress Review Committee (PRC)

The PRC is another formal institution to facilitate effective monitoring of the Project's activities and endorse the Monitoring Sheets used for project monitoring. As per the R/D, the PRC will be held twice a year. The list of members is presented below.

Table 1-2 PRC Members

Members of PRC

Chairperson: Project Director, Executive Director of LDTA
Members: - Project Manager, Director of LDTA
     - Heads of Jhapa Rural Development Training Centre (RDTC Jhapa), Pokhara Urban Development Training Centre
      (UDTC Pokhara), Surkhet Women Development Training Centre (WDTC Surkhet)
     - Under Secretary, National Programme Manager, LGCDP, MoFAGA
     - Under Secretary, Local Level Capacity Development Section, MoFAGA
     - JICA Expert Team
     -Representatives of JICA Nepal

1.3.3 Counterparts

As per the R/D, the Executive Director of LDTA is appointed as the Project Director and is responsible for overall coordination, administration, and implementation of the Project. The Director of LDTA plays the role of Project Manager in charge of day-to-day management of the Project. Outputs 1 through 4 are to be implemented at the LDTA headquarters and the aforementioned three regional centres. Thus, the main C/Ps are technical staff members deployed at these four institutions. In addition, the methodologies applied and know-how accumulated during the technical transfer at each output should be transferred to approximately 30 technical staff members at all six centres, including the centres not mentioned earlier.

1.3.4 JICA Expert Team

The JICA Expert Team consists of four long-term and four short-term Japanese experts, five Nepalese Project staff members, and two drivers. The experts' professional fields are as follows: 1) Chief Advisor/Training Management-1; 2) Deputy Chief Advisor/Training Management-2; 3) Training Module Development; 4) Training Planning/Action Research; 5) Project Coordinator/Training Planning; 6) Monitoring and Evaluation; 7) Action Research-2; and 8) Adult Learning. The Project implementation structure is presented below.
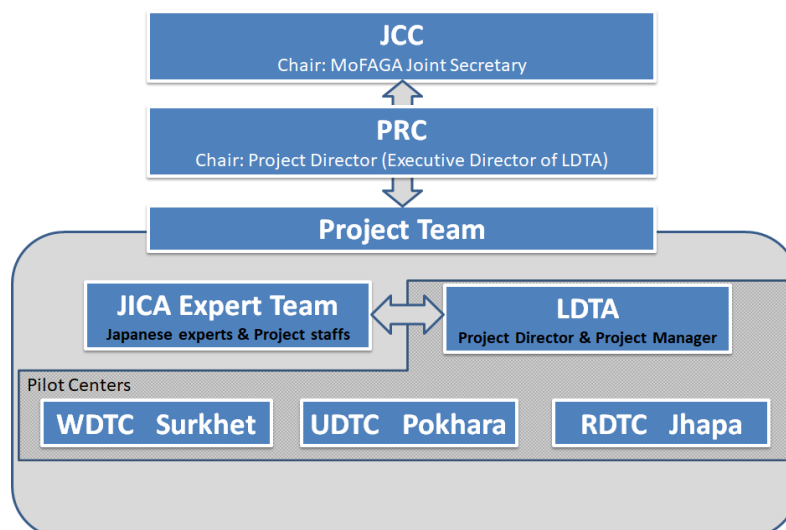
Figure 1-1 Project Implementation Structure

1.4 Assignment of C/Ps and Experts

1.4.1 C/Ps' assignment

Originally, approximately 30 technical staff members were to be deployed as C/Ps of the Project. However, only nine technical and 10 administrative staff members had been deployed as C/Ps by the end of the first year of the Project. Although two staff members joined the Project during the second year of the Project, four C/Ps have already left the Project following resignation or retirement. During the third year, four administrative staff members joined the Project activities in TOT of developed modules, training event delivery, and third country training. As indicated in Table 1-3, there were 7 C/Ps among the technical staff and 14 among the administrative staff as of November 2019.

Table 1-3 Number of Project Counterparts

	Originally Planned	January 2016	July 2017	July 2018	November 2019
LDTA		Executive Director: 1 T staff: 6 A staff: 6	Executive Director: 1 T staff: 4 A staff: 5	T staff: 4 A staff: 6	Executive Director: 1 T staff: 4 A staff: 12
UDTC Pokhara		T staff: 4 A staff: 1	T staff: 2 A staff: 1	T staff: 1 A staff: 1	T staff: 1 A staff: 0
RDTC Jhapa		T staff: 2 A staff: 2	T staff: 2 A staff: 2	T staff: 1 A staff: 2	T staff: 1 A staff: 2
WDTC Surkhet		T staff: 1 A staff: 3	T staff: 1 A staff: 2	T staff: 1 A staff: 1	T staff: 1 A staff: 0
Total	30 T staff: 30	26 Executive Director: 1 T staff: 13 A staff: 12	20 Executive Director: 1 T staff: 9 A staff: 10	17 T staff: 7 A staff: 10	22 Executive Director: 1 T staff: 7 A staff: 14

* T staff: Technical staff
**A staff: Administrative staff

At the beginning of the Project, RDTC Jhapa, UDTC Pokhara, and WDTC Surkhet were selected as leading centres for individual focal area: rural, urban, and gender equality and social inclusion. However, in practice, except for the centres' names, these focal areas no longer exist. In view of the current situation, in June 2018, the JICA Nepal Office and the Project agreed to provide on-site technical support for module development in other regional centres. Table 1-4 shows the number of C/Ps in the additional

regional centres.

Table 1-4 Number of Project Counterparts in the Additional Regional Centres

	January 2016	July 2017	July 2018	November 2019
RDTC Janakpur	T staff: 1 A staff: 1	T staff: 2 A staff: 1	T staff: (1) A staff: 1	T staff: 0 A staff: 2
WDTC Jawalakhel	T staff: 1 A staff: 3	T staff: 3 A staff: 3	T staff: 3 A staff: 3	T staff: 3 A staff: 3
RDTC Doti	T staff: 1 A staff:1	T staff: 2 A staff: 1	T staff: 1 A staff: 1	T staff: 0 A staff: 1
Total	8 T staff: A staff:	12 T staff: 7 A staff: 5	9 T staff: 4 A staff: 5	9 T staff: 3 A staff: 6

Table 1-5 lists the names of C/Ps. These C/Ps at RDTC Janakpur, WDTC Jawalakhel, and RDTC Doti are not yet targets for the counterpart assessment.

Table 1-5 List of Project Counterparts as of November 2019

Centre	Technical Staff	Administrative Staff
LDTA	Mr. Jaya Krishna Shrestha (Director cum Director Manager) <Project Manager> Mr. Krishna Chandra Dhakal (Director) Mr. Sailesh Chapagai (Training and Research Officer) Mr. Deepak Thapa (Training and Research Officer)	Mr. Uday Nath Khanal (Management Officer) Ms. Yogmaya Sapkota (Management Officer) Mr. Ram Hari Khatri (Senior Computer Operator) Mr. Amit Shrestha (Senior Computer Operator) Mr. Udaya Raj Ghimire (Senior Computer Operator) Mr. Kashiram Maharjan (Senior Computer Operator) Mr. Buddhi Prasad Ghimire (Computer Officer) Mr. Tirtha Tandukar (Internal Auditor) Mr. Santa Lal Shrestha (Accountant) Ms. Sunita Jha (Management Assistant) Mr. Nlilkantha Thapaliya (Accountant) Ms. Chandravati Bhandari (Communication and Documentation Assistant)
UDTC Pokhara	Mr. Hari Krishna Koirala (Acting Director) Mr. Tapendra Rijal (Training and Research Officer)	
RDTC Jhapa	Mr. Krishna Prasad Bhattarai (Acting Director)	Mr. Suresh Bhattarai (Senior Computer Operator) Mr. Jhabindra Thapa (Accountant)
WDC Surkhet	Mr. Hem Raj Thapa (Training and Research Officer)	
RDTC Janakpur		Mr.Kushal Adhikari (Acting Director) Mr. Digambar Singh (Assistant Accountant)
WDTC Jawalakhel	Mr. Gajendra Wagle (Acting Director) Ms. Ganga Paudel (Communication and Documentation Assistant) Ms. Durga Subedi (Training and Research Assistant Officer)	Ms. Kalasa Singh (Management Officer) Mr. Satrughan Chaudhari (Senior Computer Operator) Ms. Shubhadra Nepal (Accountant)
RDTC Doti		Mr. Purna Singh Bista (Senior Management Assistant)

1.4.2 Experts' Assignment

Table 1-6 below shows the assignment periods of JICA experts in both Nepal and Japan from January 2016 to November 2019. (See Annex 14: Expert Assignment Sheet).

Table 1-6 Assignment Periods of JICA Experts

		MM (January 2016-November 2019)		Total (MM)	Achievement (%)
		Nepal	Japan		
Takujiro Ito	Plan	20.50	0.75	21.25	100
Chief Advisor/Training Management 1	Actual	20.50	0.75	21.25	
Yuko Shibuya	Plan	24.00		24.00	100
Deputy Chief Advisor/Training Management 2	Actual	24.00		24.00	
Ayako Nakazato	Plan	20.00		20.00	100
Training Module Development	Actual	20.00		20.00	
Gen Fujii	Plan	21.67	0.75	22.42	62
Action Research 1/Training Planning 1	Actual	13.67	0.25	13.92	
Yasuko Kikuchi*	Plan	4.50	0.00	4.50	100
Coordinator/Training Planning 2	Actual	3.40	1.10	4.50	
Natsumi Ohashi**	Plan	3.50		3.50	114
Coordinator/Training Planning 2	Actual	4.00		4.00	
Toshiko Shimada	Plan	5.00		5.00	100
Monitoring and Evaluation	Actual	5.00		5.00	
Kenichi Kubota	Plan	1.50		1.50	100
Action Research 2	Actual	1.50		1.50	
Katsuaki Suzuki	Plan	1.50		1.50	100
Adult Learning	Actual	1.50		1.50	
Total	Plan	94.17	1.50	95.67	100
	Actual	93.57	2.10	95.67	

* In October 2017, Yasuko Kikuchi joined as Coordinator/Training Planning 2, sharing MM with Gen Fujii.

** In December 2018, Natsumi Ohashi succeeded Yasuko Kikuchi as Coordinator/Training Planning 2.

The number of JICA Experts has increased from seven to nine mainly because the Expert on Project Coordination has been changed twice. However, the total person-months, i.e., 95.67 M/M were not changed.

The Project had the following seven positions designated for the Nepalese national staff: one Senior Project Officer; three field coordinators; and three administrative staff members. The list below shows the employment records of the Project national staff members.

Table 1-7 List of National Staff

National Staff Name	Position	Employment Record	Designation
Ms. Bijaya Rajbaidya	Senior Field Coordinator/ Senior Project Officer	May 01, 2016 – May 31, 2018/ June 01, 2018 – November 30, 2019	Kathmandu
Mr. Rishi Ram Pandey	Senior Field Coordinator	May 01, 2016 – November 30, 2019	Pokhara
Ms. Sangita Rana Magar	Field Coordinator	May 01, 2016 – November 30, 2019	Kathmandu
Mr. Navaraj Nepali	Field Coordinator	April 16, 2018 – November 30, 2019	Kathmandu
Ms. Rama Rauto	Administrative & Project Officer	May 01 – 31 December 2016	Kathmandu
Ms. Rajeeta Pun	Project Administrative Officer	March 01, 2017 – October 31, 2019	Kathmandu
Mr. Dilip Kumar Khatri	Driver/ Administrative Staff	September 01, 2017 – November 30, 2019	Kathmandu
Mr. Narayan Dhakal	Driver/ Administrative Staff	January 01, 2018 – November 30, 2019	Pokhara

1.5 Expenditure for Project Activities

1.5.1 Japanese side

Table 1-8 shows the expenditure on Project activities during the period from January 2016 to November 2019. In the first year of the Project, it became clear that LDTA did not have the budget to cover the cost

it was supposed to bear as per the R/D (i.e. C/Ps' travel, accommodation, daily allowances, trainers' lecture fees, and report writing, as well as *Khaja*[2] payments). In consideration of this problem, JICA and the Project agreed to cover these costs in September 2017.

Table 1-8 Details of Expenditure (Unit: Japanese Yen)

Category	Budget	Expenditure	Items for expenditure
Local Staff employment	24,900,122	23,471,102	Salary, medical insurance
Special Resource Person	7,376,388	454,238	Graphic Designer, Content Advisor
Vehicle	26,686,655	4,973,360	Car Rental, Driver, Vehicle Insurance, Fuel, Maintenance
Rental Space	510,183	1,422,484	Rental fee of space for the Project activities
Office Equipment Maintenance	6,205,584	1,342,734	Office Maintenance, Equipment Maintenance
Consumables	4,868,785	5,733,189	Training stationery, Printing Consumables, Graphic Design Software, Office Consumables
Travel and Transportation	28,770,204	30,137,063	Accommodation for the Project Staff and C/Ps, Domestic flight for the Project experts, staff, and C/Ps; Transportation cost for participants
Communication and Delivery	1,261,812	546,440	Mobile Phone, Internet, Land line
Material Production	4,045,803	7,480,884	Training Manual Production, Banner, Calendar, Photocopy
Water & Electricity	1,709,568	38,999	Generator Fuel, Heating Equipment Fuel
Miscellaneous Expense	14,034,124	15,420,493	Lunch & Tea Service for the Project events; Remuneration for lecturing C/Ps; Reporting remuneration for C/Ps; Khaja for training
Equipment	10,065,000	2,170,534	Generators, Computers, Cameras, Projectors for regional centres
Total	**130,434,000**	**93,191,520**	

With the alteration of the contract, JICA allocated 90 million yen for the cost of operation in Nepal, such as implementation of training and workshops, development of training modules, implementation of Provincial-level Interaction Program, employment cost for the Project staff members, costs of printing and public relations and others. The budget execution rate was 75% because several activities such as some of the training for municipalities and some of the Provincial-level Interaction Programmes have not been completed as planned. For the equipment, JICA paid 2.5 million yen out of 10 million yen. The original plan was to implement the Project's activities on the basis of the three LDTA's centres in which the Experts and the Project staff members including drivers were assigned and the vehicle and the office equipment were fully provided. However, this plan had to be changed because the working environment that requires for implementation of the Project' activities was not in place in each centre. Furthermore, most of equipment was actually purchased in Nepal rather than Japan for saving the costs. The generators except for one for the Project Office did not need to be purchased because the supply of electricity has been dramatically improved during the implementation of the Project. Thus, the total cost of equipment was less than the original plan.

1.5.2 Nepalese side

The LDTA and its centres have borne NPR 97.8 million for research activities, development of training modules and knowledge sharing activities. It also included training conducted utilizing training modules developed during the Project period.

1.6 Provision of Vehicles, Equipment and Training abroad

1.6.1 Vehicles

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[2] Khaja means food provision including lunch, small snack, tea, and coffee.

JICA's plan was to procure four vehicles, which were to be used first for the Project, and then donated to LDTA. Through visits to the regional pilot centres in Pokhara, Jhapa and Surkhet, the Expert Team assessed prospects for managing the vehicles. The team concluded that JICA should procure four vehicles in two batches, which meant two vehicles at a time. After a delay in the procurement of the first batch of vehicles due to incidents such as India's border blockade against Nepal and a change in the procurement method from procurement in Japan to local procurement, the JICA Nepal Office informed the Project in early July 2017 that two vehicles had arrived in the office. After the second vehicle was handed over to the Project in January 2018, no further vehicle procurement was carried out.

1.6.2 Facilities
For the Project, the LDTA has provided the office space in its centres with the furniture and the internet.

1.6.3 Equipment
The following equipment items were purchased to implement activities under the Project. As of November 2019, all the items are functional and handed over to C/Ps (See Annex 15: List of Equipment).

Table 1-9 List of Equipment Purchased

SN	Item	Model/Specification	QTY	Price (JPY)
1	Personal Computer	Dell Ins+B6:B15piron 5559 I5	1	98,434
2	Generator	Honda EU65IS	1	503,230
3	UPS	3.5 kva/48v pure sine wave UPS, 12v/150AH Tubular battery, Automatic Battery Charger	1	218,611
4	AVR	5LVA Automatic Voltage Regulator (AVR)	1	29,176
5	Projector Set	Canon Multi Media Projector LV NX -300, Screen Tripod, bag	1	103,851
6	Personal Computer	Dell Vostro 3459	3	87,830
7	UPS Set	Luminous ION 1500VA UPS, IT 500 INVA Tubular Batttery x2	1	158,730
8	AVR	Auto Voltage Regulator	1	26,455
9	Printer	Canon iR-2002 N, Canon DADF AMI Unit, Canon Duplex Unit	1	203,280
10	UPS	Sukam 1500 VA Sinewave invertor x2, Exide 200 AH Tubular Batteryx 1	1	101,377
11	AVR	Stabilizer 3Kva	1	22,859
12	Personal Computer	DellInspirion 5567	1	142,812
13	Video Camera	Panasonic HC-VX985M	1	107,870
14	Digital Camera	Canon Powershot SX 620	4	27,806
15	Battery for video camera and battery charger	Panasonic battery VW-VBT380, Battery charger	1	12,099
16	Generator	Inverter	1	26,558
17	Personal Computer	Dell Inspiron 5468	1	96,686
18	Desktop	Dell Vastro 8668 Desktop Computer	1	58,114
19	Projector	Canon LV-X320 Data Projector	3	83,856

1.6.4 Training in Japan and third countries

Training in Japan and third countries were conducted according to the initial plan though there were some modification on the destination country and the number of participants. Third country training was planned in Malaysia, however, due to the difficulties for the recipient organization, the training venue was shifted to Local Governance Academy in the Philippines. The number of participants was 20 people initially, however, adding one more participant from the Ministry and two project national staff instead of Japanese experts, the participants became 23 people in total. Internship program in Bangladesh was conducted and two people took the opportunity.

2. The Project Activities

2.1 First Year: January 2016-July 2017

2.1.1 Activities in Common with All Outputs

2.1.1.1 Prepare the inception report
The inception report was prepared in Japanese and submitted to JICA on January 18, 2016.

2.1.1.2 Make and discuss the work plans
Work Plan 1 was prepared by the expert team and presented to MoFALD, LDTA, and JICA on April 29, 2016, covering the activities between January and December 2016, based on the original design of the Project. During the first JCC, it was decided to rearrange the annual cycle of the Project to adapt to the Nepali Fiscal Year (July 15 to July 14), while Work Plan 2 was prepared in July 2016 to cover the period from July 2016 to July 2017.

2.1.1.3 Conduct the project orientation
On January 20, 2016, the project orientation for LDTA and its regional centres was conducted. Held at LDTA Lecture Hall, this became an occasion to share basic information about the Project explained by the Chief Advisor. Furthermore, the Expert Team conducted individual Project orientations with the three pilot centres on separate occasions when the experts visited the regional centres.

2.1.1.4 Hold Progress Review Committee (PRC) meetings
First PRC
On February 21, 2016, the first PRC was organized at LDTA. Though included as members, the heads of three pilot centres were absent from the meeting owing to their engagement in training implementation at each centre. The main topics discussed in the meeting included direction of Project activities and indicators. Participants in the first PRC are listed below.

Table 2-1 List of participants in 1st PRC

Nepalese Side		Japanese Side	
Name	Position	Name	Position
Mr. Dhan Bahadur Shrestha	Joint Secretary, General Administration Division, MoFALD	Ms. Maki Tsumagari	Policy Advisor, JICA
Prof. Dr. Bishnu Sapkota	Executive Director, LDTA	Ms. Yuka Kitamatsu	Assistant Representative, JICA Nepal
Mr. Jaya Krishna Shrestha	Project Manager, LDTA	Dr. Takujiro Ito	Chief Advisor
Mr. Binay Kafle	Director, LDTA	Ms. Yuko Shibuya	Deputy Chief Advisor
Mr. Krishna Chandra Dhakal	Deputy Director, LDTA	Mr. Gen Fujii	Coordinator
Mr. Surendra Singh Nepali	Deputy Director, LDTA		
Mr. Udayanath Khanal	Administrative Officer, LDTA		
Mr. Sailesh Chapagain	Training and Research Officer, LDTA		
Mr. Deepak Thapa	Training and Research Officer, LDTA		
Mr. Ram Hari Khatri	Computer Operator, LDTA		

Second PRC

The second PRC was organized on August 4, 2016 at LDTA. The topics discussed in the meeting mainly concerned confirming the agenda of the first JCC. Participants in the second PRC are listed below.

Table 2-2 List of participants in 2nd PRC

Nepalese Side		Japanese Side	
Name	Position	Name	Position
Prof. Dr. Bishnu Sapkota	Executive Director, LDTA	Ms. Yuki Daizumoto	Assistant Representative, JICA Nepal
Mr. Jaya Krishna Shrestha	Project Manager, LDTA	Mr. Namaraj Adhikari	Senior Program Officer, JICA Nepal
Mr. Chhabi Rijal	NPM (LGCDP)	Dr. Takujiro Ito	Chief Advisor
Mr. Ramesh Neupane	Under Secretary, HRD Section, MoFALD	Ms. Yuko Shibuya	Deputy Chief Advisor
		Ms. Ayako Nakazato	Expert
		Mr. Gen Fujii	Coordinator

As explained in 3.4.1, the JCC chairperson asked to hold another PRC to obtain a comprehensive view of the Project's progress and sign the JCC minutes. Following the request, a second round of PRC was organized on August 17, 2016 at MoFALD. This was an occasion to confirm the contents to be accepted as JCC minutes. The participants are listed below.

Table 2-3 List of participants in 2nd PRC (Second Round)

Nepalese Side		Japanese Side	
Name	Position	Name	Position
Prof. Dr. Bishnu Sapkota	Executive Director, LDTA	Ms. Yuki Daizumoto	Assistant Representative, JICA Nepal
Mr. Jaya Krishna Shrestha	Project Manager, LDTA	Mr. Namaraj Adhikari	Senior Program Officer, JICA Nepal
Mr. Ramesh Neupane	Under Secretary, HRD Section, MoFALD	Dr. Takujiro Ito	Chief Advisor
		Ms. Yuko Shibuya	Deputy Chief Advisor
		Mr. Gen Fujii	Coordinator

Third PRC

On November 23, 2016, the third PRC was organized at LDTA. The main topics discussed in the meeting included progress of Project activities between August and November 2016 and the revision of PDM ver. 0. With respect to the revision of PDM, the discussion focused on changes in indicators and an outline of the outputs. The participants agreed on these matters but could not agree on the Overall Goal which they had agreed to confirm at the second JCC. Participants in the third PRC are listed below.

Table 2-4 List of participants in 3rd PRC

Nepalese Side		Japanese Side	
Name	Position	Name	Position
Prof. Dr. Bishnu Sapkota	Executive Director, LDTA	Mr. Jun Sakuma	Chief Representative, JICA Nepal
Mr. Chiranjibi Timilsina	Undersecretary National Program Manager of LGCDP II, MoFALD	Ms. Yuki Daizumoto	Assistant Representative, JICA Nepal
Mr. Jaya Krishna Shrestha	Project Manager, LDTA	Mr. Namaraj Adhikari	Senior Program Officer, JICA Nepal
Mr. Krishna Chandra Dhakal	Director, LDTA	Dr. Takujiro Ito	Chief Advisor
Mr. Sailesh Chapagain	Training and Research Officer, LDTA	Ms. Yuko Shibuya	Deputy Chief Advisor
Mr. Hari Krishna Koirala	Acting Director UDTC Pokhara	Ms. Ayako Nakazato	Expert
Mr. Shyam Shrestha	Acting Director WDTC Surkhet	Mr. Gen Fujii	Coordinator
Mr. Krishna Prasad Bhattarai	Acting Director RDTC Jhapa		

2.1.1.5 Hold Joint Coordination Committee (JCC) meetings
First JCC

The first JCC was organized on August 5, 2016 at Summit Hotel Kathmandu. The main agenda of the congregation began with an explanation of the Project's progress from January to July 2016, followed by an explanation of the Plan of Operation (August 2016–July 2017). In addition, the JCC members discussed the change in the Project's annual cycle to adapt to the Nepali fiscal year, which begins in mid-July and ends in mid-July of the following year, and the revision of PDM ver. 0 including indicators. While the contents were generally accepted by the members, the MoFALD Joint Secretary, chairperson of the JCC, suggested to hold another meeting, as he needed more time to fully comprehend the situation, having been appointed to the position shortly prior to the JCC (see Annex 6: Minutes of 1st JCC Meeting). Participants in the first JCC are listed below.

Table 2-5 List of participants in 1st JCC

Nepalese Side		Japanese Side	
Name	Position	Name	Position
Mr. Maddhu Sudan Burlakoti	Joint Secretary, General Administration Division, MoFALD	Mr. Jun Sakuma	Chief Representative, JICA Nepal
Prof. Dr. Bishnu Sapkota	Executive Director, LDTA	Ms. Yuki Daizumoto	Assistant Representative, JICA Nepal
Mr. Jaya Krishna Shrestha	Project Manager, LDTA	Mr. Namaraj Adhikari	Senior Program Officer, JICA Nepal
Mr. Chhabi Rijal	NPM (LGCDP)	Dr. Takujiro Ito	Chief Advisor
Mr. Ramesh Neupane	Under Secretary, HRD Section, MoFALD	Ms. Yuko Shibuya	Deputy Chief Advisor
Mr. Sailesh Chapagain	Training and Research Officer, LDTA	Ms. Ayako Nakazato	Expert
Mr. Hari Krishna Koirala	UDTC Pokhara	Mr. Gen Fujii	Coordinator
Mr. Shyam Shrestha	WDTC Surkhet		
Mr. Netendra Singh	RDTC Jhapa		

Second JCC

The second JCC was organized on December 6, 2016 at LDTA in Kathmandu. Following the sharing of

the review of Project activities between August and November 2016 and the Plan of Operation up to July 2017 with the approval of Monitoring Sheet II, revision of PDM ver. 0 was approved. Furthermore, JCC members discussed ways to strengthen the local governance beyond the local election as well as the LDTA's position. The Senior Representative of the JICA Nepal Office requested deployment to vacant positions at LDTA and its regional centres, as the shortage of C/Ps was directly influencing project progress and technical transfer. He also expressed the importance of reviewing the LDTA evaluation system (see Annex 7: Minutes of 2nd JCC Meeting). Participants in the Second JCC are listed below.

Table 2-6 List of participants in 2nd JCC

Nepalese Side		Japanese Side	
Name	Position	Name	Position
Mr. Chakra Bahadur Budha	Joint Secretary, General Administration Division, MoFALD	Mr. Hiroyasu Tonokawa	Senior Representative, JICA Nepal
Prof. Dr. Bishnu Sapkota	Executive Director, LDTA	Ms. Yuki Daizumoto	Assistant Representative, JICA Nepal
Mr. Jaya Krishna Shrestha	Project Manager, LDTA	Mr. Namaraj Adhikari	Senior Program Officer, JICA Nepal
Mr. Resham Lal Kandel	Under Secretary, National Program Manager of LGCDP II	Dr. Takujiro Ito	Chief Advisor
Mr. Krishna Chandra Dhakal	Director, LDTA	Ms. Yuko Shibuya	Deputy Chief Advisor
Mr. Sailesh Chapagain	Training and Research Officer, LDTA	Mr. Gen Fujii	Coordinator

2.1.1.6 Conduct institutional assessment of LDTA and three regional centres

An institutional assessment of LDTA and its three pilot centres was conducted with the purpose of identifying the potential and strengths as well as to explore gaps and areas to be improved to develop LDTA as a leading organization in capacity development of local governance. The assessment focused on the situation of physical assets, organizational structure, job responsibilities, human assets, intellectual assets, status of activities, and management system of the organization. Methodologies adapted for the assessment involved analysis of existing information and data from LDTA Annual Reports (2011/2012 to 2015/2016), LDTA Act 2047, the LDTA Institutional Development Plan, and interviews with C/Ps in the centres.

The assessment concluded that the LDTA had the potential to become a national institution in capacity development of local governance with its availability of massive infrastructure and physical facilities in all provinces. Moreover, it had experience and expertise in conducting training, research, and analysis and in providing consultancy services and was able to conduct a nationwide program at the time. Furthermore, it had various training manual packages as intellectual assets.

However, the assessment noted that the scarcity of human resources, mainly in the technical sector, was one of the largest hurdles for the organization. Along with human resources, clear and specific job descriptions with effective and efficient communication and reporting channels with a dedicated leadership mechanism needed to be established. The preparation of a clear long-term strategy for organizational development was necessary as well as an institutional mechanism for the instructional design of the training program and the accumulation and reflection of knowledge, learning, and sharing.

2.1.1.7 Conduct C/P competency assessment

According to the agreement with JICA, approximately 30 technical staff members were supposed to be assigned as C/Ps, but only 19 were involved in the Project activities. Because of the limited number of personnel, staff members in both the technical section and the administrative section were involved in Project activities. To measure the staff's capacity level, an individual competency assessment was carried out on five key competencies: research and analysis, training development, training delivery and

evaluation, information and knowledge management, and activity management.

2.1.1.8 Prepare the progress report

Progress Report 1 was prepared by the expert team and presented to MoFALD, LDTA, and JICA on September 6, 2017.

2.1.2 Activities of Output 1

2.1.2.1 Conduct a training needs assessment

The first Action Research Workshop was organized May 11–15, 2016, in Pokhara. The purpose of this workshop consisted of establishing a common understanding among LDTA and the three pilot centres concerning the basic direction, strategy, and implementation method of the Project activities.

Concerning the training needs assessment, the workshop taught participants about the implementation of "Action Research" in three steps:

(a) Lectures on the concept of Action Research and Field Survey Methodologies;
(b) Field Survey practice on site;
(c) Preparation of an Action Plan.

An evaluation was conducted at the end of each day with a simple feedback sheet to record participants' learning, difficulties, and suggestions. Necessary changes were made as per the suggestions. Participants expressed that in Action Research, the tools and methodologies used were the most relevant learning from the workshop. However, they felt that objective and indicator setting and development of action plans were somewhat difficult to understand. Likewise, it was expressed that they wished to strengthen their knowledge and skills in developing training modules.

2.1.2.2 Select training topics to develop

After the Action Research Workshop, the Project had several discussions with key persons at related organizations such as GIZ and MoFALD to select training topics. It was concluded that the demands at the local level were training in Leadership, Integrated Property Tax (IPT), Social Accountability, and Local Level Planning.

The Expert Team and C/Ps recommended the following four topics for each centre:

Table 2-7 Module topics for the first cycle of developing training curriculum and materials

Module topics	Responsible regional centre
Integrated Property Tax (IPT)	UDTC Pokhara
Local Level Planning Process	RDTC Jhapa
Social Accountability	WDTC Surkhet
Leadership Development	LDTA

These topics were important sources for the Module Development Workshop held August 8–13, 2016, at which C/Ps learned the process of developing training modules. During this workshop, each centre worked with the topics they were given to produce modules.

2.1.2.3 Review and analyze the above topics

After the Module Development Workshop, the C/Ps went back to their centres and worked on their module development topics.

Integrated Property Tax (UDTC Pokhara)

After the Module Development Workshop, the Pokhara team, composed of UDTC Pokhara trainers, Japanese experts, and a senior field coordinator visited five municipalities near Pokhara as part of the workshop follow-up. These municipalities were: Sukla, Gandaki, Byas, Madhya Nepal, and Karaputar.

Local Level Planning (RDTC Jhapa)

While the Jhapa team visited several municipalities including Bhadrapur prior to the Module Development Workshop to determine the actual situation of Local Level Planning (LLP), they reviewed the guidelines concerning LLP and manuals prepared by GIZ on the same topic. This review and analysis

were reflected in the developed training module for LLP.

Social Accountability (WDTC Surkhet)
The Surkhet team invited the District Development Committee (DDC) and VDC secretaries to WDTC to inquire about the situation of Social Accountability (SA) after the Module Development Workshop and also reviewed the guidelines concerning SA. These were reflected in the training module to be developed.

2.1.2.4 Prepare the Action Plan of Each Centre
In the Action Research Workshop, C/Ps learned about the action plan concept and ways to develop one. Based on this experience, they produced action plans for their training module development in the Module Development Workshop. Despite the action plan created in the Module Development Workshop, recruitment and termination of temporary staff caused significant interruption to the implementation of activities according to the action plan of each centre.

2.1.3 Activities of Output 2

2.1.3.1 Design the training module (curriculum and materials)
Module Development Workshop

From August 8 to 13, 2016, the Project organized a Module Development Workshop at LDTA. The Project invited 30 people from three pilot centres, LDTA, and WDTC Jawalakhel; however, 28 staff members participated, including one from RDTC Doti.[3] Given the lack of technical staff, accounting, administrative, and computer staff were invited. The general objective of this workshop was for participants to acquire basic knowledge and skills in the methodology of training material development.

The workshop was conducted based on a participatory approach involving participants' experiences such as facilitation, individual presentations, open discussion, and group exercises. The practical exercises mainly focused on developing the actual training material for the specific topic given for each centre to develop a training module during the first year to enhance the knowledge and skills of the participants with the use of standard formats.

Through this workshop, C/Ps acquired new knowledge and skills in training material development methods. The degree of acquisition of such knowledge and skills varied from one staff member to another. On-the-job training and follow-up support in the following months were essential for the C/Ps to internalize the methods learned during the workshop.

Joint Monitoring Workshop

The Project organized a two-day Joint Monitoring Workshop on November 21–22, 2016, at LDTA. Twenty-six staff members including management, administration, accounting, and computer staff participated in this workshop. Some participants from WDTC Surkhet, RDTC Jhapa, and WDTC Jawalakhel were newly recruited staff.

The general objective of this workshop was for participants to learn how progress of each module development had proceeded and use their critical thinking and capacity to upgrade each module by analyzing and providing constructive suggestions.

During the workshop, each centre collected feedback, comments, and suggestions from other participants. At the end of the workshop, each centre revised their action plan to complete their module by the end of February 2017.

Joint Evaluation Workshop

The Project organized a two-day Joint Evaluation Workshop on February 22–23, 2017, at LDTA. In total, 19 staff members from LDTA, three pilot centres, and WDTC Jawalakhel participated. As in previous workshops, the Project invited not only technical staff but also management, administrative, accounting, and computer staff. Prior to this workshop, three pilot centres had completed the second validation at each centre.

The general objective of this workshop was to share the final draft of the training material developed by each centre and get feedback for final improvement. The basic procedure of this workshop was the following: First, participants shared the final version of the training material each centre implemented from November 2016 to February 2017 and its validation results. Second, participants critically analyzed training material developed by each centre and provided useful suggestions for improvement. Third, each centre collected constructive comments and suggestions to upgrade the training material prior to final refinement by the experts. Fourth, each centre made an action plan for marketing and implementation of the

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[3] Those workshops were originally planned for LDTA and three pilot centres. However, the number of technical staff members was insufficient, and non-pilot centres had very few technical staff members. Because of the C/P's strong request, the Project had those technical staff members participate in some workshops.

training. Lastly, participants reviewed the entire process of the action research, training material development, and implementation. At the end of the workshop, each centre revised its action plan again to finalize its module by mid-March.

As the workshop was more focused on sharing experiences of each centre, only a verbal evaluation was conducted. The participants felt that the processes learned and the confidence gained by the Pokhara team were crucial to the enhancement of capacity. At the same time, the efforts of new staff from RDTC Jhapa and WDTC Surkhet were appreciated. The confidence level of staff in these centres seemed enhanced, compared to the first joint workshop.

2.1.3.2 Develop the training modules
UDTC Pokhara
UDTC Pokhara received the topic of IPT for the module development. Considering the entire process of module development, UDTC Pokhara's work was exemplary for other pilot centres. The Pokhara team conducted a field needs survey immediately following the Material Development Workshop in August, divided up tasks, and visited five municipalities near Pokhara. They collected data related to IPT by conducting interviews with municipality staff, analyzed findings from the field needs survey, and revised the training plan. Then, they divided sessions among staff, and each staff member developed a session plan and its contents, including PowerPoint slides, handouts, and pre-test and post-test questions.

RDTC Jhapa
Three staff members participated in the Module Development Workshop in August 2016: the Acting Director deputed from RDTC Janakapur, one Training and Research Officer, and one Senior Computer Operator. During the initial stage of the module development, the Training and Research Officer and Senior Computer Operator contributed significantly to the field survey, literature review, and preparation of the training plan, session plans, PowerPoint slides, and pre-test and post-test sheets. During the period of September–December 2016, all temporary staff contracts were terminated, resulting in the Training and Research Officer and Information and Record Assistant leaving the RDTC Jhapa. In early October, newly recruited staff began their duty. The Acting Director and Accountant were first posted, followed by a new Assistant Training and Research Officer in January 2017. This shuffle of responsible staff in module development activities hampered RDTC Jhapa's work progress. In addition, the new staff had limited experience in facilitating adult learning training and material development in the area of local governance.

The module development topic for RDTC Jhapa was LLP. New staff had to learn about the situation in the community in terms of LLP. They had to internalize the current trends, procedures, and government requirements.

WDTC Surkhet
The module development topic for WDTC Surkhet was SA. The Surkhet team progressed much like RDTC Jhapa. Of three previous staff at WDTC Surkhet, one was posted to LDTA, and two left the centre owing to contract termination. Three newly recruited staff were assigned in October 2016 who were new to adult learning and local governance and had difficulty developing the training module on SA. Therefore, it took time for them to internalize the SA concept in the context of local governance.

LDTA
Originally, the Project planned to develop a training module with only three pilot regional training centres. However, LDTA showed interest in being involved in the process and was therefore included in the training module development. The LDTA team came up with Leadership Development as their module development topic. In the Training Module Development Workshop in August 2016, they prepared a draft training plan. The LDTA team had more members than any other team, as the staff from WDTC Jawalakhel, who were interested in learning from the Project, also participated. With a strong recommendation from LDTA, the Project included staff from WDTC Jawalakhel as well as technical staff from other centres in the Joint Workshops.

In the Joint Monitoring Workshop held in November 2016, the LDTA team showed draft session plans and some PowerPoint slides. In the Joint Evaluation Workshop organized in February 2017, the LDTA team submitted a more comprehensive package of the Leadership Development training module. The LDTA team explained that they had been consulting with MoFALD regarding orientation training for the newly elected mayor and deputy mayor, using some contents of the leadership development training module. However, MoFALD developed orientation program contents in cooperation with LGCDP experts and consultants and conducted orientation in provinces where the local election was already over.

2.1.3.3 Conduct field validation of the training modules
UDTC Pokhara
During November 15–17, 2016, UDTC Pokhara organized the first validation training by inviting seven staff members from nearby municipalities. During the validation, they came to various useful realizations and identified some critical problems in IPT issues. They presented their progress in the Joint Monitoring Workshop and expressed their concern that all members had difficulty coming up with training material since they were not experts in the subject. They gathered valuable and constructive suggestions and comments on the first draft and conducted revision work after the workshop until the second validation training. They also visited IPT experts, the Chief of UGDP (Urban Governance Development Program), MoFALD concerned officers, LBFC officers, and the Town Development Fund director to seek more valuable advice and suggestions on their IPT draft training material. The team decided not to hire a subject specialist as in other centres.

The second validation training was held February 6–8, 2017. Sixteen participants were invited from eight municipalities. This time, IPT software practical sessions were also conducted, and training was well received by participants. The results of the second validation training were shared in the Joint Evaluation Workshop in February 2017. Then, the Pokhara team reflected the final comments and suggestions collected in the February workshop and submitted a final draft module to the Project.

RDTC Jhapa
It was considered important for RDTC Jhapa to retain an experienced staff member, who had been working for more than 16 years as a Senior Computer Operator. RDTC Jhapa organized the first validation training on November 14–16, 2016, at its centre. They invited 15 participants from Bhadrapur municipality who were newly appointed Ward Citizen Forum (WCF) coordinators from 15 Wards. Although new staff members were not sufficiently confident about the subject, as it was the first time they had been trainers in adult targeted training, the validation training was successful, thanks to the experience of the previously mentioned staff. The RDTC Jhapa team realized that significant improvement would be required throughout this practical experience, yet they confidently presented their own experience in the Joint Monitoring Workshop held November 21–22, 2016.

The second validation, organized by only new staff, was held February 1–3, 2017, and 22 people were invited from Birtamod and Shani-Arjun municipalities. The fact that the three newly recruited staff members had not achieved a sufficient level of IT skills in Word, Excel, and PowerPoint was found to be a hindrance to proceeding with the module development and validation training. Project staff supported every step, including results compilation of validation training to be presented in the Joint Workshops.

WDTC Surkhet
WDTC Surkhet invited 11 office assistants from nearby municipality, DDC, and VDC offices for the first validation training, organized for December 22–24, 2016. As the actual targets of the SA training were VDC secretaries and VDC and Ward leaders, the feedback given by participants indicated that the contents were not as relevant as they could have been. After the first validation training, one new staff member left the centre, leaving only the Training and Research Officer and Assistant Accountant to develop the training module.

Between the first and second validation, a local NGO called the Social Awareness Centre requested that WDTC Surkhet organize the same training for their target group. The target group was not the one expected, but it was good opportunity for new staff to practice their training skills and increase their confidence.

From February 12 to 14, 2017, the second validation training was conducted with the support of a subject specialist and an experienced LDTA Training and Research Officer. Fourteen VDC secretaries were invited for the training. While the invitees were the correct target for the module this time, the training was not satisfactory, because the training contents were not new to them, and the facilitators were inexperienced in various techniques of training facilitation. The second validation training represented a significant

opportunity for the Surkhet team to realize the importance of the participatory method in adult learning, and they came to know the indispensability of both sufficient subject knowledge and facilitation techniques for providing training to such experienced adults. The material development work proceeded according to the schedule and the module on SA was finally published.

2.1.3.4. Evaluate the training modules
The Project arranged two validation training sessions for each pilot centre as part of the module development activities.

2.1.4 Activities of Output 3

To enhance C/P capacity in these areas, the Project arranged two validation training sessions for each pilot centre as part of the module development activities and conducted one Presentation Skills Workshop and one Presentation and Facilitation Workshop during the first year.

Validation Training

UDTC Pokhara implemented the first and second validation training sessions for the IPT module. C/Ps in UDTC Pokhara had a relatively long experience of training implementation and good facilitation skills. Though the C/Ps were new to the subject, participants' evaluation of these two validation training sessions were positive. In every training session, project staff observed and shared feedback at the end of each day, so that C/Ps could recognize and reflect on their learning the following day. The UDTC Pokhara team used the evaluation tools introduced by the Project in both validation sessions.

RDTC Jhapa implemented the first and second validation training session on the LLP module. Newly recruited staff were posted in Jhapa from early October 2016; immediately following their posting, they had to engage in the development of the module and conduct the first validation training. The schedule was so tight that the new staff did not have enough time to internalize the Project activities. In addition, the new staff had little experience in adult learning and local governance training. Nevertheless, they were enthusiastic to learn new skills and subjects and showed significant improvement in the areas of attitude, knowledge, and confidence from the first validation training.

WDTC Surkhet invited overqualified individuals to the SA module's validation and consequently could not gather useful information at a satisfactory level during the first validation. The target group invited for the second validation in Surkhet included the right people, and much learning occurred for WDTC Surkhet as well as the Project. The second validation training was conducted with the support of a subject specialist and an experienced LDTA Training and Research Officer. The second validation training became a significant opportunity for the Surkhet team to realize the importance of the participatory method in adult learning processes. They came to recognize that both sufficient subject matter knowledge and facilitation techniques are needed when providing training to experienced adult participants.

Presentation Skills Workshop

The Project organized a two-day Presentation Skills Workshop for C/Ps of UDTC Pokhara for December 8–9, 2016. The aim of the workshop was for participants to acquire basic knowledge and skills of effective presentation. Three C/Ps of UDTC Pokhara were trained, and national staff conducted similar training in RDTC Jhapa and WDTC Surkhet in the following months.

Presentation and Facilitation Workshop

During the Joint Evaluation Workshop in February 2017, the C/Ps insisted on the need to strengthen their capacity in training delivery and decided to focus more on this area during the second year. Then, the Project decided to conduct a Presentation and Facilitation Workshop within the Orientation Program, which LDTA organized for April 3–6, 2017, targeting newly recruited staff of LDTA and regional centres.

A total of 11 C/Ps participated in this training. Among them, two were from LDTA, two from UDTC Pokhara, three from RDTC Jhapa, two from WDTC Surkhet, one from WDTC Jawalakhel, and another from RDTC Doti. It was the basic course. As some new staff members were not very familiar with Microsoft Word, Excel, and PowerPoint, a series of computer skills capacity development inputs were necessary.

2.1.5 Activities of Output 4

2.1.5.1 Implement promotion activities
UDTC Pokhara

Item	Progress
Newsletter	Completed: A UDTC newsletter was prepared and shared with LDTA and other regional centres.
Brochure	Completed: A Draft UDTC brochure was prepared and distributed to mayors and deputy mayors during their orientation in Pokhara. Mass production will occur during the next fiscal year.
SNS (Facebook)	Completed: A UDTC Facebook page was created to connect training centres, and UDTC activities were shared through Facebook.

RDTC Jhapa

Item	Progress
Newsletter	Completed: Published only once annually and once for a training event. Time was not sufficient to publish it more frequently as the staff were deployed in election, and they remained busy in completing the regular activities. Only one staff member had relatively high computer literacy. The Computer Operator was fully occupied with the election, though they had planned to publish a Newsletter.
Brochure	Not completed: They just held a meeting on the content.
SNS (Facebook)	Not completed: They were updating the information for the Facebook Account/Intra-organization closed group/Inter-regional training centre closed group/Public official Facebook page.
Library (books and daily newspaper)	Completed: Available books and other materials in the library and other places were catalogued. Not completed: Digitization of the list of available books and other materials, infrastructural management of the library (floor, bookshelves, racks, tables, etc.), installation of a Library Management System for the proper recording and digitization of available materials.

WDTC Surkhet

Item	Progress
Newsletter	Not completed: They conducted staff meetings. Collection of subject content and pictures and Newsletter preparation were ongoing. Not yet published due to the absence of a permanent Computer Operator.
Brochure	Somewhat completed: No review had been conducted, as it had just been printed.
SNS (Facebook)	Not completed because of the termination of contracts of the Knowledge Management Workshop Participants, the lack of a Computer Operator, and inadequate knowledge of the Training and Research Officer
Library (books and daily newspaper)	Completed: Discussion of library management was ongoing, and screening and collection of useful books among old books were to be conducted. There was no maintenance of the library building, purchase of furniture, or establishment of a library due to the lack of budget.

LDTA

Item	Progress
Newsletter	Not completed
Annual Report	Completed
Brochure	Completed
Sahabhagita (Journal)	Completed
SNS (Facebook)	Not completed: A new Facebook page had been created, but the older page was still functioning publicly. The group page had not been created yet owing to a lack of time, training, and practice.
Official Website	Not completed: Information sharing had not been established. Posting of the program activities were supposed to be done by the Training Department. There was a lack of proper knowledge and skills in webpage development in the Computer Operations Division.

2.1.5.2 Conduct knowledge management training
The Project organized a two-day Knowledge Management Workshop for September 28–30, 2016, at LDTA. The Project invited 10 people from three pilot centres, LDTA, and WDTC Jawalakhel, and two staff members from RDTC Janakpur. These participants were assigned to computer operations sections in each centre. The general objective of the workshop was for participants to understand how to accumulate, share, and use their own experience and knowledge and learn ways to enhance the LDTA's reputation as a trusted institution.

The workshop successfully achieved concrete outputs, along with the objectives. Moreover, it can be considered fruitful, as the workshop helped participants build a consensus on the Knowledge Management System. The workshop enhanced participants' skills in the renewal of the official Facebook page and preparation of newsletters. Participants remarked that the workshop reinforced their knowledge and skills in Knowledge Management, as this was the first technical training in which they had participated since joining the organization.

2.1.5.3 Preparation for third-country training
The Project tentatively planned to implement third-country training in March 2018. The main aim was to establish the future image of LDTA and to strengthen organizational and training implementation capacity by visiting institutions that had experienced similar trajectories in institutional development and which LDTA saw as role models to follow. A candidate country was Malaysia, as its National Institute of Public Administration (INTAN[4]) was known to be a leading institution in public administration in Southeast Asia.

Between February 6 and 8, 2017, the Chief Advisor and Coordinator of the Project visited INTAN as well as Urban Wellbeing, Housing and Local Development Training Institute (i-KPKT[5]) for prior information collection. While INTAN had a greater capacity to be the national training institute of public administration, it was concluded that i-KPKT could also be a suitable host, or could perhaps collaborate with INTAN, as it mainly deals with issues around urban municipalities at the local level. The Expert Team planned to discuss further with JICA and LDTA to make more concrete plans concerning the implementation of third-country training.

2.1.5.4 Preparation for training in Japan
The Project tentatively planned to implement training in Japan from October 14 to 24, 2017. The expected participants were approximately 10 personnel, including C/Ps and stakeholders of the Project from MoFALD, LDTA headquarters, and three regional pilot centres. The Project was under discussion with JICA, while schedule preparation and selection of institutions suitable for field visits was going on.

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[4] Abbreviation for *Institut Tadbiran Awam Negara* in Malay.
[5] Abbreviation for *Institut Latihan Kesejahteraan Bandar, Perumahan dan Kerajaan Tempatan* in Malay.

2.2 Second Year: July 2017-June 2018

2.2.1 Common Activities for All the Outputs

2.2.1.1 Hold Progress Review Committee (PRC) meetings
Fourth PRC
The fourth PRC was held on August 27, 2017, at LDTA. The main topics discussed at the meeting included suggestions for revising PDM Version 1 to create PDM Version 2. The revisions to PDM Version 1 included an update of the target values for the Project Purpose and all the Outputs.
Regarding the Project's progress, LDTA shared the results of the following three training modules developed by the pilot centres:
- UDTC Pokhara: Integrated Property Tax (PT)
- RDTC Jhapa: LLP
- WDTC Surkhet: SA

However, it was revealed that these modules were expected to be updated in accordance with the new policies and guidelines, in light of the changes that may have occurred following the establishment of a federal system. Moreover, the meeting shared details of the completion of the institutional assessments and the C/Ps' competency assessments.

The Japanese Expert Team highlighted the following major issues in the fourth PRC:
- Insufficient number of technical staff deployed as C/Ps,
- Workload of LDTA staff for their regular activities and other external factors such as elections, and
- The need for an update on the training modules developed in accordance with the new policies and guidelines.

The participants in the fourth PRC are listed below:

Table 2-8 List of Participants in 4th PRC

Nepalese Side		Japanese Side	
Name	Position	Name	Position
Prof. Dr. Bishnu Sapkota	Executive Director, LDTA	Ms. Misa Fukunaga	Assistant Representative, JICA Nepal
Mr. Chiranjibi Timsina	Undersecretary National Programme Manager of LGCDP II, MoFAGA	Mr. Namaraj Adhikari	Senior Programme Officer, JICA Nepal
Mr. Jaya Krishna Shrestha	Project Manager, LDTA	Dr. Takujiro Ito	Chief Advisor
Mr. Krishna Chandra Dhakal	Director, LDTA	Ms. Yuko Shibuya	Deputy Chief Advisor
Mr. Shailesh Chapagain	Training and Research Officer, LDTA	Ms. Ayako Nakazato	JICA Expert/ Module Development
Mr. Hari Krishna Koirala	Acting Director UDTC Pokhara	Mr. Gen Fujii	JICA Expert/ Coordinator
Mr. Krishna Prasad Bhattarai	Acting Director RDTC Jhapa		
Observers			
		Ms. Bijaya Rajbaidya	Senior Project Officer
		Mr. Rishi Ram Pandey	Senior Field Coordinator
		Ms. Sangita Rana	Field Coordinator
		Ms. Rajeeta Pun	Project Administrative Officer

Fifth PRC

On February 14, 2018, the fifth PRC was held at LDTA, with the meeting releasing details of the progress made so far. The new undersecretary, Mr. Suman Ghimire, who monitored the Project, recommended that the modules developed be used to prepare details for the implementation of the training. Mr. Ghimire, who was appointed prior to the fifth PRC, also announced the possibility of training with the newly elected members at the local level.

Following the review of the progress, the meeting released the preliminary results of the internal mid-term review carried out by a team comprising Ms. Toshiko Shimada, Ms. Yogmaya Sapkota, and Ms. Sangita Rana. The results showed that the Project's progress was generally on track, although it was still too early to assess whether the Project Purpose would be achieved, given that it was only at the halfway stage. The team recommended additional focus on the following points:
- Institutionalization and internalization of the comprehensive training delivery mechanism,
- Promotion of the training modules developed in conjunction with the local governments,
- Quality assurance of the training provided to local governments by focusing on the four-level training evaluation: (1) reaction; (2) learning; (3) behavior; and (4) results,
- Enhancement of not only individual, but also institutional capabilities by using the competency assessment,
- Maximum utilization of human resources at LDTA and the regional centres, including the non-pilot centres, as well as external resources, by introducing a new human resource pooling or roster system, and
- Review of the indicators used in the current PDM.

The last session of the fifth PRC discussed various issues related to the Project. While Mr. Ghimire drew attention to the uncertainty over the restructuring of LDTA and its regional centres, Ms. Fukunaga, assistant representative of the JICA Nepal Office, who oversees the Project, highlighted the low commitment shown by the C/Ps regarding the Project. In this regard, Ms. Shrestha, director of LDTA and project manager, emphasized that there was a gradual improvement in the commitment shown by the C/Ps, as they steadily internalized the Project's nature, modality, and goals. Regarding the complexity of the recruitment process for new staff, Mr. Ghimire suggested that the Public Service Commission should have been consulted officially to identify a solution to simplify the process.

Dr. Ito, chief advisor of the Project, recommended a Training of Trainers (TOT) for the regional centre staff on IPT, in response to requests made by the local governments. He also emphasized that the individual and institutional competencies at each centre should not have been treated as equal; rather, they should have been flexible because the status of the individuals and the centres varied. Mr. Ghimire requested the support of JICA in the restructuring of MoFAGA, LDTA, and its regional centres. In response, Ms. Fukunaga noted that while the expansion of the Project activities would be difficult, JICA could make adjustments to these activities, in line with the framework established following the restructuring of LDTA. Dr. Ito commented that the Japanese expert team would support the restructuring process of LDTA in the best way possible if they required any assistance.

The participants of the fifth PRC are listed below:

Table 2-9 List of Participants in 5th PRC

	Nepal Side			JICA Side	
S. N	Name	Position	S. N	Name	Position
1	Prof. Dr. Bishnu Sapkota	Project Director/ Executive Director, LDTA	1	Ms. Misa Fukunaga	Assistant Representative, JICA Nepal
2	Mr. Jaya Krishna Shrestha	Project Manager/ Director, LDTA	2	Mr. Namaraj Adhikari	Associate Programme Manager
3	Mr. Suman Ghimire	Under Secretary, GAB, MoFAGA	3	Dr. Takujiro Ito	Chief Advisor
4	Mr. Krishna Chandra Dhakal	Director, LDTA	4	Ms. Yuko Shibuya	Deputy Chief Advisor
5	Mr. Shailesh Chapagain	Training and Research Officer, LDTA	5	Ms. Aya Nakazato	JICA Expert/ Training Module
6	Mr. Hari Krishna Koirala	Acting Director, UDTA Pokhara	6	Ms. Toshiko Shimada	JICA Expert/ Monitoring & Evaluation
7	Mr. Krishna Prasad Bhattarai	Acting Director, RDTC Jhapa	7	Mr. Gen Fujii	JICA Expert/ Training Planning 1/ Action Research 1
8	Mr. Shambhu Prasad Shah	Acting Director, WDTC Surkhet			
Observers					
9	Mr. Udaya Nath Khanal	Management Officer, LDTA	8	Ms. Bijaya Rajbaidya	Senior Project Officer
10	Ms. Yogmaya Sapkota	Management Officer, LDTA	9	Mr. Rishi Ram Pandey	Senior Field Coordinator
11	Mr. Deepak Thapa	Training and Research Officer	10	Ms. Sangita Rana	Field Coordinator
			11	Ms. Rajeeta Pun	Project Administrative Officer

2.2.1.2 Hold Joint Coordination Committee (JCC) meetings
Third JCC
The third JCC was held on September 6, 2017, at LDTA. The main agenda of the meeting was to highlight the progress of the Project between July 2016 and July 2017, especially the three training modules on IPT, LLP, and SA that were developed by the pilot centres. The meeting also stressed the need to update these modules in accordance with the new policies and guidelines. Furthermore, the participants also provided details regarding the completion of the institutional assessment and staff competency. Next, the meeting highlighted major issues such as the insufficient number of technical staff deployed as C/Ps, and an increase in the workload of the LDTA staff, who in addition to their regular activities, also performed other external duties, such as organizing elections. The third JCC approved the Progress Report and PDM Version 2. The participants in the third JCC are listed below (see Annex 8: Minutes of Meeting of the 3rd JCC):

Table 2-10 List of Participants in 3rd JCC

	Nepal Side			JICA Side	
S.N	Name	Position	S.N	Name	Position
1	Mr. Ananda Raj Dhakal	Joint Secretary, GAD, MoFAGA	1	Mr. Hiroyasu Tonokawa	Senior Representative, JICA Nepal
2	Mr. Chiranjibi Timsina	Under Secretary, GAB, MoFAGA	2	Ms. Misa Fukunaga	Assistant Representative, JICA Nepal
3	Prof. (Dr.) Bishnu Sapkota	Executive Director, LDTA	3	Mr. Namaraj Adhikari	Associate Programme Manager
4	Mr. Jaya Krishna Shrestha	Project Manager, LDTA	4	Dr. Takujiro Ito	Chief Advisor
5	Mr. Krishna Chandra Dhakal	Director, LDTA	5	Ms. Yuko Shibuya	Deputy Chief Advisor
6	Mr. Resham Lal Kandel	Under Secretary, National Programme Manager of Sub National Governance Programme	6	Ms. Aya Nakazato	Training Module
7	Mr. Shailesh Chapagain	Training and Research Officer, LDTA	7	Mr. Gen Fujii	Training Planning 1/ Action Research 1

2.2.1.3 Internal Mid-Term Review

The Project conducted an internal mid-term review between January and February 2018. The objectives of the review were to: (1) confirm the achievements of the Project as per the PDM; (2) assess the implementation process; (3) identify the issues to address; (4) assess the Project based on the five evaluation criteria of relevance, efficiency, effectiveness, impact, and sustainability; (5) make recommendations for necessary actions and measures to achieve the Project Purpose; and (6) use lessons learned from the Project for better implementation of other projects. The Project formed the Internal Mid-Term Review Task Team (hereinafter referred to as the "Task Team"). The Task Team conducted a survey of 16 C/Ps and nine Japanese Expert Team members, including the Project staff, and conducted interviews with selected C/Ps because of limited time.

2.2.1.4 Hold Competency Assessment of C/Ps

To measure the capacity level of the C/Ps, the second competency assessment was carried out in January 2018 based on five key competencies: research and analysis; training development; training delivery and evaluation; information and knowledge management; and activity management. All the C/Ps who appeared for the competency assessment had improved some of their capabilities between 2017 and 2018. However, only five in 15 C/Ps (33%) increased each competency by more than two points, which was well below the target value of the Project Purpose.

2.2.2 Activities of Output 1

2.2.2.1 Conduct needs assessment of training
The second Action Research Workshop was held on August 19–23, 2017, in Dhulikhel. The main purpose of the workshop was to enhance the capacity of C/Ps on Action Research processes and methods. The workshop focused on improving the skills and methods for Action Research. The practical sessions in the field helped the participants apply their knowledge. The workshop was divided into three parts: (1) theoretical aspects of Action Research; (2) practical field survey; and (3) preparation of action plan to improve the existing module by applying the principles of Action Research. The workshop was mainly facilitated by Dr. Kenichi Kubota, professor at Kansai University, Japan, along with Mr. Gen Fujii, project expert, and Mr. Rishi Ram Pandey, project senior field coordinator.

Similar to the previous Action Research Workshop, the implementation took place in three steps:
(a) Lectures on the concept of Action Research and field survey methodologies,
(b) Conducting on-site Field Survey practice, and
(c) Preparation of action plan.

Overall, 26 people, including six women, attended the workshop. Participants from non-pilot centres were also accommodated. An evaluation was conducted at the end of each day with the help of a feedback sheet to identify their learning capacity, difficulties encountered, and suggestions, and necessary changes were made as per the recommendations.

2.2.2.2 Select training topics to develop
At the conclusion of the second Action Research workshop, each centre selected a topic for the training module to be either revised or developed. The following list shows the topics selected by each training centre:

Table 2-11 List of Topics Selected by Centres

Centre	Topic
LDTA	Gender Responsive Budgeting (GRB)
	Community Mediation
	Development of the guideline on Training Module Development
UDTC Pokhara	IPT
RDTC Jhapa	LLP
WDTC Surkhet	SA
RDTC Doti (non-pilot)	Right to Information (RTI)
RDTC Janakpur (non-pilot)	Positive Thinking
WDTC Jawalakhel (non-pilot)	Women Empowerment

2.2.2.3 Review and analyze the above topics
After the second Action Research Workshop, the C/Ps returned to their respective centres and prepared for the needs survey, based on the topics they had selected.

2.2.2.4 Prepare the Action Plan of Each Centre
Each centre prepared an action plan to revise/develop the training module selected at the end of the second Action Research Workshop.

2.2.2.5 Implement the field survey based on the prepared plan
After the conclusion of the workshop, the regional centres, including the non-pilot centres, were asked to conduct needs surveys in municipalities near their centres, based on the action plan they had formulated

during the sessions.

UDTC Pokhara: IPT
While the Action Research Workshop in Dhulikhel provided UDTC Pokhara with further insights on needs assessment survey methodologies and techniques, the needs survey was carried out as a continuous process of identifying actual training needs and modifying training contents given that UDTC Pokhara was implementing five training sessions on IPT in the second year. The needs assessment survey was, thus, regarded as a way of improving the training manual with actual content, methodologies, and processes. To this end, the survey was conducted by applying two methodologies: (1) assessment through telephone interviews, and (2) field visits. UDTC Pokhara conducted nine training sessions with the support of the Project and seven IPT training sessions on their own. Ahead of these training sessions, consultations were held with the authorities concerned at the local level (Mayor/Chairperson and Chief Administrative Officer) in order to identify matters such as the level of understanding of the subject matter, needs at the local level, and focus areas. Visits were made to the Galyang and Bhirkot municipalities of Syangja district, and the Bhimad municipality in Tanahun district to assess the training needs. Similarly, needs were assessed by telephone conversations in Devchuli and Madhyabindu municipalities of Nawalparasi district; Andhikhola rural municipality of Syangja district; and Madi, Rupa, Machhapuchhre, and Annapurna rural municipalities of Kaski district.

RDTC Jhapa: LLP
RDTC Jhapa conducted a needs survey in three municipalities—Ilam, Bhadrapur, and Birtamode—in November 2017 on LLP, a topic on which RDTC Jhapa has been working on; it is also updating the training module it had developed during the first year. As part of preparations for the survey, the C/Ps carried out: (1) stakeholder analysis; (2) identification of possible issues; and (3) preparation of the field survey plan and questionnaire, with support from the JICA Expert Team. The C/Ps then conducted semi-structured interviews with the Mayors, Chief Administrative officers, Child Club Presidents, Social Development Section Chiefs, Planning Section Chief, Ward President, Ward Secretary, social mobilizers, and members of the Women and Settlement Level Organization.

WDTC Surkhet: SA
WDTC Surkhet conducted needs surveys in two phases; first, at Barahataal and Lekbeshi municipalities of Surkhet district in September 2017, followed by Narayan municipality of Dailekh district and Thakurbaba municipality of Bardiya district in January 2018. The C/Ps at Surkhet, with some support from the JICA Expert Team, interviewed various stakeholders, ranging from Mayors and Ward Chairpersons to social mobilizers.

LDTA: Gender Responsive Budgeting (GRB)
LDTA conducted a needs survey on GRB between September 2017 and February 2018 at Biratnagar metropolitan city, Nepalgunj sub-metropolitan city, and Inaruwa and Ramgram municipalities. They interviewed Mayors/Deputy Mayors, the municipality's female executive members, gender focal persons, district women and children development officers, and district agricultural officers. Based on the Action Research Workshop, they selected various types of interviews, such as individual interviews, group interviews, and focus-group discussion.

LDTA: Research in Local Economy Development
Although LDTA was expected to conduct a needs survey for community mediation, they found that the training modules on community mediation could not be modified unilaterally, and, hence, decided not to pursue this issue. In contrast, LDTA applied the needs survey methodology learned during the second Action Research Workshop to the research on local economy development, which was part of their regular activity of research and analysis. Therefore, the cost was borne entirely by LDTA. This survey was conducted in four municipalities—Siranchok, Dhulikhel, Bahrabise, and Sindhupalchok—between January and April 2018. They interviewed elected representatives, local government staff, trainers, trainees, and leaders from the private sector.

RDTC Doti: Right to Information (RTI)
RDTC Doti conducted a needs survey on RTI at the National Information Commission Office, Anamnagar, DAO Achham, in the rural municipalities of Bannigad and Jaygad in September 2017, and interviewed the Chief Information Commissioner, Chief District Officer, and Executive Officer. Although they faced difficulties in the stakeholder analysis, they managed to conduct semi-structured interviews.

RDTC Janakpur: Positive Thinking for Effective Service Delivery
RDTC Janakpur suspended its needs survey based on its action plan owing to the late elections organized in their region. During the period of suspension, the designated staff temporarily moved to Kathmandu, while the director retired.

WDTC Jawalakhel: Women Empowerment
WDTC Jawalakhel conducted the needs survey on women's empowerment in September 2017 in Panchkhaland Tokha and Mahalaxmi municipalities, Kathmandu, and Lalitpur metropolitan city, where they interviewed elected female members.

2.2.3 Activities of Output 2

2.2.3.1 Design the training module (curriculum and materials)
Instructional Design Workshop

The Project held an Instructional Design Workshop on August 17–18, 2017, at LDTA, involving 27 people from the LDTA and six training centres, including WDTC Jawalakhel, RDTC Janakpur, and RDTC Doti. Owing to the unavailability of technical staff, the workshop included accounting, administrative, and computer staff. The general objective of this workshop was to reinforce basic knowledge and skills related to the methodology of training material development.

The special resource person for this workshop was Dr. Katsuaki Suzuki, professor at Kumamoto University, an expert Project member who is assigned for a two-week project every year. Dr. Suzuki is a leading scholar of Instructional Design, and has expertise in curriculum, training material, human resource development, and adult learning in Japan. Dr. Suzuki meticulously reviewed the three training modules and provided a detailed written feedback to each group.

The participants evaluated the workshop at the end, and the general average marks revealed that the workshop was found to be highly satisfactory. The participants who attended the Material Development Training in 2016 and this ID workshop started using terms such as Gagne's nine event and Kirkpatrick's four-level evaluation during regular conversation.

First Joint Monitoring Workshop

The Project held the first Joint Monitoring Workshop on February 11–12, 2018, at Dhulikhel, and participants included 17 staff members from the management, administration, accounting, and the computer section from the six regional training centres or LDTA. The general objective of this workshop was "to share the formulated or revised training module developed by each team or centre and receive feedback from participants for further improvement."

Draft copies of the eight training modules were provided to each team, which highlighted its progress through a PowerPoint presentation and actively discussed the contents shared. The participants critically reviewed each other's training module and shared constructive suggestions. Their attitude was different from that in the previous events as they showed greater seriousness and professionalism. The Executive Director also remained for a longer time at the workshop and offered useful advice to the teams.

During the workshop, each centre collected feedback, comments, and suggestions from the participants. At the end of the workshop, each centre revised its action plan with an aim to complete its module by the end of the current fiscal year. The participants decided to conduct the first step of IPT TOT during the next Joint Monitoring Workshop. They also decided that the TOT should include three steps. First, trainers would learn the content of the IPT training in a workshop setting; second, the trainers would observe the actual training that UDTC Pokhara C/Ps were conducting; and third, they would carry out the IPT training themselves, with backup support from experienced trainers.

Second Joint Evaluation Workshop

The Project held the second Joint Monitoring Workshop on May 3–7, 2018, in Godavari. Altogether, 24 staff members from LDTA and the six training centres participated in this workshop, the general objective of which was "to share the formulated or revised training module developed by each team or centre, receive feedback from other participants for further improvement, and share the detailed content of the IPT module, so that participants would be able to organize and deliver IPT training at the local level in their respective areas."

The presentation on upgrading the training module revealed that four modules were almost in the final stage, while the others were nearing completion. The Project estimated that almost all the modules would be published within a few months. At the end of the workshop, each centre drafted an action plan for both

the remaining period of the current year and for the next year.

2.2.3.2 Develop the training modules

The three pilot centres upgraded the training module that they developed during the first cycle. Further, LDTA and three other training centres, motivated by the three pilot centres, developed new training modules with LDTA's budgetary support. LDTA had allocated the government budget for module development, and motivated all the centres to produce more training modules in fiscal year 2018/19. The Project regarded this as a positive impact of the Project, and expected LDTA to continue its own initiative on training material development.

UDTC Pokhara

UDTC Pokhara developed the IPT training module during the first year. Once MoFAGA implemented the Local Government Operation Act, which states that all municipalities are obliged to collect IPT in the new fiscal year, that is, mid-July 2018, UDTC Pokhara received regular requests for IPT training from municipalities. UDTC Pokhara had completed five pilot training sessions by early January 2018.

RDTC Jhapa

The number of staff members involved in the module development task decreased from three in 2016 to two in 2017. A Senior Computer Operator was dispatched to the election office during elections for a period of about one year. Therefore, only the Acting Director and Accountant had been working on the module upgradation task.

Since these two C/Ps were recruited in October 2016, the Action Research and ID workshop in 2017 provided them with an opportunity to learn about the basic concepts and theories of training material development for the first time. Though making progress in the module upgrading task required some time, they had been improving their competency in module development, as well as training delivery and management through OJT, with adequate support from the Project.

Based on the findings of the need assessment in the three municipalities near their centre, the Jhapa team started revision work, which began after the MoFALD's Local Governance Operational Act 2074 (2017) and the Local Level Annual Planning and Budgeting Guideline 2074 (2017) came into force in October 2017.

WDTC Surkhet

WDTC Surkhet faced difficulties in compiling the training module on SA as their newly recruited staff had limited knowledge on local governance and adult learning during the first year. Only two new staff members, along with a training and research officer and an assistant accountant, were responsible for all the tasks assigned. Upgrading the module during the second year was also challenging for them.

The Surkhet team conducted Action Research in three municipalities in the Surkhet, Dailekh, and Bardiya districts. When the Project members observed the SA training being conducted by the Surkhet team in December 2017, they found that the team was still not fully convinced of the importance of a participatory approach, despite repeated advice from the Project. They were conducting lecture-oriented training without practical sessions. The Expert Team urged the Surkhet team to incorporate adult learning tools into more sessions and provide a detailed explanation of the practical exercises in lesson plans, so that any trainer could conduct such exercises during SA training. These are some of the difficulties the Project faced in changing C/Ps' attitudes and behaviors.

Activity was also delayed because they had to wait until the government enforced the Local Government Operation Act, the Governance Promotional Strategy, and Action Plan 2074. Based on the Act, the Strategy, and Action Plan, the Surkhet team decided to revise the training module. Meanwhile, the Senior Centre Chief resigned in November, and the Training and Research Officer was promoted as the Acting Director. The Acting Director/Training Officer also resigned in March 2018, and a new Training Officer was

transferred from UDTC Pokhara in April.

LDTA
Though LDTA made little progress on module development during the first year, they initiated efforts to produce two training modules on Child Friendly Local Governance (CFLG) and GRB. These were not new themes for them, but LDTA believed that it was the right time to publish reliable and well-organized training modules on topics that they believe are marketable.

In February, LDTA held an intensive revision meeting to discuss the CFLG training module by inviting a subject specialist. The LDTA team and the Project staff spent three days refining the contents of the CFLG module. This can be considered a laudable initiative of the LDTA. Similarly, the LDTA team held an intensive revision meeting for the GRB training module in May 2018.

Other training centres
In September 2017, three other training centres—WDTC Jawalakhel, RDTC Janakpur, and RDTC Doti—also made a commitment to produce training modules. The LDTA allocated a budget for training on the validation of the material developed. The Project provided technical support on the process of material development and decided to print the new modules that these three training centres would finalize. The Project had provided learning and sharing opportunities to C/Ps from these centres from the first year and welcomed their commitment towards capacity improvement.

WDTC Jawalakhel
WDTC Jawalakhel decided to prepare a training module on women's empowerment. All the centres have been conducting women's empowerment training for years; thus, various training materials related to this subject already existed. The Jawalakhel team completed reference material collection and analysis of the data, Action Research, and the production of training materials, such as a training plan, session plan, PowerPoint slides, and evaluation tools.

RDTC Janakpur
RDTC Janakpur decided to prepare a training module on "Positive Thinking for Effective Service Delivery." LDTA and the regional centres have been conducting a similar training for years. Although training materials were available, there was no training module.

RDTC Doti
RDTC Doti developed a training module on RTI. This is a training for which LDTA and regional centres had regularly allocated a budget for at least one event a year. Therefore, some training materials already existed. RDTC Doti conducted a needs analysis with various stakeholders. Although only one training officer performed all the tasks, he displayed remarkable enthusiasm and performed well.

2.1.3.3 Conduct the field validation of the training modules
UDTC Pokhara
The MoFAGA formulated IPT guidelines and released them in March 2018. It also conducted an IPT TOT for 120 resource persons. Despite the Project's persistent attempts to cooperate with the relevant division of MoFAGA for jointly organizing Master TOT and other IPT training at the district level, there was a lack of proper collaboration owing to frequent changes in the ministry's decision.

RDTC Jhapa
RDTC Jhapa completed five pilot training sessions in January–March 2018, while simultaneously revising the LLP training module.

WDTC Jawalakhel
The WDTC Jawalakhel team conducted two validation training sessions.

RDTC Janakpur

The Janakpur team completed two validation training sessions and developed a draft package. However, the Acting Director retired in May 2018, and no other training staff was available at the office. Therefore, further enhancement of the module had been suspended for the time being.

RDTC Doti

RDTC Doti completed two validation training sessions—observed by the Project and inputs provided—and offered suggestions to improve the draft module.

2.2.3.4 Evaluate the training modules

UDTC Pokhara

In June, the Ministry of Finance (MoF) proposed a plan that differed from that of MoFAGA, regarding property tax collection. The MoF submitted a draft Financial Bill to the cabinet, in which it was stated that local governments would levy both property tax and land revenue, which was against the Local Government Operation Act 2074, wherein it has been mentioned that municipalities would no longer levy land tax in the new fiscal year, and would, instead, charge IPT on all types of properties, including land.

If the Financial Bill would have been approved, the Project would publish UDTC Pokhara's training module after changing the term IPT to "property tax (PT)." Both the LDTA and the Project admitted that the IPT module was well formulated and no significant revisions were required. The printing work is expected to take place between July and August 2018.

2.2.4 Activities of Output 3

2.2.4.1 Prepare the implementation plan and schedule for the training delivery
LDTA held the Annual Review Workshop at Dhulikhel on July 7–8, 2018, in conjunction with the Project, where a total of 35 staff members from the administrative, accounting, auditing, computer, and support departments attended.

The workshop is generally aimed at reviewing activities and mechanisms of the previous year, and suggesting a suitable plan for the next year. At the workshop, each centre reviewed the annual programme of fiscal year 2017/18, the LDTA Annual Report including "best practice," the existing reporting and feedback system, and, subsequently, updated the Action Plan for fiscal year 2018/19. Sharing the status of restructuring was included in the agenda upon LDTA's request.

2.2.4.2 Implement the training based on the prepared plan
UDTC Pokhara
In fiscal year 2017/2018, UDTC Pokhara implemented eight IPT training sessions funded by the Project, in addition to another five using government budget. The C/Ps in UDTC Pokhara had relatively extensive experience in training implementation and had good facilitation skills. After going through several training sessions on IPT, monitoring activities, and follow-up activities in fiscal year 2017/2018, the C/Ps gained expertise in IPT. Municipalities were obliged to levy IPT from July 15, 2018, in accordance with the Local Government Operation Act 2074. Therefore, many municipalities requested IPT training, and UDTC Pokhara responded positively. Although rural municipalities were not required to levy IPT immediately, many of them planned to adopt IPT from the fiscal year 2018/19 and sought to undergo suitable training.

UDTC Pokhara was unique among the three pilot centres because it systematically implemented the follow-up and monitoring activity for the municipalities trained by them. The UDTC team prepared the IPT Implementation Process Sheet, which was useful in deciding when to monitor or follow up. The team also conducted a follow-up and monitoring of IPT training in Beni, Galyang, Bhirkot, and Bhimad municipalities. As a result of constant follow-up and monitoring, the Bhimad municipality implemented IPT in February 2018, while the others are preparing to implement it in fiscal year 2018/19.

RDTC Jhapa
RDTC Jhapa implemented five pilot training sessions on the LLP module. As mentioned in the previous chapter, newly recruited staff members were posted at the Jhapa centre in early October 2016, and soon after joining, they had to engage in the development of the training module and conduct various training sessions. Inputs such as providing presentation and facilitation skill training and OJT experiences gradually improved their capacity in training preparation and delivery. The C/Ps became more confident after implementing ten training sessions on LLP, including five Project-supported ones, four training sessions with the centre's regular budget, and a training session funded by the local government.

WDTC Surkhet
As outlined previously, the movement of personnel delayed WDTC Surkhet's activities. Therefore, the Surkhet team implemented only two pilot training sessions on SA; it conducted three training sessions with the government's regular budget. However, the Surkhet team planned to finish the remaining three training sessions. Because of the unexpected changes in personnel at WDTC Surkhet, they could not follow up on the action plan they had made during the August workshop. They evaluated the training and drafted reports, as per requirement.

Training of Trainers (TOT)
The Project decided to add TOT activities during the second year. It is aimed at familiarizing the C/Ps with the contents of the training modules developed, so that all centres can conduct training using the various modules published. In May and June 2018, the Project implemented a TOT1 and two TOT2s for

IPT training. The Project conducted TOT1 during the second Joint Monitoring Workshop and two TOT2 targeting two rural municipalities in Kaski district. Altogether, 22 C/Ps took part in TOT1, but only three of these participated in TOT2; therefore, more TOT2 was needed to offer the remaining trainers an opportunity to receive IPT training.

2.2.5 Activities of Output 4

2.2.5.1 Implement promotion activities
In fiscal year 2017/18, LDTA and each centre prepared their action plan for knowledge-sharing activities based on the human resources and work environment, such as the availability of staff and equipment. LDTA and each centre conducted self-evaluation on the progress of their knowledge-sharing activities such as newspaper, brochure, SNS, library, and other activities. After scoring, LDTA and each centre discussed the factors that contributed to their achievements and the problems they faced.

2.2.5.2 Conduct the training for knowledge management
The Project held the second Knowledge Management Workshop on February 7–9, 2018 at LDTA, with participation from staff from the training unit, as well as the IT sections of different regional training centers. A total of 19 participants, including three women, from LDTA and its six regional centers attended the session. The workshop was conducted using a participatory approach, based on the experience of the participants in social networking service, practical exercises, and group tasks. The workshop adopted a participatory approach to ensure active involvement and a constructive sharing and exchange of ideas and experiences. The practical exercises, which focused on photo shooting and making videos by using digital media, enhanced the knowledge and skill of the participants. Prior to the workshop, the C/Ps shared and discussed the date, content, schedule, venue, and eligibility for participating in the workshop, and necessary changes were made to provide a final shape. Some of the C/Ps, who were involved from the commencement of the Project, were given the responsibility of facilitating the session. The main purpose of the workshop was to acquire basic knowledge and skill on accumulating, sharing, and using experience and knowledge, as well as enhancement of LDTA's reputation as a trusted institution.

The workshop was successful in producing a concrete output and meeting its objectives. Moreover, it could be considered as fruitful, given that it helped the participants create a consensus of the knowledge management system. The participants stated that their knowledge and skill in knowledge management, photography, and video making had been reinforced by participating in the digital media programme.

2.2.5.3 Preparation for the third country training
Although the Project had initially planned to implement the third country training in March 2018, it was postponed to January 2019, in light of the political situation in Malaysia. The Project has been in contact with the National Institute of Public Administration (INTAN) for rescheduling the event as well as other training details.

2.2.5.4 Conduct the training in Japan
As planned, the Project conducted the training in Japan on October 14–25, 2017. The participants included three from MoFAGA and seven from LDTA and the two regional centres. To fulfill the purpose of the training, that is, "to learn the role, mechanism, and use of the local governance training institutions in Japan, and to establish an improvement plan for the training implementation and institutional strengthening of LDTA, which would contribute to capacity enhancement of local governance in Nepal," the participants visited the following training institutions:

Table 2-12 Schedule of the Training in Japan in October 2017

Date	Day	Content	Remarks
October 15	Sun	Orientation briefing	
October 16	Mon	Lecture: Local Governance in Japan	
		Field Visit 1: Saitama Human Resource Development Union	Established jointly by Prefecture and municipalities
October 17	Tue	Field Visit 2: Local Autonomy College	The only national training institution for local civil servants
October 18	Wed	Field Visit 3: Japan Intercultural Academy of Municipalities (JIAM)	Established in cooperation with the Japan Association of City Mayors, the National Association of Towns & Villages
October 19	Thu	Training Review	
		Field Visit 4: Hyogo Prefectural HQ	Prefectural office
October 20	Fri	Field Visit 5: Hyogo Prefectural Training Centre	Training centre in Prefecture level
		Field Visit 6: Kobe Municipal Training Centre	Training centre in municipality level
October 21	Sat	Field Visit 7: Disaster Reduction and Human Resource Institute	To learn about natural disasters and how to minimize risks and damage by visual aids and experimental exhibits based on experiences of the Great Hanshin-Awaji Earthquake
October 22	Sun	(Free Time)	
October 23	Mon	Action Plan Preparation	
		Presentation and Evaluation	

2.2.5.5 Hold Internship programme

Originally, the Project had proposed to conduct an internship programme for one month in Bangladesh in 2018, but the month-long period did not seem feasible. Based on discussions with JICA in May 2018, the Project decided to provide financial support for sending C/Ps to a seminar on Mainstreaming SA organized by the Local Governance Initiative and Network (LOGIN) in Bangladesh. The seminar was conducted in Rangpur, Bangladesh, in coordination with CARE Bangladesh on July 16–19, and was aimed at enabling a better understanding of the following:

i. Approaches and methodologies to mobilize communities to occupy spaces for community engagement on accountability issues,
ii. Adoption of SA tools and the potential for their application in different contexts and as per stakeholder needs,
iii. Strategies (including incentives) to develop/enable linkages across local, sub-national, and national actors, and
iv. Dimensions of value addition in terms of quality of adoption/implementation of SA mechanisms when the state co-opts/mainstreams this agenda.

LDTA selected two participants from the staff working on SA: Mr. Hem Raj Thapa, acting director of WDTC Surkhet, and Ms. Sangita Rana, field coordinator of the Project. There were 26 participants in the seminar from the following countries: Afghanistan, Bangladesh, Bhutan, Cambodia, India, Indonesia, Laos, Mongolia, Myanmar, Nepal, and Sri Lanka.

At the seminar, the participants learned not only the working modality, framework, and overview of accountability, but also the impacts and learnings based on field practices and tools piloting at the Project site of CARE Bangladesh.

2.2.5.6 Hold seminars for knowledge sharing and networking

The Project held its first seminar on Enhancing the Capacity of Human Resources for Local Governance on August 16, 2017, at Hotel Himalaya, Kupondole Heights, Lalitpur. It offered an invaluable opportunity to the participants, including officials from MoFALD, Local Government Institutions, Nepalese scholars of social and political science, as well as development partners, to engage with the progress achieved by LDTA and its regional centres during the first 18 months of the JICA Project. The special keynote address was made by two leading scholars from Japan: Dr. Katsuaki Suzuki of Kumamoto University and Dr.

Kenichi Kubota of Kansai University, who introduced the current trends and international standards for Instructional Design and Action Research, respectively. The presentation by MoFALD emphasized the need for capacity development of the local service provider in the new and emerging context of the local governance in which LDTA should have played an important role.

2.3 Third Year: July 2018-June 2019

2.3.1 Common Activities in All the Outputs

2.3.1.1 Hold Progress Review Committee (PRC) meetings
Sixth PRC
On September 9, 2018, the sixth PRC was held at LDTA. The main objective of the meeting was to review the Project Progress of fiscal year 2017/18, to approve the annual work plan for fiscal year 2018/2019, to approve the Monitoring Sheet, to discuss the points of modification for some indicators of the PDM Version 2, and to discuss any other issues of concern related to the Project.

As for the Project's progress, LDTA presented the overall Project progress report. The progress and learning in each pilot centre were presented by chiefs of each centre. There were suggestions to share a positive vision and proactive efforts in the restructuring process of LDTA, as it would have expanded functions and responsibilities in the capacity development of local governments.

Dr. Takujiro Ito, the Project's Chief Advisor, presented the plan for fiscal year 2018/19. The PRC meeting approved the plan and recommended discussing it in a JCC meeting for final approval, with the suggestion to add two extra activities: (i) Standardization committee meetings for module development, and (ii) Follow-up training for Action Research and Instructional Design workshops.

As another issue, the Japanese Expert Team raised a concern regarding the insufficient number of technical staff members deployed as C/Ps.

The participants in the fourth PRC are listed below.

Table 2-13 List of Participants in 6th PRC

Nepalese Side		Japanese Side	
Name	Position	Name	Position
Mr. Jaya Krishna Shrestha	Acting Project Director/ Acting Executive Director, LDTA	Ms. Noriko Matsuda	Assistant Representative, JICA Nepal
Mr. Ramesh Adhikari	Under Secretary, LLCDD, MoFAGA	Mr. Namaraj Adhikari	Associate Program Manager
Mr. Sailesh Chapagain	Training and Research Officer, LDTA	Dr. Takujiro Ito	Chief Advisor
Mr. Hari Krishna Koirala	Acting Director, UDTA Pokhara	Ms. Yuko Shibuya	Deputy Chief Advisor
Mr. Krishna Prasad Battarai	Acting Director, RDTC Jhapa	Ms. Aya Nakazato	JICA Expert/ Training Module
Mr. Hem Raj Thapa	Acting Director, WDTC Surkhet	Ms. Toshiko Shimada	JICA Exert/ Monitoring & Evaluation
		Mr. Gen Fujii	JICA Expert/ Training Planning 1/ Action Research 1
Observers			
Mr. Krishna Chandra Dhakal	Director, LDTA	Ms. Bijaya Rajbaidya	Senior Project Officer
Mr. Udaya Nath Khanal	Management Officer, LDTA	Mr. Rishi Ram Pandey	Senior Field Coordinator
Ms. Yogmaya Sapkota	Management Officer, LDTA	Ms. Sangita Rana	Field Coordinator
Mr. Deepak Thapa	Training and Research Officer	Mr. Navaraj Nepali	Field Coordinator
		Ms. Rajeeta Pun	Admin Officer

Seventh PRC
On March 7, 2019, the seventh PRC was held at LDTA. The main objective of the meeting was to review

the Project Progress for August 2018–February 2019, share the activity plan for March–July 2019, approve Monitoring Sheet Ver. 6, and discuss any issues related to the Project.

LDTA presented the overall Project progress report. The progress and learning in each pilot centre were presented by centre chiefs. Monitoring Sheets I and II were approved by the PRC meeting.

Dr. Takujiro Ito, the Project's Chief Advisor, presented the plan for March–July 2019. The plan highlighted delivery of the remaining training sessions, development of the operational manual, joint monitoring workshops, and preparation for provincial-level interaction meetings as major focuses. The PRC approved the plan of operation.

The Japanese Expert Team raised a concern that the mechanism for training management developed jointly by the Project should have been legalized by including it in the new Act of LDTA and PLGSP as well. The training package should have included everything from the needs assessment to the follow-up and monitoring of the impact level, along with the related budgeting. With respect to this concern, LDTA and JICA concluded that they would consult with MoFAGA to internalize the issue.

The participants in the fifth PRC are listed below.

Table 2-14 List of Participants in 7th PRC

Nepal Side		JICA Side	
Name	Position	Name	Position
Mr. Jaya Krishna Shrestha	Director, LDTA	Ms. Noriko Matsuda	Assistant Representative, JICA Nepal
Mr. Ramesh Adhikari	Under Secretary, LLCDD, MoFAGA	Mr. Namaraj Adhikari	Associate Program Manager
Mr. Sailesh Chapagain	Training and Research Officer, LDTA	Dr. Takujiro Ito	Chief Advisor
Mr. Hari Krishna Koirala	Acting Director, UDTA Pokhara	Ms. Yuko Shibuya	Deputy Chief Advisor
Mr. Krishna Prasad Bhattarai	Acting Director, RDTC Jhapa	Ms. Natsumi Ohashi	JICA Expert/ Coordinator/ Training Planning 2
Mr. Hem Raj Thapa	Acting Director, WDTC Surkhet		
Observers			
Mr. Krishna Chandra Dhakal	Director, LDTA	Ms. Bijaya Rajbaidya	Senior Project Officer
Mr. Udaya Nath Khanal	Management Officer, LDTA	Mr. Rishi Ram Pandey	Senior Field Coordinator
Ms. Yogmaya Sapkota	Management Officer, LDTA	Ms. Sangita Rana	Field Coordinator
Mr. Deepak Thapa	Training and Research Officer	Mr. Navaraj Nepali	Field Coordinator
		Ms. Rajeeta Pun	Admin Officer

2.3.1.2 Hold Joint Coordination Committee (JCC) meetings
Fourth JCC
The fourth JCC was held on September 10, 2018 at MoFAGA. The main agenda of the congregation began with the explanation of Project progress between July 2017 and July 2018. Explanation of Project progress highlighted 1) the training material development framework, developed based on the ADDIE (Analyse, Design, Development, Implement, and Evaluation) Instructional Design Models; 2) competency-based staff capacity assessment and development framework, developed to strengthen capacity building of LDTA; 3) enhanced capacity of technical staff in LDTA and regional centres; and 4) eight quality Training Modules developed by LDTA and regional centres. After sharing the progress, the plan for fiscal year 2018/19 was presented, and the JCC approved the plan of operation presented as Work Plan 4 to meet the emerging demand for capacity development of Local Governments. The 4th JCC also

approved the Progress Report and revised the PDM Version 2 (PDM Version 3). The participants in the fourth JCC are listed below (see Annex 9: Minutes of Meeting of the 4th JCC).

Table 2-15 List of Participants in 4th JCC

Nepal Side		JICA Side	
Name	Position	Name	Position
Mr. Suresh Adhikari	Joint Secretary, LLCDD, MoFAGA	Mr. Jun Sakuma	Chief Representative, JICA Nepal
Mr. Ramesh Adhikari	Under Secretary, LLCDS, MoFAGA	Ms. Noriko Matsuda	Assistant Representative, JICA Nepal
Mr. Jaya Krishna Shrestha	Project Manager, LDTA	Mr. Namaraj Adhikari	Associate Program Manager
Mr. Resham Lal Kandel	Under Secretary, National program Manager of Sub National Governance Program	Dr. Takujiro Ito	Chief Advisor
Mr. Sailesh Chapagain	Training and Research Officer, LDTA	Ms. Yuko Shibuya	Deputy Chief Advisor
		Ms. Aya Nakazato	JICA Expert/ Training Module
		Ms. Toshiko Shimada	JICA Exert/ Monitoring & Evaluation
		Mr. Gen Fujii	JICA Expert/ Training Planning 1/ Action Research 1
Observers			
Mr. Krishna Chandra Dhakal	Director, LDTA	Ms. Yumiko Yoshino	First Secretary, Embassy of Japan
Mr. Udaya Nath Khanal	Management Officer, LDTA	Ms. Bijaya Rajbaidya	Senior Project Officer
Mr. Hari Krishna Koirala	Acting Director, UDTC Pokhara	Mr. Rishi Ram Pandey	Senior Field Coordinator
Mr. Krishna Prasad Battarai	Acting Director, RDTC Jhapa	Ms. Sangita Rana	Field Coordinator
Mr. Hem Raj Thapa	Acting Director, WDTC Surkhet	Mr. Navaraj Nepali	Field Coordinator
Ms. Yogmaya Sapkota	Management Officer, LDTA	Ms. Rajeeta Pun	Admin Officer
Mr. Deepak Thapa	Training and Research Officer, LDTA		

2.3.1.3. Hold Competency Assessment of C/Ps

To measure the capacity level of the C/Ps, the third competency assessment was carried out in June 2019 on five key competencies: research and analysis; training development; training delivery and evaluation; information and knowledge management; and activity management. The results are shown in '4.2 Degree of achievement of outputs and detailed analysis'.

2.3.2 Activities of Output 1

2.3.2.1 Conduct needs assessment of training

BetweenSeptember 13 and 19, 2018, an Action Research and Instructional Design workshop was organized at the Waterfront Resort in Pokhara. The first two days (September13 and 14) of the workshop were designated as needs assessment sessions. The main purpose of these sessions was "to enhance counterparts' understanding of needs assessment implementation". The focuses of the workshops were twofold: first, to determine the needs assessment flow; and second, to learn implementation methods for a questionnaire survey intended to discern training needs. The workshop was divided into five sessions: (1) A lecture given by Professor Kenichi Kubota on "Activity Theory and Training Centres' Future Roles". Professor Kubota also facilitated a topical discussion; (2) Determination of the needs assessment flow; (3) Preparation and application of the questionnaire; (4) Data analysis and reporting; and (5) Preparation of the needs assessment plan.

The workshop was mainly facilitated by Dr. Kenichi Kubota (professor at Kansai University, Japan), Mr. Gen Fujii (Project Expert), Mr. Rishi Ram Pandey (Senior Project Field Coordinator), Mr. Navaraj Nepali (Project Field Coordinator), and Ms. Yog Maya Sapkota (LDTA Management Officer).

In total, 20 people, four of whom were women, attended the workshop.

2.3.2.2 Select training topics to develop

The main purposes of this workshop were to (1) agree on the needs assessment flow; and (2) learn methodologies for conducting questionnaire surveys that could elicit new topics. Thus, the workshop participants did not determine new topics in this workshop.

2.3.2.3 Review and analyze the above topics

The focus of the year's activities was on delivering training sessions on existing topics, rather than developing new modules. Along with the chronic issue of deploying a sufficient number of C/Ps to each training centre, most activities concentrated on training delivery. Thus, they were unable to conduct appropriate needs surveys. However, most centres managed to incorporate needs assessment inquiries while delivering training to municipalities.

2.3.2.4 Prepare the research plan for the selected training topic of each centre

Each centre prepared an action plan to conduct needs assessment during the Third Action Research Workshop.

2.3.2.5 Implement the field survey based on the prepared plan

For the reasons given in 2.3.2.3, most training centres were unable to follow the action plans developed during the Third Action Research Workshop. However, most training centres have conducted some form of needs assessment while delivering training to municipalities.

UDTC Pokhara

UDTC Pokhara considered needs assessment as a continuous process, rather than a single event. During training implementation, needs assessment surveys were conducted in the following municipalities: (1) Gharapjhong and Thasang Rural Municipalities, Mustang; (2) Beni Municipality, Myagdi; (3) Vyas Municipality, Tanahun; (4) Annapurna and Madi Rural Municipalities, Kaski; (5) Hupsekot Rural Municipality, Nawalparasi; (6) Jaimini Municipality, Baglung; (7) Tanahun District Coordination Committee, Tanahun, etc. During training implementation, survey methodology was relatively informal. Local-level training needs were assessed by identifying problems with delivery services. A formal needs assessment survey and questionnaire were carried out in Lamjung's Sundarbazzar and Rainas Municipalities. Semi-structured interviews were carried out with authorities from the above-mentioned local areas. The purpose of these discussions was identification of the training topics and contents required to address problems.

RDTC Jhapa
RDTC Jhapa conducted needs assessment surveys in four municipalities: (1) Belbari Municipality; (2) Pakhribas Municipality; (3) Rong Rural Municipality; and (4) Mahalxmi Municipality. Through needs assessment, the following topics arose as training requirements in specific municipalities: (1) Training on the procurement process (Belbari Municipality); (2) Leadership development and positive attitudes (Pakhribas Municipality); (3) Positive attitudes (Rong Rural Municipality); and (4) Women's empowerment and leadership development (Mahalxmi Municipality).

WDTC Surkhet
WDTC Surkhet conducted the needs assessment survey in nine municipalities, namely: (1) Gurvakot Municipality; (2) Simta Rural Municipality; (3) Chamandu Bindrasaini Municipality; (4) Mahabu Rural Municipality; (5) Musikot Municipality; (6) Rukum Municipality; (7) Narayan Municipality; (8) Lekbesi Municipality; and (9) Birendranagar Municipality. Training needs discerned from the surveys are: (1) Resource search (Gurvakot Municipality); (2) analysis and management at local levels (Simta Rural Municipality); (3) Planning and starting micro businesses (Chamandu Bindrasaini Municipality); (4) Project management and responsibility at local levels (Mahabu Rural Municipality); (5) Promoting good governance at local levels (Musikot Municipality); (6) agriculture product marketing (Rukum Municipality); (7) Internal stress management (Narayan Municipality); (8) Forest fire management training at local levels (Lekbesi Municipality); and (9) Promoting environmentally friendly governance at local levels (Birendranagar Municipality).

LDTA
LDTA conducted the needs assessment survey in four municipalities. In Kathmandu Metropolitan Cityand Budhanilkantha Municipality, the goal was to discover training needs on the subject of construction supervision of infrastructure projects. In the Bahrabise Municipality and the Pokhara Metropolitan Municipality, the subject of Sustainable Local Economic Development (SLED) were sought after.

RDTC Doti
RDTC Doti conducted the needs assessment survey in seven municipalities: (1) Tikapur Municipality; (2) Punarbas Municipality; (3) Amargadhi Municipality; (4) Adarsha Rural Municipality; (5) Sanfe Municipality; (6) Mangalsen Municipality; and (7) Bheemdatta Municipality. They have investigated possible topics on the subject, such as Training of Judicial Committee Members at Local Levels Regarding Judicial Performance.

RDTC Janakpur
Because of the lack of C/Ps, RDTC Janakpur focused on training delivery activities during this fiscal year.

WDTC Jawalakhel
WDTC Jawalakhel conducted the needs assessment survey at (1) Manthali Municipality of Ramechhap; and two rural municipalities. These were (2) Golanjor Rural Municipality; and (3) Sunkoshi Rural Municipality. Their plan was to develop modules on resource mobilization. Accordingly, staff members sought to discover the existing status of municipalities' resources, gaps, and potential.

2.3.2.6 Analyse the results of the field survey
UDTC Pokhara
The needs assessment survey carried out by UDTC Pokhara applied formal and informal methodologies. Staff identified gaps between elected representatives and respondents' concerns over various aspects of service delivery. The survey concluded that the following were top-priority training topics: (1) the concept of revenue and revenue administration; (2) the numbers and roles of elected women; (3) revenue improvement action plans; and (4) monitoring and evaluation. Provision of training for current modules such as PT, LLP, and SA were equally requested. Local levels requested practical and performance-based

training in discussion. A problem-based, intensive interaction methodology was requested. Similarly, participant-friendly training materials and methodologies were demanded. The survey provided good insight for training manual development.

RDTC Jhapa

During the needs assessment survey in four different municipalities, the members of RDTC found that training sessions are required mainly for elected representatives. This is because representatives should take the lead in local development. Moreover, training needs mostly relate to leadership development. A gender-based analysis was provided by the Jhapa RDTC members, who noted that, compared to their male counterparts, female elected representatives tend to understand their roles and responsibilities less well. By developing their leadership skills, significant changes may be brought to the governance of municipalities where empowerment of female leaders is needed.

WDTC Surkhet

At eight municipalities commonly observed training needs include: (1) Resources search; (2) Analysis and management at local levels; (3) Planning and starting micro businesses; (4) Project management and responsibility at local levels; and (5) Promoting good governance at local levels. However, some local impediments were found. For example, Simta Rural Municipality requested agriculture product marketing, while Lekbesi Municipality wished to enhance forest fire management training. Considering the human resources and capacity of the WDTC Surkhet, it seemed necessary to prioritize the most commonly requested needs. Among these were issues such as planning and starting micro businesses, and project management. Nevertheless, the fact that they were able to draw forth responses on critical local issues should be seen as a positive outcome of the needs assessment activities.

LDTA

Mr. Chapagain, who investigated the subject of construction supervision of infrastructure projects, found out that even though municipalities have followed the Procurement Act and Regulation, the Purchase Act and the Regulation are not properly acknowledged. Furthermore, contract management and quality testing were not well understood. Thus, there was a need to develop training modules for these topics.

On the other hand, Ms. Sapkota, who investigated the subject of SLED, found out that entrepreneurial development and cooperative activities were incorporated into the annual plan (but had not been effectively implemented). As an example, Bahrabise Municipality exemplifies that, while municipality personnel acknowledged their strengths in agriculture and tourism, no business plans had been developed. To accelerate private sector growth, municipal personnel's capacity to facilitate business plans must have been enhanced. In Pokhara, Ms. Sapkota reviewed past training sessions, and found that training on income generation skills was ineffective. Therefore (while leadership, appreciative communication, and team building need to be added), brush-up courses and follow-ups should have taken place to provide effective training on income generation skills.

RDTC Doti

In seven municipalities where the needs assessment survey was conducted, it was found that gender violence and family disputes were often reported as rather serious issues. One reason could be the weakness (or lack) of locally implemented judicial systems. Further, community mediator systems (which should support such cases) seemed to have rather minor social roles. Clearly, gender equality training needed to be in place. However, at the same time, enhancement of the capacity for community mediators must also have been implemented.

RDTC Janakpur

Because of the lack of C/Ps, RDTC Janakpur focused on training delivery activities this fiscal year.

WDTC Jawalakhel

In three local municipalities, WDTC Jawalakhel found that communities were depending only on grants

from the federal government. They found that, to increase revenue, the municipalities had reached a consensus on implementing property and business taxes. However, they had no information on other sources such as rental taxes. Staffers found that elected representatives must have motivated their constituents by explaining the importance of local resources. Further, information must have been provided on the process of intensifying municipalities' revenue sources.

2.3.2.7 Develop the Action Research Manual
The Action Research Manual was incorporated into the training module development guidelines. The team consisted of Mr. Sailesh Chapagain and Ms. Yog Maya Sapkota. The work was supported by the Project expert team of Professor Kenichi Kubota, Mr. Gen Fujii, Ms. Natsumi Ohashi, Ms. Sangita Rana and Mr. Navaraj Nepali. The focus was placed upon the survey methodologies taken up at the three Action Research workshops which had been organized thus far.

2.3.3 Activities of Output 2

2.3.3.1 Design the training module (curriculum and materials)
Instructional Design Workshop
The Project held an Instructional Design Workshop between September 13 and 19, 2018 at Pokhara. The Project invited 20 staff members. Additionally, two Japanese staff members from the JICA Nepal Office participated in part. The workshop's general objective was to enhance the capacity of project counterparts for training implementation, evaluation, and management.

This workshop's significant output was that LDTA staff members standardized each step of ADDIE. In the middle of the workshop, a staff member noted critically that there was too much group work, and insufficient new input from Drs. Suzuki and Kubota. The Project members persuaded the staff member by noting that real learning occurs through knowledge internalized through group work.

During the ID workshop, various forms of training centre management tools were implemented. Tools for individual activity management were introduced as well. It was proposed that training centres would produce annual plans, operation plans, monitoring sheets, trimester reports, and annual reports. Individuals would produce plans of operation and report forms, monthly activity plans/reports, and monthly schedules. Participants practiced by filling in copies of these forms.

2.3.3.2 Evaluate the training modules
Throughout on GRB, SA and RTI training module, all responsible centres collected comments and suggestions, and started revision work on the final draft to be submitted to MoFAGA.

2.3.3.3 Finalize the training modules
The following are the training modules developed by each centre, and the various status of each:

Table 2-16 The status of module development within the third year

Name of Centre	Name of Module	Status
LDTA	GRB	Discussed in MoFAGA's approval committee once and the final draft was ready for the second approval committee
	CFLG	Revision work was pending
UDTC Pokhara	PT	Published and distributed
RDTC Jhapa	LLP	Approved by MoFAGA and in printing process
WDTC Surkhet	SA	Approved by MoFAGA and in printing process
RDTC Janakpur	Positive Thinking for Effective Service Delivery	Objectives were revised and revision work was pended
WDTC Jawalakhel	Leadership Development and Empowerment (LDE)	After TOT, revision work was on progress
RDTC Doti	RTI	Final revision work was on progress

UDTC Pokhara

In August 2018, the IPT training module had to be modified due to publication of the Government's Financial Bill. The tax's name changed from Integrated Property Tax (IPT) to Property Tax (PT). Accordingly, some sessions required revision. After several meetings with MoFAGA, the final PT module was approved, printed, and distributed.

RDTC Jhapa

RDTC Jhapa developed LLP module, and upgraded it gradually. Its contents also reflected changes in planning procedure, based on the Local Governance Operational Act 2074 (2017); and the Local Level Annual Planning and Budgeting Guideline 2074 (2017).

TOT was conducted from December 14 to 15, 2018. The final draft was discussed with MoFAGA on August17 and 20, 2018, and May 29, 2019. The Undersecretary finally approved the LLP module, promising to discuss it at the meeting of the MoFAGA standardization committee in late May 2019.

WDTC Surkhet

Module upgrading tasks took extra time due to personnel movement. The final draft of SA was ready by the end of December 2018, and TOT was conducted in early January 2019. Feedback was then incorporated, and the final draft was ready at the end of May 2019.

The module approval committee was organized early June 2019. The Surkhet team collected comments from approval committee members, and the final revision is complete. The revised version was discussed in the module approval committee on 8 July and passed. It had now gone to the second, final process of printing.

LDTA

LDTA had been providing CFLG and GRB training for the past several years. However, initially, quality training modules did not exist. Thus, LDTA decided to produce standard training module on these two subjects. During the third year, the CFLG module was printed using LDTA's budget. Yet, some modifications were still needed. Revision work would require some intensive effort.

The GRB training module took its final shape in October 2018. The approval committee discussed the module, and provided feedback to LDTA. The committee suggested that the GRB team conduct additional validation training. After conducting this training, the final draft was now ready for screening by the module approval committee.

WDTC Jawalakhel

WDTC Jawalakhel had been working on the Women's Empowerment module for two years. Right before its TOT, the Jawalakhel team changed the training module's title to 'Leadership Development and Empowerment'. TOT was conducted in April 2019, and many comments and suggestions were collected. The Jawalakhel team was undertaking revision work.

RDTC Janakpur

RDTC Janakpur had been developing "Positive Thinking for Effective Service Delivery." After the first draft was shared with LDTA and the Project, the training objectives were modified to a significant degree. Subsequently, the staff in charge was occupied with training implementation, and revision work made no progress.

RDTC Doti

RDTC Doti had been developing a training module on RTI. Several validation training sessions were done during the second year, and the final draft was submitted to LDTA and the Project. TOT on RTI was also conducted. RDTC Doti was finalizing the module for printing.

2.3.3.4 Develop the Training Material Development manual

The Training Material Development manual would be incorporated in the guidelines, which the Project would hand over to C/Ps at the end of the Project. Focus would be placed upon the theoretical backgrounds of Instructional Design methods, as well as the methodologies and procedures necessary for creating new training modules from scratch.

2.3.4 Activities of Output 3

2.3.4.1 Prepare the implementation plan and schedule for the training delivery
First Joint Monitoring Workshop
The Project held the First Joint Monitoring Workshop in Godavari over a period of six days (from December 11 to 16, 2018). In this workshop, 21 LDTA staff members (16 men and 5 women) participated.

The workshop had the following two general objectives:
- To share the progress and status of each team or centre, and to get feedback from other participants to foster further improvement.
- To share detailed content from CFLG and LLP modules, so that participants could organize and deliver CFLG/LLP training at local levels in their respective local areas.

Each centre created and presented action plans for the coming six months.

Second Joint Monitoring Workshop
The Project held its Second Joint Monitoring Workshop from   April 9 to 12, 2019 in Chitwan. In total, 20 LDTA staff members (16 men, 4 women) and six training centres participated.

The workshop was divided into three parts: (1) sharing progress made from action plans created during the First Joint Monitoring Workshop; (2) TOT on "Leadership Development and Empowerment" by WDTC Jawalakhel; and (3) action plan production.

Presentations on completed activities revealed that many training reports had not yet been produced. Further, most centres had many training components awaiting implementation.

Regarding the Leadership Development TOT, some felt that the training objectives should have been revisited. Each subject was important for trainers at local levels to comprehend. However, those subjects were scattered and unconnected. Participants provided their comments and suggestions to the Jawalakhel team, who subsequently began revision work.

At the end of the workshop, each centre produced an action plan for the rest of the current year.

2.3.4.2 Implement the training based on the prepared plan
Training of Trainers (TOT)
During the second year, the Project added TOT activities, and it increased the number of training activities during the third year. JCC approved 85 training sessions for TOT2 and TOT3, for five training modules (as indicated below). In May 2019, LDTA were demanded more LLP training by local levels. In order to response to the needs, 10 more training sessions were added to 85 and in total 95 training sessions were allocated for the third year.

Altogether, LDTA and its training centres conducted 59 training sessions. The sessions covered 72 local levels, with a total participation of 1957. Of these participants, 1,324 were men and 633 were women. The participants were mayors, deputy mayors, elected members and staff at local levels. Details are given in the table within this chapter. Table 2-17 represents TOT sessions that were to be implemented during the third year. Table 2-18 shows the number of TOT sessions that were actually implemented in the third year.

Table 2-17 TOT implementation table (plan)

No.	Activity	Centre in charge	TOT1 Group Training at Seminar Hall		TOT2 OJT at municipalities during real session		TOT3 On-field coaching at trainers' field		Remarks
			FQY	Part.	FQY	Part.	FQY	Coach	
1	PT	UDTC Pokhara	1[*1]	20	2[*1]	8	2	2	Covered by JICA project budget
2	LLP	RDTC Jhapa	1	20	2	8	2	2	
3	SA	WDTC Surkhet	1	20	2	8	2	2	
4	CFLG	LDTA	1	20	2	8	2	2	
5	GRB	LDTA	1	20	2	8	2	2	
			5	100	10	40	10	10	
6	Positive Thinking	RDTC Janakpur	1	20	2	8	2	2	Covered by LDTA budget
7	LDE	WDTC Jawalakhel	1	20	2	8	2	2	
8	RTI	RDTC Doti	1	20	2	8	2	2	
			3	60	6	24	6	6	
		Total	8	160	16	68	16	16	

*1 Implemented during Fiscal Year 2017-18

Table 2-18 Number of TOT training implemented during the third year

S N	Activity	Developer	UDTC Pokhara	RDTC Jhapa	WDTC Surkhet	LDTA	RDTC Janakpur	WDTC Jawalakhel	RDTC Doti	Total no. of Event	Male	Female	Total
1	PT	UDTC Pokhara	5	2	0	2	1	0	2	12	309	101	295
2	LLP	RDTC Jhapa	2	5	0	6	2	2	3	20	489	198	687
3	SA	WDTC Surkhet	1	0	4	0	2	0	1	8	200	65	265
4	CFLG	LDTA	2	0	2	0	0	0	2	6	178	93	271
5	GRB	LDTA	0	0	2	5	2	2	2	13	148	176	324
	Total		10	7	8	13	7	4	10	59	1,324	633	1,957

In addition, LDTA and six regional training centres had implemented 70 training sessions through its government regular budget and 59 training sessions through the Project budget. Training implemented in the Project comprised 46% of the total training sessions.

Table 2-19 Numbers of training delivery by the centres for FY 2018-19

No.	Training Title	LDTA Regular Budget	Project Budget	Total	Project Coverage
1	Property Tax Training	10	12	22	55%
2	Local Level Planning Training	12	20	32	63%
3	Social Accountability Training	5	8	13	62%
4	Child friendly local governance	4	6	10	60%
5	Gender Responsible Budgeting	3	13	16	81%
6	Positive Thinking for Good Service Delivery	3	0	3	0%
7	Women Empowerment and Leadership	13	0	13	0%
8	Right to Information	3	0	3	0%
9	Economic Prosperity	1	0	1	0%
10	Mainstreaming for DRR and Climate Change Adaptation into Local Level	1	0	1	0%
11	Resource Mobilization	2	0	2	0%
12	Role of Elected Members for Effective Service Delivery	0	0	0	0%
13	Local Government Operation	6	0	6	0%
14	Capacity Development	0	0	0	0%
15	National Building Code	3	0	3	0%
16	Role of Inclusive local representative	0	0	0	0%
17	In-Service Training (35 days)	4	0	4	0%
	Total	**70**	**59**	**129**	**46%**

2.3.4.2 Evaluate the implemented training

One of the Project features was establishing a system of post-training support by following up and monitoring counterpart institutions. Although extensive training had been implemented in Nepal every year, government training agencies and development partners, which were working on capacity enhancement, seldom traced how trainees had improved their work performance after the training. Therefore, the Project tried to differentiate LDTA's training service which provided both training and post-training consultation service. The Project had been motivating training centres to conduct follow-up and monitoring activities and develop implementation process sheets for each module-focused activity including PT, LLP, SA, GRB and CFLG, which would be useful in deciding when to monitor or follow-up. UDTC Pokhara had exhibited significant experiences in this area. UDTC Pokhara followed up on and monitored PT training.

2.3.4.3 Develop the training management manual

The Project was conducted under the assumption that LDTA and its training centre could break training system conventions based in an event-oriented approach to take a performance-based approach that required the post-training activities mentioned above. With that in mind, training management manual was developed.

2.3.5 Activities of Output 4

2.3.5.1 Implement promotion activities
Newsletters
In the first year, the Project and pilot centres began publishing newsletters. From the second year, LDTA began publishing them. Then, non-pilot centres began to publish them as well. The number of newsletters published by UDTC Pokhara had increased each year. LDTA and WDTC Surkhet also did well. The following were cited as casual factors influencing the low number of newsletters: retirement of staff, insufficient transfer at the time of transfer, and lack of managerial monitoring.

In total, 44 newsletters were published from May 2016 to May 2019. The total number of published newsletters continues to increase each year. The Project was leading when newsletter publication began; however, LDTA and other centres could manage newsletters by themselves in the end of third year.

Social network service using by Facebook
LDTA, RDTC Jhapa, WDTC Jawalakhel, and RDTC Doti centre were steadily increasing the number of Facebook followers each year. Particularly in the Doti centre, all activity information had been posted reliably. The UDTC Pokhara and WDTC Surkhet centres had not accrued many followers since the second year because the number of posts decreased each year. The Janakpur centre had no internet environment in this fiscal year; thus, it was unable to post anything, and the number of followers had not increased.

The total number of followers increased each year from 1467 to 3781. Problems for each centre remained, but content quality was gradually improving, and the number of followers was expected to continue increasing.

Databank
At the ID workshop in September 2018, Project participants and all C/Ps discussed the development of an organizational data bank. Then, the following instructions were developed by LDTA and distributed to each centre. LDTA notified directors of each centre to update their data and bring it to the next meeting.

2.3.5.2 Conduct the Third Country Training in the Philippines
To enhance the capacity of C/Ps, a study visit was organized in the Philippines for two weeks in two batches. The first batch was conducted between October 21 and November 4, 2018, and the second was conducted between November 25 and December 9, 2018. The primary purpose of the visit to the Philippines was to learn the role of local governance and the associated human resource development through the experience of local autonomy.

The programme was organized in partnership with the Local Government Academy (LGA) of the Department of the Interior and Local Government (DILG) of the Republic of the Philippines. LGA is the government agency mandated to oversee capacity development of local governments in the Philippines. Based on the agreement, LGA designed the third country training with the title 'International Benchmarking: The Philippines Synergy on Good Practices in Local Governance and Human Resource Development' and implemented it successfully. Learning from this third country training was significant, and participants shared their learning in the first joint monitoring workshop held in early December 2018.

2.3.5.3 Hold seminars for knowledge sharing and networking
On 20, June 2019, the Project held the first International Conference to enhance the capacities of local levels in Nepal in Hotel Yellow Pagoda, Kantipath, Kathmandu. The participants— including the Minister from MoFAGA, JICA Nepal Chief Representative, officials from MoFAGA and NPC, chief representatives from provincial governments, DCC, municipalities, rural municipalities—and associations—such as Municipality Association, Rural Municipality Association, and District Coordination Committee Association—as well as development partners were provided a valuable opportunity to take part in a broad discussion forum focused on enhancing local-level capacities in Nepal.

Since the MoFAGA Minister made a speech in the inaugural session, 136 people participated. The technical sessions were divided into four themes: Theme 1 was 'Policy on capacity development of local levels in Nepal', Theme 2 was 'Current trends and practices on capacity development of local level in Nepal, Asia & Pacific', Theme 3 was 'Experiences of DPs/INGOs/NGOs and private sector on capacity development of local level', and Theme 4 was 'Issues and challenges on capacity development of local level'. One chairperson was assigned for each thematic group and facilitated the discussion on the related theme. Fourteen presentations were made, and many opinions and questions were presented.

2.3.5.4 Develop the Knowledge Management manual
Some revisions on the draft knowledge management manual continued during the third year.

2.4 Fourth Year: July 2019-November 2019

2.4.1 Activities in Common with All the Outputs

2.4.1.1 Make and discuss the Work Plan
Work Plan 5 was approved at the fifth JCC in July 2019 and was submitted to the JICA Nepal Office.

2.4.1.2 Hold Progress Review Committee (PRC) meetings
Eighth PRC
On July 8, 2019, the eighth PRC was held at the LDTA. The main objective of the meeting was to review the Project Progress for March 2019–June 2019, share the activity plan for July–November 2019, approve Monitoring Sheet Ver. 7, and discuss any issues related to the Project.

Firstly, the LDTA presented the overall Project progress report. Centre chiefs presented the progress and learning in each pilot centre. The PRC meeting approved Monitoring Sheets I and II. Secondly, Ms. Toshiko Shimada, Ms. Sangita Rana, and Ms. Yogmaya Sapkota presented the preliminary results of the internal termination evaluation. Regarding the sustainability of the Project, Ms. Matsuda, Assistant Representative of JICA Nepal, requested for more information from MoFAGA on the restructuring of the LDTA, and the Under Secretary of MoFAGA responded to the concerns. Lastly, the Project Chief Advisor, Dr. Takujiro Ito, presented the work plan for July–November 2019. He stressed four areas prioritized for implementation during the remaining 4.5 months.

The participants in the eighth PRC are listed below.

Table 2-20 List of Participants in 8th PRC

Nepal Side		JICA Side	
Name	Position	Name	Position
Mr. Pit Kumar Shrestha	Executive Director, LDTA	Mr. Kentaro Yokota	Senior Representative, JICA Nepal
Mr. Jaya Krishna Shrestha	Project manager, Director, LDTA	Ms. Noriko Matsuda	Assistant Representative, JICA Nepal
Mr. Ramesh Adhikari	Under Secretary, LLCDD, MoFAGA	Mr. Namaraj Adhikari	Associate Program Manager JICA Nepal
Mr. Sailesh Chapagain	Training and Research Officer, LDTA	Dr. Takujiro Ito	Chief Advisor
Mr. Hari Krishna Koirala	Acting Director, UDTA Pokhara	Ms. Yuko Shibuya	Deputy Chief Advisor
Mr. Krishna Prasad Battarai	Acting Director, RDTC Jhapa	Ms. Aya Nakazato	JICA Expert/ Training Module
Mr. Hem Raj Thapa	Acting Director, WDTC Surkhet	Ms. Toshiko Shimada	JICA Exert/ Monitoring & Evaluation
		Ms. Natsumi Ohashi	JICA Expert/ Training Planning 1/ Action Research 1
Observers			
Mr. Krishna Chandra Dhakal	Director, LDTA	Ms. Bijaya Rajbaidya	Senior Project Officer
Mr. Udaya Nath Khanal	Management Officer, LDTA	Mr. Rishi Ram Pandey	Senior Field Coordinator
Ms. Yogmaya Sapkota	Management Officer, LDTA	Ms. Sangita Rana	Field Coordinator
Mr. Deepak Thapa	Training and Research Officer	Mr. Navaraj Nepali	Field Coordinator
		Ms. Rajeeta Pun	Admin Officer

Ninth PRC
The ninth PRC was held jointly with the sixth JCC (See 2.4.1.3 "Hold Joint Coordination Committee [JCC] meetings: Sixth JCC").

2.4.1.3 Hold Joint Coordination Committee (JCC) meetings
Fifth JCC

The fifth JCC was held on July 12, 2019 at the LDTA. The main agenda of the meeting began with the explanation of the Project progress between July 2018 and June 2019. The main objectives of the meeting were to review the Project Progress during the fiscal year 2018/19, to share the preliminary results of the Internal Terminal Evaluation, to approve the annual work plan for July–November 2019, and to discuss any concerned issues related to the Project.

Firstly, Mr. Shailesh Chapagain, Member, Secretary and Training and Research Officer of the LDTA presented the Project Progress Report (July 2018–June 2019). Although the presentation of progress and learning in each pilot centre was skipped, considering the time restriction, the printed document was shared. Secondly, Ms. Toshiko Shimada, Ms. Sangita Rana, and Ms. Yogmaya Sapkota presented the preliminary results of the internal termination evaluation. Lastly, the JCC approved the plan of operation presented as Work Plan 5 to complete the Project activities for capacity development of the LDTA.

The fifth JCC also approved Progress Report 3. The participants of the fifth JCC are listed below (see Annex 10: Minutes of Meeting of the 5th JCC).

Table 2-21 List of Participants in 5th JCC

Nepal Side		JICA Side	
Name	Position	Name	Position
Mr. Jayanarayan Acharya	Joint Secretary, LLCDD, MoFAGA	Mr. Kentaro Yokota	Senior Representative, JICA Nepal
Mr. Pit Kumar Shrestha	Executive Director, LDTA /Project Director	Ms. Noriko Matsuda	Assistant Representative, JICA Nepal
Mr. Jaya Krishna Shrestha	Director, LDTA /Project Manager	Mr. Namaraj Adhikari	Associate Program Manager JICA Nepal
Mr. Resham Lal Kandel	Under Secretary, National Programme Manager of Sub National Governance Programme	Dr. Takujiro Ito	Chief Advisor
Mr. Sailesh Chapagain	Training and Research Officer, LDTA	Ms. Yuko Shibuya	Deputy Chief Advisor
		Ms. Aya Nakazato	JICA Expert/ Training Module
		Ms. Toshiko Shimada	JICA Exert/ Monitoring & Evaluation
		Ms. Natsumi Ohashi	JICA Expert/ Training Planning 1/ Action Research 1
Observers			
Mr. Krishna Chandra Dhakal	Director, LDTA	Ms. Yumiko Yoshino	First Secretary, Embassy of Japan
Mr. Udaya Nath Khanal	Management Officer, LDTA	Ms. Bijaya Rajbaidya	Senior Project Officer
Mr. Hari Krishna Koirala	Acting Director, UDTC Pokhara	Mr. Rishi Ram Pandey	Senior Field Coordinator
Mr. Krishna Prasad Battarai	Acting Director, RDTC Jhapa	Ms. Sangita Rana	Field Coordinator
Mr. Hem Raj Thapa	Acting Director, WDTC Surkhet	Mr. Navaraj Nepali	Field Coordinator
Ms. Yogmaya Sapkota	Management Officer, LDTA	Ms. Rajeeta Pun	Admin Officer
Mr. Deepak Thapa	Training and Research Officer, LDTA		

Sixth JCC

The sixth JCC was held on November 17, 2019 at the Himalaya Hotel. The main agenda of the congregation began with the explanation of the Project progress during four years. First, Mr. Jaya Krishna

Shrestha, Director of the LDTA, presented the four-year Project progress. Secondly, Ms. Toshiko Shimada, Ms. Sangita Rana, and Ms. Yogmaya Sapkota presented the results of the internal termination evaluation. Lastly, the sixth JCC approved Monitoring Sheet 8 and the Project Completion Report with a condition that the Project would accept comments and take them into consideration for revision on these documents if any. Some comments were shared and reflected into the final version of the Project Completion Report later. The participants of the sixth JCC are listed below (see Annex 11: Minutes of Meeting of the 6th JCC).

Table 2-22 List of Participants in 6th JCC

Nepal Side		JICA Side	
Name	Position	Name	Position
Mr. Jayanarayan Acharya	Joint Secretary, LLCDD, MoFAGA	Ms. Yumiko Asakamua	Chief Representative, JICA Nepal
Mr. Pit Kumar Shrestha	Executive Director, LDTA /Project Director	Mr. Namaraj Adhikari	Associate Program Manager, JICA Nepal
Mr. Jaya Krishna Shrestha	Director, LDTA /Project Manager	Dr. Takujiro Ito	Chief Advisor
Mr. Sailesh Chapagain	Training and Research Officer, LDTA	Ms. Yuko Shibuya	Deputy Chief Advisor
		Ms. Aya Nakazato	JICA Expert/ Training Module
		Ms. Toshiko Shimada	JICA Exert/ Monitoring & Evaluation
		Ms. Natsumi Ohashi	JICA Expert/ Training Planning 2/ Coordinator
Observers			
Mr. Krishna Chandra Dhakal	Director, LDTA	Ms. Bijaya Rajbaidya	Senior Project Officer
Mr. Udaya Nath Khanal	Management Officer, LDTA	Mr. Rishi Ram Pandey	Senior Field Coordinator
Mr. Hari Krishna Koirala	Acting Director, UDTC Pokhara	Ms. Sangita Rana	Field Coordinator
Mr. Krishna Prasad Battarai	Acting Director, RDTC Jhapa	Mr. Navaraj Nepali	Field Coordinator
Mr. Hem Raj Thapa	Acting Director, WDTC Surkhet	Mr. Kedar Shresta	Admin Officer
Ms. Yogmaya Sapkota	Management Officer, LDTA		
Mr. Deepak Thapa	Training and Research Officer, LDTA		

2.4.1.4 Hold Competency Assessment of C/Ps

To measure the capacity level of the C/Ps, the third competency assessment was carried out in June 2019 based on five key competencies: research and analysis; training development; training delivery and evaluation; information and knowledge management; and activity management. The results are shown in "4.2 Degree of achievement of outputs and detailed analysis".

2.4.1.5 Prepare the Final Report

The Project completion report was approved at the sixth JCC in November 2019 and is to be submitted to the JICA Nepal Office in December 2019.

2.4.2 Activities of Output 1

2.4.2.1 Develop the Action Research Manual

The Action Research Manual was incorporated into the training module development guidelines. The focus was on the survey methodologies adopted at the three Action Research workshops that have been organized so far. The manual was integrated in the "Manual for Analysis, Design, Development, Implementation and Evaluation of the Training Program".

2.4.3 Activities of Output 2

2.4.3.1 Develop the training modules

The Project held an Instructional Design Workshop between August 20 and 24, 2019 at Nagarkot, Bhaktapur district. The Project invited 20 staff members. Additionally, two staff members from the JICA Nepal Office participated in part. (See Annex 17: Report on Instructional Design Workshop 2019).

The general objective of the workshop was to enhance the capacity of counterparts on Instructional Design, and the specific objectives were the following:

By the end of the workshop, participants will be able to:

1. Review the achievement, issues, lesson learned, and challenges of the activities by each centre.
2. Evaluate the results of the monitoring of PT, LLP, and SA training, identifying the level 3 and 4 results.
3. Improve the goal of each module based on the lesson learned from the 3 pilot cases.
4. Develop performance assessment sheet for each module based on the lesson learned from the 3 pilot cases.
5. Discuss and review the draft of the LDTA operation manual.

Table 2-23 Program of Instructional Design Workshop in August 2019

Date	Activity
Aug. 20	(1) Move to Nagarkot, hotel check-in (2) Opening of the workshop, workshop objective (3) Assessment of the achievements, issues/problems, challenges and lessons learned while applying instructional design and ADDIE processes
Aug. 21	(4) Presentation on the follow up and monitoring report on Property Tax and discussion on the follow up/monitoring checklist (5) Presentation on the follow up/monitoring report on Local Level Planning and Social Accountability and discussion on the follow up/monitoring checklist (6) Designing assessment strategies for Level 3 (application) and Level 4 (results) of Kirkpatrick model
Aug. 22	(7) Designing assessment strategies for skill and knowledge of Level 2 of the Kirkpatrick model (8) Activity sheets and assessment of performance during training
Aug. 23	(9) Elaboration of Activity Sheets (10) Improvement of pre and post test
Aug. 24	(11) Knowledge management (12) Discuss on the draft LDTA operation manual (13) Summary and closing

Dr. Katsuaki Suzuki, professor at Kumamoto University, and Dr. Kenichi Kubota, professor at Kansai University, served as the special resource persons for this workshop. They are expert Project members, and they take on one two-week assignment per year. Dr. Suzuki is a leading scholar in Institutional Design, with expertise in several design-related fields, including curriculum, training material, human resource development, and adult learning in Japan. Dr. Kubota's fields of research are instructional systems development, development communication, and educational media.

This significant output of the workshop was that LDTA staff members reviewed their four-year learning on ID and tried to fill any gaps. Each staff member added new knowledge on how to develop performance assessment sheets considering level 3 and 4. Three examples of PT, LLP, and SA training modules were used and each team shared their monitoring experiences and the results of monitoring using draft monitoring sheets with other C/Ps. Participants strengthened their understanding on how to design assessment strategies for Level 3 (application) and Level 4 (results) of Kirkpatrick model. Many C/Ps who were confused about how to formulate an activity sheet and a pre/post-test clarified their

understanding by reinforcing the learning on designing assessment strategies for skill and knowledge of Level 2 of the Kirkpatrick model.

2.4.3.2 Finalize the training modules
The following are the training modules developed by each centre and the status of each training module:

Table 2-24 Status of module development in November 2019

Name of Centre	Name of Module	Status
LDTA	GRB	Published and distributed
	CFLG	Published and distributed
UDTC Pokhara	PT	Published and distributed
RDTC Jhapa	LLP	Published and distributed
WDTC Surkhet	SA	Published and distributed
RDTC Janakpur	Positive Thinking for Effective Service Delivery	Revision work is pending
WDTC Jawalakhel	LDE	Revision work is pending
RDTC Doti	RTI	Published and distributed

During the fourth year, five training modules, including the GRB, LLP, SA, CFLG, and RTI training modules were printed and distributed in addition to the PT module that was printed and distributed during the third year.

RDTC Doti
RDTC Doti had only one staff member who could work for training. Thanks to his dedication and efforts, the training module on RTI was developed and published.

WDTC Jawalakhel
WDTC Jawalakhel has been working on "Leadership Development and Empowerment" for the past two years. Staff members of WDTC Jawalakhel participated in various capacity development workshops and joint monitoring workshops. In the case of WDTC Jawalakhel, the number of staff was enough but strong leadership to consolidate efforts to bring the revision work into the next stage was missing.

RDTC Janakpur
RDTC Janakpur had only one staff member who can work for training. However, she was very positive and upgraded her capacity to develop training materials by developing the training module on "Positive Thinking for Effective Service Delivery". In September 2019, the responsible person was transferred to the LDTA; therefore, the Project expects LDTA to continue the finalizing of the training module.

LDTA
The LDTA has developed two more training modules adopting the Project method by itself with its own budget, in addition to GRB and CFLG. One is "Local Economic Development", which is almost finalized. Another one is "Disaster Risk Reduction and Mainstreaming Climate Change Resilience", which has been published already and is to be distributed in December 2019. The Project has recognized this progress as an impact of the Project.

One objectively verifiable indicator for the Project Purpose is "LDTA and three targeted regional centres develop at least one training module by using the ADDIE (Analyze, Design, Develop, Implement and Evaluate) Instructional Design model as a framework in designing and developing training programmes." This was achieved with some additional achievements in the LDTA and non-pilot centres as mentioned above.

2.4.3.3 Develop the training module development manual
The first draft was submitted at the Annual Review Meeting, and the discussion on the content of the

manual was conducted during September 2019. The final version of the Training Material Development manual was integrated in the "Manual for Analysis, Design, Development, Implementation and Evaluation of the Training Program" and handed over to the C/Ps.

2.4.3.4 Develop the training course brochure
The training course brochures on PT, LLP, and SA were finalized, published, and distributed in the project seminar.

2.4.4 Activities of Output 3

2.4.4.1 Prepare the implementation plan and schedule for the training delivery
Annual Review Workshop
The LDTA and six training centres shared the implementation plan and schedule for the training delivery for the term of July–November 2019 in the Annual Review Workshop on July 2, 2019.

First Joint Monitoring Workshop
On November 17, 2019, the Project held the First Joint Monitoring Workshop. 29 C/Ps (25 men and 4 women) participated.

The workshop had the following two general objectives:
• To share the progress and status of each team or centre, and to get feedback from other participants to foster further improvement.

Each centre presented its progress during the first trimester in their fiscal year 2077, reviewing the action plan they made at the Annual Review Workshop in July 2019. The presentations by each training centre enabled the Project to know that the following training centres allocated government regular budget for follow-up and monitoring activities: RDTC Jhapa allocated NPR 50,000, UDTC Pokhara allocated NPR 100,000, and RDTC Doti allocated NPR 200,000. In addition, WDTC Surkhet contracted NPR 20,000,000 with UNICEF Nepal for training programmes on CFLG and the Disaster Risk Reduction baseline survey. The Project has recognized these as an impact of the Project.

2.4.4.2 Implement the training based on the prepared plan
During the second year, the Project added TOT activities. Moreover, the Project increased the number of training activities during the third year. The fourth JCC approved 85 training sessions for five training modules at the beginning of the third year (as indicated below) and later, with the approval of JICA Nepal Office, 10 more training sessions were added.

The LDTA and its training centres conducted 14 training sessions in the fourth year while 59 training sessions were conducted in the third year. Altogether 73 training sessions were completed.

During the fourth year, the training covered 12 local levels, with a total participation of 485 participants. Of these participants, 345 were men and 140 were women. The participants were mayors, deputy mayors, elected members, and staff at local levels. The table within this chapter gives the details. Table 2-23 represents allocated training sessions that were to be implemented during the third and fourth year. Table 2-24 shows the number of implemented training in the fourth year.

Table 2-25 Training implementation table (plan)

No.	Activity	Developer	UDTC Pokhara	RDTC Jhapa	WDTC Surkhet	LDTA	RDTC Janakpur	WDTC Jawalakhel	RDTC Doti	Total no. of Event
1	PT	UDTC Pokhara	5	2	2	2	2	2	2	17
2	LLP	RDTC Jhapa	2	5	2	2	2	2	2	17
3	SA	WDTC Surkhet	2	2	5	2	2	2	2	17
4	CFLG	LDTA	2	2	2	5	2	2	2	17
5	GRB	LDTA	2	2	2	5	2	2	2	17
	Total		13	13	13	16	10	10	10	85*

*If necessary, ten training sessions were to be added in May 2019.

Table 2-26 Number of training sessions implemented in the fourth year

No.	Activity	Developer	UDTC Pokhara	RDTC Jhapa	WDTC Surkhet	LDTA	RDTC Janakpur	WDTC Jawalakhel	RDTC Doti	Total no. of Event	Male	Female	Total
1	PT	UDTC Pokhara	0	0	1	0	0	1	0	2	50	18	68
2	LLP	RDTC Jhapa	0	0	2	0	0	0	0	2	65	20	85
3	SA	WDTC Surkhet	1	0	1	2	0	0	4	8	179	80	259
4	CFLG	LDTA	0	0	1	1	0	0	0	2	51	22	73
5	GRB	LDTA	0	0	0	0	0	0	0	0	0	0	0
	Total		**1**	**0**	**5**	**3**	**0**	**1**	**4**	**14**	**345**	**140**	**485**

Among 95 training sessions approved to be implemented, 59 training sessions (62%) were implemented during the third year and 14 training sessions (15%) were implemented during the fourth year. Altogether, 77% (73 out of 95) were completed. The following are the reasons why not all the training sessions were implemented:

1. Municipalities and Rural Municipalities were suffering from human resource scarcity at the time of closing of the fiscal year due to delay in the readjustment of staff by the Federal Government. The LDTA, its regional training centres, and local levels were occupied with their routine activities of closing of the fiscal year and planning for the next year. Therefore, it was difficult to conduct planned training during late June to mid-July.

2. During early August 2019, the Project prioritized on monitoring activities in order to share the monitoring results in the ID workshop in late August. During September 2019, Provincial level Interaction Programs and In-service training from the LDTA's regular budget were prioritized from late August until September 2019. Therefore, some requests for implementing training programmes were not approved and some planned training sessions were canceled.

3. The transfer of some C/Ps also affected the ability of training centres like RDTC Janakpur to implement training.

Thus, the time allocated for implementing the training for the fourth year was very limited and human resource constraint affected the achievement of implementing planned training.

The table below is the information on 14 training sessions implemented during the fourth year.

Table 2-27 Details of training implemented in the fourth year

S. N.	Training Subject	Name of Centre	Date	No. of Participants	Target People
1	SA	RDTC, Doti	July 19–21	34 (5 women, 29 men)	Chief, Deputy Chief and Executive Members of Churpati Rural Municipality, Achham
2	SA	RDTC, Doti	July 22–24	31 (9 women, 22 men)	Chief, Deputy Chief and Executive Members of Mangalsen Rural Municipality, Achham
3	SA	RDTC, Doti	July 25–27	30 (9 women, 21 men)	Chief, Deputy Chief and Executive Members of Shikhar and Amargadhi Municipality, Dadeldhura
4	SA	LDTA, Lalitpur	July 28–30	29 (9 women, 20 men)	Mayor, Deputy Mayor and Executive Members of Tokha Municipality, Kathmandu
5	SA	LDTA, Lalitpur	Aug. 5–7	19 (6 women, 13 men)	Executive Members of Tokha Municipality, Kathmandu
6	SA	RDTC, Doti	Aug. 5–7	32 (9 women, 23 men)	Chief, Deputy Chief and Executive Members of Malika Arjun Rural Municipality, Dalchula
7	SA	UDTC, Pokhara	Aug. 12–14	56 (16 women, 40 men)	Chief, Deputy Chief and Executive Members of Modi Rural Municipality, Parbat
8	PT	WDTC, Jawalakhel	Aug. 27–29	34 (8 women, 26 men)	Mayor, Deputy Mayor and Executive Members of Namobuddha Municipality, Kavre
9	CFLG	LDTA, Lalitpur	Aug. 28–30	33 (13 women, 20 men)	Mayor, Deputy Mayor and Executive Members of Kohalpur Municipality, Banke
10	PT	WDTC, Surkhet	Sep. 8–10	34 (10 women, 24 men)	Mayor, Deputy Mayor and Executive Members of Musikot Municipality, Rukum
11	CFLG	WDTC, Surkhet	Sep. 12–14	40 (9 women, 31 men)	Chief, Deputy Chief and Executive Members, of Sanibari Rural Municipality, Rukum
12	LLP	WDTC, Surkhet	Sep. 22–24	41 (10 women, 31 men)	Mayor, Deputy Mayor and Executive Members of Narayan Municipality, Dailekh
13	LLP	WDTC, Surkhet	Sep. 25–27	44 (10 women, 34 men)	Executive Members of Narayan Municipality, Dailekh
14	SA	WDTC, Surkhet	Sep. 30–Oct. 2	28 (18 women, 10 men)	Mayor, Deputy Mayor and Executive Members of Narayan Municipality, Dolpa

2.4.4.3 Evaluate the implemented training

The following is the result of evaluation done during the training.

Table 2-28 Results of the training implemented in the fourth year (Unit: %)

S.N	Evaluation Topics	Average Score						
		Training 1 SA	Training 2 SA	Training 3 SA	Training 4 SA	Training 5 SA	Training 6 SA	Training 7 SA
		RDTC Doti	RDTC Doti	RDTC Doti	LDTA	LDTA	RDTC Doti	UDTC Pokhara
1	General Impression	82.42	87.50	81.25	82.50	71.72	76.67	79.26
2	Facilitator	84.85	83.75	82.50	86.25	83.44	74.17	87.41
3	Handouts	78.79	78.75	66.25	78.75	78.62	76.67	73.33
4	Content (relevant/useful)	83.64	83.75	78.75	86.25	80.68	78.33	85.93
5	Methodology	87.88	76.25	76.25	85.00	83.44	78.33	74.81
	General Average	**83.52**	**82.00**	**77.00**	**83.75**	**79.58**	**76.83**	**80.15**

S.N	Evaluation Topics	Average Score						
		Training 8 PT	Training 9 CFLG	Training 10 PT	Training 11 CFLG	Training 12 LLP	Training 13 LLP	Training 14 SA
		WDTC Jawalakhel	LDTA	WDTC Surkhet	WDTC Surkhet	WDTC Surkhet	WDTC Surkhet	WDTC Surkhet
1	General Impression	77.24	81.82	82.50	85.29	81.46	78.24	87.86
2	Facilitator	80.00	86.06	82.50	86.47	85.37	85.00	87.86
3	Handouts	71.03	69.68	65.50	76.36	64.88	69.41	81.54
4	Content (relevant/useful)	77.93	73.94	79.50	81.21	73.66	76.67	83.57
5	Methodology	73.10	73.94	75.50	76.36	69.76	81.18	84.71
	General Average	**75.86**	**77.09**	**77.10**	**81.14**	**75.02**	**78.10**	**85.11**

The LDTA C/Ps have experienced what quality training delivery is by implementing training using their own developed training modules applying various evaluation tools. The C/Ps have developed their capacities in applying quality training by conducting pre/post-test, following the lesson plan of each training module, conducting various practical activities and exercises during the training, final training evaluation and feedback sheet, etc. Therefore, the purpose of the capacity development of the C/Ps on delivering quality training has been achieved.

In the end, 22 training sessions were not completed. However, it can be said that the non-completion of the 22 training sessions does not affect the level of the achievement of the Project Purpose because the

Project is aiming at capacity development and the number of training sessions accomplished is not included in the indicators for the achievement of the Project Purpose. The result of the internal terminal evaluation conducted in July 2019 verified that the indicator for capacity development was achieved although a relatively large number of training sessions were approved by the fourth JCC and added to the project activities from the third year in order to respond to the request from local levels. Those 95 training sessions and 7 provincial level interaction programmes were added to reinforce the Project's impact on the achievement of the Project's Overall and Super Goals.

Training follow-up/monitoring

As a part of the comprehensive training delivery mechanism proposed by the Project, monitoring and evaluation of the trained municipalities was conducted for PT during the third year. In the fourth year, the Project planned to conduct monitoring and evaluation for the trained municipalities as shown below. The plan proposed that 19 or more municipalities be monitored.

Table 2-29 Monitoring activities for the fourth year (plan)

S. N	Training Subject	Developer	Monitoring by	Quantity
1	PT	UDTC Pokhara	LDTA and 6 training centres	5 or more municipalities
2	LLP	RDTC Jhapa	LDTA and 6 training centres	5 or more municipalities
3	SA	WDTC Surkhet	LDTA and 6 training centres	5 or more municipalities
4	CFLG	LDTA	LDTA and 6 training centres	2 or more municipalities
5	GRB	LDTA	LDTA and 6 training centres	2 or more municipalities
			Total	19 or more municipalities

Finalizing the monitoring checklist was one of the most important targets of the Project for the fourth year. UDTC Pokhara, WDTC Surkhet, RDTC Jhapa, and the LDTA conducted monitoring using performance checklists developed by three pilot-centre teams, and 21 municipalities were monitored. The following sections elaborate the result and output of the monitoring activities.

PT training monitoring

Though UDTC Pokhara has conducted many monitoring in the previous years, it conducted monitoring in 11 municipalities/rural municipalities during the fourth year as shown below.

Table 2-30 PT Monitoring conducted by UDTC Pokhara

Date of Monitoring	Municipality/RM, District	Date of Training
August 5	Modi Rural Municipality, Parbat	February 5–7, 2019
August 6	Beni Municipality, Myagdi	February 6–8, 2017
August 7	Andhikhola RM, Syangja	April 20–21, 2018
August 7	Bheerkot Municipality, Syangja	August 4–6, 2017
August 7	Galyang Municipality, Syangja	July 31–August 2, 2017
August 8	Madhyabindu Municipality, Nawalparasi	Dec 10, 2017–Jan 1, 2018
August 8	Devchuli Municipality, Nawalparasi	December 27–29, 2017
August 9	Devghat Rural Municipality, Tanahun	April 11–13, 2019
August 9	Bhimad Municipality, Tanahun	September 4–6, 2017
August 29	Rupa Rural Municipality, Kaski	June 29–July 1, 2018
August 30	Madi Rural Municipality, Kaski	June 5–7, 2018

UDTC Pokhara developed indicators to assess the performance of a municipality or rural municipality that implemented PT training as shown below and marked their evaluation on the right column by assessing their performance into 5 categories such as "○" for Successfully done, "△" for Done somehow with difficulties, "×" for Not done, "—" for Unknown, and "WIP" for Work In Progress.

The sample below is the result of the assessment for Beni Municipality, Myagdi.

Table 2-31 Monitoring checklist and the result of monitoring in Beni Municipality, Myadi

	Process of PT Implementation	Activity	Means of Verification	Mark
Step 1	Decision from Assembly to implement PT	1.1 Decision on the implementation of PT	1.1.1 Minute of assembly meeting	○
Step 2	Formulation of PT implementation plan	2.1 Formulation of PT implementation action plan	2.1.1 Action plan document	○
		2.2 Formation of property valuation committee	2.2.1 Name list of committee member 2.2.2 Minute of executive board meeting	○
		2.3 Approval of PT implementation action plan and property valuation committee from executive board	2.3.1 Minute of executive board meeting	○
Step 3	Preparation of PT Management Procedure	3.1 Preparation of PT Management Procedure with minimum required provisions as mentioned in sample procedure prepared by MoFAGA	3.1.1 "PT Management Procedure" document	○
		3.2 Preparation of property valuation committee operation procedure	3.2.1 Property valuation committee "Operation Procedure" document	×
		3.3 Approval of PT Management Procedure from Executive/ Assembly	3.3.1 Minute of executive board/assembly meeting	×
		3.4 Publication of PT Management Procedure in local gazette	3.4.1 Evidence/record of local gazette	○
		3.5 Preparation of necessary forms and formats	3.5.1 Forms and formats	○
Step 4	Information dissemination/ promotion on PT	4.1 Information dissemination on PT implementation/ Promotion on PT	4.1.1 Record of information dissemination 4.1.2 Official notice (35 days' notice) on submission of self-declaration form 4.1.3 Record of promotional activities (on TV, Radio, newspaper, notice board etc.)	○

[Mark] ○: Successfully done △: Done somehow with difficulties ×: Not done ー: Unknown WIP: Work In Progress

	Process of PT Implementation	Activity	Means of Verification	Mark
Step 5	Zoning of land and determination of minimum value of property	5.1 Zoning of lands by valuation committee in each ward	5.1.1 "Zoning" document	△
		5.2 Determination of minimum valuation rate of lands	5.2.1 Document showing "minimum valuation rate" of lands based on zoning	△
		5.3 Determination of minimum valuation rate of buildings	5.3.1 Document showing "minimum valuation rate" of buildings based on category of buildings	△
Step 6	Collection of integrated property details and record keeping	6.1 Distribution of property details collection form (self-declaration form)	6.1.1 Record of the number of self-declaration forms distributed	○
		6.2 Collection of integrated property details (self-declaration form)	6.2.1 Record of number of files (self-declaration forms) collected	○
		6.3 Installation of physical facilities (computers, printers, desk and tables, rooms, filing cabinets etc.)	6.3.1 Kind and number of Physical facilities (at least two computers and printers, filing cabinet, separate room for PT etc.)	○
		6.4 Installation of software	6.4.1 Installed software	○
		6.5 Training to the staff on software management/operation	6.5.1 Training report, training materials, training plan, handouts etc.	○
Step 7	Valuation of Integrated Property and Determination of Tax	7.1 Determination of tax rate	7.1.1 "Tax rate" document endorsed by assembly	△
		7.2 Approval of tax rate	7.2.1 Minute of assembly meeting with decision of approval	○
Step 8	Collection of PT	8.1 Collection of PT	8.1.1 Amount of IPT collected 8.1.2 Record of every day, monthly and yearly collection on the software	○
Step 9	Annual Review and Evaluation of PT Implementation*	9.1 Establishment of PT monitoring mechanism (formation of monitoring committee etc.) to conduct annual review	9.1.1 Name list of monitoring committee 9.1.2 Minute of annual review meeting 9.1.3 Report of annual review meeting	×

Comments and Suggestions: -
- Start collecting PT manually if it is not possible to install software right now and shift to the software later.   - Set up a help desk to support tax payers in filling in self-declaration forms.

*Assessment Points during annual review:
1. "Indicators" of PT monitoring/monitoring checklist
2. Revenue report
3. Number of complaints received from tax payers
4. Data on the number of taxpayers in the previous F/Y
5. Data on the number of taxpayers in current F/Y
6. Discussion points during annual assessment meeting such as,
   - PT implementation process
   - Problems and difficulties faced during implementation
   - Countermeasures taken to solve the problems/difficulties
   - Improvement points for next F/Y
   - Lessons learned

Goal setting for Kirkpatrick level 3 and 4 and Impact of PT Training

The project introduced for the first time in Nepal a training evaluation framework of Kirkpatrick 4 Level Evaluation that is currently a private sector training trend in economically developed countries. Table 2-32 below shows the four levels. Based on this framework, the training modules were developed focusing on change in the behavior of the participants and the results of the change in the behavior on the performance.

In order to see the impacts of PT training, the Project conducted comparative analysis of five municipalities, including Beni Municipality, Bhirkot Municipality, Galyang Municipality, Bhimad Municipality, and Devchuli Municipality.

The monitoring checklist is useful for assessing the achievements of Level 3 of the concerned training. Table 2−32 shows the goal for each level, methodology of assessment, and results of the studied 5 sample municipalities.

Table 2-32 Goals and results of each level for training on Property Tax

Level	Expected goal	Methodology of Assessment	Results
4: Results	• Increase the Property tax revenue	• Interview to the municipalities and data analysis at end of Fiscal Year	• In all 5 monitored municipalities the revenue was increased. (Ave. 29.7 times)
3: Behavior	• Municipality implement 8 of 9 steps of guidelines accordingly	• Monitoring to the municipalities using the monitoring check sheet	• All 5 monitored municipalities implemented successfully the 8 steps
2: Learning	• At end of course, at least 70% of participants achieve 70% in Knowledge and skill.	• Post test • Performance check sheet (Newly added)	• Bhimad achieved 72% • Other municipalities could not collect the data.
1: Reaction	• The satisfaction of the learners achieved at least 70 %	• End of course Questionnaire	• All 5 monitored municipalities achieved more than 70% (Ave.77%)

Figure 2−1 shows the detailed data of the Level 4 results: the increase of revenue on property tax after the intervention of the Project. It is observed that the property tax and land revenue of all the monitored

municipalities remarkably increased. Bhirkot Municipality showed the most significant result. Their revenue has increased 117.7 times after implementing PT training in the municipality. It can be said that PT training made a significant impact on the target group in revenue increment.
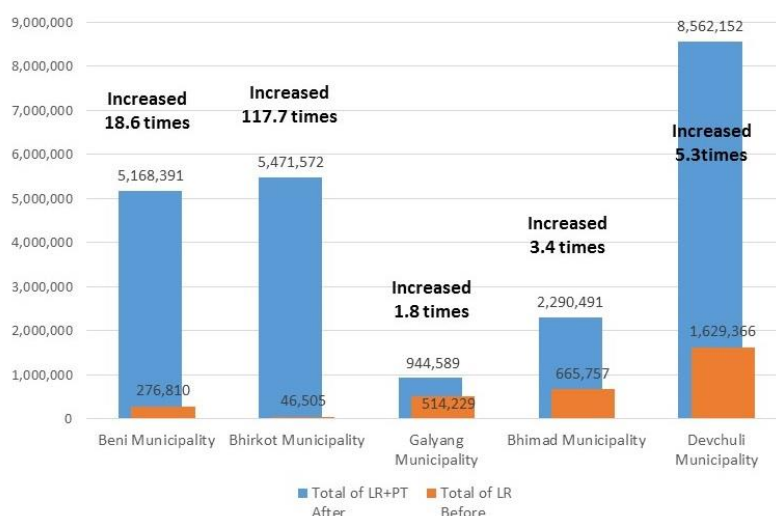

Figure 2-1 Comparison of revenue on property before and after the intervention

LLP training monitoring

Like UDTC Pokhara, RDTC Jhapa also developed a monitoring checklist of LLP training. They have conducted monitoring in six municipalities/rural municipalities as shown below:

Table 2-33 Monitoring conducted by RDTC Jhapa and LDTA

Date of Monitoring	Municipality/RM, District	Date of Training
August 8	Tokha Municipality, Kathmandu	April 26–28, 2019
August 8	Buddanilkantha Municipality, Kathmandu	May 2–5, 2019
August 11	Belbari RM, Morang	April 23–25, 2019
August 11	Sundarharaicha Municipality, Morang	May 31–June 2, 2019
August 12	Rong Rural Municipality, Ilam	April 19–21, 2019
August 12	Arjundhara Municipality, Jhapa	February 10–12, 2018

The procedure of monitoring is to mark the very right column with ○, △, × or －. Each symbol means "○" for Successfully done, "△"for Done somehow with difficulties, "×" for Not done and "－" for Unknown. It is difficult for the LLP to rate each process and check point by such marks because the effectiveness of the LLP training in the actual implementation cannot be easily converted into numbers or percentage (e.g., increase and decrease with numerical value). Thus, rather than assessing marks quantitatively, marks would have to be assessed qualitatively. In order to keep the involvement of one's subjectivity at a minimum, a team of three or four surveyors discussed and agreed on the marks at the end of each monitoring. The LLP monitoring checklist below is attached as the final version. While using the means of verification, the narrative accounts taken from the interviews are also included as evidence to support the results agreed on by the team. Such narrative accounts are mentioned in the remarks section at the end of each step.

Table 2-34 LLP Monitoring Checklist Final version

Mark: ◯ Successfully done △ Done somehow with difficulties × Not done ━ Unknown				
Activity		**Monitoring Indicator**	**Means of Verification**	**Mark**
Step 1	Income and Expenditure projection for the next Fiscal Year.	• Report preparation by Revenue Advisory Committee. • Report preparation by Resource Estimate and Budget Determination Committee. • Preliminary budget estimation • Send to Federal Government.	• Preliminary estimated budget celling: • Sent letter and date: -	
Step 2	Settlement level plan identification	• Division of Role and Responsibility for settlement level plan selection. • Tole/Settlement level plan selection	• Number of child club meeting organized: • Settlement level plan selection • Division of Role and Responsibility for settlement level plan selection.	
Step 3	Ward Level Plan Selection and Prioritization	• Categorization of plans in five thematic areas. • Prioritization of each thematic area. • Preparation of the final ward level planning. • Send it to Municipality.	• Budget and Plan formation committee meeting	
Step 4	Municipal Level Sectoral Committee Discussion	• Collection of Sectoral plan. • Categorize the ward level plan into themes. • Check the validity of plans according to the regulation and budget celling. • Final sectoral plans at municipal level.	• Minute decision on project prioritization basis according to set criteria: • Major agendas discussion in sectoral committee:	
Step 5	R/Municipal Council	• Approval of annual budget, policy and programmes from the council.	• Council date: (weather it is within the time frame or not) • Policy and budget book	
Step 6	Monitoring and Evaluation	• Implementation of approved projects.	• What are the tools used in monitoring? • Monitoring guidelines	
			Total of steps done out of	
Comments and Suggestions:				
*Assessment Points during annual review:				

The table below shows the overall result of six municipalities/rural municipalities. The following are monitoring team's observations:
1. All the municipalities managed to conduct all the steps somehow except the development of project implementation plan.
2. Sundarharaicha Municipality scored the best and managed to do all the steps despite some difficulties.
3. Numbers of △ vary depending on the municipality, meaning each municipality had difficulties in different steps.

Table 2-35 Overall results sorted by municipalities

Mark	LDTA				RDTC Jhapa	
	Buddanilkantha	Tokha	Sundarharaicha	Belbari	Arjundhara	Rong
○	10	9	12	10	12	11
△	5	6	4	5	3	4
×	1	1	0	1	1	1
Ratio of ○ (%)	62.5	56.3	75.0	62.5	75.0	68.8
Ratio of × (%)	6.3	6.3	0	6.3	6.3	6.3

Goal setting for Kirkpatrick level 3 and 4 and Impact of LLP

Table 2-34 below shows the finalized goals and indicators for the four levels for LLP training. Based on this framework, the training modules were developed focusing on change in the behavior of the participants and its results of the performance.

Table 2-36 Goals and indicators of each level for training of LLP

Level	Expected Goal	Indicators	Mean of Verification
4: Results	Annual goal of Municipality/ Rural Municipality is achieved. Improved quality of local level planning	• Annual goal of Rural Municipality/Municipality • Distribution total budget according to priority of municipality in 5 sectors • Inclusiveness in planning process	• Annual Progress review meeting report
3: Behavior	Local Level conducts local level planning process based on the guideline published by the NPC and MoFAGA	• Income and Expenditure projection for the next Fiscal Year • Send to Federal government within the 2nd week of January	• Annex 1 and 2 of LLP Annual plan formulation guideline 2074 • Copy of Sent Letter
		• Send ward budget ceiling with guideline within the end of April	• Budget ceiling with Letter
		• Identification Settlement level plan	• List of plans with minutes
		• Ward level planning process: • Prioritization plans in five thematic areas	• Prioritization plans, formats, minutes
		• Sectorial plans send to Municipality	• Minutes
		• Categorization, check duplication, and approval of plans in different sectoral areas	• Draft annual plan and budget book
		• Approval of annual plan and budget by municipal assembly by end of mid-July	• Annual plan and budget book
2: Learning	At end of course, at least 70% of participants achieve 70% in Knowledge and skill.	• Post test results	• Post test
1: Reaction	The satisfaction of the participants achieved at least 70%	• Results of end of course questionnaire	• End of course questionnaire

SA training monitoring

The Surkhet team also developed an SA monitoring checklist and conducted monitoring in four municipalities/rural municipalities during the fourth year.

Table 2-37 SA Monitoring conducted by WDTC Surkhet

Date of Monitoring	Municipality/RM, District	Date of Training
August 8	Thakurbaba Municipality, Bardiya	May 19–21, 2018
August 10	Narayan Municipality, Dailekh	May 23–25, 2018
August 11	Bheriganga Municipality, Surkhet	July 29–31, 2018
August 12	Gurbhakot Municipality, Surkhet	Mar. 22–24, 2018

The monitoring checklist of SA is the longest; the checklist has a 5-paged table with 60 checkpoints. Therefore, only the first section of the monitoring checklist is attached herewith as an example. The full checklist is attached to the ID workshop report (see Annex 17: Report on Instructional Design Workshop 2019).

Table 2-38 First part of SA Monitoring checklist

Mark: ○ Successfully done △ Done somehow with difficulties ×Not done ━ Unknown			
Process	**Activity / Check point**	**Means of Verification**	**Mark**
1. Approval of the action plan prepared by Social Accountability (SA) training by the Executive Board meeting	• Decision and approval of the action plan	• Minute of the Executive Board meeting	
2. Formation of good governance promotional and monitoring committee	• Formation of the good governance promotional and monitoring committee in Executive Board meeting	• Minute of the Executive Board meeting	
3. Ward level orientation of social accountability	• Implementation of orientation programme	• Program schedule and Participants attendance	
4. Placement of Citizen charter	• Formation of the citizen charter preparation working group	• Minute of the executive board meeting	
	• Identification of major services in cooperation with sectoral sections	• Minute of the Citizen Charter Preparation Working Group meeting	
	• Preparation draft citizen charter in cooperation with sectoral sections	• Minute of the Citizen Charter Preparation Working Group meeting • Draft Citizen Charter	
	• Finalization of the citizen charter material and approval by the Urban/Rural Municipal council	• Minute of Municipal Urban /Rural Council • Draft Citizen Charter	
5. Placement of notice board	• Selection of the information officer.	• Minute of the Executive Board	
	• Set up of the notice board.	• Notice board	
6. Placement of staff Log board	• Set up of the staff Log board	• Staff log board	
7. Placement of suggestion box	• Selection of the Nodal officer	• Minute of the Executive Board meeting	
	• Suggestions and grievances record keeping	• Record keeping register book	
	• Taking necessary actions	• No of redress and management of grievances in the register book	
8. Information dissemination by the local media	• Publication of income and expenditure report	• Income and expenditure report in print or on website	
	• Publication of annual budget and plan, financial and economic policy and annual progress report	• Annual progress report, financial and economic policy, and annual budget and programme in print or on website	

After checking 60 checkpoints in four municipalities, the Surkhet team compiled some observations and presented the overall result of the monitoring as the table below shows.
1. Narayan Municipality had the highest score but still completed less than half of the checkpoints.
2. Beriganga Municipality needed much improvement.
3. Most of the municipalities could not meet approximately 50% of the requirements.

Table 2-39 Overall results sorted by municipality

Mark	WDTC Surkhet			
	Thakurbaba	Narayan	Bheriganga	Gurbhakot
○	25	26	20	23
△	7	10	11	7
×	28	24	29	30
Ratio of ○ (%)	41.6	43.3	33.3	38.3
Ratio of × (%)	46.6	40.0	48.3	50.0

Goal setting for Kirkpatrick level 3 and 4 and Impact of SA Training
Regarding the PT and LLP module, Surkhet team made goals and set indicators setting for each level of the Kirkpatrick four level evaluation. The team struggled to make goals and set indicators because the content of the SA covered a wide range of activities. The table below is simplified as much as possible.

Table 2-40 Goals and indicators of each level for Social Accountability Training

Level	Goal	Indicator	Means of Verification
4: Results At the end of fiscal year	Improved satisfaction of the citizen regarding the transparency	• Transparency is increased • Citizen satisfaction level is increased and grievances is decreased	• Report of PA, PH and SA • Annual Review Meeting
3: Behavior At the end of fiscal year	Implemented Social Accountability tools according the guideline (PA, SA, PH)	Implementation of 1) public audit 2) public hearing 3) social audit 4) grievance management based on guidelines	• SA Monitoring checklist
2: Learning	Participants develop their knowledge and skills on Social Accountability implementation.	• Group work evaluated by Pair ranking methods • Post test result	• Post-test • Activity Sheets • Output of the group work • Others: Output of the pair evaluation
1: Reaction	The general impression of the participants regarding the training course, training methodology, facilitation skills of the facilitators and reading materials.	• More than 75% is satisfactory level	• Course end Questionnaire
Target Group	Municipality team composed by Mayor/Deputy Mayor, Chief administrative officer, Ward chair executive members and ward secretaries.		

Thus, three training centres and the LDTA intensively conducted monitoring activity, and they shared and discussed the outcomes with other C/Ps in the ID workshop in August 2019. Going through those processes such as discussing and finalizing monitoring checklists in the ID workshop, the LDTA's staff members understood what the effective monitoring meant in the Project more. The final version of monitoring tools was incorporated into an operational manual for further practical use and elaboration by the LDTA.

2.4.4.4 Develop the training management manual
The final version of Training Management manual was integrated in the "Manual for Analysis, Design,

Development, Implementation and Evaluation of the Training Program" and handed over to the C/Ps.

2.4.5 Achievement and Progress of Output 4

2.4.5.1 Implement promotion activities
The following are the results of every year progress of the major mediums of information sharing.

Newsletters
The project and pilot centre began publishing newsletters in the first year. From the second year, the LDTA began publishing them. Later, non-pilot centres began releasing them. According to the total circulation, the circulation has been increasing steadily every year. However, because staff retirement, staff transfers, and lack of management supervision, some centres found it hard to increase the number of published newsletters.
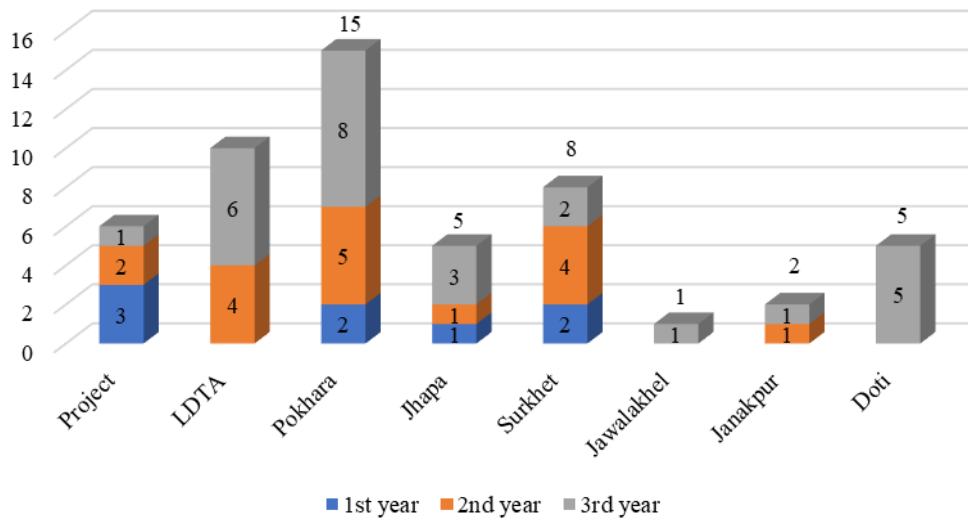
Figure 2-2 Number of each centre's newsletter publication by year

In total, 52 newsletters were published from May 2016 to October 2019. The total number of published newsletters has continued to increase each year. The Project was leading when newsletter publication began; however, the LDTA and other centres can now manage the publication of newsletters by themselves.
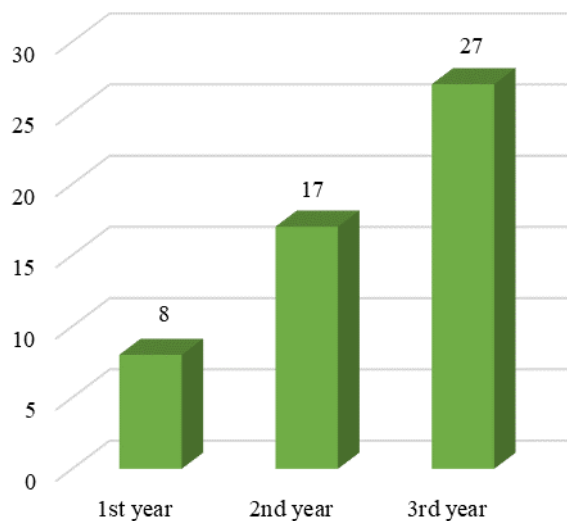
Figure 2-3 Total number of newsletter publication by year

Social Network Service using Facebook

The LDTA, UDTC Pokhara, RDTC Jhapa, Doti, WDTC Surkhet, and the Jawalakhel centre increased the number of Facebook followers steadily each year. The success factor is not just the increase in the number of posts; it includes introducing photos and movies, improved content quality, links to it, and increased followers. The Janakpur centre does not have an internet environment currently. Therefore, the centre has posted nothing, and the number of followers of the Janakpur centre has not increased.
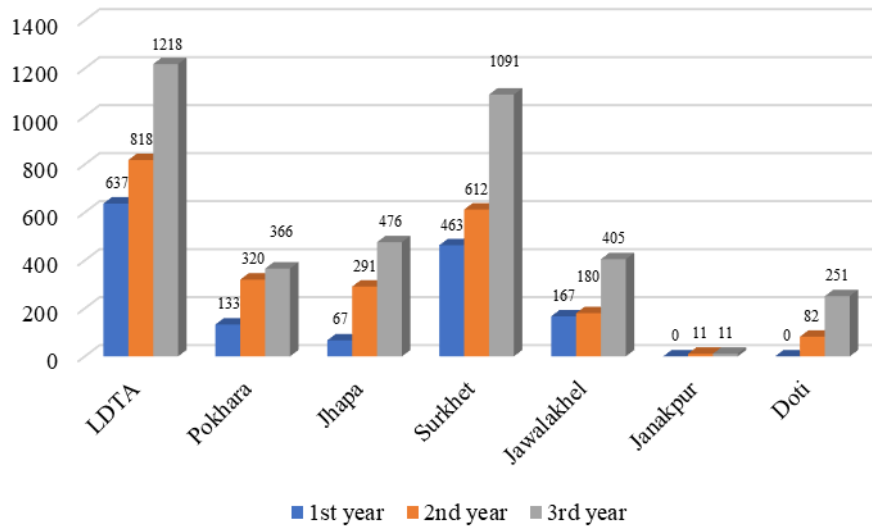
Figure 2-4 Number of each centre's Facebook followers by year
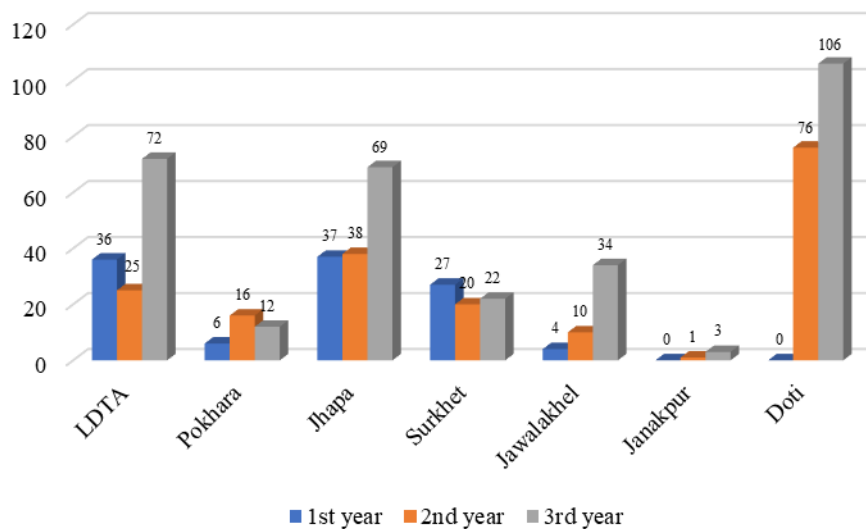
Figure 2-5 Number of each centre's Facebook posts by year

The total number of followers increased from 1467 to 3781 (2314 increase) during the Project period. The number of articles posted also increased from 110 to 296 (186 increase). The total number of followers increased from 1467 to 3781 during the Project period (2314 increase). The number of followers will continue to increase as the staff continues to maintain content quality.
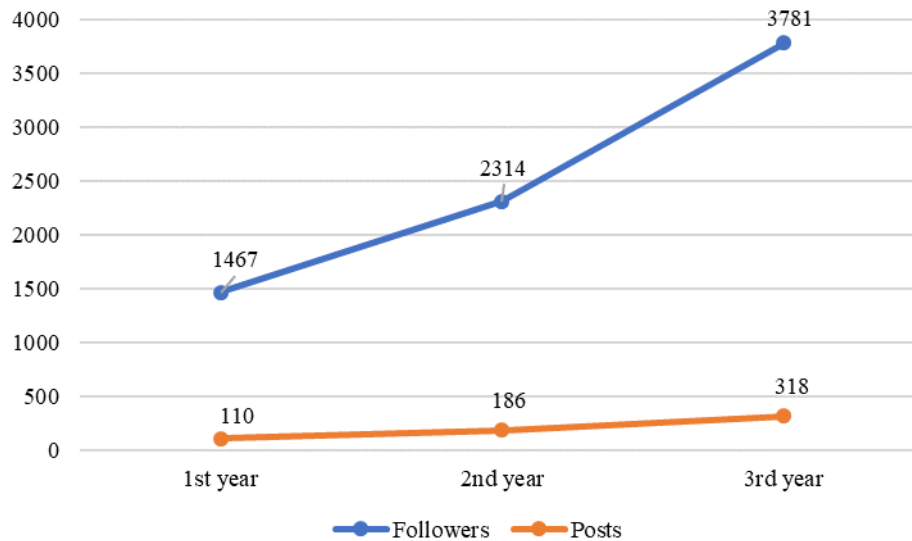
Figure 2-6 Total number of Facebook followers and posts by year

Databank

In August 2019, the Knowledge Management and Communication (KM & C) System was established in the LDTA and the LDTA decided to establish the KM & C system databank infrastructure, which is responsible for creating and implementing the KM & C strategy and the KM manual. The LDTA assigned a representative to set up its system. The task team is responsible for the preparation and operation of the KM & C strategy. Similarly, the LDTA decided to establish a KM & C infrastructure, allocate rooms and equipment, prepare the network among Web centres, decide on the software/servers to use, and update the LDTA website. All the regional centres sent all the information available in 2018/2019 to the LDTA's main backup hub and gradually tracked the rest of the previous year. However, in the future, it will be necessary to review the strategy according to the situation after the revision of the central and regional organizations becomes clear.

2.4.5.2 Conduct the training for knowledge management

A two-day training, Final Knowledge Management Workshop, was conducted from July 31 to August 1, 2019 in the LDTA, Lalitpur with the participation of 24 staff from the training section, IT section of the LDTA and each regional training centre along with the head of all the regional centres. The first day of the workshop was an in-house programme and the second day included an institutional learning visit to the head office of the International Centre for Integrated Mountain Development (ICIMOD) in Khumaltar, Lalitpur. The main objectives of the workshop were to acquire basic knowledge and skills on accumulation, sharing and use of experience and knowledge as well as the enhancement of the LDTA's reputation as a trusted institution (See Annex 16: Report on Knowledge Management Workshop 2019). By the end of the workshop, the participants had to be able to:

- Understand the reasons for success in KM's institutions
- Share the third-year KM activities of the LDTA and all centres
- Share and discuss the "Knowledge Management Manual"
- Share how to update the Databank of the LDTA and all centres

The training sessions were arranged as shown below:

Table 2-41 Training schedule of Knowledge Management Workshop

Day	Morning (9:00–13:00)	Afternoon (13:30–17:00)
1	Session 1: Orientation of workshop Session 2: Action plan review Session 3: To share the 3 years KM activities of LDTA and all centres Session 4: Strategy of KM System Session 5: How to update Databank of LDTA and all centres	Session 6: Mindset for Explosive Growth Session 7: Action plan preparation by each centre & LDTA Session 8: Orientation of Institution Learning Visit Session 9: Feedback of the day
2	- Review of workshop - Presentation of Knowledge Management System in ICIMOD - Q&A and Interaction - Study tour in ICIMOD, Q&A	- Make Institution visit report by presentation Slide by each group (5 groups) - Presentation by each group to all member (15 min. for each group, 90 min. for Q&A) - Action plan presentation by each centre & LDTA - Summary of Workshop

Total Participants

Altogether, 24 (4 women) participants from the LDTA and its six regional centres attended the workshop.

Methodology

The workshop was conducted using the participatory approach based on the experience of participants in using different knowledge management tools, group work, and learning visit. A participatory approach was adopted to ensure the active involvement of all participants and a constructive sharing and exchange of ideas and experiences. Similarly, the learning visit focused mainly on the participants observing the KM System in ICIMOD, understanding how knowledge management could help improve the work, and how the learnings from the visit could be applied in the LDTA. In addition, the practical exercises focused mainly on how to update the data bank provided to each centre and the LDTA for knowledge management and preparing an iceberg model to understand the skills, attitude, and consciousness that each centre and the LDTA had, and what should be the future status for each to improve their office's KM system.

Prior to the workshop, date, content, schedule, venue, and eligible participants were well shared and discussed among the C/Ps and necessary changes were made to give the workshop the final shape. Some of the members of the C/Ps involved from the beginning were given the responsibility of facilitating the session.

Evaluation

At the end of the workshop, the participants' evaluation awarded the satisfactory level to the workshop using some specific criteria. The following table shows the results of the evaluation score:

Table 2-42 Evaluation score of Knowledge Management Workshop

Q.	Evaluation Topics	Excellent	Very Good	Good	Fair	Poor	Total Response	Total Marks	Average (%)
		100	80	60	40	20			
1	General Impression	4	7	3	0	0	14	1,140	81.4
2	Facilitator	2	7	5	0	0	14	1,060	75.7
3	Handouts	1	7	6	0	0	14	1,020	72.9
4	Content (Relevant/useful)	2	8	4	0	0	14	1,080	77.1
5	Methodology	3	7	4	0	0	14	1,100	78.6
General Average (%)									77.1

The evaluation of the participants showed that they were satisfied regarding the general impression, facilitator, handouts, content, and methodology. According to all the participants, the content was very useful for their respective jobs and they would apply the learnings practically in their daily work as well. In addition, according to all the participants, they would utilize the learnings from the workshop to change their mindset and assume more responsibility to improve their respective training centre's situation.

Observation
The workshop successfully achieved its objectives and a concrete result. It helped the participants to understand the importance of knowledge management and they took the initiative to establish a KM & C system in the LDTA. The participants remarked that the institutional learning visit was especially effective and it helped them to understand the importance of KM & C in an institution, how KM & C could be established in an institution, and how the good practices in ICIMOD could be applied in the LDTA institutionally.

Methodology of the workshop
The workshop used the participatory approach with the workshop especially focusing on information sharing regarding the status of KM in the past three years, theoretical knowledge about a new concept, the Iceberg model, practical institutional learning visit, and group exercises by the participants. The institutional learning visit and interaction session between facilitators and the participants was fruitful as the participants were able to understand how an effective KM system could help the overall growth of the organization.

Level of participation
All the participants actively participated in the theoretical session as well as in the group exercises and the learning visit. The participants found the learning visit and the session on the Iceberg model the most interesting and the most useful.

Time management
The overall duration of the workshop was enough to achieve all the set objectives. Flexibility further helped reschedule some of the sessions and session timings to conduct the workshop.

Facilitation
As the workshop was designed to involve the participants in actual exercises, it was more relevant for them to apply the learnings to their work. The technical instructions in each session helped to enhance the knowledge and skill that they could apply in initiating the KM system in the organization.

Logistics and training management
Logistics and other management aspects of the workshop were good. No significant shortage of materials or equipment was observed. In addition, the participants did not raise any issues regarding logistics and training management.

2.4.5.3 Hold seminars for knowledge sharing and networking
1) The second International Conference
On November 18, 2019, the Project held the second International Conference, "International Conference on Capacity Development of Local Levels for Implementation of Sustainable Development Goals (SDGs)" in Nepal in Hotel Himalaya, Lalitpur. The participants of 159—including the Minister from MoFAGA, First Secretary from the Embassy of Japan, JICA Nepal Chief Representative, officials from MoFAGA—as well as development partners were provided a valuable opportunity to participate in a broad discussion forum focused on enhancing local-level capacities in Nepal and neighbor countries. Three presenters were invited by the LDTA from India and Bangladesh.

The technical sessions were divided into three themes: Theme 1 was "Policy on achieving SDGs at national level", Theme 2 was "Experience and practice for implementation of SDGs at local levels", and Theme 3 was "International practice and prospective on capacity development of Local Government for SDGs achievement". Eleven presentations were made, many opinions were presented, and many questions were asked.

After the technical sessions, through discussions among participants, a recommendation was raised to achieve the SDGs through the capacity development of the local levels.

Table 2-43 Second International Conference Program

Time	Program
8:00–8:30	Registration and Breakfast
8:30–9:00	Opening Session
Technical Session	
Theme 1: Policy on achieving SDGs at national level	
9:00–10:30	**Chair of the session: Prof. Dr. Ganeshman Gurung** **Paper presenters:** (1) National Planning Commission, Nepal: Dr. Narayan Raj Poudel, Program Director (2) FNCCI: Mr. Arun Shrestha, Deputy Director
	Question - Answer
10:30–11:00	Tea break
Theme 2: Experience and practice for implementation of SDGs at local levels	
11:00–12:30	**Chair of the session: Prof. Dr. Mahesh Raj Dahal** **Paper presenters:** (1) UNDP Nepal: Mr. Yam Nath Sharma, Policy Advisor (2) Thaha Municipality, Makwanpur: Mr. Lawasher Bista, Mayor (3) Phedikhola Rural Municipality, Syanja: Mr. Ghanshyam Subedi, Chairperson (4) NACASUD-Nepal: Mr. Data Sagar Shrestha, Chairperson (5) NGO Federation, Nepal: Mr. Arjun Kumar Bhattarai, Deputy Secretary General
	Questions - Answer
12:30–13:30	Lunch Break
Theme 3: International practice and prospective on capacity development of Local Governments for SDGs achievement	
13:30–15:00	**Chair of the session: Hon'ble. Dr. Usha Jha, Member, NPC Nepal** **Paper presenters:** (1) AIISG, India: Ms. Hanslata Patel, Executive Advisor (2) CUS, Bangladesh: Mr. M. S. Siddique, Legal Economist (3) CIRDAP, Bangladesh: Mr. Tomashi V. Raiyawa, Principal Executive Officer
	Question - Answer
15:00–15:30	Tea break
Discussion: How to achieve Sustainable Development Goals with capacity development of local levels	
15:30–16:30	Presentation and Discussion and Recommendations: (1) MoFAGA: Jayanarayan Acharya, Joint Secretary
16:30–16:45	Closing

2) Hold provincial level interaction programme

As a national institution, the LDTA has a huge responsibility to strengthen the capacities of local government institutions in Nepal. The LDTA planned a Provincial level Interaction Programme in each province with the support of the Project in collaboration with provincial government in order to create a larger arena to consolidate and apply the ideas, experiences, practices, and knowledge on enhancing the capacity of local government from a different perspective. The Provincial level Interaction Programme was also aimed at creating a forum where the local levels can develop and discuss the human resource development strategy. Though the interaction programme was planned for seven provinces, it was successfully completed only in four provinces by early October due to some time constraints on the MoFAGA side such as staff readjustment task and formulation of human resource development strategy.

Objectives and expected outcomes

The overall objective of the Provincial Level Interaction was "to bring the local governments of concerned provinces together to interact and share knowledge and experience among the different stakeholders on human resource development of local level."

The Project set the following specific objectives of the programme:
- To strengthen the understanding of the inter-governmental relation mechanism on the significance of human resource development of local government Institutions for effective and efficient service delivery in the context of the new federal structure.

- To extract and share the synopsis on the results of the study of capacity need assessment.
- To identify major issues of capacity development of Local Governments and its possible countermeasure.
- To extract and share the lesson learnt and good practices of Governments regarding capacity development.
- To share the new approach of results focused capacity development implemented by the LDTA with technical assistance of Japan.

The expected outputs from the programme included:
- A consensus on the inter-governmental relation mechanism on the significance of the human resource development of local government institutions for effective and efficient service delivery in the context of the newly developed federal structure.
- Major issues of the capacity development of local governments, possible countermeasures, and stakeholders to be identified.
- Good practices and lesson learnt regarding capacity development extracted and shared.
- Some possible ideas for the human resource development strategy developed.

Participants

The average number of local levels that participated was 72%. The participants were Mayor/Chairpersons and Chief Administrative Officer of local levels in each province. Altogether, 831 people participated in the programme actively.

Table 2-44 Number of local levels participated and participants

S.N.	Name of Province	No. of Local Levels	No. of local levels participated	Participation Ratio (%)	Male	Female	Total
1	Province 1	137	93	67	182	30	212
2	Province 2	136	93	68	197	29	226
3	Province 4	84	67	76	170	21	191
4	Province 7	88	70	79	183	19	202
	Total	**445**	**323**	**72**	**732**	**99**	**831**

Methodology

The objective and the content were developed together with MoFAGA, the LDTA, the Provincial Government, and the Project. As the Government recently completed the staff adjustment process at the local level, many new staffs were deployed to local levels. It was essential to settle the issue of the coordination and cooperation among three tiers of Government. Hence, the programme was designed to deal with the emerging issues of the intergovernmental relationship from the perspective of the federal and provincial government, MoFAGA's strategy on capacity development of local levels, sharing the experiences of the LDTA on result-based training mechanism, and issues and challenges faced by the local governments. The last session was designed for interaction with MoFAGA on different issues faced by the local government. MoFAGA, the Provincial Government, and the LDTA facilitated the sessions. The programme was planned to take 1.5 days.

The necessary changes and improvements were adapted by the learning and experience after each event.

Table 2-45 Provincial level Interaction Program

Time	Details	Facilitator
Day I		
8:00–9:00	Breakfast and registration	
9:00–10:00	Inaugural session and Opening	LDTA
10:00–10:15	Tea break	
10:15–12:15	Inter-governmental relationship on human resource development for effective and efficient service delivery	Expert (Khim Lal Devkota)
12:15–13:00	Provincial government perspective on inter-governmental relationship on human resource development for effective and efficient service delivery	Provincial Gov.
13:00–14:00	Lunch Break	
14:00–14:30	Synopsis on the results on study of capacity need assessment	MoFAGA
14:30–15 :30	Sharing on experience of LDTA on capacity development under ILGT CERA supported by JICA Project	LDTA
15:30–15:45	Tea Break	
15:45–17:00	Discussion and group work on • Major issues and challenge on HRD and its countermeasures • Role of different stakeholders	LDTA
17:30–17:45	Wrap-up of the day I	LDTA
Day II		
9:00–11:00	Interaction	LDTA
11:00–11:30	Closing	LDTA
11:30–12:30	Lunch	LDTA

Proceeding

The inaugural ceremony commenced with the lighting of the lamp by the Hon. Minister, Lal Babu Pandit, Ministry of Federal Affairs, and the General Administration in Province 1 and 4, while in Province 2 the programme was inaugurated by Hon Lal Kishor Shah, Minister of Province 2. In the case of Province 7 the inauguration programme was done by the Hon. Minister, Jhapat Bahadur Bohora, Ministry of Financial Affairs and Planning; Sudurpachhim Province.

The Executive Director of the LDTA chaired the programme, and state ministers of the respective provinces, DCC Federation chairs, MoFAGA, and other guests attended and addressed the programme.
Hon. Minister, Lal Babu Pandit emphasized that the LDTA would be the leading institute for capacity development and the entire training programme would be implemented through the LDTA and its provincial centres that would be handed over to the provincial government. MoFAGA was keen in restructuring the LDTA as a Government mandated institute with strong leadership.

Outputs from questionnaire and group discussion

All the individual participants were asked to prioritize ten subjects of training out of 31 listed training that their local level needs the most. It was done in the form of a questionnaire. The most prioritized one is ranked 1 and the least prioritized one is ranked 10. The following table shows the ten most prioritized training lists.

Table 2-46 Prioritized training list in the three provinces

SN	Province 2		Province 4 (Gandaki)		Province 7 (Sudurpacchim)	
	Training list	Average Score	Training list	Average Score	Training list	Average Score
1	LLP	2.25	LLP	3.50	LLP	3.06
2	PT	3.04	PT	3.55	PT	3.94
3	Positive thinking for effective Service Delivery	3.22	Policy and guideline preparation process	4.11	Revenue Improvement Plan	4.13
4	Revenue Improvement Plan	3.24	Revenue Improvement Plan	4.60	Periodic Planning Process	4.25
5	Local Economic Development	4.61	Local Level Operation and Management	4.63	GRB	4.79
6	Leadership Development and Empowerment	4.78	CFLG	4.75	Local Level Operation and Management	4.86
7	GRB	4.86	Public Procurement Management	4.76	Judiciary Management	4.88
8	Roles and responsibility of deputy chief	5.00	Conflict Management	4.86	Local Economic Development	4.96
9	Intergovernmental coordination and cooperation	5.31	Periodic Planning Process	4.89	Good Governance	5.08
10	Public Procurement Management	5.44	Local Economic Development	5.14	Policy and guideline preparation process	5.13

The group discussion session focused on exploring the voices of local government on the major issues, challenges, and countermeasures of capacity development. The participants were divided into groups with 8 to 10 members in each group. The groups were given a task to find out the issues/challenges and the countermeasures for the issues/challenges. In Province 1, the groups identified lists of problems and training needs as countermeasures. However, these were not the most prioritized ones. Therefore, the strategy was changed a bit in the other provinces. The groups were given a task to identify three major issues and challenges faced regarding capacity development. The following table shows the major issues and challenges raised by the local levels.

Table 2-47 Major issues and challenges raised at the local levels

Major Category of Issues and Challenges	Major Issues and Challenges			
	Province 1	**Province 2**	**Province 4 Gandaki**	**Province 7 Sudurpachhim**
Knowledge and Skill	• Lack consensus on the provisions of constitution, act and law • Lack of knowledge on revenue management • No clear understanding on formulation of plan and budget • Lack of knowledge on formulation of law and policy • Lack of linkage between annual plan and Sustainable Development Goal • Unclear on the roles, responsibility and authority	• The elected members are not clear on their roles and responsibilities • Lack of coordination in selection of plan • No consensus on the provisions of constitution, act and law • Lack of coordination between three tiers of Government • Lack of clarity on public procurement • Lack of clarity in plan formulation • Lack ICT knowledge	• Plan formulation process for elected members • Formulation of plans, policies and guideline by the local levels • Lack of basis knowledge on plan formulation and implementation • Lack of linkage in Periodic plan and annual plan • Prioritization of plan is not strategic due to lack of periodic plan • Inadequate orientation to elected representatives on their roles and responsibilities • Inadequate trainings to elected representatives and staff • Lack of knowledge and skill in Judiciary committee	• Lack of capacity and leadership in in elected representative • Lack ICT knowledge • Unclear on roles and responsibility and authority of elected members (Municipality to ward level) • Problem on formulation of plan and budget • Unclear on revenue consultation committee and public procurement • Lack of knowledge on formulation of act and law • Lack of knowledge and skill in Judiciary committee
Human Resources	• Lack of legal expert, qualified and competent staff and technical staff • Staff scarcity	• Lack of qualified and competent staff	• Scarcity of staff members • Lack of qualified and competent staff	• Lack of qualified and competent staff • Staff scarcity (Mostly the technical and sector wise staff)
Attitude and Behavior	• Lack of coordination among elected representative and staff	• Attitude problem (Superiority and inferiority complex) • Weak institutional memory • Capacity development never come on priority	• Not able to internalize the changing context	• Lack of coordination among elected members and staff
Coordination and Cooperation	• Lack of coordination and cooperation among three tier government	• Lack of coordination and trust between elected members and elected members and elected members and staff	• Lack of coordination among different training institutions • Inadequate coordination among three tiers of government	• Lack of coordination between three tiers of Government
Act and Policy	• No clear	• No clear modality	• Policies and	• Policies and guideline by the

	understanding on formulation of plan and budget • Confusion and contradiction on the provision of constitution, act and policy	in plan and budget formulation and resource distribution • Lack of law	guideline by the federal and provincial government are not prepared on time • Organizational frame work is not finalized • Contradiction in act and policies • Lack of consensus on existing act, law and policy • Untimely release of the budget • No clear decision of land use and use of natural resources	federal and provincial government are not prepared on time • Lack of act and law • Untimely release of the budget • Capacity development plan is not existed
Training Mechanism	• Trainings are more theoretical rather than practical knowledge • Not linked with performance	• Lack of good training, continuity and follow up	• Sector wise training should be provided to different sector staff • Job aid training packages are not developed • No uniformity in training packages • Different training institutes but no follow up	

Interaction with MoFAGA

The last session was interaction between MoFAGA and the local levels. This was the platform for the participants to raise the issues and concerns felt at the local levels. The Secretary and the Joint Secretary of MoFAGA, representatives of provincial government, and the representative of CIAA addressed the issues and queries raised by the participants. The staff adjustment process was completed recently but many positions are vacant still. Therefore, dissatisfaction regarding lack of staff was voiced out. Thus, many issues and queries were raised regarding fulfilling the human resource scarcity. The issues on the contradiction of different provisions of the constitution with laws and policies, confusion and lack of clarity on the use and distribution of revenue from the natural resources became the hot issue for discussion. Some recommendations for the amendment of the Local Level Operation Act, 2074 were also collected.

Conclusion

The participants from local levels seemed satisfied with the content of the programme. They expressed that it was the right time to interact with the central government. This was marked fruitful by MoFAGA, Provincial Government, and Local Level, as it was the platform to gather representatives of three governments to discuss interrelationship and capacity development issues. Since not all the positions in local levels are filled yet, the concerns were more focused on human resource fulfillment rather than their capacity development.

2.4.5.4 Develop the Knowledge Management manual

The Knowledge Management manual was incorporated in the guidelines to be delivered by Project participants to the C/Ps upon the Project completion. The Project was conducted assuming the most

simple and appropriate KM system. The manual was shared and finalized in the Knowledge Management Workshop in July 2019. The final version was integrated in the "Manual for Analysis, Design, Development, Implementation and Evaluation of the Training Program" and handed over to the C/Ps.

Table 2-48 Contents of Knowledge Management and Communication Manual

S. N.	Contents
1	What is "Knowledge Management"
2	Aim of Knowledge Management
3	System and Flow of "Knowledge Management"
4	Task of each member
5	How to manage "Databank"
6	How to design and use "Media"
7	How to manage "Training information"
8	Internet risk management
9	Basics of photography
10	Copyrights and Portrait rights
11	How to write a copyright

3. Project Management and Implementation: Challenges, Solutions, and Lessons Learned (Operational Approach, Structure, etc.)

The following is a summary of the major issues that the Project has faced during its four-year period and the measures to address them.

3.1 Inadequate number of C/Ps

Initially, MoFAGA, LDTA, and JICA agreed to assign 30 technical C/Ps to be trained by the Project. However, the number of the assigned technical C/Ps was much smaller, and staff recruitment was postponed because of the local election and the transition to the federal system. As a result, many technical staff posts at LDTA and its regional training centres were left vacant.

To address this issue, the Project decided to target technical and administrative personnel of all the training centres for capacity development. However, budget and human resource constraints prevented the Project from working on personnel in centres other than the pilot ones. As a result, a gap remained between the pilot centres and non-pilot ones in the personnel's capacity to develop and deliver training materials.

3.2 Limited relevant experiences of newly recruited staff for LDTA

In the first year of the Project, the Public Service Commission recruited new personnel for LDTA to fill LDTA's vacant posts caused by resignations. However, most of the recruited personnel had neither experience in training nor knowledge on local governance. Accordingly, the expert team had to take much time to train them on developing and delivering training materials. If the candidates for the LDTA posts were much more carefully screened for the minimum requirements on training and governance experience, it would have been much easier to develop the capacity of the recruited personnel. The Project provided technical support to the recruited personnel with limited relevant experience by increasing training opportunities for them and dispatching national staff members to help them.

3.3 No established methodology to assure performance improvement of trainees

Prior to the Project's intervention, the effectiveness of training in LDTA had been assessed on the basis of the numbers of training sessions and trainees. In addition, LDTA had not assessed how trainees improved their work performance after training because it had no mechanism to confirm trainees' performance improvement. To address this problem, the Project introduced a few tools and a theory.

The Project introduced a new training order sheet for clients. By using the sheet, the training provider will know the level of performance improvement that the client expects from training. If the client urgently requires improvement in trainees' performance, follow-up and monitoring activities after training should be included in a training package with an appropriate budget. The Project also introduced Kirkpatrick's theory on four levels of evaluation, and emphasized that the training provider must aim to achieve level 3 (Change of behavior) and level 4 (Results on performance). For this purpose, the Project conducted exercises on developing performance checklists on a selected training module, and shared widely a case in which property tax training contributed significantly to increasing a municipality's revenue.

3.4 Project management under the risk in which external factors may affect the Project significantly

The Project was implemented when the government system has significantly changed into federalism. Accordingly, changes on various laws and regulations and incompletion of LDTA restructuring affected the smooth project management. However, they have not affected the achievement of the Outputs and the Project Purpose. During the transition period into the federal state, the Project has strived to obtain the

latest relevant information from various sources, to support to formulate the proposal for restructuring LDTA and to provide training for the local levels after the introduction of the federalism.

4. Degree of Achievement of the Project

4.1 Objectives and methodologies of Internal Terminal Evaluation

The Project was terminated at the end of November 2019. The LDTA and the JICA Expert Team jointly conducted the Internal Terminal Evaluation from June 30 to July 13, 2019. The objectives of the Terminal Evaluation were as follows:
- To confirm the extent of achievement of the Project as per the PDM;
- To assess the implementation process;
- To assess the Project based on the five evaluation criteria of relevance, efficiency and effectiveness, impact, and sustainability on a five-level scale wherein 1=low, 2=moderately low, 3=medium, 4=moderately high, and 5=high (See Table 4-1);
- To make recommendations that can be implemented by the end and after the termination of the Project; and
- To obtain lessons learned from the Project for better implementation of other projects.

Table 4-1 Five Evaluation Criteria

Relevance	Relevance refers to the validity of the Project Purpose and the Overall Goal in accordance with the policy direction of the Government of Nepal and LDTA, and the Japanese Official Development Assistance as well as needs of beneficiaries and target groups.
Efficiency	Efficiency refers to the productivity of the implementation process, or how efficiently the inputs of the Project were converted into outputs.
Effectiveness	Effectiveness refers to the extent to which the expected or desired outputs have been achieved as planned and the degree to which the Project produced the outputs.
Impact	Impact refers to direct and indirect, positive and negative impacts caused by implementing the Project, including the extent to which the Overall Goal has been attained.
Sustainability	Sustainability refers to the extent to which LDTA can sustain and strengthen the Project effects further in the policy, organizational, institutional, financial and technical aspects.

The Project established an Internal Terminal Evaluation Task Team (hereinafter the "Task Team") comprising the C/P of the LDTA and the Japanese Expert Team (Table 4-2).

Table 4-2 Task Team for Internal Terminal Evaluation

Name	Title	Affiliation
Ms. Yogmaya Sapkota	Management Officer	LDTA
Ms. Sangita Rana	Field Coordinator	JICA Project
Ms. Toshiko Shimada	Expert on Monitoring and Evaluation	JICA Project

[Tasks]

- To review PDM Versions 1 to 3;
- To review Project reports and other related documents including the official request form for the Project, M/M of the Detailed Planning Survey, R/D, Monitoring Sheets, M/M of JCC meetings and progress reports, and others;
- To distribute and analyze questionnaires of 22 C/Ps and 9 members of the JICA Expert Team;
- To hold discussions in the Task Team;
- To present the evaluation results before the C/Ps, the JICA Expert Team, and the JICA, and to discuss the

results with stakeholders in the Fifth JCC dated July 12, 2019; and

- To review the above evaluation results and incorporate progress made from the Terminal Evaluation from July 2019 until the end of the Project in November 2019.

4.2 Degree of achievement of outputs and detailed analysis

4.2.1 Output 1

Output 1	Capacity to conduct research and analysis in the training planning process is enhanced.

The following indicators were defined to evaluate the achievement of Output 1:

Indicator 1-1	75% of counterparts increase the score of competency for research and analysis by at least 2 points.

The Project conducted competency assessments of the C/Ps three times, that is, once each in February 2017 (Baseline Assessment), in January 2018, and June-July 2019 (End-line Assessment). The procedures followed include: 1) self-assessment by the C/P, 2) assessment by the immediate supervisor of the C/P, and 3) assessment by the Project expert to avoid personal bias and to ensure the accuracy of the competency assessment. The average score was calculated based on these assessments. The competency assessment addressed five kinds of competencies: A) research and analysis, B) development of training programmes, C) training delivery and evaluation, D) information and knowledge management, and E) activities management. Each competency comprises four sub-competencies.

Respondents are asked to rate the four sub-competencies of each C/P with a score from 1 to 5 for a maximum of 20 points per competency by using the assessment form (See Table 4-3 and Figure 4-1).

Table 4-3 Assessment Criteria

Score	Assessment Criteria
5	Very high performance and ability to conduct a task or to teach a staff member by him/herself
4	Relatively high performance and ability to conduct a task or teach a staff member with minimum help by an expert or another staff member
3	Acceptable performance and ability to conduct a task or teach a staff member with some support by an expert or another staff member
2	Low-level performance and ability to conduct a task with strong support by an expert or a staff member but inability to teach another staff member
1	Not having conducted a task and having no idea how to do so

Figure 4-1 Assessment Form

The four sub-competencies under the research and analysis competency pertaining to Output 1 are shown below:

Table 4-4 Sub-competencies on research and analysis

A-1	Understanding of how to conduct action research for planning a training programme
A-2	Development of research instruments such as field plan, checklists, and questionnaire
A-3	Implementation of action research through such means as interview, questionnaire survey, and focus group discussion
A-4	Data analysis and report writing

The average scores for the sub-competencies of research and analysis increased for all centres from 2017 to 2019. Both WDTC Surket and UDTC Pokhara reached more than 4.2 on their respective sub-competencies under the research and analysis competency (Figure 4-2).
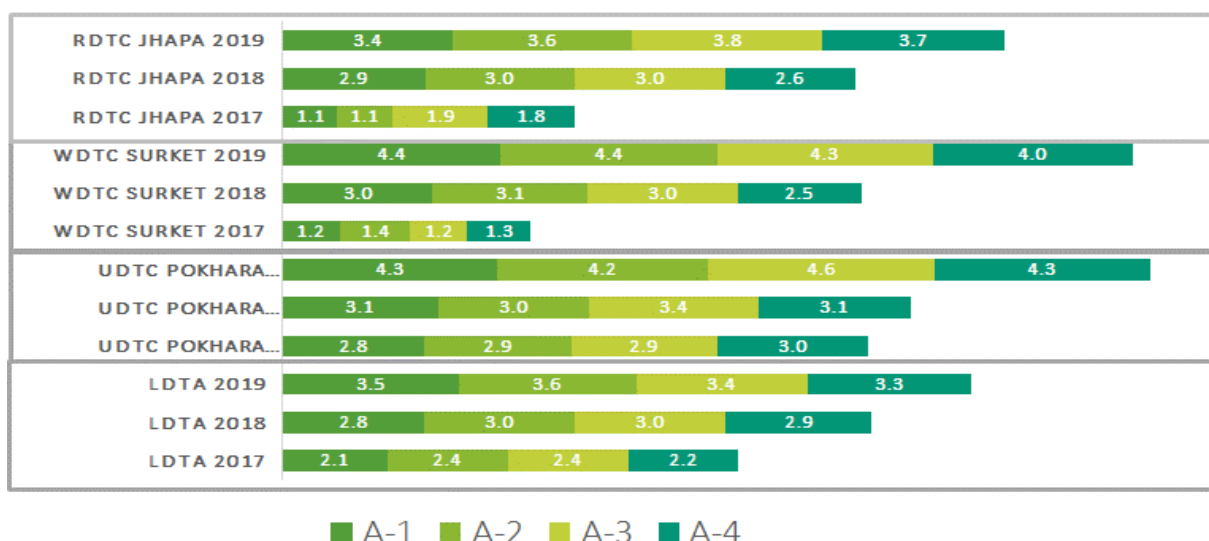
Figure 4-2 Average score of competency on research and analysis by centre

The results of the baseline and end-line competency assessments in 2017 and 2019 showed that 86% (12 out of 14 C/Ps) had increased their scores in the research and analysis competency by 2 points (Table 4-5). The target value of Indicator 1-1 is that 75% of the C/Ps increase the total score of competency for research and analysis by at least 2 points. Thus, Indicator 1-1 was achieved. Most C/Ps have enhanced their research and analysis capacities through the Research and Analysis Workshops and action research conducted at each centre.

Table 4-5 Total score of competency on research and analysis by individual

C/P	A (Research & Analysis)			
	2017	2018	2019	Difference
1	9.4	14.8	18.7	9.3
2	8.1	11.8	16.4	8.3
3	10.0	8.5	10.4	0.4
4	10.6	12.8	15.7	5.1
5	11.3	12.4	15.6	4.3
6	9.5	13.1	15.2	5.7
7	8.9	10.9	6.0	-2.9
8	4.8	9.6	12.0	7.2
9	12.6	14.6	18.4	5.8
10	9.6	11.3	16.3	6.7
11	12.9	11.9	17.3	4.4
12	4.5	11.6	16.6	12.1
13	5.3	12.1	15.2	9.9
14	6.4	10.6	13.5	7.1

Indicator 1-2	The needs assessment and research manual is developed.

The needs assessment and research manual were drafted during the Terminal Evaluation, and were finalized by the end of the Project. **Thus, Indicator 2 has been achieved.**

Summary of Achievement of Output 1

All activities under Output 1 have made good progress. At the time of the Terminal Evaluation, Indicator 1-1 was achieved and Indicator 1-2 was on track. As Indicator 1-2 was achieved, it can be concluded that **Output 1 was achieved at the time of the completion of the Project.**

4.2.2 Output 2

Output 2	Capacity to develop training curriculum and materials is strengthened.

Indicator 2-1	75% of counterparts increase the score of competency for training development by at least 2 points.

Training development competency comprises the following four sub-competencies:

Table 4-6: Sub-competencies on training development

B-5	Planning of training through setting proper objectives, targets, methodology, and course content
B-6	Development of training materials such as handouts, presentations, and teaching aid
B-7	Development of assessment tools (level 1 - 3 evaluation of training)
B-8	Improvement of training programme based on the results of the field validation

As presented in Figure 4-3, there were improvements in the four sub-competencies under training and development for two years at all centres. Both WDTC Surket and UDTC Pokhara had already achieved more than 4.1 in each of their four sub-competencies. In the Internal Mid-Term Evaluation, it was recommended that RDTC Jhapa improve B-7, and that the LDTA enhance sub-competency B-8. Until the Terminal Evaluation, both centres had improved each of their individual competencies.
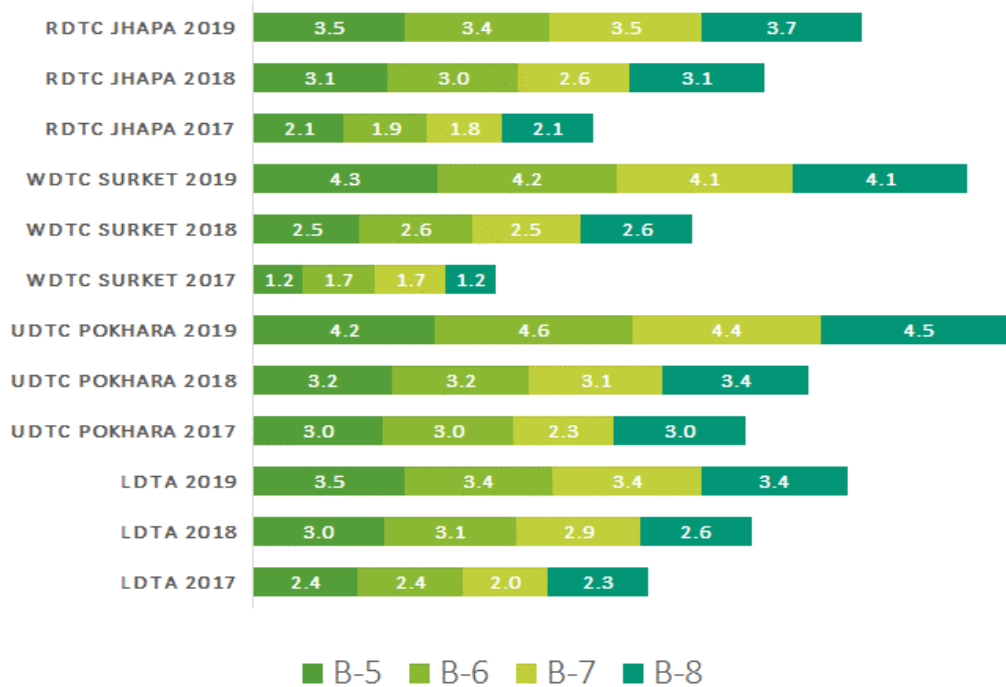
Figure 4-3 Average score of competency on training development by centre

With regard to individuals, 12 C/Ps had increased their total scores between 2017 and 2019 (See the Table 4-7). As many as 86% of the C/Ps had improved their training development competencies by more than 2 points, as a result of which the target value of Indicator 2-1 was achieved. Thus, **Indicator 2-1 has been already achieved**. This was the first time for most C/Ps to acquire the knowledge and skills they needed in order to develop and use training curriculums and materials.

Table 4-7 Total score of competency on training development by individual

C/P	B (Training Development)			
	2017	2018	2019	Difference
1	9.2	15.3	19.6	10.4
2	9.3	12.0	15.4	6.1
3	10.4	9.7	12.4	2.0
4	10.0	12.8	15.7	5.7
5	12.0	12.0	13.0	1.0
6	9.4	11.7	15.7	6.3
7	7.8	9.0	5.8	-2.0
8	4.8	9.3	12.0	7.2
9	13.0	15.2	18.8	5.8
10	9.8	11.2	16.3	6.5
11	11.3	12.1	17.2	5.9
12	6.6	9.7	15.5	8.9
13	7.7	12.6	15.9	8.2
14	7.9	10.9	12.2	4.3

Indicator 2-2	The training module development manual is developed.

The LDTA decided to take the lead in preparing the Training Module Development Manual under the Project in August 2017. The C/Ps who were responsible for this task drafted it with the support of the Experts and the Project staff members. During the Terminal Evaluation in November 2019, they had prepared and finalized it. The manual was prepared in English first, then translated into Nepali, and was printed and distributed by the end of the Project. **Thus, Indicator 2-2 has been achieved.**

Indicator 2-3	The training course brochure is developed.

The three pilot centres prepared the training course brochure in 2017 when they developed the first edition of the training modules. Both LLP and SA need to be modified slightly as per the Local Government Operation Act 2074 (2017). The training course brochure of IPT has been printed. However, it also needs to be modified slightly because the name of the tax was changed from Integrated Property Tax to Property Tax in keeping with the Government's Financial Bill. During the Terminal Evaluation in November 2019, they were prepared and finalized. These brochures were developed, printed, and distributed at the second international conference. Therefore, **Indicator 2-3 has been achieved.**

Summary of Achievement of Output 2

All activities under Output 2 made good progress although it was the first time for most C/Ps to be involved in developing training curriculums and materials. During the Terminal Evaluation, Indicator 2-1 had already been achieved. Both Indicators 2-1 and 2-2 were on track. However, Indicator 2-1 was achieved by the end of the Project. It is fair to say that Indicator 2-2 has also been achieved because the training course brochures were printed and distributed. Thus, **Output 2 has been achieved.**

Output 3	Capacity to deliver and evaluate training is improved.

Indicator 3-1	75% of counterparts increase the score of competency for training delivery and evaluation by at least 2 points.

Training delivery and evaluation competency comprises the following four sub-competencies:

Table 4-8 Sub-competencies on training delivery and evaluation

C-9	Designing of the delivery plan such as assignment plan, scheduling, and training plan
C-10	Presentation and facilitation of the training programme
C-11	Evaluation of Training (quantitative and qualitative)
C-12	Report writing (effectiveness, efficiency of the training, lessons learned)

Figure 4-4 shows the results of the training delivery and evaluation competencies. All centres have enhanced their four sub-competencies from 2017 to 2019. Both UDTC Pokhara and WDTC Surket exceeded 4.0 in all four sub-competencies in 2019. C-12, that is, report writing, was lower than other sub-competencies. This trend was found in all centres except in RDTC Jhapa in 2018.
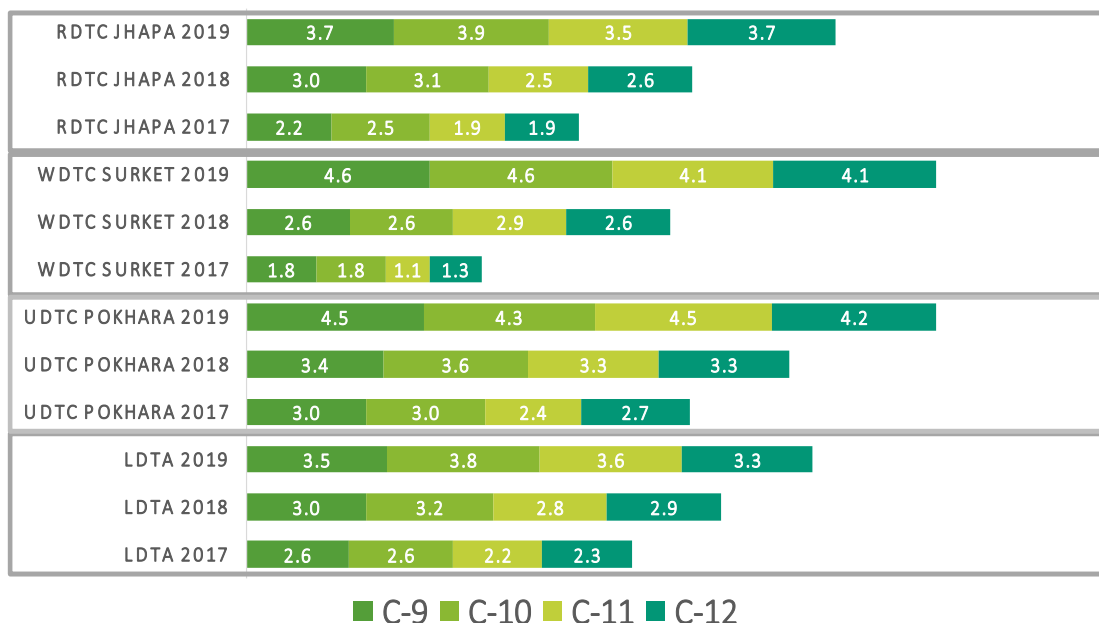
Figure 4-4 Average score of competency on training delivery and evaluation by centre

As illustrated in Table 4-9, all C/Ps except one had increased their total scores in the training delivery and evaluation competencies by two points. This exceeds the target value of Indicator 3-1. Thus, **Indicator 3-1 has been fully achieved.**

Table 4-9 Total score of competency on training delivery and evaluation by individual

C/P	C (Training Delivery & Evaluation)			
	2017	2018	2019	Difference
1	10.2	13.9	18.2	8.0
2	9.5	12.7	15.6	6.1
3	10.4	10.3	10.5	0.1
4	11.3	13.3	15.7	4.4
5	11.8	11.8	14.0	2.2
6	10.2	11.9	16.2	6.0
7	8.5	11.1	10.7	2.2
8	5.6	10.0	12.7	7.1
9	14.4	15.1	17.8	3.4
10	8.0	11.3	16.9	8.9
11	11.0	14.4	18.0	7.0
12	5.5	10.2	16.7	11.2
13	9.2	12.1	16.4	7.2
14	7.3	10.2	13.2	5.9

Indicator 3-2	The training management manual is developed.

The training management manual was prepared and finalized in November 2019. At the time of completion of the Project, this manual was finalized, printed, and distributed. Therefore, **Indicator 3-2 has been achieved.**

Summary of Achievement of Output 3

By the time the Terminal Evaluation took place, Indicator 3-1 had been achieved. Indicator 3-2 was nearly achieved. The LDTA and its regional centres received strong demands from the municipalities to carry out these training programmes to facilitate improvements in the capacities of the representatives at the local levels as well as of municipal staff members. Thus, the Project increased the number of planned training delivery programmes in the final year of its implementation to enhance its impacts in order to achieve the Overall and Super Goals of the Project. By the end of the Project, 22 out of 95 activities had not been conducted as planned, because these target municipalities were too busy implementing their own planned activities by the end of fiscal year 2018/2019 to attend the training programmes under this Project. However, there was no direct influence on the achievement of the indicators of Output 3 because the number of training sessions delivered had not been defined as an indicator of Output 3. By the end of the Project, Indicator 3-2 was achieved. Considering this, **Output 3 has been achieved**.

Output 4	Mechanism of knowledge accumulation, sharing and utilization for local governments' training is established.

Indicator 4-1	75% of counterparts increase the score of competency for information and knowledge management by at least 2 points.

Table 4-10 illustrates the sub-competencies under information and knowledge management.

Table 4-10 Sub-competencies on information and knowledge management

D-13	Use of ICT (such as Word, Excel, PowerPoint, e-mail, web browser, and SNS)
D-14	Collecting information and knowledge (through resource documents, reports, websites, etc.)
D-15	Organizing information and knowledge (filing, archiving, indexing, storing, etc.)
D-16	Sharing information and knowledge (regular meetings, newsletter, official Gmail, updating Facebook etc.)

As seen in Figure 4-5, the sub-competencies under the information and knowledge management competency have improved for all centres over one year. WDTC Surket has shown remarkable improvement in this competency because the acting director who had adequate capacity was deployed after

the second capacity assessment in 2018. Among the four sub-competencies, sharing information and knowledge, that is, D-16 was the lowest in 2017 for all centres. This improved significantly in 2019, wherein it exceeded 3.5 scores.

Centre/Year	D-13	D-14	D-15	D-16
RDTC JHAPA 2019	3.9	3.5	3.9	3.5
RDTC JHAPA 2018	2.6	2.7	2.8	2.2
RDTC JHAPA 2017	2.0	2.6	2.1	1.7
WDTC SURKET 2019	4.1	4.0	4.0	4.1
WDTC SURKET 2018	3.0	2.6	2.9	2.9
WDTC SURKET 2017	1.8	2.0	1.3	1.2
UDTC POKHARA 2019	4.4	4.5	4.0	4.3
UDTC POKHARA 2018	3.4	3.2	2.9	3.1
UDTC POKHARA 2017	2.8	2.6	2.8	2.3
LDTA 2019	3.9	3.8	3.5	3.5
LDTA 2018	3.2	3.2	3.2	3.1
LDTA 2017	2.7	2.7	2.5	2.4

■ D-13 ■ D-14 ■ D-15 ■ D-16
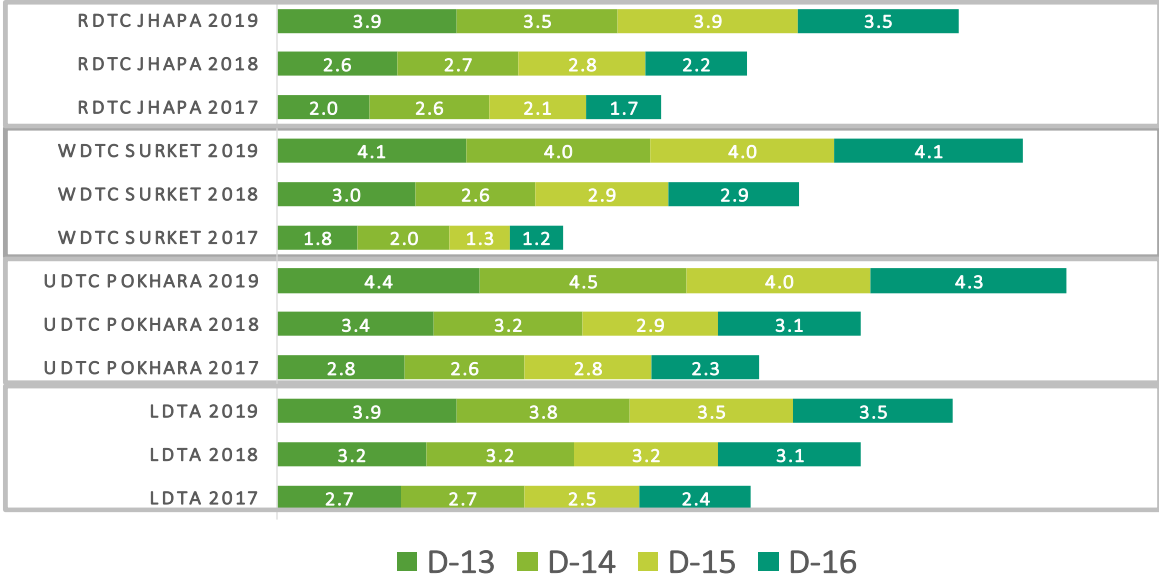
Figure 4-5 Average score of competency on information and knowledge management by centre

All C/Ps except one had improved in their total scores for the sub-competencies under the information and knowledge management competency from 2017 to 2019. As seen in Table 4-11, the scores for the information and knowledge competency for 11 out of 14 C/Ps, which accounts for 79%, increased by two points. In other words, they attained 75% of the target value for Indicator 4-1. Thus, **Indicator 4-1 has been already achieved.**

Table 4-11 Total score of competency on information and knowledge management by individual

C/P	D (Information & Knowledge)			
	2017	2018	2019	Difference
1	8.1	13.0	16.2	8.1
2	7.9	12.4	15.6	7.7
3	11.1	13.4	10.0	-1.1
4	11.1	12.6	15.4	4.3
5	13.2	12.4	14.2	1.0
6	8.0	11.0	15.0	7.0
7	11.2	12.2	12.2	1.0
8	11.7	14.0	18.6	6.9
9	12.0	12.2	17.0	5.0
10	10.9	14.2	17.3	6.4
11	8.5	11.0	16.0	7.5
12	6.0	12.3	16.4	10.4
13	8.2	9.9	16.0	7.8
14	8.5	10.3	13.5	5.0

Indicator 4-2	The knowledge management manual is developed.

The C/P prepared the knowledge management manual with technical support from the Japanese Expert Team at the time of the Terminal Evaluation. This manual was finalized, printed, and distributed at the end of the Project. Thus, **Indicator 4-2 has been achieved.**

Indicator 4-3	Accumulated knowledge and information are regularly shared with and disseminated to local government institutions through various media (e.g., websites, Facebooks, and newsletters).

The LDTA and the other centres took the initiative to share knowledge and information through media platforms such as Facebook, newsletters, brochures, booklets, and libraries based on the action plan developed at the Knowledge Management Workshops. Once they were aware of the importance and necessity of sharing knowledge and information, they became actively involved in applying all that they had learned. For example, the LDTA and its centers had no newsletter publication at the time of the commencement of the Project. They have published 54 newsletters during the project period. It is fair to say that the frequency of implementation of the activities for information sharing increased dramatically (See Achievement of Output 4). Considering the above, **Indicator 4-3 has been achieved at the end of the**

Project.

Summary of Achievement of Output 4

Indicator 4-1 was achieved. Indicators 4-2 and 4-3 were essentially achieved at the time of the Terminal Evaluation. Some of the Provincial-level Interaction Programs in which the target training centres are located were successfully completed, whereas others were not because of several external factors such as civil servant adjustment and readjustment processes in all three tiers of the government. However, it should be noted that this does not affect the achievement of Output 3, because these Provincial-level Interaction Programs were planned with the aim of strengthening the relation between the LDTA and the Provincial and Local Levels, and

reinforcing the ripple impacts towards the achievement of the Overall and Super Goals of the Project. The number of Provincial-level Interaction Programmes was not set as an Indicator to measure the achievement of Output 4.

By the end of the Project, there was good progress in the knowledge sharing and management activities. One of the achievements was the formulation and implementation of the KM & C System as a data bank, which took place through the establishment of the KM & C infrastructure. **Considering this, Output 4 has been achieved.**

4.3 Degree of achievement of Project Purpose and detailed analysis

Project Purpose	Comprehensive training delivery mechanism in LDTA that enables action research and result analysis grounded, quality training to local government's personnel is established.

The status of each verifiable indicator is presented below.

Indicator 1	LDTA and three target regional centres develop at least one training module by using the ADDIE (Analyze, Design, Develop, Implement and Evaluate) Instructional Design model as a framework in designing and developing training programs.

At the time of the Terminal Evaluation, the LDTA and three target regional centres had applied the ADDIE Instructional Design model to develop the training modules. PT was published and distributed while SA and LLP were approved by the MoFAGA and were going to print at the time of the Terminal Evaluation. The LDTA's GRB was discussed by the MoFAGA's approval committee. Thus, it was concluded that Indicator 1 was achieved to a certain extent.

At the end of the Project, the status of the development of training modules differed from one module to another in Table 4-12. However, it should be noted that all centres had acquired the necessary capacity and

had taken the initiative to develop training modules on their own with a sense of ownership. The LDTA and three target centres had already finished developing their respective training modules. RDTC Doti had also developed and printed the Right to Information (RTI). Therefore, **Indicator 1 has been already achieved.**

Table 4-12 Status of module development at the time of the Terminal Evaluation and at the end of the Project

Name of Centre	Name of Module	Status at the time of the Terminal Evaluation	Status at the end of the Project
LDTA	GRB	Discussed in MoFAGA's approval committee once and the final draft is ready for the second approval committee	Published and distributed
	CFLG	Revision is pending	Published and distributed
UDTC Pokhara	PT	Published and distributed	Published and distributed
RDTC Jhapa	LLP	Approved by MoFAGA and being printed	Published and distributed
WDTC Surkhet	SA	Approved by MoFAGA and being printed	Published and distributed
RDTC Janakpur	Positive Thinking for Effective Service Delivery	Objectives were revised and revision is pending.	To be revised
WDTC Jawalakhel	Leadership Development and Empowerment (LDE)	After TOT, revision is in progress	To be revised
RDTC Doti	RTI	Final revision work is in progress	Published and distributed

Indicator 2	75% of counterparts increase the score of each competency by at least 2 points.

As described above, each Output corresponded to competencies A to D (sub-competencies 1 to 16). The Project set the competency of activity management as E, and included the four sub-competencies (See the Table 4-13).

Table 4-13 Sub-competencies of activity management

E-17	Planning of the activities (monthly, trimester, annual plan)
E-18	Process management (update of the schedule, countermeasure and lesson learned)
E-19	Output management (submit on time, received approval by the director/client, etc.)
E-20	Report writing (report of planning, process and output management)

Figure 4-6 shows that all centres had enhanced the four sub-competencies of activity management between 2017 and 2019. Among them, UDTC Pokhara had reached 4.0 in all four sub-competencies.
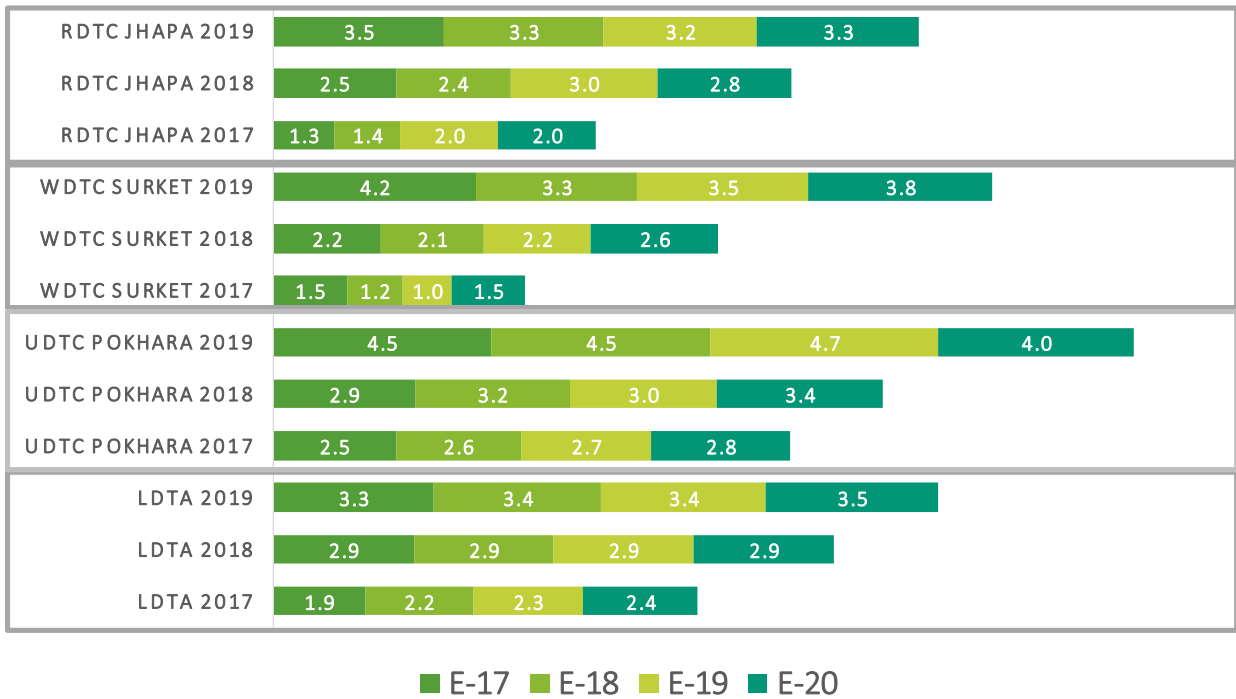
Figure 4-6 Average score of competency on activity management by centre

All C/Ps except for one had improved in the activity management competency between 2017 and 2019. As seen in Table 4-14, 12 out of 14 C/Ps had increased their competency by two points, which accounted for 86%.

Table 4-14 Total score of competency on activity management by individual

C/P	E (Activity Management)			
	2017	2018	2019	Difference
1	8.8	12.5	17.2	8.4
2	8.1	12.0	15.6	7.5
3	10.4	12.8	10.2	-0.2
4	10.1	12.8	15.7	5.6
5	9.0	10.0	12.2	3.2
6	11.4	12.4	16.2	4.8
7	7.6	9.7	9.3	1.7
8	4.0	9.3	12.0	8.0
9	12.4	13.5	18.6	6.2
10	8.3	12.6	16.6	8.3
11	11.0	11.3	16.3	5.3
12	4.8	8.5	13.1	8.3
13	6.0	10.6	15.3	9.3
14	7.1	10.4	10.9	3.8

As seen below, the LDTA and the three pilot centres had significantly improved in five competencies, namely A) research and analysis, B) training development, C) training delivery and evaluation, D) information and knowledge management, and E) activities management for two years. They were able to attain well-balanced scores in these five competencies.
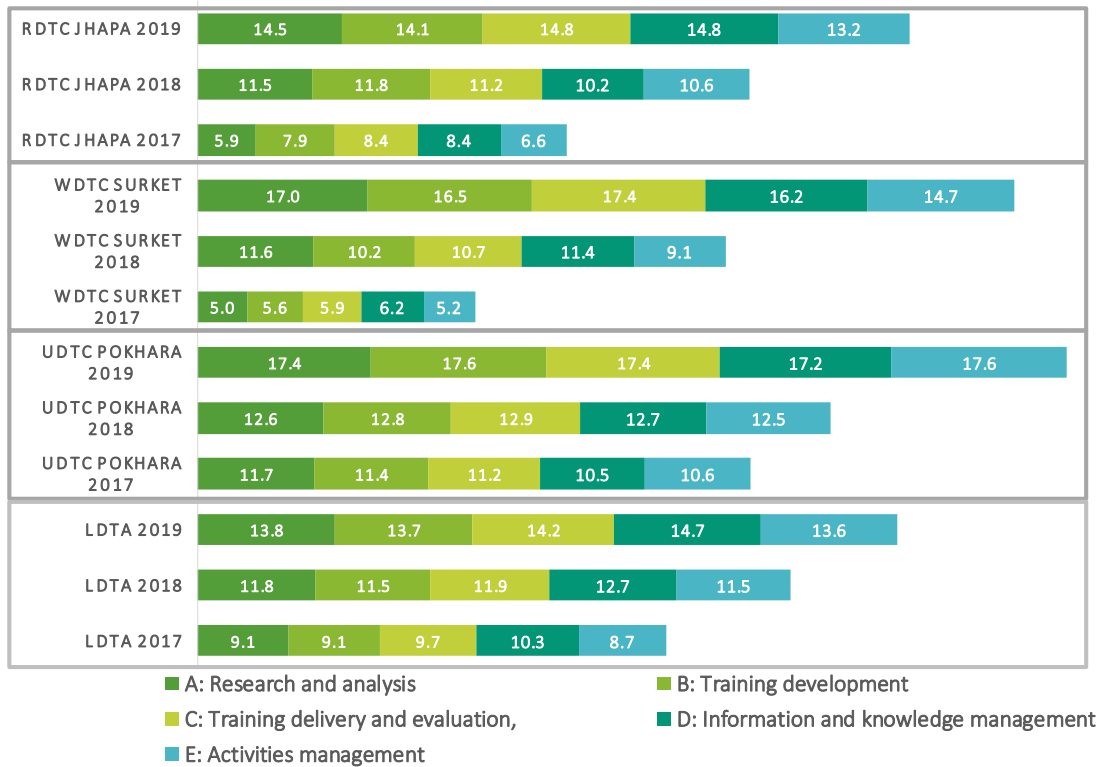
Figure 4-7 Average scores of five competencies by centre

As seen in Figure 4-8, 79% of the C/Ps (11 out of 14 people) increased their scores in the five competencies by more than 2 points. This exceeded the target value of Indicator 2 of Project Purpose. **Therefore, Indicator 2 has been already achieved.**

C/P	A (Research & Analysis)				B (Training Development)				C (Training Delivery & Evaluation)				D (Information & Knowledge Management)				E (Activity Management)			
	2017	2018	2019	Difference	2017	2018	2019	Difference	2017	2018	2019	Difference	2017	2018	2019	Difference	2017	2018	2019	Difference
1	9.4	14.8	18.7	9.3	9.2	15.3	19.6	10.4	10.2	13.9	18.2	8.0	8.1	13.0	16.2	8.1	8.8	12.5	17.2	8.4
2	8.1	11.8	16.4	8.3	9.3	12.0	15.4	6.1	9.5	12.7	15.6	6.1	7.9	12.4	15.6	7.7	8.1	12.0	15.6	7.5
3	10.0	8.5	10.4	0.4	10.4	9.7	12.4	2.0	10.4	10.3	10.5	0.1	11.1	13.4	10.0	-1.1	10.4	12.8	10.2	-0.2
4	10.6	12.8	15.7	5.1	10.0	12.8	15.7	5.7	11.3	13.3	15.7	4.4	11.1	12.6	15.4	4.3	10.1	12.8	15.7	5.6
5	11.3	12.4	15.6	4.3	12.0	12.0	13.0	1.0	11.8	11.8	14.0	2.2	13.2	12.4	14.2	1.0	9.0	10.0	12.2	3.2
6	9.5	13.1	15.2	5.7	9.4	11.7	15.7	6.3	10.2	11.9	16.2	6.0	8.0	11.0	15.0	7.0	11.4	12.4	16.2	4.8
7	8.9	10.9	6.0	-2.9	7.8	9.0	5.8	-2.0	8.5	11.1	10.7	2.2	11.2	12.2	12.2	1.0	7.6	9.7	9.3	1.7
8	4.8	9.6	12.0	7.2	4.8	9.3	12.0	7.2	5.6	10.0	12.7	7.1	11.7	14.0	18.6	6.9	4.0	9.3	12.0	8.0
9	12.6	14.6	18.4	5.8	13.0	15.2	18.8	5.8	14.4	15.1	17.8	3.4	12.0	12.2	17.0	5.0	12.4	13.5	18.6	6.2
10	9.6	11.3	16.3	6.7	9.8	11.2	16.3	6.5	8.0	11.3	16.9	8.9	10.9	14.2	17.3	6.4	8.3	12.6	16.6	8.3
11	12.9	11.9	17.3	4.4	11.3	12.1	17.2	5.9	11.0	14.4	18.0	7.0	8.5	11.0	16.0	7.5	11.0	11.3	16.3	5.3
12	4.5	11.6	16.6	12.1	6.6	9.7	15.5	8.9	5.5	10.2	16.7	11.2	6.0	12.3	16.4	10.4	4.8	8.5	13.1	8.3
13	5.3	12.1	15.2	9.9	7.7	12.6	15.9	8.2	9.2	12.1	16.4	7.2	8.2	9.9	16.0	7.8	6.0	10.6	15.3	9.3
14	6.4	10.6	13.5	7.1	7.9	10.9	12.2	4.3	7.3	10.2	13.2	5.9	8.5	10.3	13.5	5.0	7.1	10.4	10.9	3.8

【Project Purpose】11 out of 14 C/Ps (79%) increased the score of respective five competencies by more than 2 points.

Figure 4-8 Total scores of five competencies and differences by individual

Summary of Achievement of Project Purpose

At the time of the Terminal Evaluation, it was concluded that the Project Purpose was almost achieved because Indicator 1 had not yet been fully achieved. At the end of the Project, both Indicators 1 and 2 had been achieved. Therefore, **the Project Purpose has been fully achieved**.

4.4 Implementation Process of the Project

4.4.1 Framework for Project Management
Overall management and progress of activities in the Project
Overall, most activities were implemented as planned. Some activities such as the Provincial-level Interaction Programs and the training for municipalities were delayed mainly because of external factors such as civil servant adjustment and readjustment processes in all three tiers of the government at the time of the Terminal Evaluation. Some activities remained incomplete by the end of the Project.

Implementation structure
The JCC, chaired by the Joint Secretary of the MoFALD, was established as the decision-making body of the Project in accordance with the R/D. According to the results of the questionnaire survey in the Internal Terminal Evaluation, most C/Ps that were involved in the management believed that the annual JCC meeting had worked well to share the progress of the Project activities and to approve revisions of the PDM. The PRC, chaired by the ED of the LDTA, was formed according to the R/D to facilitate the effective monitoring of Project activities and to endorse the Monitoring Sheets used to monitor the Project. Most C/Ps who participated in the meetings of the PRC noted that these meetings that were held twice a year were effective in sharing the progress of the Project activities and in discussing issues that arose at each point among the participants including the MoFALD and JICA. Some Japanese experts noted that these meetings were good opportunities for the LDTA to present details of the initiatives of the LDTA and the pilot centres under the Project to the Undersecretary of MoFALD, and to reinforce the relationship between the MoFALD and the LDTA. A few experts and Project staff members pointed out the overlap between the JCC and the PRC wherein the participants at both meetings were the same except for the

Joint Secretary of MoFAGA. Regular meetings were organized for the C/Ps of the LDTA and the expert team including the Project staff whenever necessary.

Monitoring
The overall progress of the Project was reported and discussed between the C/Ps and the expert team at the JCC and the PRC. At the pilot centre level, the Project staff and the experts took the lead in monitoring the activities in the Project. Several C/Ps at the pilot centres noted that the LDTA should have undertaken monitoring and provided regular feedback to the centres. Many C/Ps and the expert team emphasized that the Joint Workshops such as the Joint Monitoring and the Joint Evaluation Workshops were effective in sharing knowledge, details of experiences, and progress achieved in the development of training modules at each centre. They were also effective in providing constructive comments and feedback.

Communication among Project stakeholders
The C/Ps and the Japanese Expert Team gradually built a common understanding of the Project through close coordination and communication. Several experts who filled the questionnaire indicated that the Project staff had played an important role in coordinating with the C/Ps and in building a relationship of mutual trust. The C/Ps of the pilot centres noted that frequent visits and technical support provided by the Project staff and the Japanese experts contributed to the enhancement of communication and coordination between the centres and the expert team.

Some Japanese experts noted that they faced some difficulties in communicating with the MoFAGA sometimes, because of the frequent personnel transfer of those who were responsible for the Project. The Project submitted reports on a weekly and monthly basis to the JICA Nepal Office and the JICA Headquarters. Whenever necessary, the expert team held meetings with those in charge of the JICA Nepal Office and the JICA Headquarters.

Ownership of the implementing agency
Most C/Ps were gradually involved in Project activities with a sense of ownership. The staff at the non-pilot centres also participated in the Project activities. However, several experts pointed out that some staff did not have a sense of ownership over the Project activities. There may be several reasons for this. One may be their reluctance to engage in the development of training modules based on the ADDIE model as introduced by the Project. When compared to training delivery, which is the regular work of the LDTA and the pilot centres with the provision of incentives as the trainers' fee, the development of training modules is more time-consuming and does not provide any incentives. Another reason may be that some administrative staff members such as computer operators and accounts officers had to engage in the development of training modules under the Project because of the shortage of technical C/Ps.

4.3.2 Sharing of knowledge and expertise, and technical transfer
The C/Ps have gradually improved their individual capacities with respect to the five competencies by participating in the Project activities. According to the results of the survey conducted by the Internal Terminal Evaluation, "development of training modules based on instructional design" was the most common response on gaining knowledge and skills through the Project (16 C/Ps), followed by "action research" (12 C/Ps), "delivery training including facilitation" (10 C/Ps), and "knowledge management" (9 C/Ps), "training evaluation" (3 C/Ps), followed by others. Several C/Ps and experts mentioned that the training in Japan matched the needs of the C/Ps. The participants learned how to manage the Japanese training institution, where a small team of permanent staff could manage various training programmes effectively and efficiently by outsourcing several activities and hiring external resource persons. The C/Ps who participated in the training in the Philippines noted that it was highly relevant for them. They reported that they had learned about the role of local governance and the associated human resource development process through their experience with local autonomy in the Philippines. Some C/Ps pointed out that the trainee selection process was neither fair nor transparent because some of the trainees were not involved in the Project and were selected despite this. Several experts noted that the training in Japan

adversely affected some C/Ps who were not selected because their motivation to participate in the Project activities had decreased even further.

At the time of the Terminal Evaluation, some C/Ps pointed out that there was room for improvement in the sharing and use of knowledge both between the LDTA and its centres and within the centres. To improve this further, the KM & C System was established as the data bank at the end of the Project.

4.5 Results of Review based on DAC Evaluation Criteria

The Task Team took the lead in assessing the Project based on the five DAC criteria and discussed the results of the review with the C/Ps and the expert team at the time of the Evaluation and at the end of the Project. The results based on the five DAC criteria are described below:

4.5.1 Relevance: High
Consistency of the policies of the GoN and the GoJ
The Project is consistent with the 1992 LDTA Act which regulates its roles and requirements including (1) the implementation of research and analysis, (2) application of results gained from such research and analysis in the training, and (3) accumulation of knowledge and experience from the implemented training sessions for improving the quality of the training provided. The 13th Three Year Plan (2013/14–2015/16) of the GoN emphasized the need for strengthening both the demand and supply sides of local governance to improve its function and service delivery. As the Project aims to establish the comprehensive training delivery mechanism by enhancing the capacity of the supply sides, that is, the LDTA and the three pilot centres, it is in line with the 13th Three Year Plan. According to the Country Assistance Policy for Nepal (2016) and Japan's ODA Rolling Plan for Nepal (2016) as developed by the Ministry of Foreign Affairs of Japan, the Government Administrative Capability Enhancement Program (including the Project) was categorized as one of the programmes in the areas of "governance enhancement and basic framework development for democracy," which is one of the four priority domains for assistance. Thus, the Project is consistent with Japanese aid policies.

Necessity of the Project
The Project matches the needs of the LDTA to establish a comprehensive training delivery mechanism because the LDTA and its regional centres have to strengthen their capacities to perform the expected roles and responsibilities as stipulated in the LDTA Act.

Appropriateness of strategies and approaches of the Project
The Project has established and employed approaches toward the development of the training modules based on Instructional Design, that is: 1) action research; 2) development of training curriculum and materials; 3) double validation; 4) evaluation and improvement; and 5) finalization of materials. The Project has adopted the implementation of joint monitoring by organizing the Joint Monitoring and the Joint Evaluation Workshops. These activities were also effective in sharing knowledge among the LDTA and the pilot and non-pilot centres.

4.5.2 Effectiveness: High
Degree of the achievement of the Project Purpose
The Project Purpose was achieved by the time the Terminal Evaluation took place, as Indicators 1 and 2 had been achieved.

Contribution of Outputs
It is fair to say that the achievement of all four Outputs contributed to the attainment of the Project Purpose. The most significant effect generated by the Project can be considered as an introduction of the Analyze, Design, Develop, Implement, and Evaluate or ADDIE Instructional Design model as a framework in designing and developing training programmes in the LDTA and the three pilot and non-pilot centres. Based on the ADDIE Instructional Design model, the LDTA and the centres developed

the five training modules entirely, such as PT, LLP, SA, RTI, GRB, and CFLG. Non-pilot centres also initiated the development of the training curriculum and materials with budgetary support from the LDTA after attending the Instructional Design and Action Research workshop. Since the third year, the Project also provided technical and financial support for them.

The C/Ps and the respective pilot centres enhanced their capacities in 1) research and analysis, 2) training development, 3) training delivery and evaluation, 4) information and knowledge management, and 5) activity management. As indicated in Figure 4-9, the balance among the five competencies also improved.
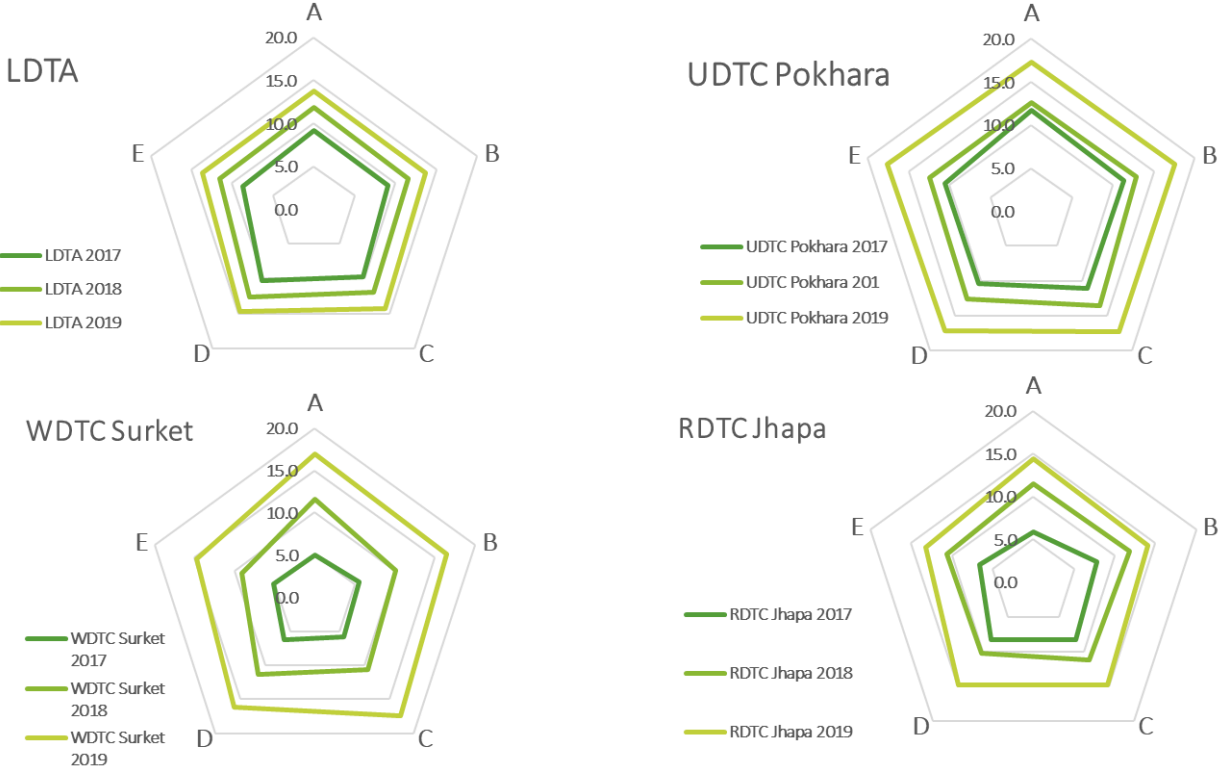
Figure 4-9 Five competencies of each centre from 2017 to 2019

The Project resulted in the following:
- Public relations activities in the LDTA and the pilot and non-pilot centres improved significantly through media platforms such as Facebook, newsletters, and brochures.
- Annual review workshops including planning for the next fiscal year were put in place from the second year onward to align with the regular programme of the LDTA and its centres.

Training programmes were conducted by the LDTA and the pilot and non-pilot centres for 2,442 participants (1,658 men and 784 women) across 84 municipalities.

Influence of Important Assumptions from the Outputs to the Project Purpose
No Important Assumptions were set from the Outputs to the Project Purpose.

4.5.3 Efficiency: Medium
Degree of the achievement of the Outputs
Four Outputs were fully achieved by the end of the Project.

Project Period
The Project period is four years and remains unchanged even at the end of the Project.

Table 4-15 Project Period

	Plan	Achievement
Project Period	January 2016–December 2019 (48 months)	January 2016–December 2019 (48 months)

Efficiency of the Inputs from the Japanese side

The number of JICA Experts has increased from seven to nine mainly because the Expert on Project Coordination has been changed two times. However, the total person-months, i.e., 95.67 M/M were not changed. JICA allocated 90 million yen for the cost of operation in Nepal, such as implementation of training and workshops, development of training modules, implementation of Provincial-level Interaction Program, employment cost for the Project staff members, costs of printing and public relations and others. The budget execution rate was 75% because several activities such as some of the training for municipalities and some of the Provincial-level Interaction Programmes have not been completed as planned. For the equipment, JICA paid 2.5 million yen out of 10 million yen. The original plan was to implement the Project's activities on the basis of the three LDTA's centres in which the Experts and the Project staff members including drivers were assigned and the vehicle and the office equipment were fully provided. However, this plan had to be changed because the working environment that requires for implementation of the Project' activities was not in place in each centre. Furthermore, most of equipment was actually purchased in Nepal rather than Japan for saving the costs. The generators except for one for the Project Office did not need to be purchased because the supply of electricity has been dramatically improved during the implementation of the Project. Thus, the total cost of equipment was less than the original plan.

Table 4-16 Inputs from the Japanese side

	Plan	Achievement
Experts	7 experts (95.67 M/M)	9 experts (95.67 M/M)
Program Budget*	120 million yen	90 million yen
Equipment	10 million yen	2.5 million yen
Training in Japan (Number of Trainees Received)	1 time (10 people)	1 time (10 people)
Training in Bangladesh	1 time (2 people) Internship programme	1 time (2 people) Internship programme
3rd country training	1 time (20 people)	1 time for 2 batches (23 people)

Efficiency of the Inputs from the Nepalese side

Ten technical staff members were assigned as C/P although the original plan was 30 people. The LDTA and its centres have borne NPR 97.8 million for research activities, development of training modules and knowledge sharing activities. It also includes training programme implementation utilizing training modules developed by Project support. For the Project, the LDTA has provided the office space in its centre with the furniture and the internet.

Table 4-17 Inputs from the Nepalese side

	Plan	Achievement
C/Ps	30 technical staff members	1 ED 10 technical staff members 20 administrative staff members
Cost borne		NPR 97.8 million
Facilities	Office space with furniture, Internet connection and a telephone	Office space with furniture and Internet connection

Influence of the Activities' Important Assumptions on the Outputs
No Important Assumptions were set from the Activities to the Outputs.

Influence of Pre-Conditions
"Appropriate technical staff are (both in terms of background and in number) deployed at both the LDTA (Kathmandu HQ) and pilot activity hosting regional training centres" was set as a Pre-Condition of the PDM. It was clearly described in the Terms of Reference for the Experts that the Project was designed to increase the capacity of the LDTA and its centres with approximately 30 technical staff members. From the beginning to the end of the Project, the above pre-condition remained unmet. This affected the efficiency of the Project significantly.

Contributing and hindering factors that have influenced the efficiency of the Project
The following factors affected the efficiency of the Project in the first half of the Project period: 1) shortage of technical C/Ps in the LDTA and its centres; 2) termination of the contracts of all temporary staff members including five C/Ps who were trained by the Project in the first year; 3) inadequate work experience among trainers and among the governance sectors of some C/Ps who were recruited in the first year; and 4) Inadequate programme budget allocated by the Nepalese side in the first and second years. As countermeasures for these issues, the Project targeted both technical and administrative staff for capacity development. The Project also provided technical support for non-pilot centres from the second year, and financial support from the third year. The Project provided newly recruited staff members with basic facilitation and presentation skills training in the first and second years. In the first half of the Project period, the staff members and experts conducted follow-up sessions and monitoring and provided technical support for the C/Ps. The Project provided travel and daily allowance and accommodation fees for the C/Ps and conducted training sessions in the third year. The Nepalese side increased the budget for the Project activities from the third year. The Project encouraged municipalities to bear the cost partially for the implementation of training and follow-up.

4.5.4 Impact (Prospective): Some positive signs towards the achievement of the Overall Goal have already emerged.

Prospects for achieving the Overall Goal
The Overall Goal is likely to be achieved if the LDTA's role and responsibility are not changed drastically after its restructuring.

Influence of the Project Purpose's Important Assumptions on the Overall Goal
The following two Important Assumptions were set: "The mandate of the LDTA will not change" and "Institutional and managerial capacities of the LDTA and regional training centres are strengthened through improvements in the system and infrastructure." These Important Assumptions are likely to influence the achievement of the Overall Goals in the future.

Ripple effects
The following points represent the progress made toward achieving the Overall Goal:

1) The LDTA and its training centres have initiated the institutionalization and internalization of the ADDIE Instructional Design model as a framework in designing and developing training modules with the LDTA's regular programmes and the development partner-supported programmes;

2) The MoFAGA's ownership on training modules developed by the LDTA and its training centres has been enhanced by establishing Training Guidelines, Module Development, and a Revision Committee for capacity enhancement at the local level;

3) All five municipalities monitored have shown a remarkable increase in their property and land revenues;

4) The LDTA and its centres have initiated the development of a roster system of experts and resource persons, which C/Ps had learned about from the training in Japan in the second year of the Project; and

5) The coordination between the LDTA and its centres with municipalities improved steadily through the delivery of training in the course of the Project.

Results of considerations on gender

Training programmes conducted by the LDTA and the pilot and non-pilot centres benefited 2,442 participants across 84 municipalities. Among them, 784 were women. The Project has also provided technical support to develop the training module of GRB and implement the training programs on GRB for the local levels. These initiatives are likely to contribute to mainstreaming gender perspectives into the development at the local levels in the future.

4.5.5 Sustainability (Prospective): Medium to moderately high

Policy aspect: Moderately High

The amended LDTA Act is likely to sustain the Project's effects for a while. However, it is still not clear on the roles and the responsibility of the LDTA and its centres after restructuring in the future. The linkage between the LDTA and the provincial training centres after their restructuring was not defined well at the time of the Terminal Evaluation and by the end of the Project.

Organizational aspect: Medium

Insufficient human resources, particularly, the shortage of technical staff is still a major concern among most Project stakeholders. Although the LDTA recruited staff in 2016, it did not fill a vacancy. Career development (promotion) has not been carried out since 2011. The federal government can delegate the LDTA's training centres to provincial governments for capacity development at the local level. At the end of the Project, it was still not clear what the organizational structure of the LDTA and its centres would be after restructuring in the future although the draft organizational structure was already approved of by the LDTA Council and needs to be approved by the Cabinet.

Financial aspect: Medium to moderately high

The LDTA has initiated the allocation of the budget for the development of training modules. At the end of the Project, further positive initiatives have been also observed. The following training centres allocated government regular budget for follow-up and monitoring activities: RDTC Jhapa allocated NPR 50,000, UDTC Pokhara allocated NPR 100,000, and RDTC Doti allocated NPR 200,000. In addition, WDTC Surkhet contracted NPR 20,000,000 with UNICEF Nepal for training programmes on CFLG and the Disaster Risk Reduction baseline survey. However, after restructuring, it is uncertain whether provincial training centres will be able to secure the necessary operating and programme budget to sustain and expand the Project's effects because the Provincial Government's priority for budgetary allocation may differ from one centre to another.

Institutional aspect: Medium to moderately high

The LDTA and its centres have taken the initiative to institutionalize the ADDIE Instructional Design model as a framework for designing and developing training programmes. The Knowledge Management and Communication System has been developed. It will contribute toward enhancing knowledge sharing and management in the LDTA and its centres. However, it is still not clear how the provincial training

centres will sustain these initiatives after restructuring because the respective Provincial Government's priorities may be different. Monitoring, follow-up, and evaluation of the training conducted by the LDTA and its centres were challenging areas that need to be addressed.

Technical aspect: Medium to moderately high
According to the results of the competency assessment, all C/Ps showed significant improvements in their capacity. Most C/Ps who acquired knowledge, skills, and know-how pertaining to the training are likely to keep applying what they had learned from the Project at the time of the Terminal Evaluation. If external experts and resource persons are to be assigned in the LDTA and provincial centres, TOT needs to be undertaken to impart the knowledge and skills of the ADDIE model. On the other hand, it was still uncertain whether they would be in a position to apply their knowledge, skills, and experiences obtained by the Project at the provincial training centres after restructuring in the future.

4.6 Key Factors Affecting Implementation and Outcomes

4.6.1 Contributing Factors Concerning Planning
The Project adopted both an effective mechanism and approaches toward the development of a training curriculum and materials based on the ADDIE model, which enables C/Ps to participate in activities directly and increase their capacity. Their ownership over the training materials so developed has also improved.

4.6.2 Contributing Factors Concerning the Implementation Process
The joint monitoring meetings have been very effective in sharing information on the progress made in the development of the training curriculum and the implementation of the training programme at the respective centres. The dedicated Project staff coordinated closely and provided technical advice in a timely manner to the C/Ps at each centre. These factors enhanced the effective and efficient implementation of the Project significantly.

4.6.3 Inhibiting Factors Concerning Planning
As described in "4.4.3 Efficiency: Medium," the inadequate inputs from the Nepalese side affected the efficiency of the Project adversely. The shortage of technical staff as C/Ps of the Project and the shortage of manpower at the pilot and non-pilot centres affected the effective and the efficient implementation of the Project adversely.

4.6.4 Inhibiting Factors Concerning the Implementation Process
During the implementation of the Project, Nepal transitioned into a federal state with state restructuring. It was difficult for the Project to predict directions for the future because the restructuring of the LDTA and its centres had not been completed entirely. This also affected the efficiency of the Project.

Inadequate number of C/Ps
Initially, MoFAGA, LDTA, and JICA agreed to assign 30 technical C/Ps to be trained by the Project. However, the number of the assigned technical C/Ps was much smaller, and staff recruitment was postponed because of the local election and the transition to the federal system. As a result, many technical staff posts at LDTA and its regional training centres were left vacant.

To address this issue, the Project decided to target technical and administrative personnel of all the training centres for capacity development. However, budget and human resource constraints prevented the Project from working on personnel in centres other than the pilot ones. As a result, a gap remained between the pilot centres and non-pilot ones in the personnel's capacity to develop and deliver training materials.

Limited relevant experience of newly recruited personnel at LDTA
In the first year of the Project, the Public Service Commission recruited new personnel for LDTA to fill LDTA's vacant posts caused by resignations. However, most of the recruited personnel had neither

experience in training nor knowledge on local governance. Accordingly, the expert team had to take much time to train them on developing and delivering training materials. If the candidates for the LDTA posts were much more carefully screened for the minimum requirements on training and governance experience, it would have been much easier to develop the capacity of the recruited personnel. The Project provided technical support to the recruited personnel with limited relevant experience by increasing training opportunities for them and dispatching national staff members to help them.

Lack of an established methodology to confirm trainees' performance improvement
Prior to the Project's intervention, the effectiveness of training in LDTA had been assessed on the basis of the numbers of training sessions and trainees. In addition, LDTA had not assessed how trainees improved their work performance after training because it had no mechanism to confirm trainees' performance improvement. To address this problem, the Project introduced a few tools and a theory.

The Project introduced a new training order sheet for clients. By using the sheet, the training provider will know the level of performance improvement that the client expects from training. If the client urgently requires improvement in trainees' performance, follow-up and monitoring activities after training should be included in a training package with an appropriate budget. The Project also introduced Kirkpatrick's theory on four levels of evaluation, and emphasized that the training provider must aim to achieve level 3 (Change of behavior) and level 4 (Results on performance). For this purpose, the Project conducted exercises on developing performance checklists on a selected training module, and shared widely a case in which property tax training contributed significantly to increasing a municipality's revenue.

4.7 Evaluation on the results of the Project Risk Management

4.7.1 Risk Management Results
The original target groups of the Project were the LDTA and three pilot centres including UDTC Pokhara, RDTC Jhapa, and WDTC Surket. The areas for the development of training modules had been determined in advance. For example, it was determined that WDTC Surket needed to develop a gender-related training module. However, it was not relevant because WDTC Surket had already played a role at the regional training centre by not only focusing on women or gender-related topics but also other topics. Thus, the Project encouraged them to decide upon the training module that needs to be developed at each centre. This process contributed toward increasing their sense of ownership over the development of training modules. Another risk management issue pertaining to the shortage of technical C/Ps was that the Project had targeted not only the LDTA and three pilot centres but also non-pilot centres based on a strong request from the C/Ps. This led to positive effects for both pilot and non-pilot centres as their capacities to develop training modules was raised.

4.7.2 Results of the use of lessons learned
One of the lessons learned from "The Capacity Development for Implementing the Organic Law at Capital and Provincial Level (PILAC2)" conducted by JICA in Cambodia between 2010 and 2015 is that the Project design should be modified flexibly in accordance with the external factors and the environment surrounding the Project. Thus, based on this, the Project reviewed and modified the PDM three times. This process contributed toward increasing the effectiveness of the Project.

4.8 Lessons Learned from the Project

The following lessons were learned from the Project.

(1) The implementation of joint work such as joint monitoring workshops, knowledge management workshops, and annual review meetings in a project is effective in promoting the participation of C/Ps and monitoring of the progress of activities.
(2) The alignment of a project's intervention with the existing government management cycle is effective in increasing the ownership of the implementing organization and the institutionalization of the effects

of a project.

(3) In a project aiming at individual and institutional capacity development, a target group for such capacity development should be assigned appropriately.

4.9 Degree of realization of Overall Goal after Project Completion

4.9.1 Prospects to achieve the Overall Goal

Overall Goal	**LDTA becomes a lead institution in local governance.**

Indicator 1	**At least 3 recommendations for improving capacity of local governments are made by LDTA to provincial and local governments.**

At the time of the Terminal Evaluation and at the end of the Project, Indicator 1 had not been achieved. However, in the fourth year of the Project, the Provincial-level Interactive Workshops that were held in selected provinces to share and discuss experiences and issues at the local level encountered a new system of federalism and decentralization. It is important for the LDTA and its centre to incorporate these results and feedback from the local levels into their training programmes. **Indictor 1 is likely to be achieved** if the LDTA's roles and responsibilities are not changed drastically after restructuring, and the Project's effects and the LDTA's performance can be appreciated by the MoFAGA and the provincial and local governments.

Indicator 2	**At least one international level workshop on local governance is organized by LDTA.**

The Project organized two one-day seminars and two international conferences during the Project period although there is room for improvement with regard to planning, budgeting, cost sharing, and management. **Indicator 2 is likely to be achieved** if the LDTA's roles and responsibilities are not changed drastically after restructuring, and if the LDTA is able to review previous experiences and lessons learned from the Project.

Indicator 3	**At least one partnership/ Memorandum of Understanding between LDTA and international local governance institutions is in place.**

After the International Conference in June 2019, the LDTA initiated a discussion with the Kerala Institute of Local Administration (KILA) in India and other institutions about potential partnerships. **Indicator 3 is likely to be achieved** if the LDTA's role and responsibility are not changed drastically after restructuring.

Summary of the prospects for achieving the Overall Goal
The Overall Goal is likely to be achieved if the LDTA's roles and responsibilities are not changed drastically after restructuring.

4.9.2 Plan of Operation and Implementation Structure of the Nepalese side to achieve the Overall Goal

As described previously, the organizational structure for the LDTA and its centres after restructuring have been approved by the LDTA Council and need to be approved by the Cabinet. The LDTA and its centres are likely to follow the current plan of operation and implementation for a while in order to achieve the Overall Goal.

5.   Recommendations towards Realizing the Overall Goal

5.1 Internalizing and institutionalizing the Project's effects

To institutionalize and internalize the Project's effects, the Project expects LDTA and MoFAGA to incorporate developed training modules into the existing capacity development programmes for local levels such as PLGSP because LDTA and the provincial training centres are implementing institutions for capacity development at the local levels. All the formats developed during the Project period help ensure the quality of both training management and training itself. The Project also recommends that LDTA periodically update training modules based on any changes in context, rules and regulations, and keep conducting workshops on such topics as joint monitoring, annual review, and knowledge management. Such workshops are an effective platform to review the status of each training centre and update knowledge even after regional training centres are handed over to Provincial governments.

The Project compiled all the formats and mechanisms used during its period as the "Manual for Analysis, Design, Development, Implementation and Evaluation of the Training Program." The Project recommends that LDTA use this manual as the standard procedure for development and implementation of the existing as well as new modules.

5.2 Improving the sustainability and quality of International Conference

The Project held two one-day seminars and two international conferences. However, there was room for improvement in the planning, budgeting, and management of these conferences. Among the keys to conducting international conferences successfully are detailed planning including budgeting and cost sharing with participants, as well as adequate preparation and consultation with stakeholders in advance. In addition, to minimize burdens of and strengthen relationships among the institutions participating in conferences, it is essential to set up a committee comprising members of the institutions. Therefore, the Project recommends that LDTA adopt the points above and take the lead in planning, coordinating with the concerned institutions, and conducting international conferences more effectively and efficiently based on the experiences of the Project. Such measures are likely to increase the participation of relevant institutions in the conferences and enhance the sustainability of them.

Annex

Annex1: History of PDM Modification

The PDM was revised three times. The Project mainly modified the PDM from Version 0 to Version 1 and slightly modified it as Version 2 and Version 3.

The details of modification are presented below.

Version	Version 0	Version 1	Version 2	Version 3
Date	August 18, 2015 (attachment of R/D)	Discussed by 2nd JCC on December 6, 2016 Approved on June 8, 2017	Discussed and approved by the 3rd JCC on September 6, 2017	Discussed and approved by the 4th JCC on September 10. 2018
Reasons for modification		・The Project's outcome may partially contribute to the achievement of the Overall Goal. In addition, more external factors such as the state restructuring may negatively affect it. ・Regarding the indicator of the Overall Goal. it is not appropriate to measure the level of capacity development of Local Bodies by the satisfactory survey. ・Activities for Output 1 seems to be an overlap with the activities for Output 2. ・Difference between Output 2 and the Project Purpose is not clear. Outputs should be revised in alignment to strengthening the main functions of LDTA.	・Target value of Indicators was set.	The Indicator 1 of the Project Purpose was modified because it is difficult to define the best practice and the best practice may be influenced by external factors.

		・PDM Version 1 does not include any activities related to planning, monitoring and reporting.		
Super Goal		Capacity of Local Government's personnel is enhanced after participating in capacity development training program by LDTA.	No Change	No Change
Overall Goal	Capacity of Local Bodies' personnel is enhanced after participating in capacity development training programmed by LDTA	LDTA becomes a lead institution in local governance.	No Change	No Change
Objectively Verifiable Indicators	1. Out of more than 30 sample staffs selected from the institutions that requested LDTA to conduct LB training since the completion of the Project, more than XX% respond that their training have contributed to better professional performance of LB	1. At least X policy recommendations for improving capacity of Local Governments are made by LDTA and out of which Y are incorporated into the related policies or programs by MoFALD within three years after the end of the Project. 2. At least one international level workshop	1. At least 3 recommendations for improving capacity of local governments are made by LDTA to provincial and local governments within three years after the end of the Project. 2. At least one international level workshop on local governance is organized by LDTA	No Change

	personnel. 2. More than XX% of institutions that use LDTA programmed modules consider they are good aids for effective training.	on local governance is organized by LDTA within three years after the end of the Project. 3. At least one partnership/Memorandum of Understanding between LDTA and international local governance institutions is in place within three years after the end of the Project.	within three years after the end of the Project. 3. At least one partnership/Memorandum of Understanding between LDTA and international local governance institutions is in place within three years after the end of the Project.	
Project Purpose	Comprehensive training delivery mechanism in LDTA that enables action research and result analysis grounded, quality training to Local Bodies' personnel is established	No Change	No Change	No Change
Objectively Verifiable Indicators	1. More than XX% of training delivered by LDTA and associated training centers indicate clear linkage among (1) prior research, (2) training program planning and delivery, (3) lessons analysis, and (4) incorporating analysis results into the pool of knowledge 2. More than XX% of technical officers facilitate the above procedure (1) - (4) on schedule.	1. The C/P's five competencies improve from X to Y. (X=benchmark, Y=target value) 2. LDTA and three target regional centers compile at least one best practice in line with the comprehensive training mechanism established by the Project.	1. 75% of counterparts increase the score of each competency by at least 2 points. 2. LDTA and three target regional centres compile at least one best practice in line with the comprehensive training mechanism established by the Project.	1. LDTA and three target regional centers develop at least one training module by using the ADDIE (Analyze, Design, Develop, Implement and Evaluate) Instructional Design model as a framework in designing and developing training programs. 2. (No change) 75% of counterparts increase the score of each competency by at least 2 points.

Output 1	Need based module preparation process is adopted 【Indicators】 1.1 High priority Local Bodies training modules expected of LDTA to deliver with due attention to LGCDP needs are analyzed and selected (n=X). 1.2 Previous training delivery records that can be capitalized for module creation are reviewed and organized as reference. 1.3 Core training modules for LDTA's three focal areas (i.e. rural, urban, GESI) are determined (n=X).	Capacity to conduct research and analysis in the training planning process is enhanced. 【Indicators】 1.1 The C/P's capacity for research and analysis improves from X to Y. 1.2 The action research manual is developed.	No Change 【Indicators】 1.1 75% of counterparts increase the score of competency for research and analysis by at least 2 points. 1.2 The needs assessment and research manual is developed.	No Change
Output 2	Prior experience and action research informed training flow of (1) plan, (2) implementation, and (3) elements of lessons extraction is established and operationalized. 【Indicators】 2.1 Planning: Prior experience review, action research, and training program preparation are conducted (more than XX% of X modules). 2.2 Delivery: Training is implemented with	Capacity to develop training curriculum and materials is strengthened. 【Indicators】 2.1 The C/P's capacity for training planning and module development improve from X to Y. 2.2 The curriculum design manual is developed. 2.3 The training material development manual is developed. 2.4 The training module guidebook is	【Indicators】 2.1 75% of counterparts increase the score of competency for training development by at least 2 points. 2.2 The training module development manual is developed. 2.3 The training course brochure is developed. 2.4 The training modules are developed by each of three regional development training centres.	【Indicators】 2.1 No change 2.2 No change 2.3 No change 2.4 Delete

	its process documented (more than XX% of X modules). 2.3 Identification: Important elements of the training process/results to be included are listed (more than XX% of X modules).	developed.		
Output 3	Capacity to formulate training modules is strengthened. 【Indicators】 3.1 Information extracted in 2.3 is organized and analyzed by all focal areas. (i.e. rural, urban, GESI) 3.2 Key information required to plan and conduct quality training are delineated for all focal areas. 3.3 Modules to guide LDTA to offer grounded/contextualized training are prepared in accordance with the thematic areas (i.e. rural, urban, GESI) (more than XX% of X modules).	Capacity to deliver and evaluate training is improved. 【Indicators】 3.1 The C/P's capacity for training delivery and evaluation improves from X to Y. 3.2 The training evaluation manual is developed. 3.3 The training management manual is developed.	【Indicators】 3.1 75% of counterparts increase the score of competency for training delivery and evaluation by at least 2 points. 3.2 The training management manual is developed.	No Change

Output 4	LDTA is developed as a hub of knowledge and networking for Local Bodies' training. 【Indicators】 4.1 The prepared modules are utilized as a marketing tool to advocate to more than X stakeholders (e.g. institutions that request training delivery to LDTA as well as institutions that use modules created by LDTA) for their interest to use LDTA's knowledge and expertise 4.2 Feedback from the concerned parties on accessibility and usefulness of LDTA's knowledge base is obtained, and more than 75% of the constructive feedback is reflected into areas with further improvement needs.	System of knowledge accumulation, sharing and utilization for local governments' training is established. 【Indicators】 4.1 The C/P's capacity for information management improves from X to Y. 4.2 Knowledge management manual is developed. 4.3 X knowledge sharing activities are implemented.	【Indicators】 4.1 75% of counterparts increase the score of competency for information and knowledge management by at least 2 points. 4.2 The knowledge management manual is developed. 4.3 Accumulated knowledge and information are regularly shared with and disseminated to local government institutions through various media (e.g., websites, Facebooks, and newsletters).	No change

Project Title: Project for Improving Local Governance Training through Capacity Enhancement on Research and Analysis （ILGT-CERA）

Version 0 (*)

Implementing Agency: Local Development Training Academy (LDTA)

Dated August 18, 2015

Target Group: Technical staff of LDTA Kathmandu and its associated regional devlopment training centers

Period of Project: four (4) years

Project Site: Kathmandu (i.e. LDTA HQ), and locations served by LDTA Kathmandu as well as by the Project's pilot activity hosting regional training centers (Jhapa, Pokhara, Surkhet)

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumption	Achievement	Remarks
Overall Goal Capacity of Local Bodies' personnel is enhanced after participating in capacity development training programmed by LDTA	1. Out of more than 30 sample staffs selected from the institutions that requested LDTA to conduct LB training since the completion of the Project, more than XX% respond that their training have contributed to better professional performance of LB personnel. 2. More than XX% of institutions that use LDTA programmed modules consider they are good aids for effective training.	1. Customer (i.e. institutions asking LDTA's services) satisfaction survey 1. Customer (i.e. institutions using LDTA prepared modules) satisfaction survey			(*) All indicators left blank in PDM ver. 0 will be analyzed and agreed by the JCC held in the first year of Project.
Project Purpose Comprehensive training delivery mechanism(**) in LDTA that enables action research and result analysis grounded, quality training to Local Bodies' personnel is established	1. More than XX% of training delivered by LDTA and associated training centers indicate clear linkage among (1) prior research, (2) training program planning and delivery, (3) lessons analysis, and (4) incorporating analysis results into the pool of knowledge 2. More than XX% of technical officers facilitate the above procedure (1) - (4) on schedule.	1. Analysis of training record and interview 2. Peer-reviewed self assessment record	* Excessive transfers of technical staff do not occur.		(**) Comprehensive training delivery mechanism is a mechanism where the four stages of training implementation is institutionalized and information and analysis from each stage is reflected and utilized in the succeeding stages.
Outputs 1. Need based module preparation process is adopted	1.1 High priority Local Bodies training modules expected of LDTA to deliver with due attention to LGCDP needs are analyzed and selected (n=X). 1.2 Previous training delivery records that can be capitalized for module creation are reviewed and organized as reference. 1.3 Core training modules for LDTA's three focal areas (i.e. rural, urban, GESI) are determined (n=X).	1.1 List of priority training modules 1.2 Compiled training delivery record 1.3 List of topics for the core training modules for LDTA's three focal areas (i.e. rural, urban, GESI)	* Functional collaboration between LDTA and regional training centers is established and maintained.		Output regarding internalization of the process should be further discussed during project implementation, and be added to PDM to contribute to sustainability of the training delivery mechanism introduced in this Project.

2. Prior experience and action research informed training flow of (1) plan, (2) implementation, and (3) elements of lessons extraction is established and operationalized.	2.1 Planning: Prior experience review, action research, and training program preparation are conducted (more than XX% of X modules).	2.1 Training program document with clear references to prior experience review and/or action research results			
	2.2 Delivery: Training is implemented with its process documented (more than XX% of X modules).	2.2 Delivery: Document reporting training delivery process			
	2.3 Identification: Important elements of the training process/results to be included are listed (more than XX% of X modules).	2.3 Identification: Document listing the important elements of the training process/results to be recorded into modules			
3. Capacity to formulate training modules is strengthened	3.1 Information extracted in 2.3 is organized and analyzed by all focal areas. (i.e. rural, urban, GESI)	3.1 Collection of notes from 2.3 organized by focal area with analysis.			
	3.2 Key information required to plan and conduct quality training are delineated for all focal areas.	3.2 Essences for planning and conducting quality training drawn from 3.1 compiled into paper			
	3.3 Modules to guide LDTA to offer grounded/contextualized training are prepared in accordance with the thematic areas (i.e. rural, urban, GESI) (more than XX% of X modules).	3.3 Revised core modules (i.e. rural, urban, GESI)			
4. LDTA is developed as a hub of knowledge and networking for Local Bodies' training	4.1 The prepared modules are utilized as a marketing tool to advocate to more than X stakeholders (e.g. institutions that request training delivery to LDTA as well as institutions that use modules created by LDTA) for their interest to use LDTA's knowledge and expertise	4.1 Record of outreach (listing information such as date, venue, audiences reached, etc.)			
	4.2 Feedback from the concerned parties on accessibility and usefulness of LDTA's knowledge base is obtained, and more than 75% of the constructive feedback is reflected into areas with further improvement needs.	4.2 Record of feedback obtained, together with counter-measures analyzed and acted.			

Activities	Inputs		Important Assumption
	The Japanese Side	The Nepalese Side	

1.1 Analyze high priority Local Bodies' training modules expected of LDTA to deliver with due attention to LGCDP needs
 	
1.2 Review previous training delivery record and organize those that can be capitalized for module creation
 	
1.3 Determine the core training modules for LDTA's three focal areas (i.e. rural, urban, GESI)
	1) Japanese Experts:
	   Chief Adviser/Training Management
	   Training Module Development
	   Coordinator/Training Planning
	   Short-Term Experts
	2) Nepali Experts: As required
	3) Pilot Activities
	4) Equipment:
	  a) Vehicles
	  b) PC, laptop, projector and other
	    tools that support the execution
	    of the Project's pilot activities
	5) Training: Training for C/P of the
	  Project will be conducted in Training
	  in Japan/the third countries as
	  necessary
		1) Personnel
		   Project Director
		   Project Manager
		   Technical Officers from LDTA,
		   RDTC, WDTC, and UDTC as
		   Counterpart Personnel (C/P)
		2) Support Staff: as required
		3) Office Space: For the Japanese
		   Expert Team
		4) As specified in R/D	

2.1 Planning: Conduct prior experience review and action research, and prepare training process 2.2 Delivery: Implement trainings in line with the process documentation 2.3 Identification: List up important elements of the training process/results to be included into the modules			
3.1 Organize and analyze information extracted in 2.3 based on the focal areas (i.e. rural, urban, GESI) 3.2 Delineate key information required to plan and conduct quality training 3.3 Prepare modules in accordance with the thematic areas (i.e. rural, urban, GESI) to guide LDTA to offer real ground/context based training			Pre-Conditions
4.1 Utilizing prepared modules as marketing tools, advocate to stakeholders (e.g. institutions that request training delivery to LDTA as well as institutions that use modules created by LDTA) for their interest to use LDTA's knowledge and expertise 4.2 Obtain feedback from the concerned parties on accessibility and usefulness of LDTA's knowledge base, and build on areas with further needs for improvement.			* Appropriate technical staff are (both in terms of background and in number) installed at both LDTA (Kathmandu HQ) and pilot activity hosting regional training centers. ⬇ <Issues and countermesures>

Project Title: Project for Improving Local Governance Training through Capacity Enhancement on Research and Analysis（ILGT-CERA）

Implementing Agency: Local Development Training Academy (LDTA)

Target Group: Technical staff of LDTA Kathmandu and its associated regional development training centers

Period of Project: Four (4) years

Project Site: Kathmandu (i.e. LDTA HQ), and locations served by LDTA Kathmandu as well as by the Project's pilot activity hosting regional training centers (Jhapa, Pokhara, Surkhet)

Version_1

Dated 6 June 2017

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumption	Achievement	Remarks
Super Goal					
Capacity of local government's personnel is enhanced after participating in capacity development training programmed by LDTA					
Overall Goal					
LDTA becomes a lead institution in local governance.	1. At least X policy recommendations for improving capacity of Local Governments are made by LDTA and out of which Y are incorporated into the related policies or programs by MoFALD within three years after the end of the Project.	・Reports of LDTA and all regional centers ・Newsletters of LDTA and all regional centers			
	2. At least one international level workshop on local governance is organized by LDTA within three years after the end of the Project.	・Reports of LDTA and all regional centers ・Newsletters of LDTA and all regional centers			
	3. At least one partnership/Memorandum of Understanding between LDTA and international local governance institutions is in place within three years after the end of the Project.	・Reports of LDTA and all regional centers ・Newsletters of LDTA and all regional centers			
Project Purpose					
Comprehensive training delivery mechanism in LDTA that enables action research and result analysis grounded, quality training to local government's personnel is established.	1. The C/P's five competencies improve from X to Y. (X=benchmark, Y=target value)	・Assessment results of average core competencies in five areas, i.e., 1) research and analysis, 2) training development, 3) training delivery, 4) knowledge and information management and 5) activities management.	・Institutional and managerial capacities of LDTA and regional training centers are strengthened through system and infrastructure improvements.		
	2. LDTA and three target regional centers compile at least one best practice in line with the comprehensive training mechanism established by the Project .	・Reports of LDTA and 3 regional centers ・Newsletters of LDTA and all regional centers ・Project reports			
Outputs					
1. Capacity to conduct research and analysis in the training planning process is enhanced.	1.1 The C/P's capacity for research and analysis improves from X to Y.	・Assessment results of average competency for the research and analysis			
	1.2 The action research manual is developed.	・The action research manual			
2. Capacity to develop training curriculum and materials is strengthened.	2.1 The C/P's capacity for training planning and module development improve from X to Y.	・Assessment results of average competency for training development			
	2.2 The curriculum design manual is developed.	・The curriculum design manual			
	2.3 The training material development manual is developed.	・The training material development manual			
	2.4 The training module guidebook is developed.	・The training module guidebook			
	2.5 X training program packages are developed.	・The training program packages			
3. Capacity to deliver and evaluate training is improved.	3.1 The C/P's capacity for training delivery and evaluation improves from X to Y.	・ Assessment results of average competency for training delivery and evaluation			
	3.2 The training evaluation manual is developed.	・The training evaluation manual			
	3.3 The training management manual is developed.	・The training management manual			
4. System of knowledge accumulation, sharing and utilization for local governments' training is established.	4.1 The C/P's capacity for information management improves from X to Y.	・Assessment results of average competency for information management			
	4.2 Knowledge management manual is developed.	・The knowledge management manual			
	4.3 X knowledge sharing activities are implemented.	・ Reports of LDTA and 3 regional centers ・ Newsletter of LDTA and 3 regional centers ・ Project reports			

Activities	Inputs		Pre-Conditions
	The Japanese Side	The Nepalese Side	
0.1 Prepare the inception report	1) Japanese Experts:	1) Personnel	・Appropriate technical staff are
0.2 Make and discuss the Work plan	Chief Adviser/Training Management	Project Director	(both in terms of background
0.3 Conduct the project orientation	Training Module Development	Project Manager	and in number) deployed at
0.4 Hold Progress Review Committee meetings	Coordinator/Training Planning	Technical Officers from LDTA and three	both LDTA (Kathmandu HQ)
0.5 Hold Joint Coordination Committee meetings	Short-Term Experts	regional training centers as Counterpart	and pilot activity hosting
0.6 Conduct institutional assessment of LDTA and three regional centers	2) Nepalese Experts: As required	Personnel (C/P)	regional training centers.
0.7 Conduct competency assessment of C/Ps	3) Pilot Activities	2) Support Staff: as required	
0.8 Prepare the progress report	4) Equipment:	3) Office Space: For the Japanese	
0.9 Prepare the final report	a) Vehicles	Expert Team	
1.1 Conduct needs assessment of training	b) PC, laptop, projector and other	4) As specified in R/D	
1.2 Select training topics to be developed	tools that support the execution		
1.3 Review and analyze the above topics	of the Project's pilot activities		
1.4 Prepare the Action Plan of each center	5) Training: Training for C/P of the		
1.5 Develop the Action Research Manual	Project will be conducted in Japan/the third countries as necessary		<Issues and countermeasures>
2.1 Design the training program			
2.2 Develop the training curriculum and materials			
2.3 Validate the training program			
2.4 Evaluate the training program			
2.5 Finalize the training program			
2.6 Develop the curriculum design manual			
2.7 Develop the training material development manual			
2.8 Develop the training module guidebook			
3.1 Prepare the implementation plan and schedule			
3.2 Implement the training			
3.3 Evaluate the training			
3.4 Prepare reports of the training			
3.5 Develop the training evaluation manual			
3.6 Develop the training management manual			
4.1 Implement promotion activities			
4.2 Conduct Knowledge management workshops			
4.3 Conduct the third country training			
4.4 Conduct the training in Japan			
4.5 Conduct the internship program			
4.6 Hold public-academic joint seminars			
4.7 Develop the knowledge management manual			

Project Title: Project for Improving Local Governance Training through Capacity Enhancement on Research and Analysis（ILGT-CERA）   **Version_2**

Implementing Agency: Local Development Training Academy (LDTA)   **Dated September 6, 2017**

Target Group: Technical staff of LDTA Kathmandu and its associated regional development training centers

Period of Project: Four (4) years

Project Site: Kathmandu (i.e. LDTA HQ), and locations served by LDTA Kathmandu as well as by the Project's pilot activity hosting regional training centers (Jhapa, Pokhara, Surkhet)

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumption	Achievement	Remarks
Super Goal					
Capacity of local government's personnel is enhanced after participating in capacity development training programmed by LDTA					
Overall Goal					
LDTA becomes a lead institution in local governance.	1. At least 3 recommendations for improving capacity of local governments are made by LDTA to provincial and local governments within three years after the end of the Project.	・Reports of LDTA and all regional centers ・Newsletters of LDTA and all regional centers			
	2. At least one international level workshop on local governance is organized by LDTA within three years after the end of the Project.	・Reports of LDTA and all regional centers ・Newsletters of LDTA and all regional centers			
	3. At least one partnership/Memorandum of Understanding between LDTA and international local governance institutions is in place within three years after the end of the Project.	・Reports of LDTA and all regional centers ・Newsletters of LDTA and all regional centers			
Project Purpose					
Comprehensive training delivery mechanism in LDTA that enables action research and result analysis grounded, quality training to local government's personnel is established.	1. 75% of counterparts increase the score of each competency by at least 2 points.	・Assessment results of baseline and endline score of competencies in five areas, i.e., 1) research and analysis, 2) training development, 3) training delivery and evaluation, 4) information and knowledge management and 5) activities management.	・Institutional and managerial capacities of LDTA and regional training centers are strengthened through system and infrastructure improvements.		
	2. LDTA and three target regional centers compile at least one best practice in line with the comprehensive training mechanism established by the Project .	・Reports of LDTA and 3 regional centers ・Newsletters of LDTA and all regional centers ・Project reports			
Outputs					
1. Capacity to conduct research and analysis in the training planning process is enhanced.	1.1 75% of counterparts increase the score of competency for research and analysis by at least 2 points.	・Assessment results of baseline and endline score of competency for the research and analysis			
	1.2 The needs assessment and research manual is developed.	・The needs assessment and research manual			
2. Capacity to develop training curriculum and materials is strengthened.	2.1 75% of counterparts increase the score of competency for training development by at least 2 points.	・Assessment results of baseline and endline score of competency for training development			
	2.2 The training module development manual is developed.	・The training module development manual			
	2.3 The training course brochure is developed.	・The training course brochure			
	2.4 The training modules are developed by each of three regional development training centers.	・The training modules			
3. Capacity to deliver and evaluate training is improved.	3.1 75% of counterparts increase the score of competency for training delivery and evaluation by at least 2 points.	・ Assessment results of baseline and endline score of competency for training delivery and evaluation			
	3.2 The training management manual is developed.	・The training management manual			

4. Mechanism of knowledge accumulation, sharing and utilization for local governments' training is established.	4.1 75% of counterparts increase the score of competency for information and knowledge management by at least 2 points.	・Assessment results of baseline and endline score of competency for information and knowledge management		
	4.2 The knowledge management manual is developed.	・The knowledge management manual		
	4.3 Accumulated knowledge and information are regularly shared with and disseminated to local government institutions through various media (e.g., websites, facebooks, and newsletters).	・Newsletters of LDTA and 3 regional centers ・Websites/facebooks ・Videos		

Activities	Inputs		Pre-Conditions	
	The Japanese Side	The Nepalese Side		

0.1 Prepare the inception report
 	
0.2 Make and discuss the Work plan
 	
0.3 Conduct the project orientation
 	
0.4 Hold Progress Review Committee meetings
 	
0.5 Hold Joint Coordination Committee meetings
 	
0.6 Conduct institutional assessment of LDTA and three regional centers
 	
0.7 Conduct competency assessment of C/Ps
 	
0.8 Prepare the progress report
 	
0.9 Prepare the final report
 	
1.1 Conduct needs assessment of training
 	
1.2 Select training topics to be developed
 	
1.3 Review and analyze the above topics
 	
1.4 Prepare the research plan for the selected training topic of each center
 	
1.5 Implement the field survey based on the prepared plan
 	
1.6 Analyze the results of the field survey
 	
1.7Develop the needs assessment and research manual
 	
2.1 Design the training modules (curriculum and materials)
 	
2.2 Develop the training modules
 	
2.3 Conduct the field validation of the training modules
 	
2.4 Evaluate the training modules
 	
2.5 Finalize the training modules
 	
2.6 Develop the training module development mannual
 	
2.7 Develop the training course brochure
	1) Japanese Experts:
	  Chief Adviser/Training Management
	  Training Module Development
	  Coordinator/Training Planning
	  Short-Term Experts
	2) Nepalese Experts: As required
	3) Pilot Activities
	4) Equipment:
	  a) Vehicles
	  b) PC, laptop, projector and other
	    tools that support the execution
	    of the Project's pilot activities
	5) Training: Training for C/P of the
	  Project will be conducted in Japan/the third countries as necessary
		1) Personnel
		  Project Director
		  Project Manager
		  Technical Officers from LDTA and three regional training centers as Counterpart
		  Personnel (C/P)
		2) Support Staff: as required
		3) Office Space: For the Japanese
		  Expert Team
		4) As specified in R/D
			・Appropriate technical staff are (both in terms of background and in number) deployed at both LDTA (Kathmandu HQ) and pilot activity hosting regional training centers.
			
			⬇
			
			<Issues and countermeasures>	

3.1 Prepare the implementation plan and schedule for the training delivery			
3.2 Implement the training based on the prepared plan			
3.3 Evaluate the implemented training			
3.4 Prepare reports of the implemented training			
3.5 Develop the training management manual			
4.1 Implement promotion activities			
4.2 Conduct the training for knowledge management			
4.3 Conduct the third country training			
4.4 Conduct the training in Japan			
4.5 Conduct the internship program			
4.6 Holed seminars for knowledge sharing and networking			
4.7 Develop the knowledge management manual			

Project Title: Project for Improving Local Governance Training through Capacity Enhancement on Research and Analysis（ILGT-CERA）

Version_3

Implementing Agency: Local Development Training Academy (LDTA)

Dated September 10, 2018

Target Group: Technical staff of LDTA Kathmandu and its associated regional development training centers

Period of Project: Four (4) years

Project Site: Kathmandu (i.e. LDTA HQ), and locations served by LDTA Kathmandu as well as by the Project's pilot activity hosting regional training centers (Jhapa, Pokhara, Surkhet)

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumption	Achievement	Remarks
Super Goal					
Capacity of local government's personnel is enhanced after participating in capacity development training programmed by LDTA					
Overall Goal					
LDTA becomes a lead institution in local governance.	1. At least 3 recommendations for improving capacity of local governments are made by LDTA to provincial and local governments within three years after the end of the Project.	・Reports of LDTA and all regional centers ・Newsletters of LDTA and all regional centers			
	2. At least one international level workshop on local governance is organized by LDTA within three years after the end of the Project.	・Reports of LDTA and all regional centers ・Newsletters of LDTA and all regional centers			
	3. At least one partnership/Memorandum of Understanding between LDTA and international local governance institutions is in place within three years after the end of the Project.	・Reports of LDTA and all regional centers ・Newsletters of LDTA and all regional centers			
Project Purpose					
Comprehensive training delivery mechanism in LDTA that enables action research and result analysis grounded, quality training to local government's personnel is established.	1. LDTA and three target regional centers develop at least one training module by using the ADDIE (Analyze, Design, Develop, Implement and Evaluate) Instructional Design model as a framework in designing and developing training programs.	・Training modules	・The mandate of LDTA will not be changed.		
	2. 75% of counterparts increase the score of each competency by at least 2 points.	・Assessment results of baseline and end-line score of competencies in five areas, i.e., 1) research and analysis, 2) training development, 3) training delivery and evaluation, 4) information and knowledge management and 5) activities management.	・Institutional and managerial capacities of LDTA and regional training centers are strengthened through system and infrastructure improvements.		
Outputs					
1. Capacity to conduct research and analysis in the training planning process is enhanced.	1.1 75% of counterparts increase the score of competency for research and analysis by at least 2 points.	・Assessment results of baseline and end-line score of competency for the research and analysis			
	1.2 The needs assessment and research manual is developed.	・The needs assessment and research manual			
2. Capacity to develop training curriculum and materials is strengthened.	2.1 75% of counterparts increase the score of competency for training development by at least 2 points.	・Assessment results of baseline and end-line score of competency for training development			
	2.2 The training module development manual is developed.	・The training module development manual			
	2.3 The training course brochure is developed.	・The training course brochure			
3. Capacity to deliver and evaluate training is improved.	3.1 75% of counterparts increase the score of competency for training delivery and evaluation by at least 2 points.	・ Assessment results of baseline and end-line score of competency for training delivery and evaluation			
	3.2 The training management manual is developed.	・The training management manual			

4. Mechanism of knowledge accumulation, sharing and utilization for local governments' training is established.	4.1 75% of counterparts increase the score of competency for information and knowledge management by at least 2 points.	・ Assessment results of baseline and end-line score of competency for information and knowledge management			
	4.2 The knowledge management manual is developed.	・The knowledge management manual			
	4.3 Accumulated knowledge and information are regularly shared with and disseminated to local government institutions through various media (e.g., websites, Facebooks, and newsletters).	・Newsletters of LDTA and 3 regional centers ・Websites/Facebooks ・Videos			

Activities	Inputs		Pre-Conditions	
	The Japanese Side	The Nepalese Side		
0.1 Prepare the inception report	1) Japanese Experts: 　Chief Adviser/Training Management 　Training Module Development 　Coordinator/Training Planning 　Short-Term Experts 2) Nepalese Experts: As required 3) Pilot Activities 4) Equipment: 　a) Vehicles 　b) PC, laptop, projector and other 　　tools that support the execution 　　of the Project's pilot activities 5) Training: Training for C/P of the 　Project will be conducted in Japan/the third countries as necessary	1) Personnel 　Project Director 　Project Manager 　Technical Officers from LDTA and three regional training centers as Counterpart 　Personnel (C/P) 2) Support Staff: as required 3) Office Space: For the Japanese 　Expert Team 4) As specified in R/D	・Appropriate technical staff are (both in terms of background and in number) deployed at both LDTA (Kathmandu HQ) and pilot activity hosting regional training centers.	
0.2 Make and discuss the Work plan				
0.3 Conduct the project orientation				
0.4 Hold Progress Review Committee meetings				
0.5 Hold Joint Coordination Committee meetings				
0.6 Conduct institutional assessment of LDTA and three regional centers				
0.7 Conduct competency assessment of C/Ps				
0.8 Prepare the progress report				
0.9 Prepare the final report				
1.1 Conduct needs assessment of training			<Issues and countermeasures>	
1.2 Select training topics to be developed				
1.3 Review and analyze the above topics				
1.4 Prepare the research plan for the selected training topic of each center				
1.5 Implement the field survey based on the prepared plan				
1.6 Analyze the results of the field survey				
1.7 Develop the needs assessment and research manual				
2.1 Design the training modules (curriculum and materials)				
2.2 Develop the training modules				
2.3 Conduct the field validation of the training modules				
2.4 Evaluate the training modules				
2.5 Finalize the training modules				
2.6 Develop the training module development manual				
2.7 Develop the training course brochure				

3.1 Prepare the implementation plan and schedule for the training delivery			
3.2 Implement the training based on the prepared plan			
3.3 Evaluate the implemented training			
3.4 Prepare reports of the implemented training			
3.5 Develop the training management manual			
4.1 Implement promotion activities			
4.2 Conduct the training for knowledge management			
4.3 Conduct the third country training			
4.4 Conduct the training in Japan			
4.5 Conduct the internship program			
4.6 Hold seminars for knowledge sharing and networking			
4.7 Develop the knowledge management manual			

Annex 6 ~ 11

Minutes of the JCC Meetings

MINUTES OF MEETINGS

BETWEEN

AUTHORITIES CONCERNED OF THE GOVERNMENT OF NEPAL

AND

JAPAN INTERNATIONAL COOPERATION AGENCY

ON JAPANESE TECHNICAL COOPERATION

FOR PROJECT FOR IMPROVING LOCAL GOVERNANCE TRAINING THROUGH

CAPACITY ENHANCEMENT ON RESEARCH AND ANALYSIS

The First Joint Coordination Committee Meeting of the Technical Cooperation for "Project for Improving Local Governance Training through Capacity Enhancement on Research and Analysis" was held on 5th August, 2016. Upon new Joint Secretary's arrival in Ministry of Federal Affairs and Local Development, the First Joint Coordination Committee's Annex meeting was held on 9 September, 2016 in order to share the status and progress of the project activities.
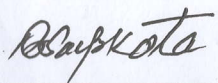
All concerned parties agreed upon the decisions made in the first Joint Coordination Committee Meeting attached documents hereto.
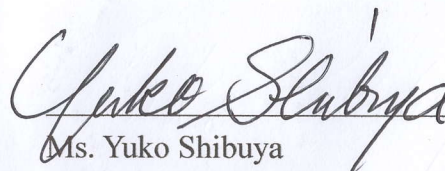
Mr. Chakra Bahadur Budha
Joint Secretary
Ministry of Federal Affairs and Local
Development

Mr. Hiroyasu Tonokawa
Senior Representative
JICA Nepal Office

Prof. Bishnu Sapkota
Executive Director
Local Development Training Academy

Ms. Yuko Shibuya
Deputy Chief Advisor
Project for Improving Local Governance
Training through Capacity Enhancement on
Research and Analysis

MINUTES OF MEETINGS

BETWEEN

AUTHORITIES CONCERNED OF THE GOVERNMENT OF NEPAL

AND

JAPAN INTERNATIONAL COOPERATION AGENCY

ON JAPANESE TECHNICAL COOPERATION

FOR PROJECT FOR IMPROVING LOCAL GOVERNANCE TRAINING THROUGH

CAPACITY ENHANCEMENT ON RESEARCH AND ANALYSIS

The First Joint Coordination Committee Meeting of the Technical Cooperation for "Project for Improving Local Governance Training through Capacity Enhancement on Research and Analysis" was held on 5th August, 2016.

Project for Improving Local Governance Training through Capacity Enhancement on Research and Analysis presented on overview of the project, progress of activities for the period of January to July 2016, revised work plan for the first year (July 2016 – July 2017) including plan of operation, and monitoring sheet I and II.

Joint Coordination Committee members have agreed the following issues and items:
1. Work Plan of the 1st year
2. Monitoring Sheet I and II
3. Change of Fiscal Year from January to December to Nepalese Fiscal year of mid-July to mid-July
4. LDTA to submit concise progress report to MoFALD every four months
5. Project Design Matrix revision including indicators to be changed by December 2016
6. The Second JCC to be conducted in December 2016

All concerned parties agreed upon the attached documents hereto.

Attached:
Annex 1: Agenda of JCC
Annex 2: Participants List
Annex 3: Project Overview
Annex 4: Progress Report of Project Activities
Annex 5: Plan of Operation
Annex 6: Work Plan with Annual Plan of Operation for the first year
Annex 7: Monitoring Sheet 1
Annex 8: Monitoring Sheet 2
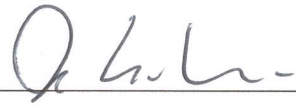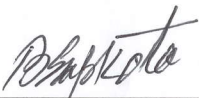
_____
Mr. Maddhu Sudan Burlakoti
Joint Secretary
Ministry of Federal Affairs and Local
Development

_____
Mr. Jun Sakuma
Chief Representative
JICA Nepal Office

_____
Prof. Bishnu Sapkota
Executive Director
Local Development Training Academy

_____
Dr. Takujiro Ito
Chief Advisor
Project for Improving Local Governance
Training through Capacity Enhancement on
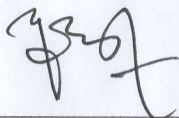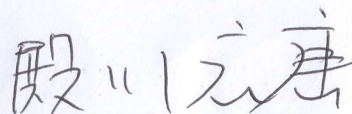Research and Analysis

MINUTES OF MEETINGS
BETWEEN
AUTHORITIES CONCERNED OF THE GOVERNMENT OF NEPAL
AND
JAPAN INTERNATIONAL COOPERATION AGENCY
ON JAPANESE TECHNICAL COOPERATION
FOR PROJECT FOR IMPROVING LOCAL GOVERNANCE TRAINING THROUGH CAPACITY
ENHANCEMENT ON RESEARCH AND ANALYSIS

The second Joint Coordination Committee Meeting of the Technical Cooperation for "Project for Improving Local Governance Training Capacity Enhancement on Research and Analysis" (hereinafter "the Project") was held on 6th December 2016.

The Project presented on the progress on Jan - Nov 2016, Plan of Operation for Dec 2016 - July 2017, proposed revision of Project Design Matrix (PDM) version 0 and Mechanism for Strengthening the Local Governments, Role of the LDTA and Responsibility.

1. Welcome
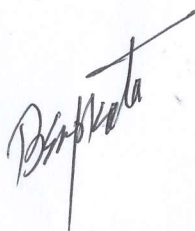- Mr. Chakra Bahadur Budha, Chairperson of the JCC, welcomed the participants.

2. Project Progress
- Mr. Jaya Krishna Shrestha, Project Manager, shared the progress of the Project activities between January and November 2016 and the JCC members approved his report.
- Monitoring Sheet II was shared and approved by the JCC members.
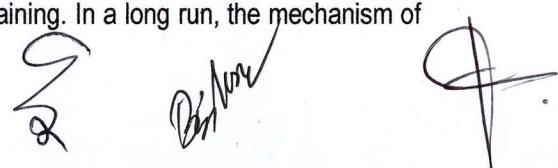
3. Plan of Operation
- Mr. Shrestha presented the Plan of Operation for the period between December 2016 and July 2017.
- The plan was approved by the JCC members.

4. Discussion Issue 1: Revision of PDM
- Ms. Bijaya Rajbajdya, the Project's Senior Field Coordinator, presented the revision points of PDM Ver. 0. The points were approved by the JCC members with a suggestion to clarify the overall goal "LDTA become a lead institute for local governance" on what aspects of local governance LDTA should become a lead institute.

5. Discussion Issue 2: Mechanism for Strengthening the Local Governments, Role of the LDTA and Responsibility of the Project
- Dr. Takujiro Ito, Chief Advisor, presented the issues and discussion points on the establishment of mechanism for strengthening the local governments, role of the LDTA and responsibility of the Project.
- (1) for the Social Mobilization (SM) program, Dr. Ito suggested that LDTA should involve not only for the training but also for the need assessment, monitoring and evaluation of the SM's performance. Project should identify the weakness of the current activities of LDTA as National Service Provider and should make necessary improvement in the quality of the service delivery.
- (2) Regarding the trainings for Local Governments, Local Body's Fiscal Commission (LBFC) is a key stakeholder for the performance of DDCs, VDCs and Municipalities. The Minimum Condition and Performance Measurement (MCPM) is the indicator and LDTA training should support the achievement of this indicator in order to contribute for the improvement of the local government services. In reality, LBFC is contracting mostly private consultants as service providers. MoFALD should utilize LDTA as the national service provider and implement not only orientation programs but also strategic activities to identify the gap and to strengthen the capacity of the local governments. LDTA has potential to cover nationwide activities by the network of the regional training centers.
- Mr. Budha, Chairperson, pointed out that the actual number of 19 technical CP of Project is not enough comparing with the large investment made for the implementation.
- Dr. Bishnu Sapkota, Project Director, suggested that short term staff of the LDTA should gradually be replaced by the permanent contract staff. Maintenance and repair for the facilities of the LDTA training centers need to be made in order to fulfill the demand of the local training. In a long run, the mechanism of

the budgeting system needs to restructuring in order to make effective and flexible use of the property and physical assets owned by each regional training center. In the future, LDTA should be upgraded as a research and development institution.

- As for the role of LDTA, it was discussed that LDTA and other sectors' training institutions may merge and develop as an integrated training institution as the role of provincial level will be increased in the federal structure.
- The JCC members shared that the points presented by Dr. Ito should be taken into account as issues for further discussion during the project implementation.

6. Other issues

- Mr. Shrestha, requested to discuss on Training in Japan to be implemented slightly earlier.
- Dr. Ito, replied to the Mr. Shrestha's request by saying that in order to accelerate the process, LDTA side should first clarify the objectives and what to be seen in Japan as early as possible. Based on such requests, the Japanese expert team will search and contact related institutions and make necessary arrangement for the observation visits. The timing of the visit has to be consulted with the related institutions in Japan for their availability. JCC members agreed that LDTA and the Project will propose the content and best timing of this training to JICA.

7. Closing remarks

- Mr. Hiroyasu Tonokawa, Senior Representative of JICA, requested MoFALD to utilize LDTA for capacity development with proper guidance. He also requested LDTA to fulfill the vacant positions of technical staff so as to secure the Project's implementation quality.
- Mr. Budha remarked that they have owned LDTA for using in capacity development and committed to strength the organization.
- It was announced that the third JCC will be held on August 2016.

The concerned parties agreed upon the attached documents hereto.

Attached:
Annex 1: Agenda of JCC
Annex 2: Participants List
Annex 3: Project Progress on Jan- Nov 2016
Annex4: Monitoring Sheet II
Annex 5: Plan of Operation for Dec 2016 - July 2017
Annex 6: Proposed Revision of PDM version 0 to version 1
Annex 7: Monitoring Sheet I
Annex 8: Mechanism for strengthening the Local Governments, Role of the LDTA and Responsibility of the Project
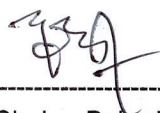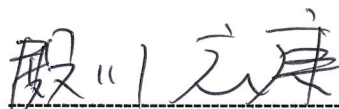
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Mr. Chakra Bahadur Budha
Joint Secretary,
Ministry of Federal Affairs and Local Development

Prof. Dr. Bishnu Sapkota
Executive Director,
Local Development Training Academy

Mr. Hirayosu Tonokawa
Senior Representative,
JICA Nepal Office

Dr. Takujiro Ito
Chief Advisor,
Project for Improving Local Governance Training Capacity Enhancement on Research and Analysis

MINUTES OF MEETING

BETWEEN

AUTHORITIES CONCERNED OF THE GOVERNMENT OF NEPAL

AND

JAPAN INTERNATIONAL COOPERATION AGENCY

ON JAPANESE TECHNICAL COOPERATION

FOR PROJECT FOR IMPROVING LOCAL GOVERNANCE TRAINING THROUGH

CAPACITY ENHANCEMENT ON RESEARCH AND ANALYSIS

The Third Joint Coordination Committee (hereafter "JCC") Meeting of Japan International Cooperation Agency Technical Cooperation for Project for Improving Local Governance Training through Capacity Enhancement on Research and Analysis (hereafter "the Project") was held on 6th of September 2017 at LDTA, Jawalakhel, Lalitpur. The main objective of the meeting is to review and approve the Project progress, to approve the annual work plan for the fiscal year 2017/2018, and to discuss on any other concerned issue related to the Project

1. **Welcome remarks:** Mr Ananda Raj Dhakal, Joint Secretary MoFALD, Chairperson of the JCC welcomed all the participants and gave permission to start the meeting.

2. **Project Progress:** Project Progress Report (July 2016 - July 2017) was presented by Mr. Jaya Krishna Shrestha, Director of LDTA. During the presentation Mr. Shrestha explained that three training modules were developed by the pilot centers on Integrated Property Tax, Local Level Planning and Social Accountability. However, these will be updated based on the new policies and guidelines. He also explained the completion of the institutional assessment and staff competency. He highlighted the major issues as insufficient number of technical staff deployed as CPs , workload of LDTA staff for their regular activities and other external factors such as election.
JCC approved the Progress Report.

3. **Plan of Operation:** Plan of Operation was presented by Dr. Takujiro Ito, Chief Advisor of the Project. He explained the changing approach for first to second year.

The Plan of Operation was approved by JCC.

4. **Review of the Second JCC Minute:** Mr. Jaya Krishna Shrestha explained that the Second JCC approved PDM version 1 in which the changes made in the output of the project matching with the functions of LDTA according to LDTA Act 2049. This time he proposed the PDM version 2 which includes the update of the target value of Project Purpose and all the outputs. The purpose of the Project remained the same as that of the version 1.
JCC meeting approved the PDM version 2.

5. **Closing:** In the Closing session, Executive Director, Prof. Dr Bishnu Sapkota explained that the staff member of LDTA now gradually understand that JICA project is for their capacity development. There will be high demand of training at local level but the current availability of staff will not be sufficient to

fulfill the demand so he requested MoFALD to support in staff recruitment process. At the same time, institution as well as individual staff should be capacitated through activities implemented by JICA project.

Senior Representative, Mr. Hiroyasu Tonokawa appreciated the whole team for running the project successfully. He added that JICA appreciated the commitment of pilot as well as the non- pilot centers and expressed his happiness for LDTA allocating its budget to support the activities. He requested the Government of Nepal to support LDTA for recruitment process of staff.

In the closing remarks, Mr. Ananda Raj Dhakal, Joint Secretary, MoFALD, Chairperson of JCC expressed that the Project is on very right time as there is great need to develop the capacity of elected members as well as the local governance staff, which would be a big potential for LDTA. He also added that LDTA should focus on their capacity development to reach the Super Goal of the Project. Hence, the non-pilot centers should also involve in capacity development. He insisted LDTA to start thinking of their restructuring. At last, he requested the Project to prepare a phase out plan for its sustainability.

Annex 1: Participants List

Annex 2: Agenda of JCC

Annex 3: PDM version 1 and version 2
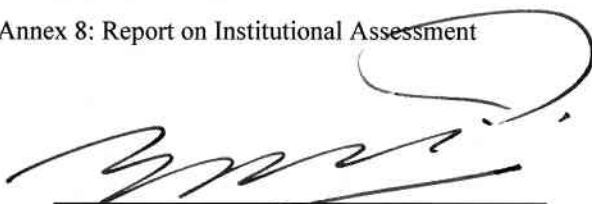
Annex 4: Progress Report of Project Activities (ppt file)

Annex 5: Work Plan3

Annex 6: Plan of Operation (ppt file)

Annex 7: Monitoring Sheet I and II
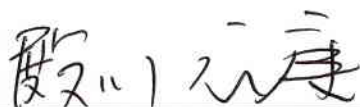
Annex 8: Report on Institutional Assessment
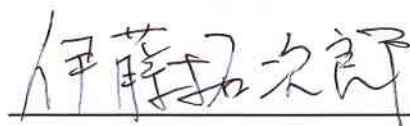
_____
Mr. Ananda Raj Dhakal
Joint Secretary
Human Resource Development Section,
Ministry of Federal Affairs and Local Development

_____
Prof. Dr. Bishnu Sapkota
Executive Director
Local Development Training Academy

_____
Mr. Hirayosu Tonokawa
Senior Representative
Japan International Cooperation Agency,
Nepal Office

_____
Dr. Takujiro Ito
Chief Advisor
Project for Improving Local
Governance Training through Capacity
Enhancement on Research and Analysis

MINUTES OF FORTH JOINT COORDINATION COMMITTEE MEETING

BETWEEN

AUTHORITIES CONCERNED OF THE GOVERNMENT OF NEPAL

AND

JAPAN INTERNATIONAL COOPERATION AGENCY

ON JAPANESE TECHNICAL COOPERATION

FOR PROJECT FOR IMPROVING LOCAL GOVERNANCE TRAINING THROUGH

CAPACITY ENHANCEMENT ON RESEARCH AND ANALYSIS

The Fourth Joint Coordination Committee (hereafter "JCC") Meeting of Japan International Cooperation Agency Technical Cooperation for Project for Improving Local Governance Training through Capacity Enhancement on Research and Analysis (hereafter "the Project") was held on 10th September 2018 at meeting hall of Ministry of Federal Affair and General Administration (hereafter "MoFAGA"). The main objective of the meeting was to review the Project Progress of the fiscal year 2017/18, to approve the annual work plan for the fiscal year 2018/2019, to discuss the points of modification for some indicators of Project Design Matrix (hereafter "the PDM") version 2 and to discuss on any other concerned issue related to the Project (See Annex 1 and 2)

1. **Welcome Remarks:** Mr. Suresh Adhikari, Joint Secretary of MoFAGA, Chairperson of the JCC welcomed all the participants and highlighted the agendas. He thanked JICA support through the Project to capacitate Local Development Training Academy (hereafter "LDTA") for developing systematic training modules.

2. **Project Progress:** Project Progress Report (**Aug 2017–July 2018**) was presented by Mr. Shailesh Chapagain, Research and Training Officer of LDTA. The achievement and lesson learnt by each pilot center were presented by the respective chief of the pilot centers. The JCC members noted the progress of the Project activities. The details of the Progress Report 2 and the presentation is in Annex 3 and 4.

3. **Plan of Operation:** The plan for the fiscal year 2018/19 was presented by Dr. Takujiro Ito, the Project Chief Advisor. He explained the major outcomes of the previous year, strategy and focus of coming year. He also proposed activities for the next year.
   The Plan of Operation was approved by the JCC to respond the emerging demand of capacity development of Local Governments. Details of Work Plan 4 and the presentation is attached in in Annex 5 and 6.

4. **Modification of some indicators of PDM:** The modification of some indicators of the PDM version 2 was presented by Ms. Toshiko Shimada, Short-term Expert of the Project. (Please refer Annex 7) Ms. Shimada explained the reason for modifying the indicators. The result of mid-term evaluation showed that the competency level of certain counterparts did not meet the target level.
   Mr. Ramesh Adhikari, Under Secretary of MoFAGA, put the views that all of the counterparts should meet the target in order to sustain the learning from the project. Hence, an individual intervention should be taken. The JCC approved the proposed modification of the PDM version 2 and adopted into the PDM version 3. (See Annex 8)

5. **Other issues:** Ms. Noriko Matsuda, Assistant Representative of JICA, asked questions on the MoFAGA's process of endorsement of the modules developed by the project. Mr. Suresh Adhikari, Joint Secretary of MoFAGA ensured closer consultation and collaboration in the whole development process of modules with LDTA by explaining that a special endorsement committee with MoFAGA and LDTA is assembled.

   Ms. Noriko Matsuda, Assistant Representative of JICA, also raised a concern about strategies on how to ensure the sustainability of the project, within the restructuring of LDTA. Mr. Jaya Krishna Shrestha, Acting for Executive Director of LDTA, replied that this year's budget for capacity development was 64 million Rupees, which is more than doubled from the previous year. The federal government already disbursed the budget to provincial governments as conditional grant. Also some LDTA centers have already

mainstreamed cost sharing exercises in providing trainings. Mr. Ramesh Adhikari, also acknowledged the needs of adequate staffing and reaffirmed their willingness to continue to take necessary measures by applying that to Public Service Commission.

6. **Closing:** In the Closing remarks, Mr. Jun Sakuma, Chief Representative of JICA thanked MoFAGA for its ownership and commitment. He was impressed with the support provided by the Project. LDTA is regarded as an important institution for the capacity development of Local Government. As the project period is only 15 months remaining, it is necessary to accelerate the process of learning. He also requested the Government of Nepal to assign the staff in LDTA as soon as possible and to take ownership to the modules developed by applying ADDIE approach.

Mr. Suresh Adhikari thanked all the participants for their valuable presence. He added that MoFAGA is consider to develop LDTA as Academy of Excellence and it will be the main implementing agent for capacity development of Local Government. For this the centers of LDTA also need to be strengthened physically. At present, the MoFAGA is in the process of reformulating the Act. He coined that the developed modules such as Property Tax, Social Accountability and Local Level Planning have equal importance for the Local Governance and appreciated the contribution of JICA. He gave an emphasis on the implementation of the training cycle for the effective result in the performance. He repeatedly stressed that there should be focus on the result rather than the process. At the end, he expressed his appreciations to JICA and Japanese Embassy.

Attached:

Annex 1: Agenda of JCC

Annex 2: Participants List

Annex 3: Progress Report 2
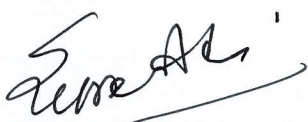
Annex 4: Presentation of Progress Report 2

Annex 5: Work Plan 4

Annex 6: Presentation on Plan of Operation

Annex 7: Presentation for modification of PDM ver 2
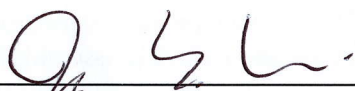
Annex 8: PDM ver 3
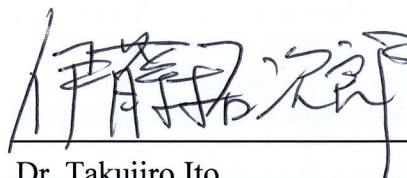
Mr. Suresh Adhikari
Joint Secretary
Local Level Capacity Development Division,
Ministry of Federal Affairs and General
Administration

Mr. Jaya Krishna Shrestha
Executive Director
Local Development Training Academy

Mr. Jun Sakuma
Chief Representative
Japan International Cooperation Agency,
Nepal Office
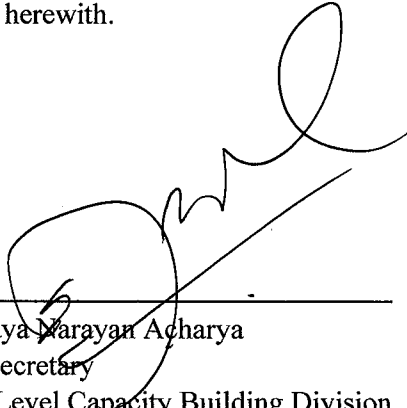
Dr. Takujiro Ito
Chief Advisor
Project for Improving Local
Governance Training through Capacity
Enhancement on Research and Analysis
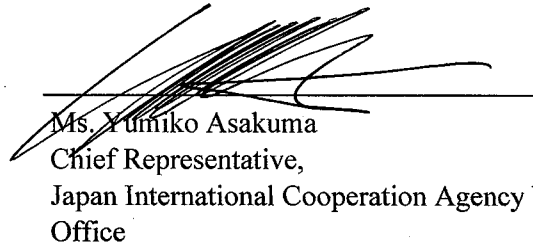
MINUTES OF SIXTH JOINT COORDINATION COMMITTEE MEETING
BETWEEN
AUTHORITIES CONCERNED OF THE GOVERNMENT OF NEPAL
AND
JAPAN INTERNATIONAL COOPERATION AGENCY
ON JAPANESE TECHNICAL COOPERATION
FOR PROJECT FOR IMPROVING LOCAL GOVERNANCE TRAINING THROUGH
CAPACITY ENHANCEMENT ON RESEARCH AND ANALYSIS

The Sixth Joint Coordination Committee (hereafter "JCC") Meeting of Japan International Cooperation Agency Technical Cooperation for Project for Improving Local Governance Training through Capacity Enhancement on Research and Analysis (hereafter "the Project") was held on 17th November 2019 at Hotel Himalaya, Kupondole Height, Lalitpur. The main objectives of the meeting were to review the overall Project progress during the term for January 2016-November 2019, to share the verification results of the achievement of the Project goals, to approve the monitoring sheet for July-November 2019, to approve the Project Completion Report and to discuss any concerned issues related to the Project.
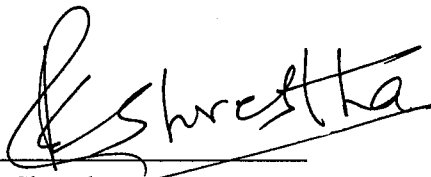
During the JCC meeting, the concerned authorities had discussed and approved the proposed documents as attached herewith.
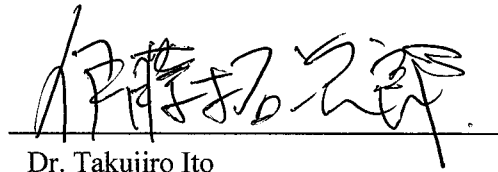
Mr. Jaya Narayan Acharya
Joint Secretary
Local Level Capacity Building Division
Ministry of Federal Affairs and Local Development

Ms. Yumiko Asakuma
Chief Representative,
Japan International Cooperation Agency Nepal Office

Mr. Pit Kumar Shrestha
Executive Director
Local Development Training Academy

Dr. Takujiro Ito
Chief Advisor
Project for Improving Local Governance Training through Capacity Enhancement on Research and Analysis

Annex 1: Agenda of JCC

Project for Improving Local Governance Training through Capacity Enhancement on Research and Analysis - ILGT-CERA
(MoFAGA/LDTA/ JICA)

6th Joint Coordination Committee (JCC) Meeting

Objective:

- o To review overall Project Progress and its results
- o To verify the achievement of the project purpose and indicators

Time/Date: **17** November, 2019 (Sunday) 15:20-17:00,

Venue: Hotel Himalaya, Kupondole Height, Lalitpur

Participants: Please refer to the attached list

Agenda and Tentative Schedule

S.N.	Agenda	Tentative Time	Remarks
1	Welcome	2 Minutes	Chairperson
2	Overall Project Progress and its results - Video Documentary - Presentation of the overall progress and its results - Sustainability of the Project	20 Minutes 20 Minutes	LDTA
3	Verification of the achievement of the Project purpose and indicators - Presentation by the expert team - Overall discussion on the achievement	20 Minutes 20 Minutes	Expert team
4	Any other issues	10 Minutes	
5	Closing Remarks • Ms. Yumiko Asakuma, Chief Representative, JICA Nepal • Chairperson, Mr. Jaya Narayan Acharya, Joint Secretary, MoFAGA	5 Minutes 5 Minutes	
6	Reception Dinner (17:30 – 19:30)		

Annex 3: Minutes of Meeting

Date and Time

17 November, 2019, 15:20-17:00

Venue

Hotel Himalaya, Kupondole Heights, Lalitpur

Objective

To review the overall Project progress during the term for January 2016-November 2019, to share the verification results of the achievement of the Project goals, to approve the monitoring sheet for July-November 2019, to approve the Project Completion Report and to discuss any concerned issues related to the Project.

Presentation

1. **Project Progress:** Draft Project Completion Report (January 2016 - November 2019) was shared and overall Project progress was presented by Mr. Jaya Krishna Shrestha, Director of LDTA/ Project Manager. The details of the progress presentation are in Annex 4 and the draft Project Completion Report in Annex 6.

2. **Verification results of the achievement of the project goals:** Ms. Toshiko Shimada along with Ms. Sangita Rana and Ms. Yogmaya Sapkota, presented the verification results of the achievement of the Project goals as per attached Annex 5.

Key Points of Discussion and Agreed on

1. Approval of Monitoring Sheet and Project Completion Report
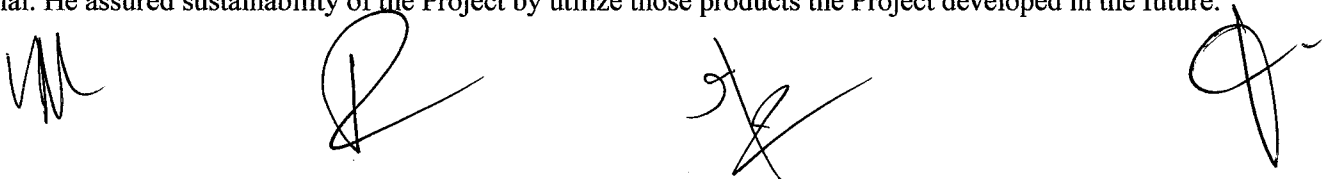
After the presentation of Project progress of four-year activities and verification results of the achievement of the Project goals, participants approved the Monitoring Sheet 8 and draft Project Completion Report. However, since there was not sufficient time for all to go through the content of these two documents, feedback provision was allowed within a few days and requested JCC members to forward any feedback to LDTA if any.

2. Remarks of JICA Nepal

Ms. Yumiko Asakuma acknowledged that the Project successfully introduced the systematic method for the development and delivery of the training program based on principles of the Instructional Design which was the standard of the internationally recognized training institutions. JICA Nepal expressed its expectation that MoFAGA and LDTA would utilize the Project effects including operational manual and six high quality training modules developed after the Project. Ms. Asakuma stressed that LDTA would play a vital role in capacity development in upcoming programs such as PLGSP (Provincial Local Governance Support Programme) and other government programs and would engage in capacity development of local levels by effectively utilizing project effects.

3. Remarks of MoFAGA

Mr. Jaya Narayan Acharya, Joint Secretary, MoFAGA put closing remarks by recognizing great efforts made by staff members of LDTA and regional training centers for the achievement of the Project purpose. He emphasized that LDTA was key institution for capacity development of local levels and enhancing LDTA was crucial. He assured sustainability of the Project by utilize those products the Project developed in the future.

Annex 12: Annex 12: Expert Assignment Sheet / Activitiy Work Breakdown

Project Title: Project for Improving Local Governance Training through Capacity Enhancement on Research and Analysis

Inputs		2016		2017		2018		2019	
				N. FY 2073/74		N. FY 2074/75		N. FY 2075/76	
		I	II	I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II

Expert

Takujiro ITO Chief Advisor/Training Management 1	Plan / Actual
Yuko SHIBUYA Deputy Chief Advisor/Training Management 2	Plan / Actual
Ayako NAKAZATO Training Module Development	Plan / Actual
Gen FUJII Training Planning/Action Research 1	Plan / Actual
Yasuko KIKUCHI Coordinator/Training Planning 2	Plan / Actual
Natsumi OHASHI Coordinator/Training Planning 2	Plan / Actual
Toshiko SHIMADA Monitoring & Evaluation	Plan / Actual
Kenichi KUBOTA Action Research 2	Plan / Actual
Katsuaki SUZUKI Adult Learning	Plan / Actual

Equipment

presentation machineries, software, video camera, camera, printer, desktop PC, laptop PC, multi-function photocopier, generator, UPS, AVR	Plan / Actual
Vehicles	Plan / Actual

Training in Japan

Training in Japan	Plan / Actual

In-country/Third country Training

Training in the Philipinnes	Plan / Actual
Internship in Bangladesh	Plan / Actual

Activities				2016		2017		2018		2019	
				N. FY 2073/74				**N. FY 2074/75**				**N. FY 2075/76**			
Sub-Activities				I	II	I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II

Activities / Sub-Activities	Plan/Actual
In Common with All the Outputs	
0.1 Inception Report	Plan / Actual
0.2 Selection of Technical Staff (Counterparts)	Plan / Actual
0.3 Work Plan	Plan / Actual
0.4 Discussion on Work Plan and Monitoring Sheet I & II	Plan / Actual
0.5 Monitoring Implementation	Plan / Actual
0.6 Progress Review Committee	Plan / Actual
0.7 Joint Coordination Commiittee	Plan / Actual
0.8 Project Orientation	Plan / Actual
0.9 Capacity Evaluation on CPs	Plan / Actual
0.10 Progress Sharing with JICA Nepal Office	Plan / Actual
0.11 Progress Sharing with stakeholders (both inside and outside JICA)	Plan / Actual
0.12 Progress Report	Plan / Actual
0.13 Implementation of training in Nepal	Plan / Actual
0.14 3rd Country Training & Training in Japan, Internship	Plan / Actual
0.15 Public-Academic Joint Seminar	Plan / Actual
0.16 Promotion Activities	Plan / Actual
0.17 Final Report	Plan / Actual
Output 1: Capacity to conduct and analysis in the training planning process is enhanced	
1.1 Conduct needs assessment of training	Plan / Actual
1.2 Select training topics to be developed	Plan / Actual
1.3 Review and analyze the above topics	Plan / Actual
1.4 Prepare action plan of each center	Plan / Actual
1.5 Implement the field survey based on the prepared plan	Plan / Actual
1.6 Analyze the results of the field survey	Plan / Actual
1.7 Develop the needs assessment and research manual	Plan / Actual
Output 2: Capacity to develop training curriculum and materials is strengthened	
2.1 Design the training program	Plan / Actual
2.2 Develop the training curriculum and materials	Plan / Actual
2.3 Validate the training program	Plan / Actual

Task	Plan/Actual
2.4 Evaluate the training program	Plan
	Actual
2.5 Finalize the training program	Plan
	Actual
2.6 Develop the training module development manual	Plan
	Actual
2.7 Develop the training course brochure	Plan
	Actual

Output 3: Capacity to deliver and evaluate training is improved

Task	Plan/Actual
3.1 Prepare the implementation plan and schedule for training delivery	Plan
	Actual
3.2 Implement the training based on the prepared plan	Plan
	Actual
3.3 Evaluate the implemented training	Plan
	Actual
3.4 Prepare reports of the implemented training	Plan
	Actual
3.5 Develop the training management manual	Plan
	Actual

Output 4: System of knowledge accumulation, sharing and utilization for Local governments' training is established

Task	Plan/Actual
4.1 Implement the promotion activities	Plan
	Actual
4.2 Conduct training for knowledge management	Plan
	Actual
4.3 Conduct the third country training	Plan
	Actual
4.4 Conduct the training in Japan	Plan
	Actual
4.5 Conduct the internship program	Plan
	Actual
4.6 Hold seminars for knowledge sharing and networking	Plan
	Actual
4.7 Develop the knowledge management manual	Plan
	Actual

Annex 13: List of Equipment

Project Title : Project for Improving Local Governance Training through Capacity Development on Research and Analysis

Country : Nepal

Name of Equipment	Specification/Serial No	QTY	Purchased Price (NPR)	Purchased Date	Place of installment	Condition	Remarks	Handover after Project
Laptop	Dell Ins+B6:B15piron 5559 I5	1	89000	2016/2/29	LDTA	good		
Generator	Honda EU65IS	1	455000	2016/2/29	LDTA	good		
UPS	3.5 kva/48v pure sine wave UPS, 12v/150AH Tubular battery, Automatic Battery Charger	1	209800	2016/3/2	LDTA	good		
AVR	5LVA Automatic Voltage Regulator (AVR)	1	28000	2016/3/2	LDTA	good		
Projector	Canon Multi Media Projector LV NX −300, Screen Tripod, bag	1	99666	2016/3/2	LDTA	good		
Laptop	Dell Vostro 3459	3	83000	2016/5/2	LDTA	good		
UPS	Luminous ION 1500VA UPS, IT 500 INVA Tubular Batttery x2	1	150000	2016/5/25	Pokhara UDTC	good		
AVR	Auto Voltage Regulator	1	25000	2016/5/25	Pokhara UDTC	good		
Multi−Functional Photocopier	Canon iR−2002 N, Canon DADF AMI Unit, Canon Duplex Unit	1	192100	2016/5/25	LDTA	good		
Laptop	Dell Vostro 3459	1	83000	2016/5/2	LDTA	good		
Laptop	Dell Vostro 3459	1	83000	2016/5/2	LDTA	good		
UPS	Sukam 1500 VA Sinewave invertor x2, Exide 200 AH Tubular Batteryx 1	1	102000	2016/8/15	Jhapa RDTC	good		
AVR	Stabilizer 3Kva	1	23000	2016/8/15	Jhapa RDTC	good		
Projector	Canon LV-X320 Data Projector	3	86,000	2018/11/30	LDTA	good	for training	

Annex 14
Report On Knowledge Management Workshop
31ˢᵗ July-1ˢᵗ August, 2019

1.   Background

The overall goal for the Project for Improving Local Governance Training through Capacity Enhancement on Research and Analysis (ILGT-CERA) is to establish a comprehensive training mechanism for Local Development Training Academy (LDTA). Such a goal can be realized by achieving four outputs. In such a project design, institutional strengthening as a whole is necessary. Institutional strengthening, in more concrete terms, means 'enhancement on the training system and enhancement on the training implementation capacity of the LDTA's staff.

Furthermore, 'accumulation, sharing and use of experience and knowledge' are necessary to make LDTA, an institution to continuously and sustainably provide trainings with quality. Provision of quality training should bring 'enhancement on the LDTA's reputation as a trusted institution from the client's such as Federal, Provincial and Local Governance as well as international donors.

The establishment of knowledge management system where information and experiences are efficiently accumulated, shared and effectively used should guarantee LDTA as a sustainable training institution. Furthermore, generate and share national and international-level knowledge and experience and good practices on local self-governance is one of the major objectives of LDTA as well.

Hence, the First Knowledge Management Workshop was organized in September 2016 in LDTA. The workshop developed Knowledge Management Guideline. The workshop was more focusing on creating official Facebook page and making newsletter.

2.   Introduction
A two-day training named Final Knowledge Management Workshop was conducted from 31st July to August 1st ,2019 in LDTA, Lalitpur with the participation of staff from training section, IT section from LDTA and each regional training centre along with head of all the regional centres. The first day of the workshop was an in-house program and the second day also included an institutional learning visit to head office of ICIMOD in Khumaltar. The main purpose of the workshop was to aacquire basic knowledge and skill on accumulation, share and use of experience and knowledge as well as the enhancement of LDTA's reputation as a trusted institution.

3.   Objective of the Workshop
By the end of the workshop, the participants will be able to:
- Understand the factors from knowledge management's successful institutions.
- Share the third-year knowledge management activities of LDTA and all center
- Share and discus "Knowledge Management Manual"
- Share how to update Databank of LDTA and all center

4.   Total Participants
Altogether 24 (4 women) participants from LDTA and its six regional centres attended the workshop.

5.   Methodology:
The workshop was conducted in participatory approach based on the experience of participants in using different knowledge management tools, group work and learning visit. A participatory approach was adopted for ensuring an active involvement of all participants and a constructive share and exchange of ideas and experiences. Similarly, the learning visit mainly focused on the participants observing the Knowledge Management System in ICIMOD, understanding how knowledge management can help

1

improve the work and how the learnings from the visit can be applied in LDTA. Also, the practical exercises mainly focused on how to update the data bank provided to each center and LDTA for knowledge management and preparing an iceberg model to understand what are the skills, attitude and consciousness that each center and LDTA has and what should be the future status for each to improve their office's Knowledge management system.

Prior to the workshop, date, content, schedule, venue and eligible participants of the workshop were well shared and discussed among the counterparts and made necessary changes to give it the final shape. Some of the members of counterparts who involved from the beginning were given the responsibility in facilitation of the session.

6.   Workshop Proceedings
6.1.   Day I (31st July, 2019)
6.1.1.   Opening of workshop
As it was the in-house programme, the workshop started with rather informal manner. Pit Kuamr Shrestha, Executive Director of LDTA, welcomed staff from all centres. He explained that knowledge is important and everyone has numerous knowledge; but the main issue is how to manage that knowledge institutionally. He also highlighted the importance and need of knowledge management system in the organisation as it will help share the various experiences and to learn new ways about how manage knowledge effectively in future and welcomed all the staff.

6.1.2.   Session I: Orientation of the Workshop
The first session was facilitated by Shailesh Chapagain, Training and Research Officer of LDTA. He mainly highlighted objective and two-day schedule of the workshop in detail. He informed everyone that this was the last Knowledge Management Workshop being conducted from Project side and everyone should try to internalize the learnings from this workshop to have better Knowledge management system in LDTA as well as each center. He also recalled about the action plan prepared by each center in last year's Knowledge Management Workshop and asked all the participants to reflect their achievement during the year.

6.1.3.   Session II: Action plan review by LDTA and each center
The main objective of the session was to review the progress of previous year action plan and discuss on the achievement and unachieved factors. Each center was asked to score on different activity they conducted by their self-evaluation. The basis of the scoring was based on the Table 0.

In regards of newsletter, UDTC Pokhara, RDTC Jhapa and RDTC Doti has scored themselves 4 as they have published newsletter as per their action plan. Whereas LDTA, WDTC Surkhet, WDTC Jawalakhel and RDTC Janakpur has scored themselves 3 as they have published some newsletters but not as per the action plan they planned previously.

In regards of FaceBook, LDTA, WDTC Surkhet and WDTC Jawalakhel has scored themselves 4 as they have been regularly posting about most of their training programs in their respective official FaceBook page. And UDTC Pokhara, WDTC Surkhet and RDTC Doti has scored themselves 3 as they have not been very active in updating their official FaceBook page. Whereas, RDTC Janakpur has scored themselves 1 as they have not updated their official FaceBook page at all.

Regarding the brochure, all the centers except RDTC Jhapa and UDTC Pokhara has been publishing their brochure. Similarly, regarding the library, databank and others, all centers have been updating

their databank, engaged in other activities like broadcast of their training programs through local media, news published in newspaper etc. and except UDTC Pokhara, RDTC Jhapa and WDTC Surkhet, other centers have not been updating or improving the condition of their library.

The result that shows how LDTA and each center has scored themselves in regards of newsletter, SNS (Facebook), brochure, library, databank and others is shown Table 1.

Table 0

Percentage of achieved	Score
100 %	5
99% - 75%	4
74% - 50%	3
49% - 25%	2
24% - 1%	1
0% or No plan	0 or N/P

Table 1

Name of center	Newsletter	SNS (FB)	Brochure	Library	Databank	Others
LDTA	3	4	4	2	2	5
UDTC Pokhara	4	3	2	5	3	2
RDTC Jhapa	4	4	1	4	3	3
WDTC Surkhet	3	3	4	4	3	2
WDTC Jawalakhel	3	4	5	1	3	3
RDTC Janakpur	3	1	3	1	3	-
RDTC Doti	4	3	4	4	1	3

Table 2

News Letter	
Achievement Factors	**Unachieved Factors**
• Interest of the staff to prepare newsletter • Staffs share information for newsletter preparation (LDTA) • All the staff have resources and skill to prepare newsletter (RDTC Jhapa and RDTC Janakpur) • Support from Project (RDTC Janakpur and UDTC Pokhara) • Being used as a promotional kit and also to establish relationship with Provinces and local governments (WDTC Jawalakhel)	• Not assigned individual responsibility (RDTC Doti) • Lack of IT skill to prepare newsletter (WDTC Surkhet) • Less follow up on newsletter preparation (LDTA) • Busy schedule of training center/ lack of time (RDTC Jhapa, WDTC Jawalakhel and UDTC Pokhara) • Lack of human resource (RDTC Janakpur) • Lack of office culture of preparing newsletter (WDTC Jawalakhel)

Table 3

Facebook	
Achievement Factors	**Unachieved Factors**
• Interest of staff to use FaceBook • Staff assigned for update (LDTA) • Availability of internet (LDTA, WDTC Jawalakhel and RDTC Jhapa) • Have opened official FaceBook page for center (RDTC Janakpur) • Realization that FaceBook is appropriate way to publish/update about center's activities (WDTC Jawalakhel and UDTC Pokhara)	• Less HR (RDTC Doti) • Unavailability of all information (RDTC Doti and LDTA) • Internet Problem (WDTC Surkhet, RDTC Janakpur and RDTC Jhapa) • Less priority to update official page (LDTA and RDTC Jhapa) • Coordination problem amongst staff (WDTC Jawalakhel) • Could not update about training programs from rural areas due to lack of good internet access (UDTC Pokhara)

Table 4

Brochure	
Achievement Factors	**Unachieved Factors**
• Active dissemination of knowledge and promotion of center through brochure (RDTC Doti, WDTC Jawalakhel and UDTC Pokhara) • Old copy of brochure only available (WDTC Surkhet) • Staff is capable for preparing and publication of brochure (LDTA) • Availability of budget for brochure publication (LDTA) • Brochure has been prepared but not published (RDTC Janakpur)	• Overload of task of staffs (WDTC Surkhet) • Less monitoring of action plan prepared in previous workshop (LDTA) • Limited budget for budget publication (RDTC Jhapa) • Lack of time management (RDTC Jhapa and UDTC Pokhara) • Lack of human resource (RDTC Janakpur) • Lack of work culture to prepare brochure (UDTC Pokhara)

Table 5

Library	
Achievement Factors	**Unachieved Factors**
• Individual staff has been assigned for library (RDTC Doti and WDTC Jawalakhel) • Regular maintenance and update (RDTC Doti and UDTC Pokhara) • Supported by Project (WDTC Surkhet) • Freely available for all (LDTA) • Regular reading habit of staffs and availability of sufficient book (RDTC Jhapa) • Laborious staff who regularly update library when possible (RDTC Jhapa) • Obligated to update due to presence of provincial government in center premises (UDTC Pokhara)	• Limited resources available in library (RDTC Doti and WDTC Jawalakel) • No budget to buy recent books (RDTC Doti, RDTC Jhapa and WDTC Surkhet) • Less priority for updating or improving library condition as internet resources are also available as alternative to library (LDTA) • Busy schedule of training center/ lack of time (RDTC Jhapa) • Lack of human resource (RDTC Janakpur) • Lack of space for library (WDTC Jawalakhel and UDTC Pokhara)

Table 6

Databank	
Achievement Factors	**Unachieved Factors**
• Have provided some data for main hub (RDTC Doti) • Have updated available documents (WDTC Surkhet, RDTC Janakpur, RDTC Jhapa and LDTA) • Staff assigned for updating databank (LDTA) • Comparatively easier to use (RDTC Jhapa)	• Unaware about responsibility of updating databank regularly and lack of necessary information to center regarding updating databank in time (RDTC Doti) • Delay in receiving databank to center (WDTC Surkhet) • Updating databank is difficult due to lack of sharing culture of staff (LDTA) • Less utilization of databank (LDTA) • Lack of time management and partial unwillingness to update by team (RDTC Jhapa) • Lack of human resource (RDTC Janakpur) • No new data has been generated to update in databank (UDTC Pokhara)

Table 7

Others	
Achievement Factors	**Unachieved Factors**
• Support of local media, online news and local news reporter for coverage about center's training activities (RDTC Doti and RDTC Jhapa) • Training implementation is being regularly done (WDTC Surkhet) • All planned activities in previous action plan has been implemented (LDTA) • Office culture to prepare training report (WDTC Jawalakhel) • Well designed training and skilled facilitator (WDTC Jawalakhel) • News regarding training programs has been published in newspaper and broadcasted in different FM and TV programs (UDTC Pokhara)	• Lack of technical skill to prepare by center itself (RDTC Doti) • Busy schedule of training center/work burden (RDTC Doti) • Personal conflict amongst staff (WDTC Surkhet) • Lack of good access to internet (RDTC Jhapa) • Insufficient coordination with local media for coverage training programs (WDTC Jawalakhel and UDTC Pokhara) • Office culture of implementing promotional work is not established (WDTC Jawlakhel)

6.1.4. Session III: To share the 3 years Knowledge Management activities of LDTA and all center

The third session, facilitated by Yogmaya Sapkota, Management Officer, LDTA, was basically focused on sharing the 3 years Knowledge Management activities especially regarding newsletter, SNS (FaceBook) and databank.

The data collection period for the three mediums of information sharing was 3 years, from May 2016 to May 2019. In regards of newsletter, in the first year, the Project and three pilot centers; UDTC Pokhara, RDTC Jhapa and WDTC Surkhet, mainly started publishing newsletters. Whereas, LDTA and remaining three non-pilot centers; WDTC Jawalakhel, RDTC Doti and RDTC Janakpur started publishing newsletter only from the second year.

From the collected data, it was observed that the number of newsletters published by UDTC Pokhara has been improving every year and their outcome is good. LDTA and WDTC Surkhet are also doing well but Surkhet's output has reduced this year. However, the remaining training centers' number of newsletter publication is low and they need to improve their performance. Similarly, in regards of total number of newsletters published by each year, it was observed that in total 44 newsletter were published in the last three years. The total number of newsletters published is increasing each year and in the first year, Project was leading but since then LDTA and each center have been publishing comparatively more number of newsletters. And in order to continue this outcome in the future, LDTA and each center needs more ideas on how to make effective use of the newsletter.

Regarding the number of followers of SNS (FB), LDTA, RDTC Jhapa, WDTC Jawalakhel and RDTC Doti centre are steadily each year. And UDTC Pokhara and WDTC Surkhet have not had much followers since the second year. And in regards of the number of posts by each center by year, LDTA, RDTC Jhapa and RDTC Doti has been increasing each year and Doti has had tremendous growth as all of their activity information has been posted reliably. On the other hand, number of posts for UDTC Pokhara and WDTC Surkhet decreased in the third year. And RDTC Janakpur center does not have internet environment currently, thus it cannot post anything and its number of followers also has not increased. Similarly, the number of followers and posts in total has increased every year and there are still some problems that each center needs to solve especially the problem that there is no official FB in particular. But the quality of the content is gradually improving, and the number of followers is expected to continue to increase.

Likewise, at the ID workshop held in September 2018, the Project and all C/Ps discussed how to build an organizational data bank. After that, the following instructions were set by LDTA and shared to each center. However, even though LDTA has notified each training centers to update the databank and bring it to the next meeting as per instructions, only some of the centers have partially updated the databank and hence the databank is not functional yet.

6.1.5. Session IV: Strategy of Knowledge Management System
The fourth session, facilitated by Amit Shrestha, Senior Computer Operator, LDTA, was basically focused on sharing the strategy of Knowledge Management System.

He introduced the Knowledge Management Manual and explained about the contents of the manual in brief. He revisited what is knowledge management and its aim, what is the system and flow of knowledge management, task of each member in knowledge management, how to manage databank, how to design and use media, how to manage training information, internet risk management, basics of photography and about copyright and portrait rights.

6.1.6. Session V: How to update databank of LDTA and all centers

The fifth session, facilitated by Amit Shrestha, Senior Computer Operator, LDTA, was basically focused on providing detail explanation and instruction on how to update databank by LDTA and each center.

In the beginning of the session he highlighted about the aim of databank, the flow of databank that should be followed by LDTA and each center and step of updating databank. He provided step-wise detail instructions on how to update the databank and all the participants followed his instruction practically as well. Some changes were suggested to be made for the training module folders and sub-folders layout by the participants. Instead of having a sub-folder named "Training module" under "Training Topic", it was suggested to have a main folder named "Training Module" with sub-folders "Presentation slides", "Exercise sheets", "Evaluation tools" etc.

6.1.7. Session VI: Mindset for Explosive Growth

The fifth session, facilitated by Ayako Nakazato, Training Module Expert of Project. This session was basically focused on changing the mindset of the participants regarding knowledge management. She introduced the Iceberg model and explained about the three layers of iceberg; i) method, skills and ability, ii) manners, attitudes and behavior, and iii) consciousness, mindset and philosophy of life, that are important to have a stable iceberg for achievement of result.

The participants were given group exercise to prepare an iceberg model for their respective centers to achieve the result of "By accumulating, sharing and using experience and knowledge, LDTA's reputation as a trusted institution also improves" to showcase what is growth for them. Furthermore, the participants were also asked to prepare an iceberg model showcasing their present status on acquired skills, current attitude (negative and positive) and current consciousness and what is the desired status for each of the three factors for result achievement.

The second exercise was to showcase what percent of knowledge management is the responsibility of director, section chief, colleagues and the participants themselves. After the exercise, Ms. Nakazato highlighted the importance of having 100% ownership instead of feeling responsibility towards the job. She concluded the session with the message that the participants have the required skills and ability and now they have to focus in the attitude and behavior or the mindset part for knowledge management to function properly in LDTA and each center.

6.1.8. Session VII: Orientation of Institution Learning Visit

The seventh session, facilitated by Amit Shrestha, Senior Computer Operator, LDTA, was basically focused on providing orientation to the participants on Institution Learning Visit to ICIMOD the next day. He gave a brief introduction about ICIMOD, purpose of the visit, schedule of the visit and some key rules to be followed by all during the visit.

6.2. Day II (1st August, 2019)
6.2.1. Institution Learning Visit to ICIMOD

The second day started with the participants travelling to ICIMOD from LDTA for the institution learning visit. For the visit, around 30 minutes of presentation by ICIMOD, brief interaction program and tour of ICIMOD was organized.

On arrival to ICIMOD, a brief opening remarks was given by Mr. Sudas Sharma, Knowledge Management Coordination Officer, ICIMOD. He welcomed everyone to ICIMOD and said that even though they are not an expert on Knowledge Management, they will share about ICIMOD's experience

and Knowledge Management System and that LDTA is always welcome for interactions in the future too.

The presentation from ICIMOD titled "Introducing ICIMOD and KM Approach" was made by Udayan Mishra, Knowledge Management and Networking Officer, ICIMOD. After a brief introduction of all the participants, Mr. Mishra gave a detailed introduction about ICIMOD, its organizational objectives and how they work. He also explained about the history of Knowledge Management, importance of knowledge management and about nature of knowledge (tacit and explicit) the mechanisms for generating and sharing each type of knowledge. At the end he explained in brief about knowledge management and communications at ICIMOD.

During the interaction session with the participants, Mr. Mishra explained that there are 25 staff members in the Knowledge Management and Communication Division of ICIMOD. For better knowledge management throughout the organization, at least one knowledge management focal person in each project or initiative has been assigned who works with the project team from its initial stage to develop knowledge products and/or publications of the project. He also informed that the library in ICIMOD has been transformed into digital library now and everyone can access the resources freely. Similarly, he also explained that from the experience in ICIMOD, it was realized that knowledge management is everyone's responsibility in an organization and to make it a part of organization structure, either a team or a person should be given focal responsibility for knowledge management. He shared that since the establishment of separate knowledge management division in ICIMOD with its own staff and responsibilities, knowledge management has become better in ICIMOD. Also, he advised that in order to implement knowledge management effectively in LDTA, its organization structure needs not be changed but certain changes should be made to adapt knowledge management in working environment and style of LDTA. Furthermore, he expressed that ICIMOD has existing partnership with different organization in various countries and if LDTA is interested, collaboration between ICIMOD and LDTA can be done in the future.

6.2.2. Experience Sharing of Institution Learning Visit to ICIMOD

During the institutional visit, each participant was given a worksheet to record their experiences and learning from the visit.

In this session, all the participants were divided into two groups with 12 members each to prepare a PowerPoint slide on four topics; what is the key of Knowledge Management System, knowledge management system at ICIMOD, how knowledge management helps to improve the works and how the learning from the institution learning visit can be applied in LDTA which has been presented in the following table.

Table 8: Field visit report of institutional learning visit

What kind of KMS at ICIMOD?	What is the key of KMS?
- KMS was well equipped - Dependent on matrix level organization structure 25 staffs recruited for KM and communication - One KM focal person assigned in each project or initiative - System developed to transform tacit knowledge into explicit knowledge - Library documents digitized - Information dissemination system is one door/point policy - Maximum utilization of social media	- PPT (People, Process and Technology) - Mentor-mentee system - Ambuzperson
How knowledge management system helps to improve work?	**How we use of the learning from the institution study visit to LDTA?**
- Disseminate the knowledge - Support in decision making - Sharing culture established - Meet organizational goal, vision and mission - Help to design curriculum, develop training materials - Minimize loss of institutional memory - Identify LDTA resources	- Appoint KM focal person in LDTA - Generate knowledge from our activities - Production - Publication - Dissemination - Networking - Knowledge sharing culture

6.2.3. Action plan preparation and presentation

At the end of the workshop, it was decided along with preparing center-wise action plan, a general action plan will also be prepared to establish knowledge management and communication system in LDTA as an organization institutionally.

It was proposed that a Knowledge Management and Communication System (KM & C) should be established in LDTA which will be responsible to develop and implement KM & C strategy as well as KM manual and establish infrastructure for KM & C system. In order to setup KM & C system, it was proposed to assign a focal person for KM & C from LDTA and also to establish a KM & C team with 5 members. Similarly, to develop and implement KM & C strategy, it was proposed to finalize the KM & C strategy by the end of August in consultation with Ms. Nakazato and ICIMOD as well if possible. The task team with following members and expert was formed:

1. Mr. Deepak Thapa (Task team leader)
2. Mr. Amit Shrestha (Focal Person)

3. Mr. Kashi Maharjan
4. Mr. Shatrughan Chaudhari
5. Mr. Navaraj Nepali
6. Ms. Ayako Nakazato (Expert)

The task team will be responsible to prepare draft for KM & C strategy and to consult with ICIMOD when necessary.

Likewise, to establish KM & C infrastructure, allocation of room and equipment, preparation for networking between centers in web, deciding which software/server to use and updating LDTA's website was decided to be done by end of August. Also, it was decided that all the regional centers will send all available information on 2075/76 will be sent to the main backup hub in LDTA and remaining information for previous years will be back dated gradually.

The regional training centers and LDTA also prepared action plan for each activity and they were shared and finalized with the feedback.

7.   Evaluation

At end of the workshop, the satisfactory level was achieved by participant's evaluation with some specific criteria. The result of the evaluation score is shown in the following table:

Q.	Evaluation Topics	Excellent	Very Good	Good	Fair	Poor	Total Response	Total Marks	Average (%)
		100	80	60	40	20			
1	General Impression	4	7	3			14	1,140	81.4
2	Facilitator	2	7	5			14	1,060	75.7
3	Handouts	1	7	6			14	1,020	72.9
4	Content (Relevant/useful)	2	8	4			14	1,080	77.1
5	Methodology	3	7	4			14	1,100	78.6
General Average									77.1

The evaluation by the participants showed that they are satisfied regarding the general impression, facilitator, handouts, content and methodology. All the participants expressed that the content was very useful for their respective jobs and they will apply the learnings practically in their daily work as well. They also expressed that they will utilize the learnings from the workshop to change their mindset and assume more responsibility to improve their respective training center's situation.

8. Observation

The workshop was successful to achieve its objectives and achieve a concrete result. It helped the participants to understand the importance of knowledge management and they also took an initiative to establish a KM & C system in LDTA. The participants remarked that the institutional learning visit was especially effective and it helped them understand the importance of KM & C in an institution, how it can be established and how the good practices in ICIMOD can be applied in LDTA institutionally.

Methodology of the workshop

The workshop was in participatory approach with the workshop especially focusing on information sharing regarding the status of KM in the past three years, theoretical knowledge about a new concept Iceberg model, practical institutional learning visit and group exercises by the participants. The institutional learning visit and interaction session between Mr. Udyan Mishra and the participants was fruitful as the participants were able to understand how an effective KMS can help for the overall growth of the organization.

Level of participation

All of the participants actively participated in the theoretical session as well as in group exercises and learning visit. The participants found learning visit and session on Iceberg model most interesting and useful.

Time management

The overall duration of the workshop was enough the achieve all the set objectives. Flexibility further helped reschedule some of the sessions and session timings to conduct the workshop.

Facilitation

As the workshop was designed to involve the participants in actual exercises, it was more relevant for them to apply the learnings into their work. The technical instructions in each session helped to enhance the knowledge and skill which they could apply in initiating knowledge management system in the organization.

Logistics and training management

Logistics and other management aspects of the workshop were good. No significant shortage of materials or equipment were observed. The participants did not raise any issues regarding logistics and training management as well.

Annex 15

Report on Instructional Design Workshop 2019

1. **Introduction**

Project for "Improving Local Governance Training through Capacity Enhancement on Research and Analysis" has been implemented jointly by the Ministry of Federal Affairs and General Administration (MoFAGA), Local Development Training Academy (LDTA) and Japan International Cooperation Agency (JICA) since January 2016 for four years. The Project aims at enhancing the capacity of Local Development Training Academy and its regional training centers on training planning, curriculum development, training delivery and training management through comprehensive mechanism "that enables action research and result analysis grounded". The Project is scheduled to terminate in December, 2019.

The Project has been conducting 'instructional design workshops' since the outset to equip counterparts with the knowledge and skill on training needs assessment, training material development, training delivery, training management and knowledge management. The final event of the same has been completed during 20 to 25 August, 2019. The workshop was built on the workshop conducted during 13–19 September, 2018.

The main purpose of the workshop was to enhance capacity of counterparts on the designing of a training programme keeping Level 2, Level 3 and Level 4 of Kirkpatrick model into account. Further, the workshop was discussed on the post-training follow up, training monitoring and evaluation of the results.

2. **General information of the Workshop**

Date: 20-25 August, 2019
Venue: Nagarkot
Resource Person:
    (1) Prof. Dr. Kenichi Kubota, Kansai University, Japan
    (2) Prof. Dr. Katsuaki Suzuki, Kumamoto University, Japan
Participants: Counterparts of the project from LDTA and 6 regional training centers

3. **Objectives of the workshop**

3.1 General Objective

The general objective of the workshop was to enhance capacity of LDTA personnel on Instructional Design.

3.2 Specific Objectives

At the end of the ID workshop, LDTA trainers' team will be able to:
*   Review the achievement, issues, lesson learned and challenges of the activities by each center.
*   Evaluate the results of the monitoring of PT, LLP and SA training, identifying the level 3 and 4 results.
*   Based on the lesson learned from the 3 pilot cases, improve the goal of each module.
*   Based on the lesson learned from the 3 pilot cases, develop performance assessment sheet for each module.
*   Discuss and review the draft of the LDTA operation manual.

4. Contents of the workshop

The following were the contents of the workshop.

(1) Assessment of the current competency and identification of the training needs based on the expected performance (gap analysis tools)
(2) Methods and tools for content analysis
(3) Designing assessment strategies for Level 2 (skill), Level 2 (knowledge), Level 3(application) and Level 4 (results) of Kirkpatrick model
(4) Development of activity sheets
(5) Methods and tools for Implementing and evaluating Level 2, Level 3 and Level 4 of the Kirkpatrick model
(6) Review of the material developed by the Project (against Kirkpatrick' 4 levels of Evaluation)
(7) Review of training module development guidelines
(8) Review of monitoring checklists
(9) Review of training material development process
(10) Methods and tools for Post-training follow-up
(11) Institutional knowledge management system

5. Schedule

Date	Activities
20 Aug. 2019	(1) Arrival to Nagarkot, hotel check-in (2) Opening of the workshop, workshop objective (3) Assessment of the achievements, issues/problems, challenges and lessons learned while applying instructional design and ADDIE processes
21 Aug. 2019	(4) Presentation on the follow up and monitoring report on Property Tax and discussion on the follow up/monitoring checklist (5) Presentation on the follow up/monitoring report on Local Level Planning and Social Accountability and discussion on the follow up/monitoring checklist (6) Designing assessment strategies for Level 3 (application) and Level 4 (results) of Kirkpatrick model
22 Aug. 2019	(7) Designing assessment strategies for Level 2 (skill), Level 2 (knowledge) of the Kirkpatrick model (8) Activity sheets and assessment of performance during training
23 Aug. 2019	(9) Elaboration of Activity Sheets (10) Pre and post test

24 Aug. 2019	(11) Knowledge management
	(12) Action plan preparation on:
	   ○ Activity Sheets
	   ○ Improvement of pre-post test
	   ○ Feedback on training manuals
	   ○ Knowledge management
	(13) Summary and closing

6. Proceedings of the workshop

6.1. Day 1 (20 Aug. 2019)

6.1.1. Session I: Opening of the workshop, workshop objective

The Instructional Design Workshop was inaugurated after the lunch in a simple formal way with opening session welcome remarks by the Director of LDTA, Mr. Jaya Krishna Shrestha. He thanked the participants for their presence at the event and wished them to have a fruitful learning experience. He also hoped that the active participation and significant contribution from each center to achieve the goal of the program. In the same way, Dr. Takujiro Ito, Chief Technical Advisor, ILGT-CERA JICA project, in his opening remarks pointed that the workshop will give something new on major five specific objectives;

- Assess training needs analyzing competency gap and analyze the contents of a training programme.
- Design assessment strategies of a training programme for Level 1 (skill), Level 2 (knowledge), Level 3 (application) and Level 4 (results) of Kirkpatrick model
- Review monitoring checklist of developed modules for post-training follow up/monitoring

- Develop monitoring checklist for post-training follow up/monitoring
- Develop institutional knowledge management system in LDTA and its regional training centers

Dr. Ito brief explained about the workshop schedule. The training was attended and observed by the JICA Nepal Assistant-Representative Ms. Noriko Matsuda and Program Officer Mr. Namaraj Adhikari. They gave productive advices throughout the group discussion.

6.1.2. Session II: Assessment of the achievements, issues/problems, challenges and lessons learned while applying instructional design and ADDIE processes

The technical sessions were followed as stated by the program schedules. The first session started by Mr. Rishiram Pandey, with the brief presentation on outline of the Instructional Design Workshop. Mainly Mr. Pandey facilitated that, what are the things which participants wants to learn from the both professors during the workshop. In this regard he briefly facilitated all the participants to follow the discussion based on the following points:

- What are the achievements?
- What are the issues and challenges?
- About the action verb, form lower to higher level.
- About assessment strategies; How and Where do we use ID in our job?
- We have found other organization working on ID principle in Nepal So, what are the problems, achievements and applications on applying ID principle.
- Feedback from the participants were collected for further discussion which is noted on table below:

Achievements	Issues	Lesson Learned	Challenges	Others
• Promote will power and skills.	• Set objectives.	• Identification of Demand.	• To be updated on content.	• Mandatory guideline.
• Build up confident to develop new training modules.	• Content analysis to link with objectives.	• Easy to Implementation.	• Traditional mindset in terms of Capacity	• Coordination.
• Goal and action-oriented training module.	• Verification of the product (Training module validation)	• Increasing good relationship.	Development.	• Human Resource.
• Need based training module.	• Lesson plan (Is teaching or Adult learning?)	• Quality Enhance.	• Different level of participants.	
• Followed the steps of Gagne's principle.	• Level 2 (Measuring the level of learning may not be fruitful by Pre/Post test)	• Easy to conduct training based on ADDIE module.	• Sustainability.	
• Develop and use of ARCS module.	• Ownership and responsibility.	• Easy to achieve result applying performance-based training.	• Learning environment after LDTA restructuring.	
• Self-efficiency, motivation and dedication.	• Finalization of PP (process)	• Proper training need assessment.	• Further technical support for competitive with others.	
• Enhanced K/S to develop systematic training module.	• Setting level 4 goal and setting level 4 strategies.	• Proper knowledge system.	• Competency in ID approach.	
• Developed training module by following ADDIE model.	• Competency or Capacity?	• Follow up and monitoring system.	• institutionalization of ID approach into LDTA training system.	
• Learned action research methodologies,	• Gap analysis problem	• Organized training on generate result.		
-questionnaire preparation.	• Difficulties to set level 3 and 4 goals.	• Training validation.		
-Interview.	• Difficulties to set assessment strategies.			
-Check sheet	• Linkages with general objectives, specific, session objectives.			
-FD observations.				
• Objective setting focused on level 1 and 2.				
• Enhance skill to develop evaluation tool.				
- Pre test.				

| - Post test.	•Due to lack of	•Standardization9		
•Daily feedback sheet.	participants, it could	of training		
•Enhanced skill to prepare;	not be possible to	materials.		
-Training plan.	follow complete			
-Training guidelines.	process all the time.			
-Session plan.	•Difficulties to prepare			
	follow up check sheet.			

6.2 Day 2 (21 Aug. 2019)

The second day started with a short review of the first day. The second day mainly focused on monitoring/follow-up issues as well as ensuring the level 3 behavior i.e. application of training in behavior and how can it can be continued effectively with the application of ADDIE's instructional design model and standardization of monitoring and evaluation system based on Kirkpatrick four level evaluation.

The second day session was started by presentation of UDTC Pokhara sharing on the follow up and monitoring report on Property Tax and discussion on the follow up/monitoring checklist. During the presentation UDTC Pokhara shared monitoring plan, follow up check sheet and report documents on PT. The UDTC Pokhara team shared following learning by experience through the follow up on property tax training implementation;

- It should be set clear objectives as well as methodologies in the module taking 4 level of evaluation model into account. The property tax training was clearly set out with Kirkpatrick's 4 level goal
- The PT training was based on skill.
- The level 1, Level 2 and level 3 goals were almost met.
- Experiences from the monitoring visit it was noticed some amazing truth like, some municipality/rural municipality or people having clear idea with one or few hours coaching only, however, they have been proposed for three days full package in the name of training.
- The overall progress or achieved results were not totally depended by our trainings, they had followed other ways for overall improvement like, followed other's best practices, consultation, related documents review and other so many ways, our training is one of the parts as well.

Session two was presented by Dr. Takujiro Ito. He shared result of level 2 evaluation basically focused experiences from the Bhimad Municipality, Tanahu District. The overall conclusion of the presentation suggested that we see the knowledge part at level 2 by pre and post test but we cannot test skill part in level 2, therefore, we have to fix some benchmark where, we can improve the level 3 part as well. At the end of the session there was a big discussion on how to improve level 1, 2, 3 and 4 evaluation on property tax.
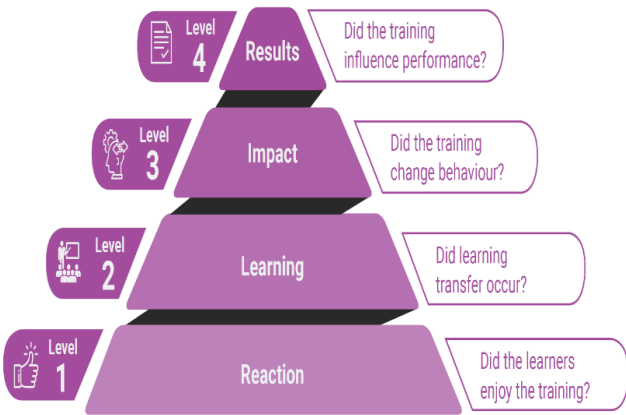
After the lunch, session 3 was started with special comment by Prof. Suzuki on the previous presentation. At first, he thanked to UDTC Pokhara team for their hard work and presentation. He appreciated the monitoring sheet as a Chrystal element. He put some arguments and comments as follow:

- The training is not finished yet. If the level 3 and 4 is remaining. So, only the accomplishment of all four levels, training will finish.
- Follow-up is necessary to ensure the results.
- Monitoring should be responsibility of Municipality/Rural Municipality, not the LDTA's. Regarding the points; monitoring is central to ensure the expected ultimate goals and 'value for money'.
- If we can implement the training with 100% satisfaction then there is no need of follow-up.

Concerning the Prof. Suzuki's comments, all the participants divided into three groups and discussed on given arguments:

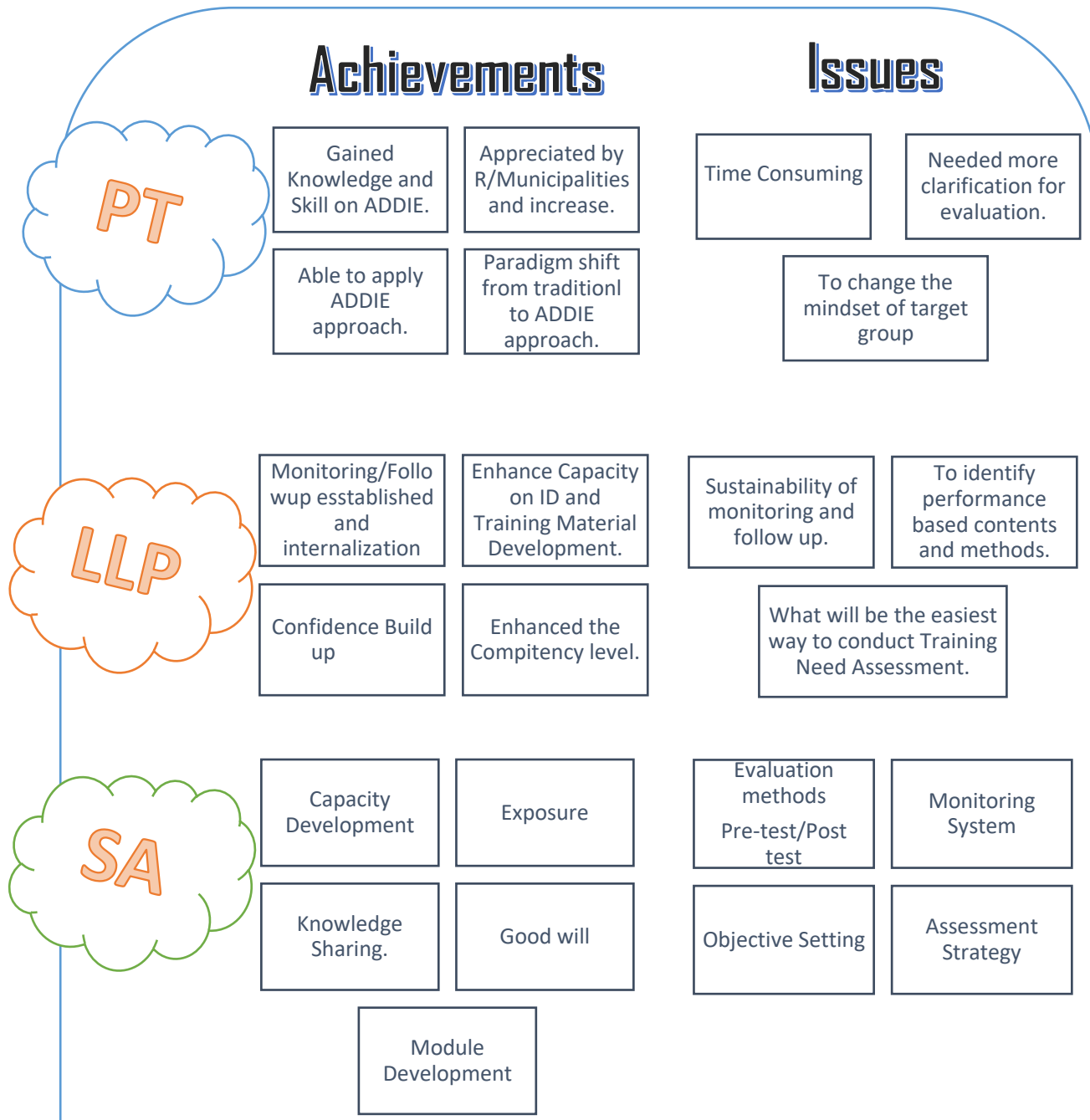| Group 'A'		
Question No 1 If the training is effective, follow up is not required.	**Agree**	**Disagree**
		How to measure training effectiveness.
		Heterogeneous participants.
		Unstable of Chief Administrative Officer.
		Frequently changes on rules and regulation.
Question No2 Monitoring is not our job. It is under the responsibility of Mun/R.Mun and our responsibility is to make them able to monitor as well as provide necessary monitoring sheet for that.		Training Programme
		Follow ADDIE approach
		Complete training cycle.
Group 'B'		
Question No 1 If the training is effective, follow up is not required.	**Agree**	**Disagree**
	Unable to grab 100% output in skill and knowledge at a time.	To Check the performance assessment of the clients.
	To achieve the level 3 objectives.	To update and modified training process as demand of time and needs.
	To evaluate ourselves and find out/develop competency.	Work load of Municipality and Rural Municipality.
Question No2 Monitoring is not our job. It is under the responsibility of Mun/R.Mun and our responsibility is to make them able to monitor as well as provide necessary monitoring sheet for that.	To judge the facilitators performance	Difficult to find the effectiveness of training.
	Division of responsibilities and self-esteem.	Difficult to measure the result.
	Action plan should be monitored mainly by Municipalities and training institution.	To analysis the behavior changes into systematic way.
		Increase will and inspire them to do work.

Group 'C'		
Question No1 If the training is effective, follow up is not required.	**Agree**	**Disagree**
		Lack of HR to develop perfect manual.
		Not qualified as per TOR.
		Less interest to apply K/S in real field.
		Coaching
		Lack of innovative ideas.
		Update.
Question No 2 Monitoring is not our job. It is under the responsibility of Mun/R.Mun and our responsibility is to make them able to monitor as well as provide necessary monitoring sheet for that.	Sustainability	
	Ownership	
	Fair	
	To know real situation.	

6.3 Day 3 (22 Aug. 2019)

Day three was also started with short review of the previous day's major issues. Technical session was started with RDTC Jhapa team's sharing on the result and experiences of monitoring follow-up of LLP training implementation. Jhapa team also shared monitoring check sheet and made discussion on means of verification. In the same way, WDTC, Surkhet team also shared on SA. After the presentation of the both LLP and SA team, Prof. Suzuki and Prof. Kubota put some comments on both modules. Regarding this issue all the participants involved in the long discussion, as well as so many questions were raised in the open forum, in conclusion participants expressed their demand to the both professors that they were expected a systematic formula or inputs as a clear version.

Relating to the expectation of the participants, Prof. Kubota addressed some issues, as well as he said that, basically ADDIE is a linear model but sometimes it goes back and front. He also simplified the training concept and training method. Dr. Ito summarized the session by dividing the participants into three groups.
After the discussion, LLP, SA and PT team presented the result of level 1-4 goals, indicators and means of verification. The summarization of the group work presentation noted as below:

Achievements | Issues

PT

Achievements:
- Gained Knowledge and Skill on ADDIE.
- Appreciated by R/Municipalities and increase.
- Able to apply ADDIE approach.
- Paradigm shift from traditionl to ADDIE approach.

Issues:
- Time Consuming
- Needed more clarification for evaluation.
- To change the mindset of target group

LLP

Achievements:
- Monitoring/Follo wup esstablished and internalization
- Enhance Capacity on ID and Training Material Development.
- Confidence Build up
- Enhanced the Compitency level.

Issues:
- Sustainability of monitoring and follow up.
- To identify performance based contents and methods.
- What will be the easiest way to conduct Training Need Assessment.

SA

Achievements:
- Capacity Development
- Exposure
- Knowledge Sharing.
- Good will
- Module Development

Issues:
- Evaluation methods Pre-test/Post test
- Monitoring System
- Objective Setting
- Assessment Strategy

6.4 Day 4 (23 Aug. 2019)

Day Four was also started with short review of the previous day's major issues. Day Four session proceeded with sharing the result and experiences of monitoring follow-up of LLP and SA training implementation. The following session started with the elaboration of activity sheets of LLP, SA and PT training. In the same way, discussed on improvement of pretest and posttest for level 2 assessment method to improving the performance level. After a long discussion on issues mentioned above, all the participants were divided into three work group based on PT, LLP and SA modules. At first all the group discussed separately on setting of criteria for

the activity sheet, and they identified the critical points for the activity sheet based on the same criteria. Finally, PT, LLP and SA all the group prepared a separate activity sheet and presented.

After the lunch break, activity sheets were displayed in English to getting remarks from the both professors. After getting inputs, next session started with the review of pre-test exercise. In this regard PT, LLP and SA modules identified the issues 'Must Know' and 'Nice to Know' from all the related session for pre-post questionnaire. Participants raised the questions like; how to identify 'must know' and 'nice to know' theoretically? Prof. Suzuki replied that 'depends on the professionalism'. In the same way, Prof. Suzuki also clarified that, balance is necessary in between the both 'must know' and 'nice to know'. So, a careful consideration should be given while setting the questionnaire in each session items.

6.5 Day 5 (24 Aug. 2019)
Day five was also started with recap of the previous day facilitating by Ito san on pre-post improvement by analyzing the current test. Dr. Takujiro Ito started session by conducting discussion on the necessary information which needs to remember to balance the session covered by the pre-post test.

Next session was facilitated by the Amit Shrestha, on Knowledge Management and Communication title. He shared experience from the ICIMOD. Before starting his presentation, he asked a question to the participants why knowledge management is not a priority issue in LDTA?' All the centers shared their center's knowledge management plans, progresses and budget.

Next session was facilitated by Jaya Krishna Shrestha, for action plan preparation. The following activities were prepared with tentative deadline.
- Preparation of activity sheet.
- Review and preparation of pre test and post test questionnaires.
- Feedback and suggestion on knowledge management and communication.
- Update data bank.

7. Summary and Conclusion
An informal closing was held at the end of the workshop. Executive Director of LDTA Mr. Pit Kumar Shrestha, in his closing remarks, thanked all the participants for their active participation in the workshop. He acknowledged the effort of all the centers and team member for their progress and contribution. He also hoped that each center would be able to apply the learning form the Instructional Design Workshop in their respective areas based on the requirement of local levels.

Annex 16
Report on Provincial Interaction Programmes

1. Background

After the completion of election in 2017, local governments are led by elected representatives. Institutional and human resource development is one of the main issues in local governments as many new laws and policies were endorsed.

Local governments have now the full-fledged responsibility of local development and service delivery functions in all sectors. The local governance system has gone through a complete restructuring process to establish viable and vibrant local governments. Making the local governments effective and fully functional is a task of immediate and critical relevance.

The three levels of governments have to quickly assess the need of institutional and human capacity. Based upon the assessment, plan and invest in strengthening institutions of governance, deployment of the required human resources, enhance and build capabilities for planning and service delivery are the argent need.

As a national institution Local Development Training Academy (LDTA) has huge responsibility to strengthen the capacities of local government institutions in Nepal. Thus, LDTA aims to create a larger arena to bring together and apply the ideas, experiences, practices and knowledge on enhancing the capacity of local government from different horizon.

To create the forum where the local levels can develop and discuss on human resource development strategy, LDTA organized one and half day Interaction Programme in four provinces with the support of JICA Project. (Project for Improving Local Governance Training through Capacity Enhancement on Research and Analysis) in collaboration with MoFAGA and provincial government.

Even the interaction programme was planned for seven provinces, it was successfully completed only in four provinces by the end of September 2019.

S.N.	Name of Province	Date	Venue
1	Province 1	6 - 7 Sept	Hotel Eastern Star, Biratnagar
2	Province 2	27 - 28 Sept	Hotel Manaki, Janakpur
3	Province 4 (Gandaki)	24-25 Sept	Hotel Grande, Pokhara
4	Province 7 (Sudhurpachhim)	30 Sept- 1 Oct	Hotel Rubus, Dhanagadhi

2. Objectives

The overall objective of the Provincial Level Interaction is to bring the local governments of concerned province together to interact and share knowledge and experience among the different stakeholders on human resource development of local level.

Specific Objective of the program

- To strengthen understanding of inter-governmental relation mechanism on significance of human resource development of local government Institutions for effective and efficient service delivery in context of new federal structure.
- To extract and share the synopsis on the results of the study of capacity need assessment
- To identify major issues of capacity development of Local Governments and its possible countermeasure.

- To extract and share the lesson learnt and good practices of Governments regarding capacity development
- To share the new approach of results focused capacity development implemented by LDTA with technical assistance of Japan.

3. Outputs from the interaction
The expected outputs from the conference include:
- A common understanding on inter-governmental relation mechanism on significance of human resource development of local government Institutions for effective and efficient service delivery in context of new federal structure developed.
- Major issues of capacity development of local governments, possible countermeasures and stakeholders identified
- Good practices and lesson learnt regarding capacity development extracted and shared
- Some possible ideas for human resource development strategy developed.

4. Participants
The participants were Chairpersons or Deputy Chair and Chief Administrative Office of local levels in each province. Besides, representatives of MoFAGA, representatives of provincial government, chair of DCCs, local medias, representatives of PLGSP of respective province were also participated. Altogether 831 (99 female) were participants actively participated in the programme.

Out of 445 local level in four provinces 323 local level attended the programme which counts 72% of the coverage.

Numbers of the local level from each province attended the programme

S.N.	Name of Province	No. of Local Levels	No local level participated	%
1	Province 1	137	93	67%
2	Province 2	136	93	68%
3	Gandaki	84	67	76%
4	Sudurpachhim	88	70	79%
	Total	**445**	**323**	**72%**

Details of participants

S.N.	Name of Province	Male	Female	Total
1	Province 1	182	30	212
2	Province 2	197	29	226
3	Gandaki	170	21	191
4	Sudhurpachhim	183	19	202
	Total	**732**	**99**	**831**

5. Methodology:
The objective and the content were developed together with MoFAGA, LDTA, Provincial Government and the Project. As the Government recently completed the staff adjustment process on local level many new staffs were deployed to local levels. And to settle other issues the coordination cooperation among three tiers of Government is very essential. Hence, the programme was designed so as to deal with the emerging issues of the intergovernmental relationship in perspective of federal and provincial government, MoFAGA's strategy on capacity development of local levels, sharing the experiences of LDTA on result-based training mechanism, and issues and challenges faced by the local governments.

The last session session was designed for interaction with MoFAGA on different issues faces by the local government. The sessions were facilitated by MoFAGA, Provincial Government and LDTA. Necessary changes and improvements were adapted by the learning and experience after each event.

6. Proceedings

The inaugural ceremony commenced with the lighting of the lamp by the Hon. Minister, Lal Babu Pandit, Ministry of Federal Affairs and General Administration in Province 1 and 4, where as in Province 2 the programme was inaugurated by Hon Lal Kishor Shah, Minister of Province 2. In case of Province 7 the inauguration programmed done by the Hon. Minister, Jhapat Bahadur Bohora, Ministry of Financial Affairs and Planning; Sudurpachhim Province.

The programme was chaired by executive director of LDTA and attended and addressed by state ministers of the respective provinces, DCC Federation chairs, MoFAGA and other guests.

Hon. Minister, Lal Babu Pandit emphasized that LDTA would be the leading institute for capacity development and all the training programme would be implemented through LDTA and its provincial centers which would be handed over to provincial government. MoFAGA is keen in restructuring LDTA as a Government manded institute with strong leadership.

6.1. Inter-Governmental Relation for Capacity Development of local Level

The first session was on the 'inter-governmental relation mechanism on human resource development of local governments'. This was facilitated by Dr. Khim Lal Devkota, Expert on federalism and local governance. He mainly focused on strategic and political interrelationship, functional interrelationship, interrelationship on plan formulation and implementation and administrative interrelationship.

6.2. Perspective of provincial Government on Inter-Governmental Relation for Capacity Development of local Levels

The second session session was on the perspective of provincial government on inter-governmental relation for capacity development of local Levels. The presentations were made by the representatives of provincial government. Mr. Suresh Adhikari, Chief Secretary of Province 1 made the presentation. The major focus of his presentations was framework of capacity development, efforts for capacity development, situation of capacity development, necessity of capacity development, future work direction of capacity development, expectation of the provincial and local levels.

In case of Province 2, Mr. Deepak Subedi, Chief Secretary made the presentation. He highlighted on individual capacity development, institutional capacity development and inter-governmental capacity development.

Likewise, on Gandaki Province, Mr. Giridhari Lal Sharma, Vice Chair, Policy and Planning Commission of Gandaki Province. His presentation was focused on present status of human resource in the province and local levels, human resource development programme of Gandaki province.

Similarly, in Sudhurpachhim province, Mr. Kishor Kumar Chaudhary, Secretary, Office of The Chief Minister and Council of Ministers. He highlighted on status of human resources, role of provincial government in HR management, institutional management for trainings, challenges and way forward.

6.3. Sharing on synopsis of the result of capacity need assessment of local governments

The third session was on the synopsis of the result of capacity need assessment of local governments facilitated by Mr. Jaya Narayan Acharya, Joint Secretary, Local Level Capacity Development Division MoFAGA and Programme Director, PLGSP. His presentation was focused on framework of capacity development, attempts of MoFAGA on capacity development, present status and needs of capacity development, way forward and expectation from provincial and local governments.

6.4. Sharing on the experiences of LDTA on capacity development under ILGT CERA supported by JICA Project

LDTA's experiences on capacity development was presented by Mr. Jaya Krishna Shrestha, Director of LDTA and Programme Manager of the Project. His presentation focused on the framework of training development and implementation mechanism adapted by LDTA, results of training implemented, issues and learnings and recommendations for result oriented capacity development.

6.5. Issues, challenges and possible countermeasures of capacity development

The fifth session was more focused explore the voices of local government on the major issues and challenges and countermeasures of capacity development. The participants were divided into groups with 8 to 10 members in each group. The groups were given a task to find out the issues/challenges and the countermeasures for that. In Province 1, the groups identified lists problems and training needs as countermeasures. However, these were not the most prioritized ones.

Thus, the strategy was bit changed in other provinces. The groups were given a task to identify three major issues and challenges faced in terms of capacity development.

The

following table shows the major issues ad challenges raised by the local levels.

Major Category of Issues and Challenges	Major Issues and Challenges			
	Province 1	Province 2	Province 4	Province 7
Knowledge and Skill	• Lack common understanding the provisions of constitution, act and law • Lack of knowledge on revenue management • No clear understanding on formulation of plan and budget • Lack of knowledge on formulation of law and policy • Lack of linkage between annual plan and Sustainable Development Goal • Unclear on the roles, responsibility and authority	• The elected members are not clear on their roles and responsibilities • Lack of coordination in selection of plan • No common understanding the provisions of constitution, act and law • Lack of coordination between three tiers of Government • Unclarity on public procurement • Unclarity in plan formulation • Lack ICT knowledge	• Plan formulation process for elected members • Formulation of plans, policies and guideline by the local levels • • Lack of basis knowledge on plan formulation and implementation • Lack of linkage in Periodic plan and annual plan • Prioritization of plan is not strategic due to lack of periodic plan • Inadequate orientation to elected representatives on their roles and responsibilities • Inadequate trainings to elected representatives and staff • Lack of knowledge and skill in Judiciary committee	• Lack of capacity and leadership in in elected representative • Lack ICT knowledge • Unclear on roles and responsibility and authority of elected members (Municipality to ward level) • Problem on formulation of plan and budget • Unclear on revenue consultation committee and public procurement • Lack of knowledge on formulation of act and law • Lack of knowledge and skill in Judiciary committee
Human Resource	• Lack of legal expert • Staff scarcity • Lack of qualified and competent staff • Lack of technical staff	• Lack of qualified and competent staff	• Scarcity of staff members • Lack of qualified and competent staff	• Lack of qualified and competent staff • Staff scarcity (Mostly the technical and sector wise staff)
Attitude and Behavior	• Lack of coordination among elected representative and staff	• Attitude problem (Supercity and infirmity complex) • Weak institutional memory • Capacity development	• Not able to internalize the changing context	• Lack of coordination among elected members and staff

		never come on priority		
Coordination and Cooperation	• Lack of coordination and cooperation among three tier government	• Lack of coordination and trust between elected members and elected members and elected members and staff	• Lack of coordination among different training institutions • Inadequate coordination among three tiers of government	• Lack of coordination between three tiers of Government
Act and policy	• No clear understanding on formulation of plan and budget • Confusion and contradiction on the provision of constitution, act and policy	• No clear modality in plan and budget formulation and resource distribution • Lack of law	• Policies and guideline by the federal and provincial government are not prepared on time • Organizational frame work is not finalized • Contradiction in act and policies • Lack of common understanding on existing act, law and policy • Untimely release of the budget • No clear decision of land use and use of natural resources	• Policies and guideline by the federal and provincial government are not prepared on time • Lack of act and law • Untimely release of the budget • Capacity development plan is not existed
Training mechanism	• Trainings are more theoretical rather than practical knowledge • Not linked with performance	• Lack of good training, continuity and follow up	• Sector wise training should be provided to different sector staff • Job aid training packages are not developed • No uniformity in training packages • Different training institutes but no follow up	

And all the individual participants were asked to priorities ten subjects of training out of 31 lists of training which their local level needs the most. The most prioritized one is given the rank 1 and the least priority would give rank 10.

The following table shows the ten most prioritized training lists.

SN	Province 2		Province 4		Province 7	
	Training list	Average Score	Training list	Average Score	Training list	Average Score
1	Local Level Planning	2.25	Local Level Planning	3.50	Local Level Planning	3.06
2	Property Tax	3.04	Property Tax	3.55	Property Tax	3.94
3	Positive thinking for effective Service Delivery	3.22	Policy and guideline preparation process	4.11	Revenue Improvement Plan	4.13
4	Revenue Improvement Plan	3.24	Revenue Improvement Plan	4.60	Periodic Planning Process	4.25
5	Local Economic Development	4.61	Local Level Operation and Management	4.63	Gender Responsive Budgeting	4.79
6	Leadership Development and Empowerment	4.78	CFLG	4.75	Local Level Operation and Management	4.86
7	Gender Responsive Budgeting	4.86	Public Procurement Management	4.76	Judiciary Management	4.88
8	Roles and responsibility of deputy chief	5.00	Conflict Management	4.86	Local Economic Development	4.96
9	Intergovernmental coordination and cooperation	5.31	Periodic Planning Process	4.89	Good Governance	5.08
10	Public Procurement Management	5.44	Local Economic Development	5.14	Policy and guideline preparation process	5.13

6.6. Interaction with MoFAGA

The last session was interaction between MoFAGA and local levels. This was the platform for the participants to raise the issues and concerns felt by the local levels. The issues and queries raised by the participants were addressed by secretary and Joint Secretary of MoFAGA, representatives of provincial government and representative of CIA. The staff adjustment process was recently completed but still many positions are vacant. So, most of the local level are not satisfied with this. Thus, many issues and queries were raised regarding fulfilling the human resource scarcity.

The issues on contradiction of different provisions of constitution with law and policies, confusion and unclarity on the use and distribution of revenue on the natural resources was became the hot cake for discussion.

Some recommendations for the amendment of local level operation act 2074 were also collected.

7. Conclusion:

The participants from local levels seemed satisfied with the content of the programme. They expressed that it was the right time to have interaction with the central government. This was marked fruitful by MoFAGA, Provincial Government and Local Level as it was the platform to gather representatives of three governments to discuss on interrelationship and capacity development issues.

As still all the positions in local levels are not fulfilled yet, the concerns were more focused on human resource fulfillment rather than their capacity development.