Fiscal Year 2016

Ex-Post Evaluation Survey of

JICA Knowledge Co-Creation Programs

("Group and Region Focus" & "Young Leaders")

Report of Survey

February 2017

Japan International Cooperation Agency（JICA）

Japan International Cooperation Center（JICE）
International Development Center of Japan（IDCJ）

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Foreword

This report summarizes the results of Fiscal Year 2016 Ex-Post Evaluation Survey of JICA Knowledge Co-Creation Programs ("Group and Region Focus" & "Young Leaders"), conducted under the commission of Japan International Cooperation Agency (JICA).

I. Survey Background

JICA's training programs in Japan, as the first scheme of Japan's official development assistance (ODA), began in FY1954 and celebrated its 60th anniversary in FY2014. More than 330,000 trainees have completed a training program in Japan.

Among existing training programs, the "JICA Knowledge Co-Creation Programs (Group and Region Focus)" (thereafter "Group and Region Focused Programs") are designed to assist in developing capable human resources to meet the needs in developing countries. The post evaluation of the Group and Region Focused Programs has been conducted annually since a trial survey in FY2009. Aiming to have feedback to further improve current training systems, the evaluation has been conducted through qualitative and quantitative surveys of training outcomes. Since FY2010, the evaluation consists of two surveys: 1) Thematic Verification Survey, targeting certain countries and training themes; 2) Complete Count Questionnaire Survey, targeting former training participants after several years of training.

Another training program, the "JICA Knowledge Co-Creation Programs (Young Leaders)" (thereafter "Young Leader Programs") place a focus on developing the next generation's young leaders. Since FY2010, former training participants of Young Leader Programs have become the survey targets of the Complete Count Questionnaire Survey and the Overseas Field Survey (part of the Thematic Verification Survey) since FY2013.

In FY2015, Water Supply was selected as the survey target training area for the Group and Region Focused Programs. Overseas Field Survey was conducted in the countries of the Philippines, Sri Lanka and Rwanda.

This year, the Group and Region Focused Programs training area, "Local Governance", and the Young Leader Programs were selected as target training areas for the survey. Based on the Monitoring and Evaluation System for the Group and Region Focused Programs and the Young Leader Programs, a Thematic Verification Survey (including Overseas Field Survey and Survey on Japanese Training Organizations) and Complete Count Questionnaire Survey were conducted

to examine training outcomes and facilitating/constraining factors. In the field of Local Governance, Japan has a long history of contributing to international society through utilizing local governments' expertise, and has made positive impacts on the improvement of local governance in developing countries. Therefore, we examined the training outcomes and searched for further possibilities of cooperation between developing countries and Japanese local governments.

II. Survey Objectives

Based on the Monitoring and Evaluation System for Group and Region Focused Programs and Young Leader Programs, evaluation was conducted through a Thematic Verification Survey and a Complete Count Questionnaire Survey. The objectives are as follows:

(1) To obtain lessons with regard to program improvement and new program formation.

(2) To summarize past training achievements and utilize these results for PR materials.

III. Survey Policies and Remarks

The Thematic Verification Survey consists of an Overseas Field Survey and a Survey on Japanese Training Organizations. In order to understand the current training activities as well as trends and challenges in the Local Governance sector, we also attended study seminars organized by JICA's Department of Industrial Development and Public Policies, and interviewed course leaders in target training courses.

1. Overseas Field Survey

(interviews with former training participants, parent organizations, and JICA overseas officers)

In the survey, interviews were conducted with a focus on examining training outcomes: 1) capacity development at the individual level, and 2) contributions to parent organizations and national policy development.

- To examine training outcomes
- To collect Good Practice cases
- To understand the current conduction of similar training programs provided by other donors.

2. Survey of Japanese Training Organizations

Along with an Overseas Field Survey and a Complete Count Questionnaire Survey, we conducted a Survey of Japanese Training Organizations. Through interviews, we tried to understand training organizations' efforts and challenges encountered toward smooth implementation, to grasp characteristics of training programs in the Local Governance sector,

and to collect information to further analyze facilitating/constraining factors of training outcomes.

3. Complete Count Questionnaire Survey

In this survey, we distributed questionnaires to target former training participants through email. We analyzed training outcomes statistically with focus on the following:

- Satisfaction level toward training programs (contents, methods, accommodation, schedules, etc.)
- Training outcomes (behavior changes after training, utilization of training contents, implementation of action plans, etc.)
- Comparison with other donors (satisfaction level compared to JICA programs)
- Connection with Japanese Training Organizations and JICA after returning to home countries
- Cases of Good Practice
- Verification of the driving factors to an acquisition level for program content, behavior changes and utilization of training contents. (multiple regression analysis)

IV. Survey Targets

1. Targets of the Thematic Verification Survey

The target countries of the Thematic Verification Survey and training courses in the Local Governance sector and Young Leader Programs are as follows:

1) Local Governance in Tanzania and Bhutan
   - Tanzania: 3 courses (63 participants)
   - Bhutan: 7 courses (14 participants)
2) Young Leader Programs in Tanzania and Bhutan
   - Tanzania: 15 courses (62 participants)
   - Bhutan: 4 courses (93 participants)

The Group and Region Focused Programs (Local Governance sector) are those offered between FY1994 and FY2015, and the Young Leader Program courses are those offered between FY2008 and FY2015.

2. Targets of the Survey on Japanese Training Organizations

Interviews were conducted with the following 6 training organizations:

- Hokkaido International Exchange and Cooperation Center
- Hamanasu Foundation

- Local Autonomy College
- I-I-Network (Research & Action for Community Governance)
- Nihon Fukushi University
- Ryukoku University

3. Targets of the Complete Count Questionnaire Survey

The survey targeted the former participants of the FY2013, FY2014 and FY2015 Group and Region Focused Programs in the area of Local Governance, and the former participants of FY2014 Young Leader Programs, whose valid email addresses were known to JICA.

Training Programs	Number of Former Training Participants	Number of Email Addresses Managed by JICA
Group and Region Focused Programs (Local Governance)	208	164
Young Leader Programs	921	323

In principle, evaluation and analyses were conducted based on our evaluation framework, which is in accordance with Development Assistance Committee (DAC)'s 5 Evaluation Criteria (Relevance, Effectiveness, Efficiency, Impact and Sustainability), to learn overall lessons regarding JICA training programs.

V. Survey Implementation System

The survey was conducted by the JV of Japan International Cooperation Center (JICE) and the International Development Center of Japan (IDCJ).

Point Person	Task	Organization
Masako Kishimoto	Manager	Japan International Cooperation Center (JICE)
Miho Sakuma	Training Outcomes Analysis 1 (Overseas Field Survey: Bhutan)	International Development Center of Japan (IDCJ)
Kohei Horiba	Training Outcomes Analysis 2 (Overseas Field Survey: Tanzania)	International Development Center of Japan (IDCJ)
Rei Asada	Training Outcomes Analysis 3	Japan International Cooperation Center (JICE)
Wen Liu	Complete Count Questionnaire Survey	International Development Center of Japan (IDCJ)

Section 1 Executive Summary

Based on the results of the Thematic Verification Survey and the Complete Count Questionnaire Survey, overall evaluation was conducted as follows:

1. Overall Evaluation based on DAC's 5 Criteria

In terms of "Relevance", in the field of Local governance, the Thematic Verification Survey and the Complete Count Questionnaire Survey confirmed that the training programs corresponded to the policies and developmental needs of Tanzania and Bhutan; they also corresponded to the aid policies of Japan. The surveys also confirmed that the former participants of the Young Leader Programs, as well as of the Group and Region Focused Programs, were highly satisfied with the training contents. Therefore, it can be concluded that there is high relevance for the training programs.

In terms of "Effectiveness", through the Thematic Verification Survey, it was clarified that the training courses of both Group and Region Focused Programs (Local Governance sector) and Young Leader Programs were effective as they facilitated learning, increased the awareness of issues, and contributed to each participant's individual capacity development. Additionally, in the Complete Count Questionnaire Survey, many former participants of both Group and Region Focused Programs and Young Leader Programs replied that the perception of their responsibility in the workplace changed after training. Therefore, it can be concluded that the training programs were effective.

In terms of "Efficiency", through the Thematic Verification Survey, including the Survey on Japanese Training Organizations, it was clarified that there is still room for associated counterparties to mutually share information at the stages of program formation and follow-up after training. Moreover, the importance of making efforts toward enhancing Cost-effective performance was addressed during the interviews. A strategy needs to be developed in terms of what a country's training programs will target and how to combine training programs with JICA projects and the dispatching of JICA experts. On the other hand, in the Complete Count Questionnaire Survey, former participants of both Group and Region Focused Programs and Young Leader Programs highly appreciated the efficient training course conduction. Therefore, the overall efficiency of the training programs can be considered as moderate.

In terms of "Impacts", through the surveys, "improved task awareness and behavior change at individual level" and "the positive influence to colleagues, contribution to organizations and national policy formation" were confirmed to be significant overall. Especially, in Tanzania, former participants' behavioral changes at work have had positive influences on JICA projects'

implementation and those impacts have spread into neighboring countries. Training programs were proven as contributing factors for bringing out these impacts. Additionally, the training programs not only enhanced understanding toward Japan, but also increased the overall perception of Japan. Based on the results of the Complete Count Questionnaire Survey, it was clarified that "orientations on Japanese culture", "discussion sessions with lecturers", and "field visits" were the driving factors to the overall increase in perception of Japan. Therefore, it can be concluded that the training programs had an overall high level of impacts.

In terms of "Sustainability", evaluation looked at whether there was a connection maintained between former participants and JICA, and the sustainability of training outcomes. It was confirmed that some former participants took independent initiatives to form networks within their parent organizations or with outside peers of similar positions, in order to most effectively utilize the acquired knowledge and skills from training programs. There were occasions when communication was not deepened among participants during training, and this led to the weak connection after they returned to their countries. Moreover, Local Governance is a unique sector, and former participants typically return to their parent organizations at distant locations. The lack of proximity can be considered a possible reason why close ties were difficult to be formed among them. Although training programs produced positive impacts to participants' parent organizations, and over JICA projects, influence over national policy development at the Local Governance sector or formation of new cooperation projects hasn't been confirmed. Overall, the sustainability of the programs is evaluated as moderate.

2. Lessons and Insights Learned

We examined the results of the Thematic Verification Survey and the Complete Count Questionnaire Survey, analyzed the facilitating/constraining factors of training outcomes, and summarized the learned lessons and insights from the 4 stages of training programs: (1) before training; (2) training implementation; (3) after training; and (4) in general.

2-1. Lessons and Insights Learned before Training

a) **Clarifying the position of training programs within JICA cooperation schemes:**
(regarding JICA Overseas Offices, JICA Headquarters (departments handling thematic issues))
There are JICA experts of local governance and ongoing JICA projects in both Tanzania and Bhutan. Some of the Group and Region Focused training programs are considered as means to promote these existing projects. Through the agreement of JICA experts and counterpart organizations, participants with the expectation of contributing to these technical cooperation projects are sent to attend training programs (with both Group and

Region Focused and Country Focused Programs being utilized). A clear awareness of training objectives is shared among training participants, parent organizations, and JICA overseas offices; this enhances the utilization of training outcomes.

Moreover, when conducting a JICA cooperation project in the sector of local governance for the first time in a partner country, it is effective to send a key person of the counterpart organization to training programs in Japan. This can be considered as part of the formation process of a new project; through training, this key person will understand more about Japanese technology and experience, and JICA will have a better understanding regarding the needs of the partner country as well. In conclusion, clarifying the position of training programs within JICA cooperation schemes, and its objective and target participants, is a significant facilitating factor for enhancing training outcomes.

b) **Selection of training participants (1):**

 (regarding JICA Overseas Offices)

For the partner countries, where JICA project teams select training participants from various levels of governments (from central administrative officials who are responsible for policy formation to local administrators), the project choices are the priority factor for participant selection. The following method of selecting participants selects key players who are in positions for promoting community participation. Selection is in accordance with the objectives, targets, and contents of Group and Region Focused Programs, and the participants have a clear awareness of what they need to implement after training. (Good Practice, Tanzania, Case 1 and 2)

c) **Selection of training participants (2):**

(regarding JICA Overseas Offices)

For the partner countries, where selection methods and criteria are well established and the partner governments take an independent initiative to select training participants, the partner governments' ownership is well respected. Dialogues are conducted focusing on what kind of human resources need to be developed and in what sectors. In parallel, the personnel whom JICA project teams would like to train can be sent to training courses in Japan under the frame of Country Focused Programs. The principle of respecting the partner country's preferences contributes to the enhancement of policy formation and execution in target sectors. (Good Practice, Bhutan, Case 1, 3 and 4)

d) **Multiple participants from one country:**

(regarding Japanese Training Organizations)

Based on the insights indicated above a) to c), for the partner countries where training programs are conducted strategically and participants are selected with clear criteria, having multiple participants of one country attend training at the same time is effective. After training, these participants are more likely to utilize their obtained knowledge and skills at their workplaces, and contribute to organizational improvement and new policy formation. (Good Practice, Bhutan, Case 1 and 3)

e) **Training course design:**

(regarding Japanese Training Organizations)

Not every participating staff of Japanese training organizations is necessarily familiar with the needs of developing countries. Based on the insights indicated in 2-2 b), experts (specialists) of international cooperation and researchers of specific geographic areas are expected to participate at the beginning stage of training as a bridge to connect participants and training organizations. Additionally, they will continue to engage from this point of preparation, in order to design training courses that better satisfy the needs of the participants.

2-2.   Lessons and Insights Learned during Training Implementation

a) **Appointing appropriate lecturers:**

(regarding Japanese Training Organizations)

Lecturers, who have strong presentation skills, profound understanding of partner countries' development status and tasks, high capability of conducting lectures according to designed training objectives and strategies, and strong communication skills during field visits, are preferable. By appointing this type of lecturer, the participants' level of understanding training contents can be increased.

b) **Allocating experts as a bridge between training organizations and participants**

(regarding Japanese Training Organizations)

Since the developmental status and systems of local governance are different between Japan and training participants' parent countries, it is important to involve experts-such as specialists of international cooperation who understand these target countries' cultural backgrounds, political systems, and faced tasks-into training programs as a bridge to connect training organizations and participants. By giving supplementary explanations regarding Japanese experiences and systems at lectures and field visits, and acting as

facilitators at discussion seminars, these experts' activities will help enhance participants' understanding of training contents.

For the participants who are involved in JICA projects in their countries, it is effective for JICA experts of these target countries to come back to Japan for the purpose of attending the training courses, or participate at lectures and discussion seminars remotely through a TV conference system. It is also beneficial if these experts are able to instruct participants on their action plan development.

c) **Conducting supplementary training in the third-party countries:**

(regarding Japanese Training Organizations, JICA Headquarters (departments handling thematic issues), JICA Overseas Offices)

For training courses, such as *Capacity Building of Local Governments for Development with Community Participation* (managed by JICA Sapporo) and *Participatory Local Social Development* (managed by JICA central), supplementary training courses are later conducted in Middle America and the Philippines. Through these supplementary trainings, participants are able to see how obtained knowledge and skills are applied at a different developing country, and then develop a vision toward utilizing these knowledge and skills into their own countries. On the other hand, by conducting supplementary trainings, the training program counterparts of the third-party countries are able to view their own activities relatively, from the perspectives of participants from other countries.

2-3.   Lessons and Insights Learned at Follow-up after Training

a) **Promoting action initiatives of former participants:**

(regarding JICA Overseas Offices)

In the area of Governance, including Local Governance, there isn't necessarily a clear answer for tasks faced in developing countries. Training courses typically provide the Japanese experience and the background information for particular activities. An important feature of these training courses is to encourage participants to reflect on the challenges faced by their own countries. Moreover, some of the courses are targeting participants who are working at remote areas or local communities—especially these of the course, *Participatory Local Social Development*. Even at small workplaces, they are able to take initiatives to make actions toward developmental improvement.

In Tanzania, former participants are able to utilize obtained knowledge and skills at their own workplaces, and have established a network to share their good practices. This type of initiative has enhanced their motivation of further spreading their experiences, and significantly contributed to the realization of training outcomes.

b) **Establishing network in target sectors:**

(regarding JICA Overseas Offices)

Former participants from Tanzania took initiatives and formed an alumni network independently, focusing on the sector of local governance. Through sharing obtained knowledge and skills and practices at their own workplaces, former participants (typically administrative officials) are able to learn horizontally. Their initiatives are acknowledged and supported by parent organizations and associated ministries of central government; seminars are also organized as part of the supporting activities. Along with the spreading of training outcomes, mutual learning among former participants and other peer administrative officials, and even the competition toward producing more good practices, are expected. (Good Practice, Tanzania, Case 2)

c) **Conducting follow-up activities according to the capacity and business priority of JICA overseas offices**

(regarding JICA Overseas Offices)

In consideration of the financial and human resource constraints, conducting follow-up activities for all former participants of Group and Region Focused Programs is not easy. Selection of important sectors is required. On the other hand, from the perspective of carrying out a cost-effect performance, it is not justified for no follow-up activity to be conducted regarding these former participants, whom the Japanese government bears the cost and time for travel to Japan for training. Utilizing alumni associations and establishing lists of former participants by sector and/or training theme are preferable. While supporting all former participants in general, a continuous support for those within selected and targeted sectors is required. Regarding the method of conducting continuous support, further discussion is desirable with a consideration of the financial and human resources capacity of JICA overseas offices—from collaborating with JICA projects, conducting follow-up programs, having former participants report to JICA overseas offices after their return, to asking them to submit reports about training.

2-4. Lessons and Insights Learned in General

a) **Sharing information**

(regarding JICA Headquarters (departments handling thematic issues), Japanese Training Organizations, and JICA Overseas Offices)

The targets of cooperation activities in the sector of local governance consist of a broad range of players from central government to local authorities: administrative officials of ministries in charge of local governance, local administrative officials of regions and

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districts, and facilitators whose workplaces are close to local communities. In terms of conducting Group and Region Focused Programs, consideration needs to be paid to this particular characteristic--the broad range of training targets. Therefore, comprehensive outlines of training courses are required. The outlines should indicate in categories which human resource divisions the courses target; this will enhance the desirable qualities and capabilities of the participants, and the particular methods to achieve the training goals. With these comprehensive training course outlines, a strategic participant selection in overseas offices, described above in 2-1 a)-c), will be conducted smoothly.

Moreover, in light of conducting the strategically-selected training courses (based on these comprehensive text materials and the information on training objectives), the criteria of participants' selection and the activities of previous years' participants could possibly be shared from JICA overseas to training organizations inside Japan. Therefore, a more effective and explicit selection of target countries and training participants will become a possibility.

b) The significance of conducting training programs in Japan

(regarding overall JICA)

According to the survey results, learnings that occur outside of training lectures are proven to be a significant facilitating factor for realizing training outcomes. Especially, former participants learned about Japanese self-discipline, work styles and moral ethics through activities such as home-stays. The unique experience of staying in Japan has deepened the former participants' understanding about Japan, reinforced their learning about training contents, and enhanced a positive perception toward Japan. (Good Practice, Complete Count Questionnaire Survey, Case 2)

Section 2 Overseas Field Survey

I.   Overseas Field Survey: Tanzania

1.   Country Location, Basic Information and Interview Photographs

Location

Basic Information

Name of the Country	United Republic of Tanzania
Constitution	Unitary presidential democratic republic (United Republic of Tanganyika and Zanzibar)
Area	945,000km^2 (approximately 250% the size of Japan)
Population	51.8 Million (2014 the World Bank)
Language	National Language: Swahili Official Language: English
Economic Growth Rate	7.0% (2014 the World Bank)
GDP per Capita (Nominal)	USD$842.4 (2015 the World Bank)
Consumer Price Index	7.0% (2014 the World Bank)
Bilateral Agreements	• 1966 Agreement on JOCV dispatch • 2004 Agreement on Technical Cooperation
Recent Japanese Aid (E/N base; technical cooperation is JICA base)	(1) Loan Assistance: 64.25 billion yen (Accumulated until FY2014) (2) Grant Aid: 173.3 billion yen (Accumulated until FY2013) (3) Technical Cooperation: 83.1 billion yen (Accumulated until FY2014)

Source: Ministry of Foreign Affairs of Japan

Photographs

Education & Home Economics Officer of Morogoro District Council. Through the Participatory Local Social Development Training, Ms. Agnes Chamdoma now views herself as a facilitator, not as an instructor.

Community Development Officers of Iringa District Council. (from right, Mr. Patrick Golwike, Ms. Hawa Mwechaga, Ms. Lucy Nyalu) Community development practices in Japan[1] inspired them to recognize potential benefits of community development. "Dissemination of good practices requires case studies."

Mr. Mramba Stanslaus, a JICA Project Expert Team Member. "It is necessary to analyze the norm in the community when the local government facilitates community development."

Greeting of a ward facilitator, Mr. Brian Samwel, in a village meeting. Facilitation attributed to an increase in the number of farmers' groups (from 2 to 10), as well as increased variety of the farmers' activities.

Children studying at the pre-school constructed by the initiative of the community in collaboration with the local government.

Rural irrigation system constructed by the initiative of the community in collaboration with the local government. It brought about an improvement in their harvest which attributed to livelihood enhancement.

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[1] Former participants attended the training on OVOP (One Village One Product), a local community promotional movement in Japan.

Ms. Dorah Mlomo, a Community Development Officer of Iringa District. After Young Leaders Program, she succeeded in enhancing the participation rate in the Community Health Fund for those who don't have health insurance.
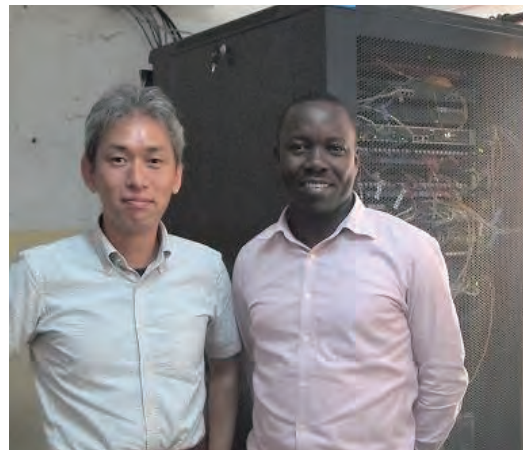
Mr. Neto Oluoch, ICT Director (right) in Kinondoni District who participated in Young Leaders Program. Mr. Hiroshi Sankoku, a JOCV (Japan Overseas Cooperation Volunteers) (left) is assisting his work in the same division.

Mr. Hussein Katanga, a former participant of Osaka Training in the initial year. He said that former participants of the trainings made a positive change in which political decisions are influenced by the voices of local community.

Council Directors who have participated in Osaka Training (from left, Mtwara City Council Director Ms. Beatrice Dominic, Mtwara RAS Mr. Alfred Luanda, Tanga City Council Director Mr. Daudi Mayeji.)

Mr. Peter Mateso, the Deputy Rector of LGTI (Local Government Training Institute. "Japan has customized their local governance system when adopting a European system. Tanzania can learn from Japan how to promote devolution, not replicating another country's system."

Ms. Shimota, a JICA senior advisor who is working at PO-RALG (President's Office Regional Administration and Local Government) in Dodoma, the capital city with board members of the training alumni association. (Mr. Liana Hassan at right, and Mr. John Mwalongo at left)

Mr. Judicate Mwanga, lecturer of LGTI (left), made a contribution in the domestic trainings for former participants as well as training young lecturers in LGTI. Ms. Honorina (right), JICA Tanzania office staff, takes charge of Local Governance in Tanzania.	"Best Practices Handbook" compiled by former participants of Osaka Training. It presents opportunities of horizontal learning among municipalities.

2.   JICA Programs in Tanzania

(1) Japan's Assistance Policies for Tanzania

Geopolitically, Tanzania is located on a strategic point permitting access to the Indian Ocean for the neighboring landlocked countries. Tanzania has contributed significantly to the establishment of peace in neighboring countries as a peaceful and politically stable influence following its independence in 1961. Japan thus regards Tanzania as an important country for its role in African diplomacy.

Under the long-term administration, Tanzania has achieved a stable DGP growth - around 7% each year since 2000. Economic growth was accelerated through regional economic integration by joining the Eastern African Community (EAC) and the Southern African Development Community (SADC). On the other hand, GNI per capita in Tanzania is US$920 (2014) and has remained low. While the poverty rate has been on the decline, 28.2% of the population, as of 2012, are living below the poverty line[2]. The majority of the population live in rural areas and most of them are involved in the agriculture sector. The top priority of the government is to generate employment through industry diversification as well as to enhance farm productivity and to reduce rural poverty.

In view of above-mentioned background, the government of Japan considers the following as major areas for assistance: (1) Economic growth toward poverty reduction, (2) Infrastructure development sustaining economic growth toward poverty reduction, (3) Improvement of public services for all citizens. Relevant to the major assistance areas, JICA has made efforts in

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[2] Ministry of Finance and Planning "National Five Year Development Plan 2016/17 – 2020/21"

technical assistance to increase rice production, and to improve quality management and productivity of small and medium enterprises in the form of Kaizen (continuous improvement). Additionally, infrastructure development, human resource development in managing transportation and water resources, and management capacity strengthening of local administration (towards need-based effective service delivery for all) were addressed as well. Japan has actively participated to aid harmonization and policy dialogue, thus implementing effective and strategic cooperation while combining appropriate aid modalities[3].

(2) JICA Cooperation Projects in the Local Governance Sector

For Tanzania, JICA has made active efforts in the area of local governance combining various types of cooperation schemes, as JICA has done in Indonesia and Thailand. Regarding one of the most emphasized tasks - "improving local administration to deliver services to all citizens", from the perspective of delivering quality service to local residents through local governance reform--JICA has dispatched experts to assist since the reform started. A strategic approach of combining training programs and other JICA technical cooperation projects, aiming for their synergistic effects, has been applied. Grant aid has been used to secure the necessary budget for implementing the participatory community development plan (at regional level) which was formed in these JICA projects. Additionally, since 2009, JICA also has used grant aid to finance the Common Basket fund, which is sponsored by development partner countries such as Sweden, Finland and Germany, to support local governance reform programs in Tanzania.[4]

Cooperation in the area of local governance done by JICA are as follows[5];
- JICA Expert "Local Governance Reform Advisor" (March 2000 - October 2007）
- JICA Expert "Local Governance Advisor" (September 2010 – September 2016)
- JICA development survey "Study on Improvement of O&OD Methodology" (December 2005 - December 2007)
- Technical Cooperation in Strengthening Participatory Planning and Community Development Cycle for Good Local Governance (O&OD)[6] (Phase1: October 2009 - October 2014, Phase 2: January 2015 - January 2020)
- Technical Cooperation in Capacity Development for Local Government Training (Phase1: May 2008 - December 2010, Phase 2: July 2011 - July 2015)

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[3] Ministry of Foreign Affairs of Japan "Country Assistance Policy for the United Republic of Tanzania", JICA Website" Activities in Tanzania"
[4] JICA (2009) *Thematic Guidelines "Local government"*
[5] JICA Knowledge site, JICA (2009) *Thematic Guidelines "Local government"*
[6] Obstacle and Opportunities to Development: a participatory community planning process to empower the people based on a bottom-up approach with a positive outlook. The government of Tanzania has rolled out the O&OD planning process since its initiation. PO-RALG takes charge of operation of this program.

- Country Focused Training "Local Government Reform Program in Tanzania" (2002 - 2006)

- Region Focused Training "Local Government Reform Program for Anglophone African Countries" (2007 - 2012)

- Country Focused Training "Local Government Reform Program in Tanzania" (2013 - 2018)

- Regional Training "Enforcement of Local Government Leadership Management" (2013 - 2018)

3. Needs of Tanzania Government

(1) The Country's Policies and Development Needs in Local Governance Sector

Tanzania launched the 2nd Five Year Development Plan (FYDP II) in 2016, as the successor program of the 3rd National Poverty Reduction Strategy (MKUKUTA II), and the 1st Five Year Development Plan (FYDP I), which were completed in 2015. The Plan aspires to: 1) Build a foundation for transforming Tanzania into a Middle-Income country by 2025; 2) Foster sustainable production and export capacities; 3) Transform Tanzania into a business center through improving business environments and strengthening the country as a regional hub for production, trade and logistics; 4) Accumulate technology and expertise of industries and promote service; 5) Reduce poverty; accelerate economic growth through increasing production capacity; adopt an inclusive approach of increasing employment rates and redistributing wealth; 6) Improve quality of life and human wellbeing; 7) Improve administration efficiency; 8) Strengthen the role of local administrations in planning and executing policies, and 9) Include the country into international and regional frames toward further poverty reduction and economic growth.

Regarding the implementation of the Plan, there have been challenges based on the following factors: 1) Inconsistency of policies among government departments; 2) Corruption; 3) Lack of prioritization of policies; 4) Inefficiency of fund allocation; 5) Inappropriate decentralization; 6) Inadequate monitoring and evaluation system; and 7) Unclear processes of decision making. Regarding decentralization, although budget has been allocated to local governments due to local administration reforms, local governments haven't fulfilled their responsibilities as expected. Lack of administration capacity is considered as a reason.[7] Local Government Reform Program Phase 2, which was sponsored by international donors, finished in 2014, with issues in the area of local governance remaining. In this sector, Japan has provided aid since the Common Basket programs started, and has brought positive outcomes to Tanzania. Japan's

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[7] Ministry of Finance and Planning "National Five Year Development Plan 2016/17 – 2020/21"

continuous assistance is expected.

(2) Training Needs in Local Governance Sector

As mentioned above, priority is placed on strengthening the role of local governance in the present national plan of Tanzania. Local administration is required to reflect the needs of local communities. This is considered as a trend in government administration internationally, and presents challenges in Tanzania. Accordingly, human resource development at all levels of local government is an urgent issue. The central government is taking actions to enhance the capacities of local authorities through training, as well as collaborating with local training organizations and domestic universities. High demand for trainings was confirmed during the survey.

Within the Group and Region Focused Programs for Local Governance, the training courses in which trainees from Tanzania have participated are shown in the table 1.

A country focused program - "Local Government Reform Program (Osaka Training)" (thereafter "Osaka Training") - has been conducted by JICA Kansai International Center since 2002[8]. The main targets of this program are regional and district officers[9][10]. Through this course, the trainees learn various practices of local community development as well as knowledge of Japan's decentralization process and local governance system. The training goal is to become aware of the challenges in their local governance and take initiatives in promoting local government reform in Tanzania. The JICA senior advisors who are working with PO-RALG in Tanzania have accompanied the trainees during the course.

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[8] Osaka Training was conducted as a Region Focused Training Program between 2007 and 2012. Target countries were Tanzania, Kenya, Uganda, Zambia and Rwanda.

[9] In order of levels, from upper to lower, local authorities are: Region, District, Division, Ward, Village and Kitongoji. Regions and Districts are parts of the central bureau system. Officers of these two authorities are assigned by central government.   (JICA (2008) *Decentralized Service Delivery in East Africa*)

[10] Some from PO-RALG and LGTI also participated in Osaka Training.

Table 1 Training Courses in the Local Governance Sector

Course	Local Governance	Participatory Local Social Development (PLSD[11])	Enhancement of Local Government Administration and Public Services through Participatory Local Development	Community Based Development with Local Residents as Main Actors
JICA Center	Tokyo International Center	Chubu International Center	Kansai International Center	Yokohama International Center
Training Organizations	Local Autonomy College	Prof. Yutaka Ohama	Ryukoku Univ.	I-I network (Research & Action for Community Governance)
Target	President's Office Regional Administration and Local Government (PO-RALG)	- Local Government Training Institute (LGTI) - Regional Community Development Officer - O&OD Project Team	- PO-RALG - Regional Council Officer[12]	District Ward Facilitator
Training Contents	The course introduces Japan's local governance including the system and operation of administration, finance, and taxation. It provides an opportunity to identify the solutions to challenges in the trainee's country.	The course mainly focuses on PLSD theory including the approaches to arrange/build a social environment for indigenous and sustainable community development through lectures, case studies and site visits.	This course aims at not only the theory and approaches of participatory development but changes in attitude as a fieldworker. It analyzes development planning making use of participation and local resources through the studies of urban/rural cases.	The course for community development officers at the field level. The participants learn the concept of community development and the approach for its facilitation, making use of local resources in collaboration with various stakeholders
Outline	Comprehensive course regarding Local Governance. It covers HRM, finance and outlines of Japanese LG system.	The most systematized course to learn participatory development. It accepts the participants from the countries where JICA projects are underway in order to make collaboration after the training course.	This course is for LG practitioners covering PLSD elements. It accepts a wider range of participants than PLSD course.	This course is particularly for the field-level officers. It covers relevant concepts and approaches for facilitating local communities.
Interviewed Former Participants	1	7	2	2

Source: Prepared by the Study team in reference of the document "Knowledge Co-Creation Courses in Local Governance: Comparison Table (Draft)" by JICA Industrial Development and Public Policy Department

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[11] Participatory Local Social Development consists of the theoretical framework and practical methods to lead the process of social capability building and institutional mechanism strengthening of a local societal system, which enables self-reliance and sustainable development. Comprehension of the specific characteristics of the target local societal system use the concept of three elements of development: local societal system, local community system and socio-geographical unit. This leads to the establishment of a strategic local community development plan and participatory approach.

[12] Officials in other sectors such as agriculture or education

4. Survey Targets and Methods

The number of interviews are shown in the following tables (refer to Appendix 3). Group or individual interviews were conducted with former participants and their supervisors based on questionnaires.

Group and Region Focused Programs (Local Governance Sector)

<Number of Interviewed Former Participants by Parent Organizations>

	Number of Former Participants
PO-RALG[13]	1
LGTI	4
District Council Officer	7
O&OD Project Team	1
Total	13

<Number of Interviewed former participants by Training Courses>

In addition to the 4 courses shown in the Table 1, a district officer who participated in the course "Community Capacity & Rural Development Focusing on OVOP (One Village One Product) Approach" was interviewed.

Young Leader Programs

<Number of Interviewed former participants by Parent Organizations>

	Number of Former Participants
District Council Officer	2
Total	2

<Number of Interviewed Former Participants by Training Courses>

	Number of Former Participants
Young Leader Programs for African Countries (English)/ Local Governance Course (Kyushu International Center)	1
Young Leader Programs for African Countries (English)/ Local Governance Course (Chubu International Center)	1
Total	2

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[13] President's Office Regional Administration and Local Government

Country/Region Focus Training Program (Local Government Reform Program in Tanzania (Osaka Training))

<Number of Interviewed Former Participants by Parent Organizations>

	Number of Former Participants
PO-RALG	2
LGTI	3
Regional Administrative Secretary, District Executive Director	5
Judiciary Secretariat	1
Mzumbe University	1
TOA Executive Board Members	2
Total	14

<Other Donor Organizations and Alumni Associations Interviewed>

Other Donor Organizations

- German Corporation for International Cooperation (GIZ)
- United States Agency for International Development (USAID)
- Belgian Development Agency (BTC)

Face-to-face Interviews were not available during this survey. A questionnaire interview via email was conducted with GIZ. Training program information of USAID and BTC was from the interviews with former participants who also attended programs of these two organizations.

Alumni Associations

- Tanzania Osaka Alumni (TOA) : Vice Chair, Secretary General, members (Regional Administrative
- Secretary (RAS) and District Executive Director (DED), JICA senior advisor
- JICA Alumni Association of Tanzania (JATA) : JICA Tanzania Office Program Officer

5. Outcomes of the Training Programs

(1) Capacity Development at the Individual Level

Former participants of Group and Region Focused Programs, Young Leader Programs and Country Focused Programs have experienced changed perspectives after training:

- Became aware of the issues to tackle for local government reform and better delivery of service
- Recognized the significance of participatory community development approach

The following specific capacity developments have been observed.

1) Group and Region Focused Programs (Local Governance Sector)

<Enhanced Awareness and Inspiration>

Local Governance Program (Local Autonomy College）

- The course highlighted implications regarding Tanzania's devolution and service delivery. Japan's traditions, including human resource management, OJT and collaborative workplace environments (large room), were inspiring. (PO-RALG)

PLSD Program (Prof. Yutaka Ohama)

- The course was convincing enough to trust how useful participatory planning is. Spurred by the course, now I am writing a doctor paper regarding participatory sustainable community development. (LGTI)

- PLSD framework has a perspective of analyzing a particular local societal system. The important viewpoint that community workers are required to understand and harmonize with the norm of the target community was missing before participation in the course. The course provided opportunities to be aware of how former participants organize the local people and mobilize them as a resource. (O&OD Project Team)

Participatory Local Development Program (Ryukoku Univ.)

- Despite the long-term commitment to local community development, not much outcome has been produced. Learning about Japanese experiences regarding local community development has encouraged me and I now believe that these methods may work, eventually bringing positive impacts to local communities. (District Council Officer)

- A former participant has been focusing on promoting O&OD. Her mindset has changed through participating in the course-to respect documentation and the norms of local communities, specifically, by learning Project Cycle Management and participatory planning. (District Council Officer)

Community Based Development with Local Residents as Main Actors （I-I Network）

- A former participant learned to respect the capabilities of local people, and how essential working together is for successful development. (Ward Facilitator)

2) Young Leader Programs

<Enhanced Awareness and Inspiration>

- Japan's plan-based budget-making, human resource management and its culture were remarkable. (District Council Officer)

- A former participant utilizes Japan's OJT approach when training newcomers. (City Council Officer)

<Improved Commitment to Work & Contribution to Career Progress>

- A former participant has become more confident about his role as a facilitator in community developmental activities. Before training, he didn't realize the importance of follow-up and evaluation, but started to practice these skills that he learned during training. (District Council Officer)

3) Country/Region Focus Training Program

<Enhanced Awareness and Inspiration>

- The course provided an opportunity to learn real knowledge for a theoretical understanding of participatory planning. The practice of building a bridge funded by the community was stimulative. The participatory process can enhance ownership and the bridge can be a tourism resource. (City Council Officer)

- Former participants learned that Japan had not imitated the European local government system but adjusted it to their own context. The course was a good opportunity to consider how to promote devolution in Tanzania. (LGTI)

- More priority is placed on his/her educational background when evaluated, even if the individual has achieved success at the assigned site. This presents a challenge: how to maintain the officials' motivation. (LGTI)

- Japan's local governance is accountable and well controlled by monitoring and evaluation systems. Through the course, I become conscious that reform in Tanzania requires perspective change in the minds of the leaders of the central government as well as the ones in local authorities. (PO-RALG)

- The course helped me obtain an attitude to learn from local people. This change was caused by the combination of each component, such as lectures and site visits, rather than a single specific component. (PO-RALG)

- The practices of social solidarity strengthening and community revitalization in Kyushu Island made us aware of the possibility of community development. (RAS)

<Improved Commitment to Work & Contribution to Career Progress>

- To improve the capacity of local authorities, it is necessary to modify our working styles, as well as to motivate the staff. After participating in the course, a former participant put more priority on her staff's spontaneous ideas and actions than top-down approaches. (City Council Director)

- In her previous position, a former participant adapted the OVOP (One Village One Product) approach[14] and promoted mango production. After she was assigned to a new location, she

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[14] OVOP (One Village One Product) approach: A local economic development method originated in Oita Prefecture,

applied the OVOP approach, and promoted a different product. (City Council Director)

- Facilitation of collaboration between the government and local people made it possible to build classrooms and rural roads, etc. based on their need. (TOA Executive Committee Member, ex-RAS)

- After participating the course, I facilitated the Regional Osaka Trainings[15] as a master trainer of LGTI, and contributed to translating the good practice handbooks into Swahili. (LGTI)

- Judicial authority also has a decentralized system similar to local governance. A former participant has been promoted to his current position following his Osaka training. (Judiciary Secretariat)

(2) Contribution to Organization, Policy and/or System due to Behavioral Changes of Former participants

In Tanzania, Group and Region Focused Programs are strategically connected with JICA projects. Relevant officials of the counterparts of JICA projects are selected as training participants. These participants are expected to reflect the knowledge obtained during training on the JICA projects in Tanzania. Meanwhile, participants of Young Leader Programs are selected from the local counterparts, with which JOCVs (Japan Overseas Cooperation Volunteers) work. They are expected to utilize their experience in Japan in their jobs after returning.

Improved performances are identified as below.

1) Group and Region Focused Programs (Local Governance Sector)

<Improved Performance>

PLSD Program (Prof. Yutaka Ohama)

- In LGTI, learned knowledge-such as community facilitation by local initiative-was reflected in the lectures for district level officials and ward executive officers. (LGTI)

- In the O&OD project, a former participant was collecting the cases of community works by local initiatives in order to construct a method for connecting the district level to the community level. (O&OD project team)

- The participatory community approach was learned by a former participant when O&OD framework was revised in a course. The knowledge was shared with 26 lecturers of the

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Japan. This method promotes one village focusing on one specific product, and forming a regional trading network.
[15] The seminars initiated by former participants of Osaka training. Council directors and sector directors learn from former participants and discuss the case study of regional practice in collaboration with the community. District officials and LGTI lecturers who have learned in Japan also participate in this local seminar as facilitators. JICA pays for the cost of this seminar by applying the budget for Knowledge Co-Creation program follow-up.

LGTI taskforce and reference was made to the lecture materials. (LGTI)

Participatory Local Development Program (Ryukoku Univ.)

- The outcomes of community development are not always obvious and visible. Brochures to disseminate our contribution were prepared and distributed. (District Council Officer)

- Our budget always constrains the collaboration with local people. To introduce a rural irrigation system, a former participant is trying to collect funds from foreign donors. (District Council Officer)

Community Based Development with Local Residents as Main Actors (I-I Network)

- A former participant is making efforts to improve the methods of hearing from local people or facilitate their community works. (Ward Facilitator)

- Former participants respect local norms, including local dress codes, when they visit villages. They join local community events and analyze local situations in order to work together closely with them. (Ward Facilitator)

<Shared Knowledge and Techniques>

Local Governance Program (Local Autonomy College)

- A former participant has made presentations at his workplace regarding ministry support for financial allocation to local authorities. Useful models include: Japanese human resource management systems, OJT (On-the-Job Training), and collaborative workplace environments (large room). The concept of decentralization and OJT are now commonly shared within PO-RALG. (PO-RALG)

PLSD Program (Prof. Yutaka Ohama)

- A former participant discussed how they disseminate the knowledge obtained in the course with secretaries of PO-RALG. (O&OD Project Team)

- While former participants of a PLSD training course have no opportunities to share their knowledge obtained with the councils they belong to, former participants in LGTI have voluntary sessions to exchange their opinions among lecturers. (LGTI)

- A former participant shared the knowledge obtained in the course, not only among the District Task Force[16] but also among the relevant divisions. (District Council Officer)

Community Based Development with Local Residents as Main Actors (I-I network)

- The knowledge learned in Japan has been shared at the Kitongoji[17](village) level. Action plans prepared during the training were shared and carried out at the ward level. District Task force and Ward facilitators frequently exchange information through social media.

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[16] O&OD Project Phase II focuses 6 model districts (Bagamoyo, Kisarawe, Morogoro, Kilonbero, Uranga and Chalinze) for primarily reinforce the council administrative capacity through promotion of O&OD framework. District council officials in charge of this approach are collaborating with JICA project as District Task Force (DTF) and some of them has participated Knowledge Co-Creation Programs.

[17] The smallest administrative unit in Tanzania. (see footnote 11 for details)

(Ward Facilitator)

2) Young Leader Programs

<Improved Performance>

- A former participant started to engage in monitoring and evaluation as new focuses. (District Council Officer)

<Shared Knowledge and Techniques>

- A former participant shares the knowledge learned in Japan, not only among community development officers but also among the division. (District Council Officer)

3) Country/Region Focused Training Program

<Improved Performance>

- Lecturers of LGTI, Tanzania have few opportunities to learn new knowledge. In this sense, these JICA training programs are beneficial for the capacity building of LGTI. Former participants, who are also lecturers of LGTI, make presentations to share what they learned in Japan (internally, on a monthly basis). (LGTI)
- Having studied the specific cases, the knowledge learned in Japan was reflected in the curriculum.   (LGTI)
- More voices from communities have reached local authorities and council directors became responsive to them. (Judiciary Secretariat)
- A former participant collected ideas from the opinion box and improved the working conditions of her staff. (DED)

<Shared Knowledge and Techniques>

- Council directors are frequently transferred in Tanzania. This method is to avoid producing a gap in human resources between urban and remote areas. A former participant delivered information from the experience in Japan to his successor before being transferred. (City Council Officer)
- Even outside persons concerned with local government - in addition to former participants of the Osaka Training-can share the knowledge obtained in Japan. Zonal Workshops, which followed up the outcomes of the Regional Osaka Training, were conducted at various locations across the nation between 2011 and 2012. In addition to JICA senior advisor Mr. Shimorda's lecture and distribution of the best practices handbook, knowledge obtained in the Osaka Training was reviewed and the actions taken by former participants were reported in order to raise awareness at the national level. (Muzumbe University Lecturer)

- TOA provides an opportunity to learn evidence-based performance and it has contributed to the members' promotion as well. (LGTI)

- A former participant made efforts to revitalize a local agricultural industry through OVOP approach (Rice, Cacao). Even after his transfer, this JICA project has continued to advance its efforts. (City Council Officer)

- In Masasi city, a former participant has exchanged information with former participants of Young Leader Programs and JOCVs. (DED)

- Having realized that sharing the knowledge obtained is critical, a voluntary group called "Academic Discussion Forum" launched within LGTI. (LGTI)

(3) Outcomes through Collaboration with Other JICA Aid Schemes

As mentioned in the previous section, most of the courses of the Group and Region Focused Programs (Local Governance sector) are closely related with JICA project in Tanzania. This strategy has resulted in producing various impacts resulting from former participants and JICA working together. It was observed that former participants of Young Leader Programs have also generated outcomes in synergy with other courses.

1) Group and Region Focused Programs (Local Governance Sector)

<Collaboration with JICA>

Local Governance Program (Local Autonomy College)

- Although not a member of JATA[18], a former participant has participated in post Osaka Training and Joint Coordination Committee (JCC) of the O&OD Project. He has been involved in the O&OD Project since its planning stage and has discussed its goals and activities. (PO-LARG)

PLSD Program (Prof. Yutaka Ohama)

- LGTI and O&OD Project teams have the same understandings in O&OD framework since the core staff among them have participated in the PLSD training course and have continuously been working together. (LGTI)

- Former participants working in LGTI are not members of TOA but are involved in the Regional Osaka training as lecturers. (LGTI)

- Former participants of different courses-working at PO-RALG, LGTI, DTF and other council officials-participate in the JCC (Joint Coordination Committee) of the O&OD Project. (O&OD Project Team)

Participatory Local Development Program （Ryukoku Univ.）

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[18] JATA (JICA Alumni Association of Tanzania)

- In promoting O&OD, a former participant has worked together with a JOCV. (District Council Officer)
- At the regional Osaka training, a former participant made a presentation of the case study of regional practice in collaboration with the community. (District Council Officer)

Community Based Development with Local Residents as Main Actors（I-I Network）

- During the O&OD Project Phase 1, JICA has paid the fees for fuel and maintenance of the motorbikes for Ward Facilitators' transportation. Those expenses are borne by each local authority in Phase 2. (I-I Net)
- In Matema village, Morogoro district, an O&OD Project conducted a workshop for district council officers addressing the dissemination of a farm road construction method by a local initiative. (Ward Facilitator)

<Contribution to Realizing Training Outcomes>

PLSD Program (Prof. Yutaka Ohama)

- In response to the needs of the local people, the approach to facilitate a community initiative was reflected in the lectures for council directors and ward facilitators. (LGTI)
- In the JICA projects, a collection of the cases of community works by local initiatives is being gathered in order to construct a mechanism of connecting district and community levels. (O&OD project team)

Participatory Local Development Program (Ryukoku Univ.)

- In Isaka village, Iring district, rural infrastructure was constructed by local initiatives. Since the period of rainy season in this village is only 2.5 months per year, the village faces severe shortages in water. The community launched a construction committee and opened a bank account for the fund. They requested that the district council support them to start construction and they collected stones and dug holes at the same time. It took 6 months to complete construction of the 120 meter irrigation canal in 2013. It enabled the locals to broaden their cultivation area for beans, maize, and sorghum for more than 300 acres and increase the harvest. They could spend the increased revenue to purchase 8 motorbikes for daily transportation, 5 TVs, solar panels, and roof renovation materials. The irrigation system is, however, not long enough to irrigate the whole area and they request continuous support. (District Council Official)

Community Based Development with Local Residents as Main Actors (I-I network)

- Realizing the capabilities of local people in a community and the necessity of working together with those people (who can solve their own challenges), former participants have made efforts in response to their voices and helped facilitate their initiatives. This change resulted in various outcomes and activity diversification (Ward Facilitator).

1). Kaole village, Bagamoyo district: the number of farmers' groups has increased from 2 to 10. In the ward where this village is located, the number has increased from 9 to 62.

2). Kisiwani kitongoji, Kironbero district: 16 utility poles introduced by the residents provided electricity for over 200 households. Involvement of the residents in community activities contributed to the rise of participation rates in village assemblies (from approximately 60 to 500).

3). Maseyu village, Morogoro district: A preschool and a pharmacy are being constructed by a local initiative. Class has begun at the preschool with a teacher dispatched by the local council. This method to construct a preschool has been replicated in other villages. A former participant has also supported a women's group which has managed poultry, goat farming, and a catering service, for income generation.

4) A kiongoji in Bagamoyo district: various activities such as construction of an elementary school and a clinique, road rehabilitation, and well drilling were initiated by the residents.

2) Young Leader Programs

<Collaboration with JICA>

- A former participant has worked with a JOCV (Japan Overseas Cooperation Volunteer) to promote O&OD in the local council. The JOCV recommended him to the Young Leaders Program. (District Council Official)

- JOCVs engaging in community development are working at the kitongoji level. There is a gap in the relationship between JOCVs and their counterparts who are district council officials.

- The supervisor of a former participant in the Young Leader Program has participated in the Knowledge Co-Creation program. The two of them are working hard at their respective positions, utilizing the knowledge learned in Japan, but any collaboration between the two was not observed.

- A former participant of the 1st Osaka Training was the director of a local council. He installed a computerized tax revenue system at the local government; it became the model of utilizing ICT (Information and Communication Technology) in Tanzania. JOCVs (specialized in computer science) have been sent to that council to support the system.

<Contribution to Realizing Training Outcomes>

Refer to the Good Practice 2.

3) Country/Region-Focus Training Program

<Collaboration with JICA>

A nationwide network of council directors, including former participants of the Osaka Training, launched; the network works as a platform to facilitate horizontal learning among local authorities. As noted above, the Osaka Training was targeting exclusively Tanzania during Batch 1 (2002~2006), then moved to include other neighboring countries - Kenya, Uganda, Zambia, and Rwanda (2007~2011). The program reversed back to conduct exclusively again for Tanzania, Batch 2 since 2012. The Region Focused Training Program enables relative assessment of their domestic governance system in comparison with neighboring countries; gaining new perspectives is difficult among the Tanzanians. Some former participants are getting touch with alumni members through social media

<Contribution to Realizing Training Outcomes>

Osaka Training is designed exclusively for leading governors of local administrations. Their work typically has strong influence on local governance; yet, it's hard to identify what positive impacts are brought exactly by their training experience with JICA. While good practices done by local Tanzanian authorities have been collected and described in a "Best Practices Handbook" by TOA (Tanzania Osaka Alumni), these cases are not mentioned as being produced by applying Japan's experience. Former participants reported their efforts particularly regarding OVOP (One Village One Product). The cases collected include sunflower oil in the Singida region and grapes in the Dodoma region. It supports that former participants have applied their training experience to realize those good practices, such as applying the OVOP approach into local economic development. Additionally, former participants have played significant roles in a tax revenue system improvement project in the Mtwara district and the Kinondoni district. Increase in tax revenue by local authorities could be quite beneficial to the improvement of delivery of services.

(4) Enhancement of Understanding Japan (Changes Obtained by Associating with Japan and Japanese People)

- Japanese people are more compassionate than African people. They are kind and trustable. (District Council Official)

- Unlike in Tanzania, everything in Japan is right on schedule. (City Council Director)

- Japanese people are hard-working and disciplined. Japan seems to have no problems with corruption, which is a large challenge in Tanzania's governance. (RAS)

- Local people in Japan are generous, skillful, and experienced. There is a firm bond connecting each other. Public facilities such as community halls are common in Japan, but

rare in Tanzania. It's a good model for Tanzania. (LGTI)

- Japanese people are friendly, punctual, and respectful of the laws. They are also diligent and loyal to the country. (City Council Director)

- The training course in Japan was far more encouraging than the course I took in India. I was impressed by a warm welcome from the local Japanese people. (City Council Officer)

6. Facilitating and Constraining Factors for Training Outcomes

Based on the information collected from former participants and JICA's Tanzania office, the JICA project team, and the persons who are concerned with the training courses, facilitating and constraining factors for training outcomes are analyzed below.

(1) Facilitating Factors

<Group and Region Focused Programs (Local Governance Sector)>

1) Organizational Factors

- JICA's Tanzania office dispatches relevant participants who are working closely with O&OD projects to appropriate training courses selected according to an assessment of needs.

- When selecting the participants for the training courses, Tanzanian government respects and acknowledges the choices of JICA overseas office in general.

- LGTI lecturers basically work in this training institution for many years, and are not transferred from organization to organization like other Tanzanian council directors do. Therefore, their knowledge and experience are accumulated for the benefit of the training institution, and spread through training programs they conduct to local officials.

- Lecturers of LGTI in Tanzania have few opportunities to learn new knowledge. In this sense, these JICA training programs are beneficial for the capacity building of LGTI. Former participants, who are also lecturers of LGTI, make presentations to share what they learned in Japan (internally, on a monthly basis).

2) Factors of Training Contents

- The training contents are designed to facilitate a change in participants' perspectives in community development—regarding each participant's role as a facilitator and not as an instructor. This change contributes to an enhancement of their community work after their return.

- Because of its component of situational analysis, the PLSD framework can be adapted in any country/region, even though the Groups and Region Focused Programs are conducted for many participants from multiple countries. Participants can apply its approach

individually and it is not necessary to prepare the training contents for individual situations of the participants' countries.

<Young Leader Programs>

- The tasks and challenges at work are clearly foreseen for participants of these programs because they worked with JOCVs before attending training and will be assigned to work with these Japanese volunteers after training as well.

<Osaka Training>

1) Individual Factors

- Stimulated by the Osaka Training and the activities organized by the Tanzanian alumni association, council directors' perception of work has changed to value improving the standard of living for rural people by utilizing the knowledge learned.

- Horizontal learning among former participants and/or council directors at the same council levels, through alumni networks, provides opportunities to share the knowledge obtained in Japan; also, they have an opportunity to identify what should be adapted when taking domestic situations into consideration. This type of mutual learning through an alumni network inspires former participants and produces synergistic effects among various administrative organizations.

2) Organizational Factors

- Similar to Group and Region Focused Programs, no approval is required from any authorities when selecting appropriate participants for the training courses. The selected participants will take initiatives in local governance reform.

- Former participants are continuously motivated to utilize the knowledge learned in Japan since JOCVs collaborate in their jobs before participation and after their return.

- The knowledge obtained in Japan is being disseminated to the council directors and the officials working in different sectors through the Regional Osaka Training.

- At JICA overseas offices, a national staff is assigned to monitor the status of former participants, including the training outcomes.

- By conducting the training course for years, success has been created in a spiral that inspires the participants to share what they learned and to produce good practices by utilizing the knowledge gained. Through building the alumni network, good practices are shared.

3) Training Contents Factors

- Osaka Training is strategically customized to promote ongoing JICA projects in Tanzania,

which are local government reforms supported by a JICA senior advisor with technical cooperation to promote district government-community collaboration. Relevant officials working for these projects are selected as training participants.

- Experts who are familiar with the status and challenges of the targeted country, and Japanese history and status of Local Governance, have been involved since the planning stages and fully attended the courses.

- Through collaborating with Japanese training lecturers and the sites of field visits, training course leaders are able to modify contents and schedules to adjust them to the needs of participants (their tasks and priorities).

- For deeper understanding, each lecture consists of a distinctive goal and message. Plus, additional data regarding budget or resource allocation is distributed. By showing issues to tackle, and not solutions, the course is designed to facilitate individual learning.

- Every text of the courses is prepared in accordance with the status of the local governance in the participants' countries. The courses are designed to develop reinforced knowledge in participants, not to deposit knowledge by lecturers; therefore, it allows for empowerment of the participants.

(2) Constraining Factors

<Group and Region Focused Programs (Local Governance Sector)>

- It is difficult for JICA project team and overseas office in Tanzania to take a significant role in the process of course content formation; therefore, some courses may not be able to meet the needs of local development in certain regions.

- JICA international centers and training organizations have little contact with JICA overseas offices so actions that former participants have taken will not be reported back to them. Absence of organic coordination between the training courses and technical cooperation projects constrains synergistic effects.

- An O&OD Project team, LGTI, and district community officers who participated in the same training courses have few opportunities to share knowledge after their return. Former participants of Group and Region Focused Programs who are not involved in TOA don't share what they learned in Japan across the courses.

- Former participants continue communicating beyond nationalities through SNS. SNS is simply a network between individuals; it hardly continues as an opportunity for mutual learning among former participants.

- An O&OD Project Team monitored the performance of ward facilitators (who participated in training courses) only when they visited villages. Their implementation of action plans and behavioral changes after training are not well monitored.

< **Young Leader Programs>**

- Outcomes associated with training contents is not always significant because there is a gap in the relationship between JOCVs, who typically work at the village level, and counterpart council directors (former participants), who are typically at regional level.

- Relocation and retirement of young officials who are the candidates for the Young Leaders program occurs frequently.

<Osaka Training>

- Council directors are frequently transferred before learning the regional characteristics; this makes it difficult to accumulate their knowledge learned in Japan for the benefit of a particular region.

- When regime[19] changes occur, most incumbent council directors are replaced and there remain few former participants in TOA which makes it difficult to share the knowledge learned in Japan.

- Council directors have few opportunities to continue the horizontal learning at TOA after the director positions are changed.

- Little understanding of local governance among Ministries and Members of Parliament constrains its reform.

- Council directors don't attend TOA quarterly assemblies as an official duty because it is a voluntary organization.

- Expenses regarding TOA management are partly the responsibility of the JICA Tanzania Office. It is a challenge to become an independent organization.

(3) Particular Features of Training Outcomes

- When selecting the participants for the training courses, Tanzanian government respects and acknowledges the choices of JICA overseas office in general.

- In Tanzania, few foreign donors are currently providing assistance in local governance areas; relevant officials in this area have great interest in Japan's cooperation in this area.

- Group and Region Focused Programs, which consist of participants from different countries, contribute to the officials' performance improvement because the program focuses on a framework / approach which can be applied in every country.

- Country Focused Programs can be customized in accordance with the needs of that country. The quality of the program can be enhanced with an expert who is familiar with the status

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[19] After the change of the government in December 2015, most of the council directors were replaced. As of October 2016, there are few former participants in TOA.

- and challenges of the targeted country, as well as the relevant area. For deeper understanding, the expert fully attends the course as a course leader and support throughout the lectures by bridging the situations between Tanzania and Japan.

- For deeper understanding, each lecture has a distinctive goal and message. By showing issues to tackle, not solutions, the course is designed to facilitate individual learning.

- By utilizing the training programs to support other schemes such as technical cooperation projects and JICA senior advisors, former participants can be motivated to take action after their return. JICA overseas offices allocate a staff for managing this strategy progress.

- A networking mechanism among former participants has been built and expanded for capacity development through sharing their knowledge obtained and good practices.

- Training programs are operated as a strategic combination of JICA cooperation schemes. JICA overseas offices play a critical role in providing financial and human resource assistance for the actions taken by former participants. At the same time, JICA reduces financial assistance in stages.

- Region to region in the 10+ years since the course began, council directors who participated in the Osaka Training are being transferred. Thist brought about a substantial number of Japan-lovers throughout the country. Formation and implementation of JICA projects go successfully when there is a close relationship with high-level officials who are familiar with JICA's cooperation (like the above mentioned former participants).

- By inviting 2 district council directors from the same region where former participant (council director at the regional level) was sent to the Osaka Training, relationships between the regional council and the district council have been reinforced.

7. Training Programs by Other Donors and Comparison with JICA Programs

Few foreign donors are currently providing assistance in local governance areas or in training schemes. Local Government Reform Program (LGRP) Phase 2, which has been supported through Basket Funding, terminated in 2014. In this survey, only GIZ replied to the request to provide information about ongoing assistance; requests were made to UNDP, GIZ and KOICA. Information collected from the interviewees in this survey who have involvement with foreign donor assistance programs is also reported in this section.

➢ **German Development Agency (GIZ)**

Good Financial Governance Programme, which is co-funded by the EU, Germany and Switzerland, has just initiated. This program plans to conduct trainings for local authorities with regards to improving the administration of tax revenue. Concrete activities have not yet started. Furthermore, the tax revenue system of the Mtwara region was improved by a former

participant of the Osaka training with technical support of geographic information system (GIS) mapping from GIZ.

➢ **United States Agency for International Development (USAID)**

PS3(Public Sector System Strengthening) (2012-17): A project to strengthen the government capacity to manage delivery of quality public services at both national and local levels. It is a financial assistance program and doesn't have a training program for the officials.

➢ **Belgium Development Agency (BTC)**

Belgium lecturers were dispatched to Tanzania for O&OD promotion through capacity development of ministries / local authorities in evaluation and monitoring.

8. Status of Networking among Former Participants (Alumni Activities)

➢ **Tanzania Osaka Local Government Alumni Association (TOA)**

The post Osaka Training learning initiatives were started by the former participants of the 1st Osaka Training program, who aimed to share learned knowledge and skills, and to discuss feasible reform plans in Tanzania by utilizing Japanese expertise with other peer council directors who didn't have a chance to attend the training courses in Japan. Having discussed each experience and challenge among former participants, the network launched as an alumni association named TOA in 2006. Over the last ten years, the TOA membership has constantly increased, involving many senior council directors across the nation. This alumni network has developed into a platform for local government reform which aims at policy proposal making.

What is shared and exchanged among TOA members are not only the good practices generated by using knowledge and experiences in Japan but also the good practices in Tanzania apart from Japan's influence. This motivates advancements in reform. At the same time, the opportunity at TOA to present achievements motivates individuals to improve performance at present positions. Most of the current members of TOA are typically the top level of local administrative authorities, 2nd only to the Commissioners. Their remarkable presence in local administration can be considered as an important training outcome.

For every participating member of regional council director, JICA invites 2 council directors at the district level within the same region to join the TOA. Through the network of TOA, and by implementing Local Governance Reform Program (Phase II completed in 2014), JICA is aiming to strengthen the ties with those authorities within regions and districts that JICA didn't have a close relationship with in the past.

Management costs of TOA were previously covered by JICA's Tanzania office. Since 2013, however, membership fees have been paid by each council, while JICA's Tanzania office pays for the TOA general assembly expenses. TOA Executive Board Members, who are former participants, are considering a plan for transition to an official organization.

- Best Practices Handbook

Refer to the Good Practice case 3.

➢ **JICA Alumni Association of Tanzania (JATA)**

JATA membership is provided to all former participants of Tanzania, along with the use of JICA friends e-mail address (@friends.jica.go.jp). JATA is being managed by voluntary members with financial support from JICA's Tanzania Office. Main activities include an awareness campaign, with particular regard to social issues such as public health and JICA project site visits. None of the former participants interviewed in this survey had participated in JATA activities.

9. Conclusion

The goal of Group and Region Focused Programs for local government in Tanzania is highly consistent with the national development plan of Tanzania. Also, most of the courses of Group and Region Focused Programs are closely related to the O&OD approach promoted by the government of Tanzania; this makes the courses meet the participants' expectations.

The Osaka Training and the three courses of the Group and Region Focused Programs, which are strategically connected with JICA projects, have successfully produced the expected outcomes to some extent, with support from the JICA Tanzania Office. The reason of support for this outcome is because the selection of training participants, which reflects the needs of JICA projects, is well acknowledged and accepted by Tanzanian government. Also, assistance from foreign donors in local governance is very limited and there is a high expectation of Japan's assistance.

Most of the courses of Group and Region Focused Programs are closely related with the O&OD approach promoted by the government of Tanzania, which helps participants obtain an attitude to learn from local people through workshops and site visits. It enables improvement in the participant's performance regarding community work, after their return. While Group and Region Focused Programs, which include participants from various countries, cannot be customized to tackle country-specific issues, their productivity is high because the courses focus on learning strategies which can be adapted anywhere.

The Country Focused Program is strategically customized to promote ongoing JICA projects, which is the form of local government reform support by a JICA senior advisor who is familiar with governance in Tanzania. Networks among former participants and in former participants' parent organizations, have been built with provided initiatives. An alumni network of participants from Country Focused Programs has developed into a nationwide network of council directors; this provides a platform for horizontal learning among local authorities. Since former participants of Group and Region Focused Programs can be involved in the knowledge sharing network, good practices made at community levels have been shared and replicated in other places. It can be expected to be financially independent in the future; running cost is partly paid by the councils.

Despite the outstanding outcomes obtained by connecting Group and Region Focused Programs and JICA projects, council directors are transferred frequently, which makes it difficult to transfer their knowledge learned in Japan into the available network for knowledge sharing. In addition, former participants working at lower level councils have limited opportunities to be involved in the network. Thus, JICA is expected to evaluate the programs' cost-effect performance and develop an appropriate aid strategy for the future.

10. Lessons and Insights Learned

- The establishment of an alumni association network, with former participants at the center, has made the sharing of obtained knowledge and skills possible within parent organizations and also with outside organizations. This mutual learning has also produced a positive influence on activities conducted by governmental ministries and local authorities. On the other hand, since relocation of council directors is regularly performed in Tanzania, former participants are at risk of leaving this network when they are relocated.

- Synergistic effects are produced through having candidates who are participating in JICA projects attend training programs. Through seamless collaboration among JICA domestic offices, Japanese training organizations, and JICA overseas offices, the status of former participants can be continuously monitored.

- Further training outcomes are expected if former participants are well acknowledged (as officials who attended training programs in Japan) by colleagues within their parent organizations, and encouraged to share/apply obtained knowledge and skills at work.

- Although training programs have contributed to former participants' improved skills of local community development at the individual level, these skills are not transferred to their

colleagues effectively. There is no specific training content for transferring skills to peers; this can be considered as a constraining factor of spreading training outcomes.

11. Tanzania: DAC's 5 Criteria Evaluation

1. Relevance: Very high The goals of Group and Region Focused Programs in the Local Governance sector are highly consistent with the national development plan of Tanzania. The training courses are closely related to the O&OD (Obstacles and Opportunities Development) method that the Tanzanian government has promoted.; these courses meet the needs of participants and are conducted by appropriate methods as well.		
Necessity of the assistance	Consistency of training contents with government policies of recipient country	Tanzania launched the 2nd Five Year Development Plan (FYDP II) in 2016, which aspires to intensify and strengthen the role of local administration in policy making and implementation. Support from a donor-group ceased in 2014, due to the Tanzanian government's problematic accounting measures toward the Common Basket fund. Tanzania, however, still faces challenges in local governance and decentralization. Japan has continuously supported Tanzania in this area before the Basket Fund was established. Outcomes have been produced and JICA's continuous commitment is expected to sustain these outcomes.
	Adequacy of the selection process of training participants	the selection of training participants, which reflects the needs of JICA projects, is well acknowledged and accepted by Tanzanian government. With the Tanzanian government's trust, JICA is able to select preferable participants in accordance with its strategy of combining training programs with other JICA aid schemes. ➤ Group and Region Focused Programs Participants are selected by JICA (JICA Senior Advisors, Technical Cooperation Projects and JICA Tanzania Office) based on candidates' applications. It was reported that some participants in the past haven't met the expectation of Japanese training organizations, and a stricter selection process is required. ➤ Young Leader Programs In principal, participants are selected from the local counterparts where JOCVs are already collaborating. Volunteer coordinators of JICA Tanzania office prioritize the candidates through screening. ➤ Country Focused Programs (Osaka Training) Participants are selected in consultation with the JICA Tanzania office, JICA senior advisors and the TOA Executive Committee. Course contents are modified to meet participants' expectations. Through the survey, it was reported that Tanzania government prefers to send administrative officials, who are unlikely to be relocated in the near future, to these training programs; the Tanzanian government also prefers to take more responsibility in the selection process.

Relevance of means	Consistency of training contents with needs of participants	➢ Group and Region Focused Programs The participatory community development approach is closely related with the O&OD framework applied in Tanzania, for realizing effective service delivery. In this respect, the course contents meet the expectations. ➢ Young Leader Programs Training programs have an aspect of international exchange, and training contents are not designed with a complete focus on local governance. However, the young officials who participated in these courses are not necessarily interested in international exchange. Some of them were transferred to other divisions after returning to their country and some resign from government. ➢ Country Focused Programs (Osaka Training) Course contents are consistent with the needs of the participants because the administrative officials, who have keen attention to local government reform, were selected.
Verification of relative advantage	Japanese training programs' characteristics, strengths and weaknesses compared to other donors	In the area of local governance, assistance from foreign donors is very limited after donor-group support (Local Government Reform Phase 2) ceased in 2014. Few training programs for government officials are being conducted in the donor's country or the third-party countries. In terms of presenting other countries' experience on decentralization and local community development, JICA Knowledge Co-Creation Program provides an opportunity for Tanzanian administrative officials. They are expected to learn Japan's experience in local governance and reflect on their own challenges in Tanzania.
2. Effectiveness: High Most of the courses of Knowledge Co-Creation Programs are effectively connected with JICA's ongoing projects in Tanzania.		
Achievement of training goals	Facilitating factors toward achieving goals	➢ Group and Region Focused Programs PLSD, which includes a method of Situation Analysis, is adaptable in various countries. Participants of various countries can learn know-hows from training and modify them in accordance with the situation of their own countries. ➢ Country Focused Programs • JICA senior advisors, who are working in PO-RALG, fully attend the program as course leaders. They support the training courses by modifying course contents based on the social and economic needs of Tanzania. The strong relationship between lecturers and course leader makes this possible. • In order to deepen learning experience, goals of training courses are established clearly, and orientation materials of budget and roles of involved personnel are distributed to participants in advance. Moreover, instead providing answers to each assigned task, training courses are designed to encourage participants to search for solutions independently.

		• Every text of the courses is prepared in accordance with the status of the local governance in the participants' countries. The courses are designed to develop reinforced knowledge in participants, not to deposit knowledge by lecturers; therefore, it allows for empowerment of the participants.
	Constraining factors toward achieving goals	• Not confirmed in the survey.

3. Efficiency: Moderate

Osaka Training and most of the courses of Knowledge Co-Creation Programs (Group and Region Focus), which are strategically connected with JICA projects, have successfully produced the expected outcomes. However, a strategy of conducting training programs from the perspective of cost-benefit performance is required. On the other hand, in terms of the courses conducted by Local Autonomy College and the courses of Young Leader Programs, expected training outcomes and the evaluation measurements are not clearly established.

Input-Output relationship	Sufficient level of inputs for delivering outputs	Osaka Training and 3 courses of Group and Region Focused Programs, which are strategically connected with JICA projects in Tanzania, have delivered outcomes as expected. However, administrative officials are transferred frequently, which makes it difficult to transfer their knowledge learned in Japan into the available network for knowledge sharing. Thus, JICA is expected to evaluate the programs' cost-effect performance and develop an appropriate aid strategy for the future. On the other hand, in terms of the courses conducted by Local Autonomy College and the courses of Young Leader Programs, expected training outcomes and the evaluation measurements are not clearly established.
Training implementation	Facilitating factors toward smooth training implementation	Former participants of Osaka Training and 3 courses of Group and Region Focused Programs are involved in ongoing JICA projects in Tanzania. They have made efforts toward producing outcomes after their return, with support from the JICA Tanzania Office.
		➢ Group and Region Focused Programs
		• Through field visits and workshops, former participants have changed their perception toward community development. This helped improve their performance at community development after their return.
		➢ Country Focused Programs (Osaka Training)
		• Experts who are familiar with the status and challenges of the targeted countries have been involved from the initial stage of planning. They also fully attend the courses.
		• JICA senior advisors, who are working in PO-RALG, fully attend the program as course leaders. They support the training courses by modifying course contents based on the social and economic needs of Tanzania. The strong relationship

		between lecturers and course leader makes this possible.
		• In order to deepen learning experience, goals of training courses are established clearly, and orientation materials of budget and roles of involved personnel are distributed to participants in advance. Moreover, instead providing answers to each assigned task, training courses are designed to encourage participants to search for solutions independently. • Every text of the courses is prepared in accordance with the status of the local governance in the participants' countries. The courses are designed to develop reinforced knowledge in participants, not to deposit knowledge by lecturers; therefore, it allows for empowerment of the participants.
	Constraining factors toward smooth training implementation	➢ Group and Region Focused Programs • In terms of developing training contents, JICA international centers (in Japan) and training organizations have little feedback from JICA overseas offices and project teams in target countries, so the training needs of participants may not be well reflected in the training contents. • Since the communication between training organizations and JICA overseas offices is insufficient, training organizations rarely receive feedback on how participants applied learned knowledge and skills at work after their return. ➢ Young Leader Programs • There is a gap in the relationship between JOCVs, who typically work at the village level, and counterpart administrative officials (former participants), who are typically at regional level.

4. Impact: Very high

Participants, who are involved in JICA projects, are selected for the training programs. They enhanced perception toward community development and learned the method of local governance with community participation at training, which has contributed to the outcomes in the areas where JICA projects are being conducted. While administrative officials below the level of division are not granted the opportunity to attend training programs in Japan, they are able to learn some Japanese experience through the existing network among administrative officials in Tanzania. Ripple effects have been produced.

Achievement of objectives	Sharing obtained knowledge with colleagues and parent organizations	Through TOA and the post Osaka Training initiatives (study sessions for regional administrative officials who didn't have a chance to attend training in Japan), acquired knowledge and skills are shared within former participants' parent organizations, and even across administrative sectors. However, administrative officials below the division level, such as Ward Facilitators, are connected to this network.

	Utilization of obtained knowledge in former participants' parent country	Obtained knowledge and skills have been utilized in many activities taken by former participants such as: improving working environment, increasing tax revenue, promoting OVOP approach, and developing rural infrastructure with community participation. These activities have helped improve living standards from the level of region and district, to the level of villages.
Training achievement	Facilitating factors / Constraining factors toward utilization of obtained knowledge / skills	➤ Group and Region Focused Programs Facilitating Factors • The O&OD framework is being disseminated in a cascading system, in which LGTI lecturers who participated in the training courses reflect the knowledge obtained in Japan in their lectures for other district administrative officials from all over Tanzania. Community – government collaboration cases in many villages are shared with various districts. Constraining Factors • While the courses are beneficial for former participants' individual capacity building, the know-how for transferring the knowledge obtained at training to colleagues is not included in the training contents. ➤ Young Leader Programs • No specific outcomes were confirmed other than the improved work performance at the individual level. ➤ Country Focused Programs Facilitating Factors • Post Osaka Training and the Best Practices Handbook organized by TOA have stimulated mutual learning and information exchange among administrative officials of various sectors. Constraining Factors • Some officials of Ministries and members of Parliament lack understanding of local governance.
Other impacts	Other positive and/or negative impacts	Good Practices: ➤ Group and Region Focused Programs Rural livelihood improvement by community – government collaboration in Maseyu Village, Morogoro District ➤ Young Leader Programs Improvement in the participation rate of a Community Health Fund in Iringa District ➤ Country Focused Program (Osaka Training) Publishing Best Practices Handbook by Alumni Association

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		No negative impact was observed.
5. Sustainability: Moderate		
Some of the former participants took initiatives to establish a network within their parent organizations, and organizations of various sectors. They have a high motivation of sharing obtained knowledge and skills with peers. Former participants, who are also senior administrative officials at central and regional authorities, formed a network that functions as a platform for local governance reform. The network is partially run by government funding. It's expected to be financially independent (without financial support from the JICA overseas office) in the future. However, since top administrative officials tend to be reassigned when a regime changes, it's difficult to maintain the same members of the network.		
Sustainability of training goals	Initiative of utilizing training outputs	Former participants have high motivation and take initiatives to share the obtained knowledge through the established network in their parent organizations. Meanwhile, they are located at various local authorities, so it costs much for them to gather together for a convention. The financial burden is critical.
	Development of action plans / implementation of action plans	Participants are strategically selected from those involved with JICA projects. Accordingly, they are expected to apply their obtained knowledge and skills at training to these projects. Implementation of action plans is just part of their activities after their return.
	Network development	➢ Group and Region Focused Programs A voluntary group called "Academic Discussion Forum" launched within LGTI. No other official network for former participants (of any participating year in the past) was confirmed during the survey. ➢ Young Leader Programs No network is built among former participants. ➢ Country Focused Programs (Osaka Training) An alumni network has been developed into a nationwide network of senior administrative officials including former participants of Osaka Training. This network is currently functioning as a platform for horizontal learning among local authorities. Running cost is partly covered by the JICA Tanzania Office. (No network is built among former participants from countries other than Tanzania.)
Training impacts' sustainability	Facilitating factors / Constraining factors toward training impacts' sustainability	➢ Group and Region Focused Programs Facilitating Factors • The JICA Tanzania office dispatches relevant participants who are working closely with O&OD projects to appropriate training courses. The knowledge learned in Japan is reflected in the project outcomes.

		• LGTI lecturers are basically not transferred from one work place to another, so that knowledge and experience has been accumulated. • LGTI lecturers have few opportunities to learn new knowledge outside Tanzania. In this sense, Knowledge Co-Creation training programs are beneficial to the capacity building of LGTI. Former participants make presentations to share what they learned in Japan on a monthly basis. Additionally, knowledge learned in Japan has been reflected to the curriculum. Constraining Factors • O&OD Project teams, LGTI lecturers, and district community officers who participated in the same training courses have few opportunities to share the obtained knowledge after their return. Former participants of Group and Region Focused Programs, who are not involved in TOA, actually don't have many opportunities to share what they learned in Japan with peers. • O&OD Project Teams can check the performances of ward facilitators who participated in the training courses only when they are visiting local communities. JICA international centers and training implementation organizations seem not to communicate much with JICA overseas offices in terms of monitoring former participants' action plan implementation. Training organizations are responsible to instruct participants to develop action plans, but they don't have much feedback from JICA overseas offices after participants return to their parent countries. ➤ Young Leader Programs Facilitating Factors • Change of the performance of former participants can be monitored since JOCVs have worked together with them before participation and after their return. Constraining Factors • Relocation and job changes of these young officials, who are the former participants of Young Leader Programs, occur frequently. ➤ Country Focused Programs (Osaka Training) Facilitating Factors • Former participants are constantly motivated to utilize the knowledge learned in Japan since there is a well-established network for them to share knowledge and new practices. • Through post Osaka Training, the knowledge obtained at training is being disseminated to those administrative officials who didn't attend training programs in Japan, and the officials from various sectors across the country. • At JICA overseas offices, a national administrative officer is assigned to monitor the status of former participants

including their training outcomes.

- Horizontal learning among former participants through alumni networks provides opportunities, not only to share the knowledge obtained in Japan, but also to clarify what should be adapted to the variety of domestic situations that must be considered. Once an approach is established, it's easy to be implemented through this network to various local authorities.
- Spurred by TOA or the post Osaka Training, local administrative officials' minds have been changed to improve the living standard of rural people.
- Through many years, alumni association network have succeeded in creating a positive spiral that inspires the former participants to share what they learned and produce good practices by utilizing the knowledge. Through the alumni network, the good practices are shared and spread.

Constraining Factors

- Administrative officials are transferred frequently before understanding regional social and economic characteristics, which makes it difficult to apply their knowledge learned in Japan to their assigned regions.
- When regime changes occur, most of the senior administrative officials are replaced. There are less former participants in TOA, which makes sharing knowledge and expertise difficult.
- When former participants are relocated to a different position, they often leave the alumni association. They then loose opportunities to learn from other peers. They only keep contact with JICA Tanzania office.
- In terms of the importance of local governance and decentralization, ministries and parliament members lack profound understanding. This can be considered as a constraining factor for implementing reforms.
- Expenses regarding TOA management is partly covered by the JICA Tanzania Office. It is a challenge for TOA to become an independent organization.

II.   Overseas Field Survey: Bhutan

1.   Country Location, Basic Information and Interview Photographs

Location

Basic Information

Name	Kingdom of Bhutan
Political Regime	Constitutional monarchy
Area	38,394 square kilometer
Population	765,000 (2014：World Bank）
Language	Dzonga (official language), etc.
GDP	USD 1.95 Billion (2014：World Bank)
GDP per Capita (nominal)	USD 2,560.5 (2014：World Bank)
Economic Growth Rate	5.5% (2014：World Bank)
Inflation Rate	8.2% (2014：World Bank)
Unemployment Rate	2.8% (2014：World Bank)
Bilateral Treaty/Agreement	Exchange Notes on the establishment of diplomatic relations, Japan Overseas Cooperation Volunteers Dispatch Arrangement etc.
Japan's Economic Cooperation	(1) Loans: 5.763 billion yen (total) (2) Grants: 2.824 billion yen (thru FY 2014 E/N basis) (3) Technical cooperation: 1.093 billion yen (thru FY 2014 JICA basis)

Source: Ministry of Foreign Affairs of Japan

Photographs

Former participant of Knowledge Co-Creation Program (Group and Region Focus) (Center), the coordinator of an on-going JICA Grassroots Technical Cooperation (Right) and the Secretary General of the Tarayana Foundation (Left).

Lecturer of the Royal Civil Service Commission uses the contents of participatory development learned through Knowledge Co-Creation Program (Group and Region Focus) in making training materials and lectures after returning home.

Japanese expert (left) who had been involved in Bhutan's local governance assistance for more than 10 years and the former Director General of the Department of Local Governance (DLG) who also participated in country focused training. (National Library)

Transferred from the Gross National Happiness Commission (GNHC) to the think tank of the King. Experienced tea ceremony during the Knowledge Co-Creation Program (Young Leaders) and realized that progress with technology and coexistence of traditional culture are possible. (His Majesty's Secretariat Office)

Former GNHC official. In preparing the local subsidy (Block grant) system of Bhutan, Japan's local grant mechanism, learned in the Knowledge Co-Creation Program (Group and Region Focus), was helpful. (Royal Human Resources Committee)

Currently working as the Director General of DLG, this man is supervising "Project on Support for Citizens Engagement in Local Governance". He participated in the Knowledge Co-Creation Program (Group and Region Focus).

Former GNHC official. When preparing Bhutan's local subsidy (Block grant) system, the learning in the Knowledge Co-Creation Program (Group and Region Focus) was applied. Currently making contributions to human resource development at Thimphu City Hall.

Geog Administrative Officer (GAO) in Punakha. Participated in the Knowledge Co-Creation Program (Young Leaders).

Former GNHC official. Still remembers Japanese local governments and "road stations (Michi no eki)" visited by the Knowledge Co-Creation Program (Country Focus). (National Environment Committee)

By serving as a leader at the Knowledge Co-Creation Program (Young Leaders), presentation skills and leadership were cultivated. (GNHC)

Worked at the Ministry of Home Affairs and Culture. After joining the Knowledge Co-Creation Program (Group and Region Focus), he served as a trainer using lessons learned in community facilitation. (Ministry of Information)

Deputy Governor of Tashigan Province. Utilizing the background as a former teacher, he was active as a master trainer for local public official training.

Young official of DLG. Utilizing the learning in the Knowledge Co-Creation Program (Group and Region Focus), she is a master trainer in the "Project on Support for Citizens Engagement in Local Governance" now underway.

DLG official(right), one of the major counterparts of the on-going "Project on Support for Citizens Engagement in Local Governance", he participated in the Knowledge Co-Creation Program (Group and Region Focus); a local staff member (left) of JICA Bhutan office who has been involved in the training program for 19 years.

President of the JICA Bhutan Alumni Association (JAAB) tells that he wishes to re-initiate JAAB activities.

Administrative staff of JICA Bhutan Office who has been in charge of the Knowledge Co-Creation Program.

The Representative in charge of the Knowledge Co-Creation Program (Left), the Chief Representative (Center), and the Project Formulation Adviser (Right) of JICA Bhutan Office.
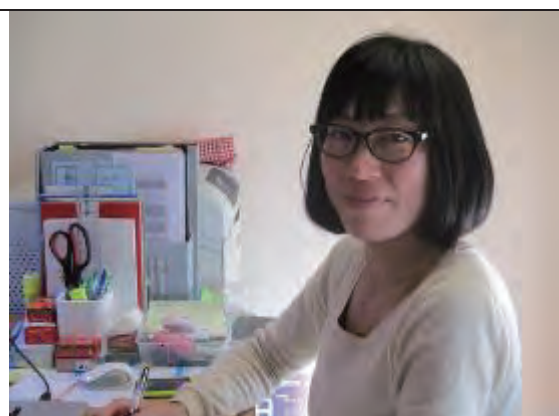
The Japanese expert of the on-going "Project on Support for Citizens Engagement in Local Governance".

2. JICA Programs in Bhutan

(1) Japan's Assistance Policies for Bhutan

Having shifted from imperial rule to a constitutional monarchy based on a parliamentary democracy in 2008, Bhutan continues to build a democratic and stable nation. Bhutan is known for its fundamental principle of development called Gross National Happiness (GNH), which represents the nation's goal for a society where its people can live with a sense of happiness rather than overemphasizing economic growth. The country has achieved the GDP growth rate of 9.3% in the past five years through hydroelectric power generation by utilizing its rich water resources. The GNI per capita in 2011 was US$2,130, placing Bhutan among middle income countries. On the other hand, significant disparities in living standards between urban and rural areas still remain. Issues in recent years include urban environmental issues, employment creation, and the vulnerability of economic infrastructure.

Based on the priority areas of the Bhutanese government, JICA has developed its assistance policies focused on 1) sustainable economic growth (agriculture/rural area development, basic infrastructure development in rural areas, improvement of living standards in rural areas through the capacity building of local administrations, and industry development/employment expansion), and 2) mitigation of vulnerability (improvement of the urban environment, climate change measures/disaster prevention)[20].

(2) Decentralization of Bhutan and JICA's Related Projects in the Local Governance Sector

The Bhutanese government has a strong sense of ownership: They have requested training projects or technical cooperation projects of JICA in accordance with the anticipation of system building required for the next national development plan and a smooth implementation of the current national development plan; Bhutan has in fact utilized the outcomes for system building and operation. Also, JICA has provided flexible responses to Bhutan so that the training and technical cooperation projects would match the Bhutanese national development plans.

<Assistance in the Local Governance Sector through Training Programs in Japan (1995-2004)>
During 1995-1997 and 2001-2003, JICA accepted 1 official per year from the Ministry of Home and Cultural Affairs to participate in the Group and Region Focused Programs in the area of local governance. JICA sent a research commission to Bhutan in 2002 in order to understand the Bhutanese needs for cooperation in decentralization. As a result, it was confirmed that the capacity development of municipalities (the receptacles of decentralization) was the pressing

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[20] Ministry of Foreign Affairs. "Assistance Policies for the Kingdom of Bhutan", *Projects in Each Country*, JICA homepage.

need. Therefore, in 2003, JICA initiated the Country Focused Program, "Local Governance and Decentralization in Bhutan (project formation)" for four senior officials of Ministry of Home Affairs, to discuss and collaboratively formulate the "Local Governance and Decentralization Project".

<Local Governance and Decentralization Project Phase I (2004-2006)>

With Bhutan's Ministry of Home and Cultural Affairs (DLG) as a C/P, the Local Governance and Decentralization Project was implemented to support building a local administrative system through pilot projects (in 25 Gewog of 3 Dzongkhag), as well as to provide cooperation in the capacity improvement of the involved staff members.

<Local Governance and Decentralization Project Phase II (2007-2010)>

Based on the outcomes of the pilot projects in Phase I, the Bhutanese government adopted a block grant system in which a grant is directly given by the central government to 205 Gewogs nationwide in the 10th Five Year Plan which started in July 2008. Additionally, based on the outcomes of Phase I, the government put forward the Integrated Capacity Building Plan (ICBP) for local administrative officials in order to develop human resources who would prepare and implement development plans for operating the block grants at a Gewog level.

In the Local Governance and Decentralization Project Phase II, the Local Development Division of the Gross National Happiness Commission (GNHC; the supervising organization of ICBP) as a C/P aimed for supporting further human resource development by ICBP by: 1) Revising ICBP[21] and preparing training materials; 2) providing ICBP training for local administrative officials; 3) planning and implementing pilot projects on local administrative services in 8 Gewog of Trashiyangtse Dzongkhag in the eastern Bhutan; 4) summarizing the outcomes and lessons learned in the pilot project; and 5) issuing a proposal on the institutionalization of ICBP.

DLG positioned ICBP as a key element of the Capacity Development Strategy (CDS) for local politicians and administrative officials.

<Local Governance and Decentralization Project Phase III (2011-2014)>

The Local Governance and Decentralization Project Phase III was implemented for the purpose of building a system to initiate and institute sustainable ICBP training programs that contribute to the management of local development projects. Specifically, Phase III was formulated in a way that

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[21] Built on the training course developed in Phase I, the ICBP4 courses were revised in Phased II as: 1) Strategy development plan; 2) civil services and management; 3) administrative affairs and financial management; and 4) planning and prioritization.

the training of local administrative officials was supported through training in Japan and the third-party countries; in addition, training in areas where capacity improvement of local administrative officials was required was incorporated into the ICBP10 training courses[22]. At the end, ICBP training courses were positioned as specific action plans for CDS.

< Project on Support for Citizens Engagement in Local Governance (2015-2018)>
As discussed in the above paragraphs, democratization has advanced in Bhutan through the development of local administrative systems and human resource development in light of decentralization. However, as the local administrative functions have become stronger, traditional reciprocity and self-help functions have weakened. In addition, how communities would operate and manage small-scale infrastructure construction (agricultural roads, irrigation facilities, public health centers) based on the needs of each site has become an issue. Since public involvement in local administrations is stipulated in the Constitution as well as the local administration laws, the Bhutanese government has put forward policy measures stating that residents have legal obligations to participate in administrations. Therefore, projects for developing community ownership and empowerment are currently in process.

3. Needs of Bhutanese Government

(1) The Country's Policy and the Development Needs in the Local Governance Sector
In Bhutan, starting from the 5th Five Year Plan (1981-1985) to the currently implemented 11th Five Year Plan (2013-2017), the focal issue has constantly been the promotion of decentralization.

The Dzongkhag system was introduced in the 5th Five Year Plan and the Gewog system in the 7th Five Year Plan. The country spent ten years each for improving administrative organization at Dzongkhag and Gewog levels and the functions of key sectors in regional and rural development (agriculture, livestock, forestry, etc.) were decentralized and transferred to Dzongkhag and Gewog. Until the 8th Five Year Plan (1996-2001), Gewog did not have their own funds and the budget for necessary development plans were prepared by Dzongkhag, which included charges to beneficiaries. Up to the end of the 8th Five Year Plan, the country had significant needs for development assistance in building the local government system.

For the first time in the 9th Five Year Plan (2002-2007), the rights to prepare Gewog-level

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[22] ICBP10 courses, which were repackaged and revised in Phase III, include: 1) Introductory course; 2) leadership and development plan; 3) planning and prioritization; 4) project management; 5) community facilitation; 6) environment, weather fluctuations and poverty; 7) basic engineering; 8) finance, budget control and IT; 9) office management and IT; and 10) Dzongkha typing and administrative documents.

development plans and budget were given to each Gewog. Freeing Gewog from the vertically (sector)-segmented administrations enabled measures that aimed for community-based development responding to residents' needs. In the following 10th Five Year Plan (2008-2012), the Annual Capital Grant System was introduced, in which the central government directly allocates grants to 205 Gewog nationwide. The system was implemented for preparing and carrying out bottom-up development plans based on residents' needs. As a result, during the 9th and 10th plan periods, roads, water supply facilities, irrigation facilities and many other facilities of small-scale infrastructure that are closely relating to everyday life were constructed. Therefore, one of the key issues of the current 11th Five Year Plan (2013-2017) has been the operation and management of the small-scale infrastructure by the Gewog government and their residents.

(2) Training Needs in the Local Governance Sector

As discussed above, the area of local governance has been an issue that requires particular attention in Bhutan's five-year plans. During the 5th to 8th Five Year Plans, training needs for general local administrations and building a local government system were high. After the 9th Five Year Plan, as the local government system reached establishment, higher training needs were found in the following areas: human resource development of local political leaders and administrative officials closely involved in the system; participatory development in which residents' development needs are reflected in development plans and implementation; and strengthening of cooperation between the administrative bodies and the private sector such as NGOs. The operation and management of the small-scale infrastructure, built according to local development plans by Dzongkhag, Gewog, and residents, has been one of the key issues in the current 11th Five Year Plan. Capacity development that delivers a solution to this issue and creates mechanisms for such capacity development (e.g. integration of guidelines used by the involved ministries) has been anticipated.

4. Survey Targets and Methods

The organizations and number/names of people targeted in the interviews are as follows (please refer to the list of interviewees in Appendix 4). The survey consisted of individual interviews using questionnaires.

<List of Parent Organizations of Interviewees>
Gross National Happiness Commission (GNHC)
Ministry of Home and Cultural Affairs (MoHCA)
Department of Local Governance, Ministry of Home and Cultural Affairs (DLG)
His Majesty's Secretariat Office (HMSO)

Ministry of Information (MOI)

National Environment Commission (NEC)

Royal Civil Service Commission (RCSC)

Royal Institute of Management (RIM)

National Library (NL)

Thimphu City Corporation (TCC)

Tarayana Foundation (TF)

Knowledge Co-Creation Programs (Group and Region Focus, Country Focus) in the Local Governance Sector

<Number of Interviewees by Parent Organizations>

	MoHCA	DLG	MOI	NEC	RCSC	RIM	NL	TCC	TF	Total
Participant	1	2	1 *	1 *	1*	1		1 *	1	9
Participant-Supervisor		1					1 (formerly employed at DLG)			2
Supervisor									1	1

* formerly employed at GNHC

<Number of Interviewees by Training Courses>

	Training Course	Number of Former Participants Interviewed	Note
Group and Region Focused Programs	Theory and Practice of Participatory Local Social Development/Participatory Local Social Development (PLSD)	5	4 of them participated using the Country Focused Programs frame
	Participatory Community Development for Practitioners through JICA-NGO Partnership	1	Group and Region Focused Programs
	Local Governance	2	Participated using the Country Focused Programs frame
Country Focused Programs	Local Governance Support（Project Formulation）	1	Country Focused Programs
	Regional Development	1	Country Focused Programs
	The Local Governance and Decentralization Project	1	Country Focused Programs
	Total	11	

Young Leader Programs (Administrations/Local Governance Course)[23]

<Number of Interviewees by Parent Organizations>

	GNHC	DLG (GAO)	HMSO	Total
Participant	2	2	1 (loaned from GNCH)	5

<Interviews with Other Bhutanese Government Officials>

- DLG official (formerly in charge of human resources at MoHCA; the interview was conducted regarding the selection process of overseas trainees)
- Official in charge of human resources at Punakha Dzongkhag (the interview was conducted regarding the selection process of overseas trainees)

<Interviews with JICA-related Persons, Other Donors and the Alumni Association>

Other Donors

- Swiss Agency for Development and Cooperation (SDC)
- United Nations Development Programme (UNDP)
- Swiss NGO (HELVETAS)

JICA-Related Persons

- Director, Japanese employees (2) and Bhutanese employees (2) of JICA Bhutan Office
- Japanese experts (2) involved in the technical cooperation project "Project on Support for Citizens Engagement in Local Governance"
- Local employee (1) and a person in charge of Tarayana Foundation (1) of Bussi-en Bhutan Office, in association with the project "Social Inclusion Project for Differently Abled People"

Alumni Association

- JICA Alumni Association of Bhutan (JAAB)

5. Outcomes of the Training Programs

(1) Capacity Development at the Individual Level

The former participants of the Group and Region Focused Programs and the Country Focused Programs commonly expressed the following outcomes of their training:

1) Knowledge in the thematic area was improved by participating in the training programs;

2) Perspectives were broadened by visiting Japan; and

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[23] Administrations Course (2008 only; central administrations/local administrations); Local Governance Course (2009-2015)

3) Presentation and leadership skills were improved.

More specifically, in each training program, the following capacity improvements of the former participants were confirmed.

1) Group and Region Focused Programs/Country Focused Programs

<Overall Training Outcomes>

- Perspectives were broadened by visiting countries outside Bhutan, especially countries like Japan with advanced technology.   (Many of the former participants)

- Through the training programs in Japan, the young officials now understand clearly what the currently occurring technical cooperation project is trying to achieve. After returning to Bhutan, they have been actively involved in managing pilot projects, providing training programs to local political leaders and administrative officials, and leading various discussions.   (Supervisor, DLG)

- They have been leveraging what they learned in Japan by applying the outcomes of the PLSD training to the contents of the community facilitation for the ICBP training, as well as playing the role of lecturer for the ICBP training.   (Former supervisor, DLG)

- The former participant himself may have not noticed, but it seems that he gained more confidence and broader perspectives through participating in the overseas training program. He has been able to utilize his leadership and coordination skills in a wide range of activities upon returning to Bhutan. He is now actively working as a project manager and I can fully entrust him with a project.   (Supervisor, Tarayana Foundation)

- I learned methods for visualizing results using figures and charts, such as spider charts. Since we do not commonly use figures and charts in Bhutan, it was a new learning experience for me.   (Thimphu City Corporation)

<Enhanced Awareness and Inspiration>

General Local Governance

- Knowledge has been broadened by listening to the presentations by participants of different countries on local administration systems. (Royal Civil Service Commission)

- I learned a case of a Japanese municipality with a low tax income that sent the officials abroad (to U.K.) for a field study, implemented new community-wide events such as open gardens, and attracted tourists. I was surprised to see the fact that even a municipality could take innovative approaches if they have a good idea. Also, I was impressed with the ability to make things happen by solving a problem on their own, rather than simply waiting for the central government to do something for them. (Royal Civil Service Commission)

- By visiting Japanese municipal offices, I realized that working with colleagues in an office

floor without partitions could facilitate communication. Individual office space is common in Bhutan. (Royal Civil Service Commission)

- I studied municipal mergers. I felt that the idea would be useful someday since depopulation has been advancing in Bhutan. (Royal Civil Service Commission)

Measures of Population Aging

- I learned a system in which local administrations watch over the health conditions of the elders by attaching sensors to hot-water tanks. It made me realize that technology can be used for such purposes. (Multiple former participants)
- By witnessing elders actively working when I visited Kamikatsu-cho of Tokushima Prefecture, I came to think that it would be a pity if the elderly people in Bhutan have nothing to do. (National Library)

Resident Participation

- Although written in policy measures, resident participation is scarcely found in Bhutan. In Japanese rural areas, I found that community residents were truly and actively participating in local administrations, regional development, and operation and management of regional infrastructure, through financial and labor contributions. I learned that resident participation is actually possible. (Many of the former participants)
- I was impressed with the fact that vertical cooperation and information sharing occurs among local politicians (at the level of policy making), local administrative officials (research and coordination), agricultural extension workers and farmers, and finally, that farmers' needs are reflected in policy measures. Farmers are familiar with the ideas of politicians. (Thimphu City Corporation)

Regional Development

- At Michi-no-eki (roadside stations), I was surprised by the sales of regional products and high-quality souvenirs in a variety of designs that are hand-crafted by community residents. I felt the necessity of idea generation strategies and efforts for improving quality, innovation, and marketing. (National Environment Commission)
- I was impressed by Michi-no-eki, where a gas station, souvenir shops, etc. were all in one place.   I think that it is very convenient for the community. If we have similar facilities in Bhutan, it would be not only convenient while travelling, but we can also sell regional products. (National Environment Commission)
- In a rural area of Japan, I visited a restaurant that uses local vegetables or bamboo and tree leaves collected in neighboring mountains. We can do the same in Bhutan, but I realized that

we had never had this type of idea. (National Environment Commission)

2) Young Leader Programs

<Improvement of Presentation Capacity and Leadership Skills>

- As a leader in the Young Leader Programs, I made many speeches and presentations representing the group. This made me confident to present to our National Gross Happiness Program. Also, I had opportunities to use my leadership skills to teach or give advice to younger GAOs (Gewog Administrative Officers), which helped me grow in terms of training juniors.

<Enhanced Awareness and Inspiration>

- In Japanese rural areas, I realized that only the elderly people were present in town during day time. Since depopulation is also advancing in Bhutan as migration from rural areas to urban areas has increased, I felt the urgency of finding measures against depopulation. I realized the importance and necessity of social security policies. (His Majesty's Secretariat Office)
- I visited a waste treatment center in Japan. I was able to find ideas that are feasible in Bhutan, including waste classification, waste reuse such as kitchen compost, and the concept of recycling. (Multiple former participants)
- I visited a municipality that excavated regional historic remains and made them into tourist spots. Since archeological excavation is not common in Bhutan, I learned that it is possible to protect cultural sites while attracting tourists in this way. (Gewog official)
- I imagined that Japan has been industrialized, but I found the same issues as in Bhutan when I learned that damage of agricultural land by animals has been a problem in rural areas. I learned that installing electric fences is effective, which I would like to apply to Bhutan someday. (GNHC)
- In Hokkaido, I saw electric cars for the first time. They are environmentally friendly, and I felt the necessity of introducing electric cars to Bhutan. (GNHC)

(2) Contribution to Organization, Policy, and/or System due to Behavior Change of Former Participants

In Bhutan, the former participants of the Group and Region Focused Programs and Country Focused Programs have been actively working as training lecturers by applying what they learned in Japan to the building and improvement of local administration systems or providing inputs for training materials in the area of local administrations. Also, the former participants of the Young Leader Programs have applied knowledge and cases that they learned in Japan to their posts (Dzongkhag or Gewog).

Many of the former participants were working for GNHC or DLG at the time of participation in JICA programs. GNHC has always required participants to submit training reports to their supervisors and make a report on recent training contents at internal meetings that are held once a week. Through the JICA Technical Cooperation project activities, DLG now holds regular briefing sessions, in addition to the submission of written reports to supervisors, in order to share training contents.

In terms of action plans, some former participants who returned to Bhutan from a training program that occurred five or more years ago answered that they did not remember their action plan contents well; however, the former participants between 2013 and 2016 replied that they shared action plans with their supervisors and colleagues at the parent organizations, whether they are the central government agencies or local administrations (Gewog). They were able to carry out the action plans using a small amount of budget.

Regarding the Group and Region Focused Programs, Country Focused Programs and Young Leader Programs, the following contributions due to the behavior changes of the former participants were confirmed.

1) Group and Region Focused Programs/Country Focused Programs
<Influence on Systems and Policy Measures>
- Through the training in the Local Governance and Decentralization (project formulation; Group and Region Focused Programs), the contents of the Local Governance and Decentralization Project Phase I were determined. Based on the outcomes of the pilot projects in Phase I (construction projects of infrastructure, etc. using capital grants), the Annual Capital Grant System was built and introduced. (Royal Civil Service Commission, Thimphu City Corporation)
- The Annual Capital Grant System and its allocation method were examined in reference to the concept and allocation method of capital grants studied in Japan. (Royal Civil Service Commission, Thimphu City Corporation)
- During the Local Governance and Decentralization Project Phases I-III, the former participants attended the ICBP Training Course Workshops and applied what they learned in Japan to the course contents. Later, as master trainers, they were actively involved in the training using the developed ICBP training modules. (Many of the former participants)

<Contributions to Development Outcomes>

- The Former Participants who attended the ICBP Training Course Workshops during the Local Governance and Decentralization Project Phases I-III implemented the ICBP Training prepared for Dzongkhag and Gewog at Thimphu City Corporation, with financial support from DGL, targeting political leaders and city personnel. As a result, the training was very successful and the attendees understood clearly the importance of resident participation in drafting a development plan, as well as specific methods to prioritize multiple project proposals (there are four cities in Bhutan, which were not targeted in the ICBP Training until recently). (Thimphu City Corporation)

- Two DLG former participants of the Group and Region Focused Programs who attended the Participatory Local Social Development prepared an action plan that aimed for capacity improvement training of local government officials (political leaders and administrative officials of Dzongkhag and Gewog). Upon returning to Bhutan, they implemented the plan as a part of the Project on Support for Citizens Engagement in Local Governance activities. (DLG)

<Application to the Work>

I learned how the Japanese municipalities prepare and implement development plans based on residents' needs, which I utilized in my work in Bhutan. (GNHC)

- The knowledge relevant to the Japanese personnel system for public service workers has been very helpful to our work. (Royal Civil Service Commission)

- When I visited an agricultural experiment station, I saw a teacher giving instructions to students while planting tomatoes. In Bhutan, training commonly happens in the form of classroom lectures where students listen to a one-way lecture by a teacher. I found that training could be possible while working or as an extension of regular work. Upon returning, I implemented internal training for sectoral directors (agriculture, education, public health, etc.) of Chukha Dzongkhag by utilizing a short break time during regular work. (Vice Governor of Trashigang Dzongkhag)

<Collaboration with JICA Projects>

- Since "Local Governance and Decentralization Project Phases I-III" and "Project on Support for Citizens Engagement in Local Governance" were small-scale technical cooperation projects conducted by Japanese experts, it was difficult to plan and implement training in Japan or in third-party countries on their own. Therefore, depending on the needs of the Bhutanese government/JICA projects, JICA has sent out additional participants (under the frame of Country Focused Programs) to the Group and Region Focus Program using our

project budget. (Japanese expert, JICA Bhutan Office)

- During the "Local Governance and Decentralization Project Phases I-III", the former participants attended workshops for developing the ICBP Training Course and applied what we have learned in Japan to the training materials. Also, as the master trainers of the ICBP Training Course, we provided training to many local politicians and administrative officials, and contributed to the development of young trainers. After the local elections in 2016, DGL implemented the ICBP Training for local leaders and public service workers using the Local Governance Sustainable Development Program (LGSDP), which is a multi-donor sectoral funding program, as a source of revenue. (Many of the former participants, Japanese experts)

- NGOs are still new to Bhutan and there are only a few organizations of this kind. The concept of civic society is not yet completely penetrated to the people. Since JICA was not able to find any suitable participant for the Group and Region Focused Programs "Participatory Community Development for Practitioners through JICA-NGO Partnership" from the central government, a staff member of the Tarayana Foundation, one of the oldest NGOs in Bhutan, participated in the program. This was a rare case that a staff member from the private sector attended JICA training in Bhutan. Upon returning, this former participant shared the training contents with the members of his parent organization. The Tarayana Foundation, the parent organization of the former participant, has supported the project activities of JICA's ongoing grassroots technical cooperation "Social Inclusion Project for Differently Abled People" as a local partner organization; also through training in Japan, the foundation promotes human resource development as one of Bhutan's few support organizations for people with disabilities and those who are socially disabled. (Tarayana Foundation)

2) Young Leader Programs

<Contributions to Development Outcomes>

- The former participants of the 2008 Young Leader Programs learned recycling activities in Japan and prepared action plans for implementing similar activities in Bhutan. However, they were not able to gain proper understanding of the necessity of recycling upon their return home since the waste problem was not apparent even in the country's capital, Thimphu, at that time (His Majesty's Secretariat Office). Within a few years after their return, the waste problem aggravated acutely, and it is now becoming serious, not only in urban areas, but also in rural areas. Due to such swift changes in the surrounding environment, two former participants of the 2013 Young Leader Programs (actively working as GAOs in different Dzongkhag) were able to implement their action plans dealing with waste and public hygiene issues: 1) I learned the relationship between waste treatment and public hygiene in Japan. After returning to Bhutan, I installed a waste disposal hole at a local archery field using our environmental budget, and I have been instructing people to dispose of, rather than scatter,

waste into the hole. Also, I am leading a monthly local cleaning activity with the residents. (Administrative official of Gewog in Punakha Dzongkhag); 2) I learned the relationship between waste treatment and public hygiene in Japan. After returning to Bhutan, I have been organizing awareness programs for local residents (from the report by the administrative official of Gewog in Mongar Dzongkhag).

3) Enhancement of Understanding Japan (Changes Obtained by Associating with Japan and Japanese People)

Japan was the first foreign country visited by most of the former participants of the Young Leader Programs. Their first experience of crossing at street signals, getting on the train, and going to a hot spring, remained vivid in the minds of many former participants. The following impressions of Japan were commonly stated by the former participants:

1) Japan's infrastructure has very high quality.
2) Judging from the train schedule and the progress/management of the training program in Japan, we understood that things are systematized and things are implemented strictly as planned.
3) Although Japan has developed technology, the country maintains traditional cultures.

As shown above, it was confirmed that the former participants of the Group and Region Focused Programs, the Country Focused Programs and the Young Leader Programs closely observed Japan and its people during transportation and free time, in addition to training lectures and site visits. Since the way of thinking is very different between Bhutan and Japan, many participants felt that it would be difficult--although they understood the mechanism--to apply the high quality of technology and a delicate and precise way of handling work to their country in exactly the same manner.

On the other hand, with regard to the fact that Japan has preserved both the modern aspect and traditional culture, the participants juxtaposed Japan and Bhutan--where rapid modernization is happening--and they had opportunities to think about what they should do to keep their traditions and cultures.

Specific comments from the former participants are as follows:

- I was surprised to see roads, bridges and buildings constructed in an orderly fashion, with strength, and maintaining high quality. It is undeniable that the level of Japan's technology is high even when compared to neighboring countries of Bhutan, such as India and Nepal. Not only in urban areas but also in rural areas, the quality of infrastructure is high and the maintenance seems thorough. I was impressed with an administrative system that can

construct and maintain such infrastructure. (National Environment Commission)

- Wherever I went, Japanese people were deliberate, polite and working hard. They were also punctual. The training course was likewise prepared, based on thorough and detailed calculation. When I visited municipalities, the schedule was made in a similarly detailed and considerate manner. I felt that many things are done in Japan systematically. In Bhutan, something unexpected always happens, and itineraries such as training and government visits often become sporadic. It was impressive to see the Japanese style-thorough preparation, attentiveness, and attitude-to make things happen as planned. (Multiple former participants)

- I was impressed with the fact that Japan, although it became an advanced nation with a wide range of developed technology, continues to preserve old cultures and traditions such as the tea ceremony and tightly knit communities. In Bhutan, traditional cultures and community ties have been rapidly disappearing as modernization advances quickly. It made me think of ideas to preserve our traditions and advantages of old Bhutan while promoting modernization, democratization, and decentralization. (His Majesty's Secretariat Office)

- I found that Japanese people do not wear kimonos in daily life, and that kimonos were displayed in a museum. I realized that Gho and Kera may unnoticeably disappear from Bhutan unless we consciously preserve our cultural identity. In Bhutan, general education is provided in English; the ban of television and the internet was lifted in 2000. I felt the importance of passing on Bhutanese traditional cultures. (Ministry of Information)

- Through the homestay, I was able to directly experience the life of common Japanese people. (Multiple former participants)

- While on the train, I saw a Japanese lady pick up garbage that someone else had dropped. Such an act will hardly happen in Bhutan. I came to understand that this is why Japan is clean everywhere. (National Environment Commission)

6. Facilitating and Constraining Factors for Training Outcomes

Listed below are facilitating and constraining factors for outcomes of the training programs.

(1) Facilitating Factors

1) Individual Factors

- Participants have high motivation toward attending the training programs.
- With clear understanding of tasks at their workplaces, as well as challenges that Bhutan currently faces, participants have the foundation for keenly absorbing reference cases and related information.
- With clear understanding of tasks at their workplaces, former participants are able to develop action plans based on their positions and available budget, as well as action plans related to

currently ongoing activities.

2) Organizational Factors

- Multiple members in different positions from the same parent organization participating in the Group and Region Focused Programs and the Country Focused Programs, and a group of approximately ten GAOs with an older GNHC official participating in the Young Leader Programs, enables the preparation of feasible action plans and enhances training outcomes through teaching and helping each other.

- It is required for participants to submit training reports and make a presentation on training after their return.

- Upon sending participants, parent organizations have an appropriate selection process for participants, whose work tasks correspond to training contents. Although there were rare cases in the past in which the head of an organization selected training participants at his own discretion, recently each organization has a personnel committee and a mechanism for selecting participants based on predetermined requirements and standards have been functioning.

- Participants can secure understanding and support for implementing action plans after their return.

- Participants have supervisors who understand JICA training and require contributions from them after their return. Or sometimes, they have colleagues who are willing to exchange information regarding training; in this way, there can be easier implementation of activities that utilize what they learned in Japan.

- Parent organizations have sizable funds with some discretion, or have opportunities to exchange information with organizations or departments with such budget.

3) Factors of Training Contents

- Functioning as facilitators and mentors, training lecturers and course leaders provide thorough and understandable explanations to participants regarding Japanese systems, as well as theory and practice background.

- Programs are structured in a way that systems and theories studied in classroom lectures are highly relative to organizations that participants visit, and together the lectures and field visits bring deep understanding to participants.

- During site? visits, opportunities to listen to and exchange opinions with the head, congressmen, or officials of municipalities, as well as community residents, are given so that participants can deepen their learning and obtain knowledge from actual Japanese cases.

4) Other Factors

- Opportunities to get to know Japanese culture and adequate free time were incorporated into training schedules, which enabled participants to broaden their knowledge and experience in addition to lectures and site visits.

- Since there is no embassy/consulate of Japan in Bhutan, participants need to obtain visas in third-party countries. JICA Bhutan Office closely work with the embassies/consulates of Japan in transit countries such as Thailand and India so that participants can obtain visas quickly.

- Sufficient care was given to logistics such as accommodations and transportation during participants' stay in Japan and no significant issue occurred during the time of training.

(2) Constraining Factors

1) Individual Factors

- Since some participants did not have enough previous understanding of the significance and objectives of drafting action plans, they developed action plans that were not realistic without the possibility of securing sufficient funds for implementation.

- Since some action plans were less associated with participants' individual work positions, possible funds or ongoing projects at their parent organizations, and implementation by individual efforts, was impossible.

- The training contents related to participatory development were interesting and participants learned significant information regarding systems, theories, and Japan's practices. However, because the participants were the central government officials, they were not directly involved in tasks on site and not able to immediately apply their knowledge to specific activities (municipal officials could more easily implement their ideas).

2) Organizational Factors

- The training contents were interesting and participants learned significant knowledge and skills. However, the participants were not able to immediately apply their knowledge as the contents were far apart from the reality—insufficient budget and weak municipal administration capacity in Bhutan.

- Those who attended from Dzongkhag or Gewog far from the capitol often returned to their positions directly. Neither JICA Bhutan Office nor the technical cooperation project team have been able to follow up regarding sharing training contents or the implementation status of their action plans.

- Since the parent organizations or positions are isolated, some participants were not able to communicate with training lecturers or other former participants to consult or ask questions about the implementation of their action plans. There was no follow up from training

lecturers or JICA Bhutan Office after the training. There was no information about JICA's support scheme in regard to funds and technology.

3) Factors of Training Contents

- Time for drafting, presenting and post-comment revising of action plans was not sufficient.

- With regard to action plan preparation, the lecture on research methods for identifying or approaching issues was not sufficient. Since we have almost no opportunity to learn how to do research in the Bhutanese school, I had no idea what to do.

- Since the English level of the training lecturers was not consistent, I was not sure if I correctly understood the intention of some explanations, in some occasions.

- Since the information written in GI is not sufficient, training organizations (lecturers) and the Japanese experts in Bhutan cannot directly communicate with each other. Therefore, the Japanese experts in Bhutan were not able to share local information before the training or effectively and efficiently follow up regarding action plans after the training.

- Since the Japanese experts were not given access to the JICA server that stores training participant information, training related materials (detailed contents of training lectures, final training schedules, action plans developed by participants, etc.), they were not able to effectively and efficiently follow up regarding action plans.

(3) Characteristics in the Process of Realizing Training Outcomes

<u>Collaboration between Training Programs and JICA's Technical Cooperation Projects</u>

In Bhutan, over a long period of time, significant training outcomes have been brought about by effective collaboration between projects accepting participants and JICA's technical cooperation (Local Governance and Decentralization Project Phases I-III; Project on Support for Citizens Engagement in Local Governance); this arrangement works toward progress in decentralization and to handle the limited manpower of JICA's Bhutan Office and project experts.

Although its input has been small due to the combination of training in Japan and the technical cooperation run by 1-2 Japanese experts, the collaboration has significantly contributed to the system building and human resource development in the area of local administrations by providing timely and adequate assistance that corresponds to progress in decentralization efforts and meeting development needs in Bhutan. However, it is presumed that the collaboration has been effective as a result of several issues: 1) Each former participant has been applying what s/he learned in Japan to the needs of the Bhutanese government (system building for local administrations, preparation of training materials, etc.) in a timely manner; 2) the Japanese experts have purposely offered opportunities through their activities for former participants to be

able to use their knowledge. There is no document indicating any clear strategy regarding the collaboration between projects accepting participants and JICA technical cooperation. Also in interviews, JICA Bhutan Office and the project experts replied that they were not aware of the details of the Group and Region Focused Programs.

The Young Leader Programs (Local Governance) were structured in a way that a group of approximately ten GAOs/young officials of the central or Dzongkhag governments would participate with 1-2 leaders from the central government agencies such as GNHC. Therefore, informal vertical connections were formulated between relatively older officials from the central government agencies such as GNHC (overseeing Dzongkhag and Gewog administrations) and GAOs/younger officials (managing overall administrations at the Dzongkhag and Gewog level). In addition, the number of GAOs that participated in the Young Leader Programs reached 43 (1/5 or more of the 205 Gewog nationwide), which contributed to the formation of an informal horizontal network of distant GAOs by means of Facebook and phone calls. The former participants of the Young Leader Programs actively participated in Local Governance and Decentralization Project Phases I-III in Dzongkhag and Gewog. Between 1995 and 2016, 20 attended the Group and Region Focused Programs, 57 participated in the Country Focused Program, and 73 completed the Young Leader Programs; in total, 150 participants experienced the training in Japan.

A historical representation of the Projects Accepting Participants and Technical Cooperation is summarized in the chart below.

	Assistance Status in the Local Governance Sector	Implementation Status of Group and Region Focused Programs, Country Focused Program and Young Leader Programs	Objectives of Use of Training/ Remarks on Training Outcomes
Before 2003	Group and Region Focused Programs	1 participant per year during 1995-1997 participated in "Local Administrations II", 1 participant in municipal administrations in 2001, and 1 participant in local administrations in 2002.	The Group and Region Focused Programs were used in order to respond to assistance needs in the area of local administrations.
2003	Country Focused Programs	4 officials from GNHC in charge of building a local government system participated in the Country Focused Programs "Local Governance and Decentralization for Bhutan (project formulation)".	The training was offered to formulate the project. Having officials in charge of local tasks enabled the development needs associated with the study, preparation and introduction of the Annual Capital Grant System to be accurately reflected in the project formulation of Local Governance and Decentralization Project Phase I.
March 2004-October 2006	Local Governance and Decentralization Project Phase I	· During the project period, 23 officials participated in the Country Focused Programs and 2 officials in the Group and Region Focused Programs.	· Based on the outcomes of the pilot projects, and in reference to the Japanese annual capital grant system studied in the Group and Region Focused Programs, the Bhutanese Annual Capital Grant System was prepared. · Knowledge from the implementation of the pilot projects and from the Group and Region Focused Programs and the Country Focused Programs was reflected in the training materials for local public service workers.
October 2007-September 2010	Local Governance and Decentralization Project Phase II	· During the project period, 10 officials participated in the Country Focused Programs and 8 officials in the Group and Region Focused Programs. · With regard to the Young Leader Programs, 12 officials participated in the central/local administrations in 2008 and 61 officials in the local administrations during 2009-2013.	· Former participants applied their knowledge gained from the Group and Region Focused Programs and the Country Focused Programs to the ICBP Training Course contents. · Former participants actively contributed to the ICBP training as master trainers. · Approximately 1/5 of the GOAs of 205 Gewog nationwide are the former participants of the Young Leader Programs. Each group consisted of planning officers, etc. from GNHC as leaders and approximately 10 GAOs and

	Assistance Status in the Local Governance Sector	Implementation Status of Group and Region Focused Programs, Country Focused Program and Young Leader Programs	Objectives of Use of Training/ Remarks on Training Outcomes
			younger local officials participated in the group as members. This structure helped leaders to improve their leadership and presentation capacity and younger GAOs with less experience to broaden perspectives, also to build an informal network among participants.
February 2011-August 2014	Local Governance and Decentralization Project Phase III	· During the project period, 14 officials participated in the Country Focused Programs and 2 officials in the Group and Region Focused Programs.	· As a part of the project activities, ICBP Working Group (a group consisting of former participants that discuss the ICBP training on a regular basis) was formed. · Former participants actively contributed to the ICBP training as master trainers.
September 2015-November 2018	Project on Support for Citizens Engagement in Local Governance		· The former participants from DLG have been the main actors of the project.

In addition, counterpart training was offered as a part of the Country Focused Programs in each phase of the technical cooperation project. However, a list of implemented counterpart training and its participants has not been prepared.

Adequate Selection of Participants by the Bhutanese Government

The selection of participants for the Group and Region Focused Programs is strongly influenced by the intentions of the Bhutanese government. There were cases in the past in which participants were selected at the discretion of the head of a parent organization. In recent years, it has been confirmed through interviews that the selection methods (a personnel committee is established for each organization to discuss the selection process; its members are designated based on positions) and requirements (the interval between short-term training participations must be 6 months; participants are sent to training related to their tasks) are clearly defined, and each organization selects training participants in accordance with the rules.

In the recent case of Punakha Dzongkhag, which had two final candidates, the committee replied that they made a just and fair selection by comparing the candidates' overseas training

participation experience and discussing the possibility of future position changes. The Bhutanese government has a policy of not publicizing the reasons for their selections, which makes it impossible for outsiders to know if the selection was done in an appropriate way.

In this field survey, we conducted interviews with only two out of 20 former participants of the Group and Region Focused Programs. However, it is presumed that the selection of appropriate participants was conducted since both of them had backgrounds that corresponded to the training contents, shared what they learned with their supervisors after their return, and utilized their knowledge in their tasks. In addition, according to the list of former participants, almost all of them were associated with organizations, departments, or sections related to the focused area of local administration at the time of participating in the training. The data also indicates that they were appropriately selected.

With regard to the Country Focused Programs, the selection process is similar to the one in the Group and Region Focused Programs; however, in the Country Focused Programs, whether a candidate is associated with a technical cooperation project becomes the key requirement, and such a candidate is given priority.

With regard to the Young Leader Programs, the selection process is similar to the one in the Group and Region Focused Programs; however, in the Young Leader Programs, whether a candidate is associated with the target Dzongkhag of a technical cooperation project becomes the key requirement, and such a candidate is given priority.

7. Training Programs by Other Donors and Comparison with JICA Programs

Japan has been the biggest donor for Bhutan for many years. Major donors other than Japan include Australia, Denmark, Austria, Switzerland, Asian Development Bank (ADB), International Development Association (IDA), and the European Union (EU). A multi-donor, sectoral funding program "Local Governance Sustainable Development Program (LGSDP)" has been implemented targeting the period of the 11th Five Year Plan (2013-2018). The implementing body of LGSDP is DLG, and the training [24] is also planned and implemented by DLG.

<HELVETAS (Swiss NGO)>

This NGO has been active mainly in the areas of agriculture, technical and vocational training, and local governance. HELVETAS has been providing assistance for local governance since 2008. They consider the capacity improvement of local governments and the promotion of civil

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[24] DLG and the donors share the ICBP training modules, which are used in the training for public service workers.

society as their pillars. For the capacity improvement of local governments, HELVETAS provides training for: 1) Policy measures; 2) improvement of administrative systems; and 3) local government officials.

90% of the training is implemented within Bhutan. The training in new areas in which advanced projects for reference or good practices are hardly found in Bhutan, such as social accountability and civil society, have been conducted in India and the Philippines (approximately 10%). The organization has dispatched 45-50 trainees to overseas training in the past 8 years. They explain TOR before participants leave for overseas training and have them make action plans. Participants submit reports upon returning. The organization does not strictly check whether action plans are implemented. The former participants of HELVETAS have an informal network and they seem to consult with each other regarding their activities through phone calls and Facebook. There are a couple of active former participants, whom HELVETAS employs as resource persons during training. They are helpful since they are knowledgeable and can speak regional dialects.

<Swiss Agency for Development and Cooperation (SDC)>

SDC is not directly involved in the selection of training targets, but they propose certain guidelines, and participants are selected by DLG. The key targets of their training include DLG, 20 Dzongkhag[25], and local political leaders. Contents and design of training courses are managed by DLG. When an organization implementing training has restrictions as to what contents they can provide, the training contents can become a top-down type that is not based on training participants' needs. The follow-up regarding the training is based on reports submitted by DLG officials in charge of the training. Training such as Dzongkha Unicode, alternate dispute resolution, and planning and budgeting, have been popular among participants from local governments. The field visits by HELVETAS have confirmed that knowledge obtained through the training has actually been put into practice.

In the five years that have passed since the last local elections, capacity improvement training sessions for local political leaders has reached sufficient numbers (number of times that training was offered, number of thematic areas, number of participants). From now on, SDC would like to evaluate outcomes by paying more attention to quality. Notably, it is presumed that training in social accountability has been effective in the sense that it helped establish partnerships among multiple government organizations.

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[25] DLG and the donors coordinate so that there is no overlap with Dzongkhag that receive assistance from SDC, HELVETAS, JICA, etc.

SDC has close collaboration with other multi-donor projects through Local Governance Sustainable Development Programme (SDC is also a contributing donor).

SDC also supports the Democratic Governance Program (DG+ Program), whose implementing body is GNHC. One of the elements of the DG+ Program is the component of social accountability. Initially, training was provided mainly by the Anti-Corruption Commission (ACC); however, considering the organizational jurisdiction, it was decided that DLG is the most appropriate key implementing organization. Therefore, while the Royal Institute of Management (RIM) provided technical support, officials from DLG, RIM and ACC participated in the training for social accountability. In the future, these 3 organizations are expected to lead the initiative in social accountability.

<UNDP>

In the past five years, UNDP has implemented training for the central government officials in order to reflect cross-cutting issues such as environmental and gender topics to the National Development Plan and established the Mainstreaming Reference Committee (MRC). As human resources have been developed at the central government level, UNDP plans to offer training for officials at the Dzongkhag level. UNDP will first evaluate MRC and the current status of its members by employing a consultant since human resources developed at the central level have been dispersed due to position changes. By utilizing the consultant, they anticipate developing a module for training relating to the introduction of cross-cutting issues to Dzongkhag development plans, implementing training through RIM, and systemizing the training programs. The evaluation and module building will be implemented in line with the preparation schedule for the next (12th) National and Dzongkhag Development Plans.

8. Status of Networking among Former Participants (Alumni Activities)

(1) Activities of JICA Alumni Association of Bhutan (JAAB)

JAAB was set up at the time of the first visit by JICA's former president Fujita to Bhutan in 2000. They have been organizing blood drives, tree planting campaigns, cleaning campaigns, members' hiking events, etc. The association was active until a few years ago when they stopped activities that require high food expenses. Since then, it has been difficult to attract people and collect membership fees. The Executive Board Meeting (consisting of core members such as the President) is held on an irregular basis, although it was held once a month until four years ago.

In November 2016, members of JICA Alumni Association of Nepal (JAAN) visited Bhutan at their own cost. JAAB members were surprised to know that JAAN provides consulting services

and pre-training orientations for JICA programs for a fee. Upon hearing that JAAN is so active that the committee executives are chosen by election, JAAB members would like to follow their steps. However, since volunteerism is not very widely accepted in Bhutan, motivation among the members has decreased; it would be difficult to continue activities unless they have financial support from JICA or regular meeting opportunities with Japanese people.

Since November 2016, JICA's Bhutan Office has been supporting the rent for the JAAB office and the salary of one full-time staff member. JAAB currently has approximately 200 members. They expect to renew the old membership list, obtain new members, and select more active executive members; they also plan to implement activities for low-income people through collaboration with a local NGO and provide Japanese language classes. If opportunities arise, they would like to visit Nepal and Bangladesh where alumni associations are active.

(2) Local Government Capacity Development (LGCD) Working Group with JICA's Former Participants as Key Members

During the Local Governance and Decentralization Project Phases I-III, LGCD Working Group meetings have been held as needed. The Group consisted mainly of JICA's former participants; meetings consisted of sharing knowledge gained from training or seeking comments regarding the ICBP training materials that were being developed through the Project. Some former participants who contributed to the Group have been appointed as master trainers to give lectures at the ICBP training organized in the Project's target areas. The ongoing Project, Support for Citizens Engagement in Local Governance, also plans to adopt the knowledge of the Working Group. They expect to systematize the process by incorporating the Working Group into JAAB.

9. Conclusion

The local governance sector has been one of the major agenda areas of Bhutanese Five Year Plans. Although its input has been small due to the combination of training in Japan and the technical cooperation run by 1-2 Japanese experts, the collaboration has significantly contributed to the system building and human resource development in the area of local administrations by providing timely and adequate assistance that corresponds to progress in decentralization efforts and meeting development needs in Bhutan.

One major facilitating factor is that the Bhutanese government has a strong sense of ownership. They have requested training projects or technical cooperation projects of JICA in accordance with the anticipation of system building required for the next national development plan and a smooth implementation of the current national development plan; Bhutan has already utilized the outcomes for system building and operation. Also, JICA has provided flexible responses to

Bhutan so that the training and technical cooperation projects would match the Bhutanese national development plans.

Another facilitating factor is the appropriate selection of participants who have high motivation toward attending the training programs, clear understanding of tasks at their workplaces and challenges that Bhutan currently faces, and the foundation for keenly absorbing reference cases and related information were selected. The former participants utilize learning from the knowledge and experience gained in training in Japan for building local governance systems and its implementation based on the Bhutanese development plans. This resulted in continuous positive impacts.

Most of the training in the local governance sector by other donors is implemented within Bhutan or the third-party countries such as India and the Philippines, but not in their home countries. On the other hand, JICA Knowledge Co-Creation Programs (Group and Region Focus, Country Focus, Young Leaders) are conducted in Japan and the following impressions of Japan were commonly stated by the former participants: 1) Japan's infrastructure has very high quality, 2) Judging from the train schedule and the progress/management of the training program in Japan, we understood that things are systematized and things are implemented strictly as planned, 3) Although Japan has developed technology, the country maintains traditional cultures. It is confirmed that the former participants closely observed and deepen their understanding on Japan and its people during transportation and free time, in addition to training lectures and site visits. Knowledge Co-Creation Programs are structured in a way that systems and theories studied in classroom lectures are highly relative to organizations that participants visit, and together the lectures and field visits bring deep understanding to participants. During site visits, opportunities to listen to and exchange opinions with the head, congressmen, or officials of municipalities, as well as community residents, are given so that participants can deepen their learning and obtain knowledge from actual Japanese cases. These features of JICA Knowledge Co-Creation Programs (Group and Region Focus, Country Focus, Young Leaders) are highly appreciated by the participants and considered as strengths.

However, there are challenges for the implementation of action plans. The former participants pointed out reasons why they could not implement their action plans as follows: 1) some participants did not have enough previous understanding of the significance and objectives of drafting action plans, 2) some action plans were less associated with participants' individual work positions, possible funds or ongoing projects at their parent organizations, and implementation by individual efforts, 3) since the parent organizations or positions are isolated, some participants were not able to communicate with training lecturers or other former participants to consult or ask questions about the implementation of their action plans, 4) there

was no follow up from training lecturers or JICA Bhutan Office after the training, 5) here was no information about JICA's support scheme in regard to funds and technology. Officials of JICA Bhutan Office and Japanese experts revealed the difficulties of follow up as follows: 1) those who attended from Dzongkhag or Gewog far from the capitol often returned to their positions directly. Neither JICA Bhutan Office nor the technical cooperation project team have been able to follow up regarding sharing training contents or the implementation status of their action plans, 2) since the information written in GI is not sufficient, training organizations (lecturers) and the Japanese experts in Bhutan cannot directly communicate with each other. Therefore, the Japanese experts in Bhutan were not able to share local information before the training or effectively and efficiently follow up regarding action plans after the training, 3) since the Japanese experts were not given training participant information, training related materials (detailed contents of training lectures, final training schedules, action plans developed by participants, etc.), they were not able to effectively and efficiently follow up regarding action plans.

10. Lessons and Insights Learned

- For a target country where JICA provides technical cooperation in the local governance sector for the first time, it's effective to begin conducting training programs to understand the needs of the partner country. Moreover, while initially conducting technical cooperation projects in the area of local governance (country focused training programs), targeting administrative officials of counterpart governments will ensure the formation of future JICA projects with a high relevance to the needs of the target country. Also, this method will increase the ownership of the counterpart governments toward implementation of these projects.

- Training courses, such as Local Governance at Local Autonomy College, comprehensively introduce the Japanese local governance system including finance, human resources, and policy design. For developing countries facing tasks of establishing a new local governance system, or reforming the existing system, these training courses are highly effective.

- Since the developmental status and systems of local governance are different between Japan and training participants' parent countries, it is important to involve professionals who understand these target countries' cultural backgrounds, political systems, and challenges into training programs as a bridge. These professionals can be specialists of the local governance sector or training course leaders. With their participation in the training programs, the understanding of participants' needs can be deepened.

- When multiple participants are sent from the same parent organization, and attend the same training courses, they are more likely to share the obtained knowledge and skills among themselves; after their return, they tend to apply these training contents into policy design and execution, as well as implement their action plans. Additionally, it is more effective for training lecturers to work with participants of 4~5 countries, rather than addressing participants from 20 various countries. By understanding the social background and challenging tasks of the 4~5 target countries, lecturers can modify contents to effectively satisfy their training needs.

- Regarding the effectiveness of follow-up activities after training participants' return, sharing information among counterparts to reflect strategic utilization of training programs, is considered critical. Information sharing includes: giving a clear orientation to participants regarding action plan significance and objectives; establishing a system to support action plan implementation with necessary consultation after training; providing sufficient information to participants on whether financial and technical supports are available through JICA assistance schemes; and setting up a system for JICA overseas office in Bhutan and JICA technical cooperation project teams (including Japanese experts) to grasp the contents of training programs and prepared action plans.

11. Bhutan: DAC's 5 Criteria Evaluation

1. Relevance: High Knowledge Co-Creation Programs (Group and Region Focus, Country Focus, Young Leaders) in the Local Governance Sector are highly relevant to the Bhutanese development plans and the progress of decentralization and appropriate as means of assistance. Contents of the Programs are consistent with the needs of participants who are responsible for building local governance system and its implementation.		
Consistency with and priority of policies	Consistency of training contents with government policies of recipient country	Contents of the Knowledge Co-Creation Programs (Group and Region Focus, Country Focus, Young Leaders) in the Local Governance Sector have been relevant to the Bhutanese local governance policies.
	Consistency with Japanese aid policy	Knowledge Co-Creation Programs (Group and Region Focus, Country Focus) in the Local Governance Sector have been relevant to JICA's assistance policies toward Bhutan on Sustainable economic growth (improvement of living standards in rural areas through the capacity building of local administrations).
Partner country's needs of training	Consistency of training contents with needs of target groups in partner country Appropriateness of the selection process of training participants	・ The selection of participants for the Group and Region Focused Programs is strongly influenced by the intentions of the Bhutanese government. There were cases in the past in which participants were selected at the discretion of the head of a parent organization. In recent years, it has been confirmed through interviews that the selection methods (a personnel committee is established for each organization to discuss the selection process; its members are designated based on positions) and requirements (the interval between short-term training participations must be 6 months; participants are sent to training related to their tasks) are clearly defined, and each organization selects training participants in accordance with the rules. ・ With regard to the Country Focused Programs, the selection process is similar to the one in the Group and Region Focused Programs; however, in the Country Focused Programs, whether a candidate is associated with a technical cooperation project becomes the key requirement, and such a candidate is given priority. ・ With regard to the Young Leader Programs, the selection process is similar to the one in the Group and Region Focused Programs; however, in the Young Leader Programs, whether a candidate is associated with the target Dzongkhag of a technical cooperation project becomes the key requirement, and such a candidate is given priority.
Relevance of means	Consistency of training contents with needs of participants	・ Contents of the Group and Region Focused Programs and the Country Focused Programs are consistent with the needs of officials who are responsible for the local system building and its implementation. ・ Contents of the Young Leader Programs are consistent with the interest and needs of young officials.

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Verification of relative advantage	Japanese training programs' characteristics, strengths and weaknesses compared to other donors	Most of the training in the local governance sector by other donors is implemented within Bhutan. The training in new areas in which advanced projects for reference or good practices are hardly found in Bhutan, such as social accountability and civil society; however, these have been conducted in other third-party countries such as India and the Philippines. On the other hand, JICA Knowledge Co-Creation Programs (Group and Region Focus, Country Focus, Young Leaders) are conducted in Japan and structured in a way that systems and theories studied in classroom lectures are highly relative to organizations that participants visit, and together the lectures and field visits bring deep understanding to participants. During site visits, opportunities to listen to and exchange opinions with the head, congressmen, or officials of municipalities, as well as community residents, are applicable, so that participants can deepen their learning and obtain knowledge from actual Japanese cases. These features of JICA Knowledge Co-Creation Programs (Group and Region Focus, Country Focus, Young Leaders) are highly appreciated by the participants and considered as strengths.

2. Effectiveness: High

  In Bhutan, over a long period of time, significant training outcomes have been brought about by effective collaboration between projects accepting participants and JICA's technical cooperation (Local Governance and Decentralization Project Phases I-III; Project on Support for Citizens Engagement in Local Governance). However, there are challenges for the implementation of action plans.

Achievement of training goals	Achievement level of goals set at the beginning
	
	Satisfactory level on training course
		・ The former participants of the Group and Region Focused Programs, the Country Focused Programs and the Young Leaders Programs commonly expressed the following outcomes of their training:
		  1) Knowledge in the thematic area was improved by participating in the training programs;
		  2) Perspectives were broadened by visiting Japan; and
		  3) Presentation and leadership skills were improved.
		・ The former participants of the Group and Region Focused Programs and Country Focused Programs have been actively working as training lecturers by applying what they learned in Japan to the building and improvement of local administration systems, or providing inputs for training materials in the area of local administrations. Also, the former participants of the Young Leader Programs have applied knowledge and cases that they learned in Japan to their posts (Dzongkhag or Gewog).
		・ In terms of action plans, some former participants who returned to Bhutan from a training program that occurred five or more years ago answered that they did not remember their action plan contents well; however, the former participants between 2013 and 2016 replied that they shared action plans with their supervisors and colleagues at the parent

		organizations, whether they are the central government agencies or local administrations (Gewog). They were able to carry out the action plans using a small amount of budget. Implementation rate of action plans is becoming higher than before. ・It was confirmed that the former participants of the Group and Region Focused Programs, the Country Focused Programs and the Young Leader Programs closely observed Japan and its people during transportation and free time, in addition to training lectures and site visits. ・Former participants are satisfied with the Knowledge Co-Creation Programs (Group and Region Focus, Country Focus, Young Leaders) in general and there were no negative comments.
Driving factors	Facilitating factors toward achieving goals	1) Individual Factors ・ Participants have high motivation toward attending the training programs. ・ With clear understanding of tasks at their workplaces, as well as challenges that Bhutan currently faces, participants have the foundation for keenly absorbing reference cases and related information. ・ With clear understanding of tasks at their workplaces, former participants are able to develop action plans based on their positions and available budget, as well as action plans related to currently ongoing activities. 2) Organizational Factors ・ Multiple members in different positions from the same parent organization participating in the Group and Region Focused Programs and the Country Focused Programs, and a group of approximately ten GAOs with an older GNHC official participating in the Young Leader Programs, enables the preparation of feasible action plans and enhances training outcomes through teaching and helping each other. ・ It is required for participants to submit training reports and make a presentation on training after their return. ・ Parent organizations who send participants have an appropriate selection process for choosing participants whose work tasks correspond to training contents. Although there were rare cases in the past in which the head of an organization selected training participants at his own discretion, recently each organization has a personnel committee and a mechanism for selecting participants based on predetermined requirements; standards have been functioning. ・ Participants can secure understanding and support for implementing action plans after their return. ・ Participants have supervisors who understand JICA training and require contributions from them after their return. Or

sometimes, they have colleagues who are willing to exchange information regarding training; in this way, there can be easier implementation of activities that utilize what they learned in Japan.

・ Parent organizations have sizable funds with some discretion, or have opportunities to exchange information with organizations or departments with such budget.

3) Factors of Training Contents

・ Functioning as facilitators and mentors, training lecturers and course leaders provide thorough and understandable explanations to participants regarding Japanese systems, as well as theory and practice background.

・ Programs are structured in a way that systems and theories studied in classroom lectures are highly relative to organizations that participants see during site visits; together the lectures and field visits bring deep understanding to participants.

・ During site visits, opportunities to listen to and exchange opinions with the head, congressmen, or officials of municipalities, as well as community residents, are given so that participants can deepen their learning and obtain knowledge from actual Japanese cases.

4) Other Factors

・ Opportunities to observe Japanese culture, as well as adequate free time, were incorporated into training schedules; this enabled participants to broaden their knowledge and experience in addition to lectures and site visits.

・ Since there is no embassy/consulate of Japan in Bhutan, participants need to obtain visas in third-party countries. JICA Bhutan Office closely works with the embassies/consulates of Japan in transit countries such as Thailand and India so that participants can obtain visas quickly.

・ Sufficient care was given to logistics such as accommodations and transportation during participants' stay in Japan and no significant issue occurred during the time of training.

| | Constraining factors toward achieving goals | 1) Individual Factors
・ Since some participants did not have enough previous understanding of the significance and objectives of drafting action plans, they developed action plans that were not realistic without the possibility of securing sufficient funds for implementation. |

- Since some action plans were less associated with participants' individual work positions, possible funds or ongoing projects at their parent organizations, and implementation by individual efforts, was impossible.
- The training contents related to participatory development were interesting and participants learned significant information regarding systems, theories, and Japanese practices. However, because the participants were central government officials, they were not directly involved in tasks on site and not able to immediately apply their knowledge to specific activities (municipal officials could more easily implement ideas).

2) Organizational Factors

- The training contents were interesting and participants learned significant knowledge and skills. However, the participants were not able to immediately apply their knowledge as the contents were far apart from reality—insufficient budget and weak municipal administration capacity in Bhutan.
- Those who attended from Dzongkhag or Gewog far from the capitol often returned to their positions directly. Neither JICA Bhutan Office nor the technical cooperation project team have been able to follow up regarding sharing training contents or the implementation status of their action plans.
- Since the parent organizations or positions are isolated, some participants were not able to communicate with training lecturers or other former participants to consult or ask questions about the implementation of their action plans. There was no follow up from training lecturers or JICA Bhutan Office after the training. There was no information about JICA's support scheme in regard to funds and technology.

3) Factors of Training Contents

- Time for drafting, presenting and post-comment revising of action plans was not sufficient.
- With regard to action plan preparation, the lecture on research methods for identifying or approaching issues was not sufficient. Since participants of Bhutan have almost no opportunity to learn how to do research in the Bhutanese school, they had no idea what to do.
- Since the English level of the training lecturers was not consistent, participants felt they didn't correctly understand the intention of some explanations, in some occasions.
- Since the information written in GI is not sufficient, training organizations (lecturers) and the Japanese experts in

| | | Bhutan cannot directly communicate with each other. Therefore, the Japanese experts in Bhutan were not able to share local information before the training, or effectively and efficiently follow up regarding action plans after the training. |
| | | · Since the Japanese experts were not given training participant information, training related materials (detailed contents of training lectures, final training schedules, action plans developed by participants, etc.), they were not able to effectively and efficiently follow up regarding action plans. |

3. Efficiency: High

Although its input has been small due to the combination of training in Japan and the technical cooperation run by 1-2 Japanese experts, the collaboration has significantly contributed to the system building and human resource development in the area of local administrations by providing timely and adequate assistance that corresponds to progress in decentralization efforts and meeting development needs in Bhutan.

Input-Output relationship	Sufficient level of inputs (quality and quantity) for delivering outputs	In Bhutan, large-scale technical assistance projects have not been implemented in the local governance sector. JICA's input has been rather small due to the combination of training in Japan and the technical cooperation run by 1-2 Japanese experts. Nevertheless, the collaboration has significantly contributed to the system building (e.g. local block grant system) and human resource development in the area of local administrations (e.g. ICBP Training Course) by providing timely and adequate assistance that corresponds to progress in decentralization efforts and meeting development needs in Bhutan.
Driving factors toward smooth implementation	Facilitating factors toward smooth training implementation	· The selection of participants for the Group and Region Focused Programs is strongly influenced by the intentions of the Bhutanese government. There were cases in the past in which participants were selected at the discretion of the head of a parent organization. In recent years, it has been confirmed through interviews that the selection methods (a personnel committee is established for each organization to discuss the selection process; its members are designated based on positions) and requirements (the interval between short-term training participations must be 6 months; participants are sent to training related to their tasks) are clearly defined, and each organization selects training participants in accordance with the rules.
		· Since there is no embassy/consulate of Japan in Bhutan, participants need to obtain visas in third-party countries. JICA Bhutan Office closely work with the embassies/consulates of Japan in transit countries such as Thailand and India so that participants can obtain visas quickly.
		· The training courses including field visits were prepared, based on thorough and detailed calculation, and were implemented in Japan systematically.

	Constraining factors toward smooth training implementation	· Those who attended from Dzongkhag or Gewog far from the capitol often returned to their positions directly. Neither JICA Bhutan Office nor the technical cooperation project team have been able to provide thorough orientation regarding action plans or follow up regarding sharing training contents and implementation status of action plans.
Driving factors toward satisfaction	Facilitating factors toward satisfaction on training course	· Functioning as facilitators and mentors, training lecturers and course leaders provide thorough and understandable explanations to participants regarding Japanese systems, as well as theory and practice background. · Programs are structured in a way that systems and theories studied in classroom lectures are highly relevant to organizations that participants see in site visits; together the lectures and field visits bring deep understanding to participants. · During site visits, opportunities to listen to and exchange opinions with the head, congressmen, or officials of municipalities, as well as community residents, are given so that participants can deepen their learning and obtain knowledge from actual Japanese cases. · Opportunities to get to know Japanese culture and adequate free time were incorporated into training schedules, which enabled participants to broaden their knowledge and experience in addition to lectures and site visits. Sufficient care was given to logistics such as accommodations and transportation during participants' stay in Japan and no significant issue occurred during the time of training.
	Constraining factors toward Satisfaction on training course	· Not mentioned.

4. Impact: High

Participants with high motivation and clear objectives are selected from appropriate agencies. The former participants utilize learning from the knowledge and experience gained from training in Japan for building a local governance system; its implementation is based on the Bhutanese development plans. This resulted in producing continuous positive impact.

Achievement of outcomes	Sharing obtained knowledge / skills with colleagues and parent organization (how and at what level)	· Many of the former participants were working for GNHC or DLG at the time of participation in JICA programs. GNHC has always required participants to submit training reports to their supervisors and make a report on recent training contents at internal meetings that are held once a week. Through the JICA Technical Cooperation project activities, DLG now holds regular briefing sessions, in addition to the submission of written reports to supervisors, in

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		order to share training contents.
		· NGOs are still new to Bhutan and there are only a few organizations of this kind. The concept of civic society is not yet completely understood by the people. Since JICA was not able to find any suitable participant for the Group and Region Focused Programs "Participatory Community Development for Practitioners through JICA-NGO Partnership" from the central government, a staff member of the Tarayana Foundation, one of the oldest NGOs in Bhutan, participated in the program. This was a rare case that a staff member from the private sector attended JICA training in Bhutan. Upon returning, this former participant shared the training contents with the members of his parent organization. The Tarayana Foundation, the parent organization of the former participant, has supported the project activities of JICA's ongoing grassroots technical cooperation "Social Inclusion Project for Differently Abled People" as a local partner organization; also through training in Japan, the foundation promotes human resource development as one of Bhutan's few support organizations for people with disabilities and those who are socially disabled.
	Utilization of obtained knowledge / skills in former participants' country (how and at what level) (contribution to improvements of organizational activities, project formation, establishment of policies and systems, etc.)	· In the 10th Five Year Plan (2008-2012), the Bhutanese government introduced the Annual Capital Grant System, in which the central government directly allocates grants to 205 Gewog nationwide. Former participants, who were involved in preparing the Annual Capital Grant System and its allocation method, examined the concept and allocation method of capital grants studied in Japan. Additionally, based on the outcomes of Phase I, the government put forward the Integrated Capacity Building Plan (ICBP) for local administrative officials in order to develop human resources to prepare and implement development plans for operating the block grants at a Gewog level. DLG positioned ICBP as a key element of the Capacity Development Strategy (CDS) for local politicians and administrative officials. After the local elections in 2016, DGL implemented the ICBP Training for local leaders and public service workers using the Local Governance Sustainable Development Program (LGSDP), which is a multi-donor sectoral funding program, as a source of revenue.
		· After the 9th Five Year Plan (2003-2008), as the local government system reached establishment, learning from trainings in Japan were utilized in the following areas: human resource development of local political leaders and administrative officials closely involved in the system; participatory development in which residents' development needs are reflected in development plans and implementation; and strengthening of cooperation between the administrative bodies and the private sector such as NGOs.

		・ The operation and management of the small-scale infrastructure, built according to local development plans by Dzongkhag, Gewog, and residents, has been one of the key issues in the current 11th Five Year Plan. It is expected to utilize learning from training in Japan for capacity development that delivers a solution to this issue and creates mechanisms (e.g. integration of guidelines used by the involved ministries).
Driving factors	Facilitating factors / Constraining factors toward utilization/sharing of obtained knowledge / skills	・ The Bhutanese government has a strong sense of ownership: They have requested training projects or technical cooperation projects of JICA in accordance with anticipation of system building required for the next national development plan and a smooth implementation of the current national development plan. Bhutan has already utilized the training outcomes for system building and operation. Also, JICA has provided flexible responses to Bhutan so that the training and technical cooperation projects would match the Bhutanese national development plans. ・ Participants have high motivation toward attending the training programs. With clear understanding of tasks at their workplaces, as well as challenges that Bhutan currently faces, participants have the foundation for keenly absorbing reference cases and related information. ・ With clear understanding of tasks at their workplaces, former participants are able to develop action plans based on their positions and available budget, as well as action plans related to currently ongoing activities. ・ The former participants of the Group and Region Focused Programs, the Country Focused Programs, and the Young Leader Programs closely observed Japan and its people during transportation and free time, in addition to training lectures and site visits. They understand Japan and its people well and feel favorable to Japan.

5. Sustainability: High

   Sustainability is considered High as learning from the Knowledge Co-Creation Programs (Group and Region Focus, Country Focus, Young Leaders) has been utilized for building the local governance system and its implementation, and secured by policies and systems.

Sustainability of training goals	Initiative of utilizing training outputs	・ The Bhutanese government has a strong sense of ownership: They have requested training projects or technical cooperation projects of JICA in accordance with anticipation of system building required for the next national development plan and a smooth implementation of the current national development plan; Bhutan has already utilized training outcomes for system building and operation (Annual Capital Grant System, ICBP training course, etc.). Also, JICA has provided flexible responses to Bhutan so that the training and technical cooperation projects would match the Bhutanese national development plans.

		・ Participants have high motivation toward attending the training programs, clear understanding of tasks at their workplaces, as well as challenges that Bhutan currently faces, and the foundation for keenly absorbing reference cases and related information were selected.
	Development of action plan / implementation of action plan	・ In terms of action plans, some former participants who returned to Bhutan from a training program that occurred five or more years ago answered that they did not remember their action plan contents well; however, the former participants between 2013 and 2016 replied that they shared action plans with their supervisors and colleagues at the parent organizations, whether they are the central government agencies or local administrations (Gewog). They were able to carry out the action plans using a small amount of budget.
	Network development (among former participants: between former participants and lecturers)	・ JAAB was set up at the time of the first visit by JICA's former president Fujita to Bhutan in 2000. However, it has not been active for the past few years. ・ The Young Leader Programs (Local Governance) were structured in a way that a group of approximately ten GAOs/young officials of the central or Dzongkhag governments would participate with 1-2 leaders from the central government agencies such as GNHC. Therefore, informal vertical connections were formulated between relatively older officials from the central government agencies such as GNHC (overseeing Dzongkhag and Gewog administrations) and GAOs/younger officials (managing overall administrations at the Dzongkhag and Gewog level). In addition, the number of GAOs that participated in the Young Leader Programs reached 43 (1/5 or more of the 205 Gewog nationwide), which contributed to the formation of an informal horizontal network of distant GAOs by means of Facebook and phone calls. ・ During the Local Governance and Decentralization Project Phases I-III, LGCD Working Group meetings have been held as needed. The Group consisted mainly of JICA's former participants; meetings consisted of sharing knowledge gained from training or seeking comments regarding the ICBP training materials that were being developed through the Project. Some former participants who contributed to the Group have been appointed as master trainers to give lectures at the ICBP training organized in the Project's target areas. The ongoing Project, Support for Citizens Engagement in Local Governance, also plans to adopt the knowledge of the Working Group. They expect to systematize the process by incorporating the Working Group into JAAB.
Driving factors	Facilitating factors / Constraining factors toward training impacts'	・ The Bhutanese government has a strong sense of ownership: They have requested training projects or technical cooperation projects of JICA in accordance with anticipation of system building required for the next national

sustainability	development plan and a smooth implementation of the current national development plan; Bhutan has already utilized the outcomes for system building and operation. Also, JICA has provided flexible responses to Bhutan so that the training and technical cooperation projects would match the Bhutanese national development plans.
	・ Adequate selection that matches the content of the training and the work responsibilities has been carried out, and trainees with high abilities are dispatched. After returning to Bhutan, former participants utilize the knowledge and experience gained from training in Japan for their work.

Section 3 Survey of Japanese Training Organizations

I.   Survey Object and Methods

The Thematic Verification Survey was conducted with the goal of confirming the training outcomes by surveying former participants' activities after they returned to their home countries. The Survey on Japanese Training Organizations (responsible for operation of the training courses in the target thematic sector – Local Governance) was conducted along with the Overseas Field Survey. The interviews with training organizations focused on clarifying their efforts and concerns regarding the development of curricula and the operation of training courses. The objective of this survey is to further improve the training programs by understanding lessons and insights from current programs.

Survey methods are as follows: (1) sharing questionnaire via TV meeting system with JICA domestic offices (those that manage target training programs in Japan); (2) JICA domestic offices informing training organizations of this survey's objective and contents; (3) research team interviewing with target training organizations based on the questionnaire shared in advance. Interviews with leaders of target training courses were conducted whenever possible.

Officers from JICA domestic offices and JICA headquarters' Domestic Strategy and Partnership Department joined several interviews.

II.   Survey Targets

Interviews were conducted with the following training organizations and course leaders, appointed by JICA.

Training Courses	Responsible JICA Branches	Major Training Organizations	Organizations/Course Leaders/JICA Officers Interviewed
• Local Governance	JICA Tokyo	• Local Autonomy College	• Local Autonomy College • Prof. Nakamura (Course Leader)
• Participatory Local Social Development	JICA Central		• Prof. Oohma (Course Leader) • JICA Central
• Enhancement of Local Government Administration and Public Services through Participatory Local Development	JICA Kansai	• Ryukoku University	• Ryukoku University
• Community Based Development with Local Residents as Main Actors	JICA Yokohama	• I-I-Network (Research & Action for Community Governance)	• I-I-Network (Research & Action for Community Governance) • JICA Yokohama

Training Courses	Responsible JICA Branches	Major Training Organizations	Organizations/Course Leaders/JICA Officers Interviewed
• Capacity Building of Local Governments for Development with Community Participation	JICA Sapporo	• Hamanasu Foundation	• Hamanasu Foundation
		• Hokkaido International Exchange and Cooperation Center	• Hokkaido International exchange and Cooperation Center • Prof. Takeda (Course Leader) • JICA Sapporo
• Osaka Training			• Osaka University
• Young Leader Programs			• JICA Central • JICA Sapporo • JICA Komagane

III.　Survey Results

1)　Characteristics of Japanese Training Organizations (Local Governance Sector)

JICA's assistance in Local Governance has a long history, dating back to 1964, conducting group training programs with a perspective of central government. Years later, the governments of every level—prefects, municipals and villages—promote civil activities and participatory local service development; this topic has become the main content of training courses in this sector. Currently, the following courses are conducted in Japan: "Participatory Local Social Development", "Community Based Development with Local Residents as Main Actors", "Local Governance", "Enhancement of Local Government Administration and Public Services through Participatory Local Development", and "Capacity Building of Local Governments for Development with Community Participation".

While conducting JICA technical cooperation projects, the importance of enhancing the administration of local governments has been emphasized since the late 90s and early 00s. Currently, JICA is aiming to solve social development issues through collaboration with developing countries' central government, local governments, citizens, universities, NGOs and other personnel associated with the development of local society.

Japan has continuously contributed to international society by sharing its profound experience regarding issues pertaining to local governance. In terms of conducting training programs in Japan, training organizations have utilized their networks with local governments, specialists, and researchers to develop programs focused on the needs of trainees' parent countries.

2)　Efforts and Concerns during the Process of Conducting Training Programs

Based on the results of interviews with Japanese training organizations, the efforts and concerns of the organizations, in terms of conducting training programs, are summarized from three

perspectives of operating stages – before training, during training and after training.

3) Before Training: Program Formation and Preparation

(1) Selection of Training Participants

- When selecting training participants, their English comprehension level is emphasized. However, if English fluency is overly valued, some candidates with other capabilities would be neglected. Certainly, the range of language capability shouldn't be too large within a group. Otherwise, the trainees of higher language capability will dominate the discussions.

- If the number of candidates recommended by JICA overseas offices is larger than designated available spots, it is difficult for training organizations to select participants. Since JICA overseas offices have their priorities (for selection of candidates and their parent organizations), it might be unjustified if training organizations select trainees based on their priorities (without knowing JICA overseas offices' priorities).

- If a candidate's capabilities and position are much higher than baseline requirements, this is not a reason to make a rejection. Accepting him/her, however, could cause operating issues because of the inconsistency of levels within a group.

- It would be appreciated if JICA shares information regarding its overseas offices' priorities concerning candidates, and how these offices view the candidates' roles at JICA projects.

(2) Curriculum Development

- Since there isn't much information shared by JICA (headquarters and overseas offices) regarding the overall social and economic development of training participants' parent countries and their specific regions, nor participants' roles at related JICA projects, it is difficult for training organizations to develop curricula to enhance the synergy of training programs and on-going projects.

- The assigned training themes by JICA do not necessarily reflect the developmental agenda of developing countries.

- JICA training programs' goal at international cooperation might not be fully understood by local governments in Japan.

4) During Training

(1) Conduction of Training Programs

- Current curricula are designed based on Japanese history and progress regarding local Japanese governance. This viewpoint may not necessarily provide reference for solving

issues faced by the parent countries of training participants. Moreover, Japanese experience is not always the most advanced. Training curricula are expected to fit the needs of participants' parent countries.

- Participants have a strong interest in the current issues that Japan is facing as a post-developing country.

- In order to produce a high-quality training curriculum, it is highly effective for Japanese training organizations to attend follow-up training sessions conducted overseas (as part of comprehensive programs for trainees), and/or to visit overseas fields to understand the needs of the local people.

- Trainees' motivation is higher if someone who understands their home countries' culture, social and economic situation is involved with training programs. (Course leaders can possibly take this responsibility.)

- Selection of lecturers is important. If a lecturer is lacking communication skills (including presentation skills), participants lose their interest.

- It seems that both JICA domestic offices and training organizations are not fully aware of the potential prosperities that running these training programs may bring to the Japanese local societies. Nevertheless, it was confirmed that conducting PLSD (Participatory Local Social Development) training programs has contributed to local society's development in Iida city of Nagano Prefecture.

- It is expected for local governments and regional communities to fully understand the meaning of "international cooperation" before conducting training programs.

(2) Training Methods

- Since participants come from various countries, it is preferable to modify programs to enhance communication among them. Initiatives such as adding more group work and discussion sessions, presentations on home countries' culture, and securing time for recreation, have been proven effective.

- Participants, even if from various countries but sharing a common language, such as Spanish, seem to have a higher satisfaction level toward training programs because they can communicate with each other without language barriers.

- In the sector of Local Governance, it is important to utilize the expertise of specialists and researchers, who are able to criticize the challenges and issues of current policies in Japan. The introductory explanation of current Japanese governance seems insufficient to trainees.

- The concept of Local Governance is rather broad. It is based on the cooperation of central government and local governments, but has an emphasis on "local".

5) After training: Follow-up

(1) Training Outcome Realization

- When instructing trainees to develop action plans, it is important to set up a clear time frame to make the action plans feasible.

- It is important to secure sufficient time to work on action plans, and detailed instruction from course leaders is expected. Moreover, it is effective to have trainees produce a mid-term report for a progress check.

- Action plan production starts from the beginning of training courses. It progresses as trainees learn new knowledge, develop new skills, and clarify target tasks they face at their workplace. During the entire training period, regular check-ups and detailed instructions are required. According to trainees, the knowledge and skills they learn from programs do not necessarily provide an answer for solving the issues they face in their home countries. Instruction skills for how to apply Japanese expertise to developing countries' individual needs are expected of lecturers.

- Since the follow-up monitoring is conducted by a separate organization, it is difficult for training organizations to receive feedback and incorporate trainees' comments into future training programs.

(2). Follow-ups after Training

- Since training organizations are not expected to follow up with former training participants, it is difficult for training organizations to incorporate former participants' feedback into improved training content; also challenging is cooperation with participants' parent organizations to enhance training outcomes.

- The good practice of applying acquired knowledge and skills in former participants' parent countries is not systematically shared between JICA and training organizations.

- The communication among former participants, and with their training organizations, is mostly conducted via social media such as Facebook. It is an informal way of remaining connected.

- The results of questionnaire surveys, survey reports, and reports of training programs are not necessarily shared with JICA overseas offices in a timely way. In JICA overseas offices, it is the local staff who are responsible for training programs. Since most of them are not fluent in Japanese, reports/texts written in Japanese are not accessible to them.

6) Others

- Some course leaders have been involved with training programs in Local Governance for more than 10 years. Several local governments and local communities have continuously participated in programs as well. While the accumulated experience is highly valuable, the aging of associated professionals has become an issue.

- There are several training organizations that conduct similar training programs, but little communication among them exists. Moreover, it seems that information exchange and mutual understanding of tasks need to be improved, even at the internal level of the domestic branches of JICA.

- 3-years are considered as 1 cycle, but the contract between JICA and training organizations is renewed every year. The renewal paper work is usually right before the training programs start, therefore the preparation is limited, both financially and time-wise.

IV.   Lessons and Insights Learned

1) Before Training: Program Formation and Preparation

- The process of selecting training participants needs to be clarified. The criteria, such as involvement in JICA projects and the possibility of realizing training outcomes, need to be thoroughly established and shared within JICA (headquarters, domestic branches, and overseas offices), and if possible, with training organizations.

- The information from JICA overseas offices outlining the priorities regarding candidates and the rationale for those choices are expected to be shared with training organizations.

- The contents that can be written on GI (General Information, course outline) are limited, therefore it is difficult to thoroughly describe training programs. If a similar program was conducted the previous year, it is more effective to disclose last year's information to partner countries, and simply highlight the changes for the coming year. Since a 3-year period is considered as a cycle, and within the cycle, a single training organization is appointed to conduct a specific training course consistently, any written changes based on the previous year's training information can be considered as a method to improve GI.

**2) During Training: Contents and Methods**

- Along with successful cases, it would be beneficial for training curricula to include challenges, real-life experiences, and the methods that Japanese local governments used

to overcome these difficulties. It may provide a realistic outlook for trainees to foresee future challenges in their societies.

- Since lecturers and field visit destinations are consistent during the past years, experience and insights are accumulated within training organizations. It would be beneficial to add more recent successful initiatives of Japanese local governments into the training curricula.

- Communication and collaboration among training organizations that conduct similar training programs in the sector of Local Governance are expected. It is also desirable for JICA domestic branches to share information with associated training organizations to improve the overall quality of the training programs.

- It is desirable to conduct more communication enhancing activities, such as group work and discussion sessions, to help form a strong connection among training participants and to help stay connected after they return to their home countries.

- In the sector of Local Governance, the selection of training themes and the appointment of lecturers and field visit destinations have been primarily dependent upon Japanese local governments. It is preferable to include more independent consultants and experts. In this way, their expertise and critique of the current system of administration within the Japanese government could be utilized. Also, two-way communication between lecturers and training participants needs encouragement. Additionally, it is critical to retain a broad view of Local Governance by having private corporations, venture companies, and NPOs involved in the implementation of training programs.

3) After Training: Follow-up

- The development of action plans was previously compulsory for every training program, but now is either compulsory or elective depending on the program. If it is compulsory, as described above, instruction is required from the beginning of a training course and throughout the whole project. Follow-up regarding action plan implementation is also necessary. The fact that the development of action plans has been changed from compulsory to elective needs to be shared among all training organizations.

- The accountability involved in monitoring the complete process from program formation, conduction, to follow-up (in the long run) is not clear. The results of the survey clarified that the "Relevance", "Effectiveness", and "Impacts" of the training programs were highly valued. Training outcomes will be even further increased if all associated counterparties collaborate and share responsibilities to monitor the process. It will also enhance the sustainability of training programs and related JICA projects in target countries.

- From the perspective of training programs' contribution toward local communities' prosperity inside Japan, it is ideal to invite cooperating parties from local governments and communities to join the evaluation seminars with trainees, and to hear their feedback. It is beneficial to share reports on training programs and Good Practice of former participants with associated organizations and local governments. It is viewed that involvement in training programs has positive impacts within Japanese local societies, but not every associated counterparty shares the same perception. More PR activities are expected.

- It is desirable to utilize JICA and training organizations' networks to follow up with former training participants, rather than communicating with them via social media such as Facebook.

- Training participants are required to meet with JICA overseas offices after they return to their home countries. This system has not only helped JICA overseas offices to better understand the training programs, but also strengthened the connection between former participants and these overseas offices. If possible, it is desirable to invite supervisors of participants' parent organizations to join the meetings. Their participation is expected to further enhance the relationship between JICA and these parent organizations of developing countries.

Section 4 Complete Count Questionnaire Survey

I.   Survey Objectives

The objectives of this Complete Count Questionnaire Survey (CCQS) are to understand the outcomes of the Group and Region Focused Programs and Young Leader Programs, as well as to give feedback for improving the programs in the future.

The targets of the survey are the former participants of Group and Region Focused Programs in the area of Local Governance, as well as the former participants of Young Leader Programs. Questions are designed to understand how the training outcomes affect their countries after the participants finished training programs, and examine facilitating factors and/or constraining factors for the training outcomes. Quantitative analyses (based on questions with answers on a 5-point scale) and qualitative analyses (based on questions with free answers) were conducted. Additionally, we tried to set up open questions for collecting cases of Good Practice.

II.   Survey Targets and Methods

1) Survey Targets

Targets of this survey include the former participants of the FY2013, FY2014 and FY2015 Group and Region Focused Programs in the area of Local Governance, and the FY2014 Young Leader Programs, whose valid mailing addresses were known to JICA.

The recovery status of the questionnaires is shown in Table 1. The number of the effective responses of the Group and Region Focused Programs is 59 (36.0%, the recovery rate), 96 for the Young Leader Programs (29.7%), 155 for overall (31.8%).

Table 1. Recovery Status

Course	Number of Former Participants	Number of Email Addresses Managed by JICA	Number of Invalid Mail Addresses	Number of Valid Mail Addresses	Ratio of Valid Email Addresses	Number of Responses (Recovery Rate: %)		
						via Online	via Excel	Total (Rate)
Group and Region Focused Programs (Local Governance)	208	183	19	164	78.8%	19	40	59 (36.0%)
Young Leader Programs	921	371	48	323	35.1%	40	56	96 (29.7%)
Total	1,129	554	67	487	43.1%	59	96	155 (31.8%)

Table 2 shows the regional distribution statistics of the respondents. Respondents of the Group and Region Focused Programs are mostly from Africa (21 counts, 35.6%), followed by Southeast Asia (9 counts, 15.3%) and Central America & Caribbean Area (10 counts, 16.9%). These three areas occupied nearly two-thirds of all the respondents. As for the Young Leader

Programs, most of the respondents are from Southeast Asia (49 counts, 51%), followed by Africa (18 counts, 18.8%).

Table 2. Regional Distribution of Respondents

	Group and Region Focused Programs		Young Leader Programs	
	Number of Respondents	Ratio	Number of Respondents	Ratio
Southeast Asia	9	15.3%	49	51.0%
East Asia	0	0%	0	0%
Central Asia, Caucasus	0	0%	5	5.2%
South Asia	5	8.5%	10	10.4%
West Asia	0	0%	6	6.3%
Oceania	2	3.4%	6	6.3%
Central America, Caribbean	10	16.9%	0	0%
South America	8	13.6%	0	0%
Africa	21	35.6%	18	18.8%
Middle East	1	1.7%	2	2.1%
Europe	3	5.1%	0	0%
Total	59		96	

Table 3 shows the gender distribution of the respondents. Both Group and Region Focused Programs and Young Leader Programs generated a higher percentage of male respondents, with 41 male counts (69.5%) in Group and Region Focused Programs and 65 male counts (67.7%) in Young Leader Programs.

Table 3.Gender Distribution of Respondents

		Group and Region Focused Programs		Young Leader Programs	
		Number of Respondents	Ratio	Number of Respondents	Ratio
Former Participants with Valid Mail	Male	128	69.9%	236	63.6%
	Female	55	30.1%	135	36.4%
Respondents	Male	41	69.5%	65	67.7%
	Female	18	30.5%	31	32.3%

2) Survey Methods

The targets of this CCQS were previously informed of the instructions 1 month before the survey started. The CCQS started on Oct. 1st, 2016 as scheduled; both an Excel Version and the URL of an online Version questionnaire prepared by Google Document (https: //www.Google.com/intl/ja_JP/docs/about/) were sent by E-mail to the targets. The deadline for

response was set for Nov. 1st, 2016. Two reminders were sent to each target on Oct. 14th & Oct. 25th, 2016. The survey was closed on Nov. 1st, 2016 as scheduled, but the channel for the online Version questionnaire remained open for another 2 weeks.

Of the total 59 responses of the Group and Region Focused Programs, 40 former participants answered the Excel Version questionnaire, while 19 former participants answered the online Version questionnaire. For the Young Leader Programs, 56 former participants answered the Excel Version questionnaire, while 40 answered the online Version of the questionnaire.

The questionnaire was designed based on the FY2015 questionnaire survey, but improved in the following aspects:

- English expressions were revised more concisely and precisely, while the questions were re-classified for easy understanding of the survey.

- Descriptive questions (qualitative questions) designed for the extraction of Good Practices were decreased to a minimum number in order to reduce the burden of the respondents. Additionally, in order to effectively collect information of Good Practice, reports and photos of former participants' activities were required in the questionnaire. Further interviews were conducted by E-mail if a case was considered to be a good practice.

- Quantitative questions were integrated into 5-point scale questions in order to simplify the answering process.

- In order to clarify whether the revised questionnaire was easy to answer, a pre-survey was conducted by targeting a total of 11 trainees who participated at a training program conducted by Japan International Cooperation Center (JICE). Their comments were reflected in the questionnaire.

- Considering the targets in non-English-Speaking countries, the questionnaire was also translated into French, Spanish, Vietnamese, Burmese and Mongolian.

III. Survey Results

1) Motivation to Participate in the Training

To investigate the motivations of the former participants, a multiple-choice question including 7 motivation items was designed as shown in Figure 1. As a result, "Contents of the training", "New knowledge and skills in performing my job" and "Visiting Japan" are the most selected motivations, all exceeding 50%. Notably, over 80% of the former participants of the Group and Region Focused Programs selected "Contents of the training" and "New knowledge and skills in performing my job", while former participants of Young Leader Programs have a higher percentage in selecting "Visiting Japan".

On the other hand, there are less selections in "Advice from my supervisor", "Advice from my colleagues and/or friends", "Specific assignments and/or missions from my organization" and "A specific relationship to a project implemented in my country by JICA". More former participants of Group and Region Focused Programs (35.6%) selected "Advice from my supervisor" than that of Young Leader Programs (26.0%), while 2-fold more former participants of Young Leader Programs (26.0%) selected "Advice from my colleagues and/or friends" than that of Group and Region Focused Programs (10.2%). As for the selection of "Specific assignments and/or missions from my organization" and "A specific relationship to a project implemented in my country by JICA", former participants of Group and Region Focused Programs have a higher percentage (40.7% and 39.0%, respectively).
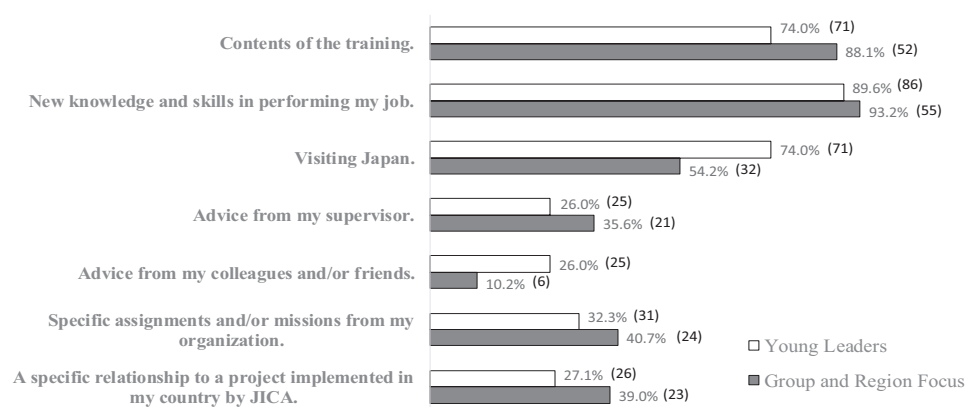
Figure 1. Motivation of the Respondents (multiple choice)

2) Evaluation of Training Contents

To evaluate the training contents, 8 items describing the training contents were ranked by the survey targets using a 5-point scale (1. Strongly Disagree; 2. Somewhat Disagree; 3. Neither Agree or Disagree; 4. Somewhat Agree; 5. Strongly Agree). Table 4 shows the average scores of each item. As a result, each item had a score higher than 4 points, indicating that the training contents are highly praised by the former participants of both Group and Region Focused Programs & Young Leader Programs.

Table 4. Evaluation of Training Contents

About the training contents, how much do you agree with the following statements?

	Group and Region Focused Programs	Young Leader Programs
It matched the needs of my job assignments.	4.44	4.30
It matched my organization's needs.	4.55	4.29
It matched my country's needs.	4.46	4.49
It covered new knowledge and skills.	4.42	4.61
It was appropriately designed to achieve its goal.	4.19	4.27
It was practical.	4.14	4.21
It is relevant (still useful) now.	4.37	4.38
It is useful especially because it's based on Japan's original experiences.	4.15	4.43
Average	4.34	4.37

3) Acquisition Level of Training Contents

To investigate the proficiency level of content understanding, former participants are required to evaluate themselves. As shown in Fig. 2, over 90% of former participants consider themselves to have a proficiency level of understanding over 60% of the contents (Group and Region Focused Programs: 98.4%; Young Leader Programs: 94.7%). Moreover, 60.0% of the Young Leader Program former participants consider themselves to have a proficiency level of understanding over 80% of the contents, which is more than that of Group and Region Focused Programs former participants (49.2%). These results showed that former participants of both programs are satisfied with their training content understanding.


How much of the Training contents have you understood overall?
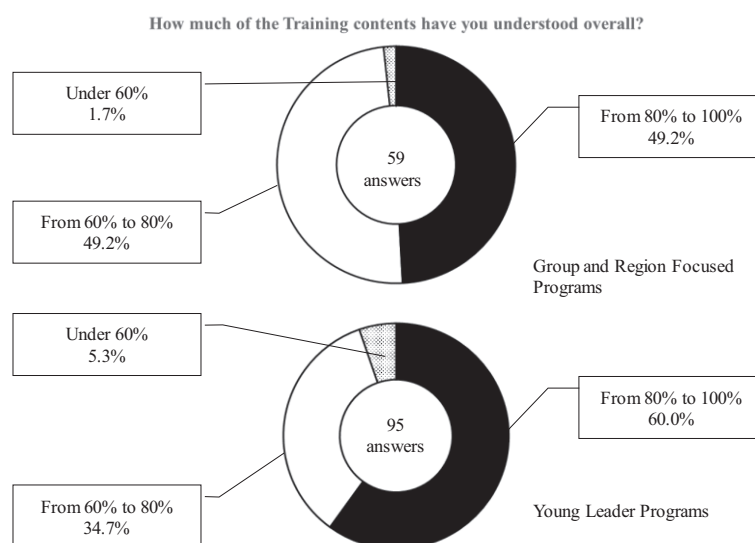
Figure 2. Acquisition Level of Training Contents

4) Evaluation of Training Methods

To evaluate the training methods, 6 items describing the training methods were ranked by the survey targets in a 5-point scale (1. Strongly Disagree; 2. Somewhat Disagree; 3. Neither Agree or Disagree; 4. Somewhat Agree; 5. Strongly Agree). Table 5 shows the average scores of each item. As a result, each item had a score higher than 4 points, indicating that the training methods are highly praised by the former participants of both Group and Region Focused Programs & Young Leader Programs.

Table 5. Evaluation of Training Methods

How much do you agree with the following statements regarding the methods and efficiency of the Training?

	Group and Region Focused Programs	Young Leader Programs
Discussion among the participants were helpful to improve the understanding of the contents.	4.46	4.47
The practical training/field visits were helpful to improve the understanding of the contents.	4.69	4.72
Discussing with participants from other countries was useful in spite of we facing different problems.	4.40	4.13
The training program was implemented as scheduled.	4.69	4.73
The training program was implemented efficiently for achieving its goal.	4.46	4.59
The training contents were all covered as planned.	4.69	4.65
Average	4.57	4.55

Table 6. Evaluation of Training Methods by Course (Group and Region Focused Programs)

Group and Region Focused Programs	Discussion among the participants were helpful to improve the understanding of	The practical training/field visits were helpful to improve the understanding of the	Discussing with participants from other countries was useful in spite of we facing different	The training program was implemented as scheduled.	The training program was implemented efficiently for achieving its	The training contents were all covered as planned.
Capacity Building of Local Governments for Development with Community Participation (A)	4.25	4.50	4.00	4.75	4.50	4.75
Capacity Building of Local Governments for Development with Community Participation (B)	3.50	5.00	4.50	4.50	4.00	3.50
Participatory Local Social Development	4.83	5.00	4.50	5.00	5.00	5.00
Community Based Development with Local Residents as Main Actors	3.50	4.25	3.50	4.50	4.00	4.50
Community Based Development with Local Residents as Main Actors (A)	4.63	4.75	4.63	5.00	4.38	4.88
Community Based Development with Local Residents as Main Actors (B)	4.00	5.00	4.50	5.00	5.00	5.00
Local Governance	4.30	4.30	4.00	4.40	4.20	4.40
Enhancement of Local Government Administration and Public Services through Participatory Local Development	4.77	4.85	4.77	4.54	4.54	4.62
Enhancement of Local Government Administration and Public Services through Participatory Local Development (A)	4.67	4.67	4.67	5.00	4.33	5.00
Enhancement of Local Government Administration and Public Services through Participatory Local Development (B)	5.00	5.00	5.00	4.00	4.00	5.00
Capacity Building of Local Governments for Development with Community Participation (Central and South America Region)	4.40	4.80	4.40	4.80	4.60	5.00

On the other hand, as shown in Table 6 (above) and Table 7 (below), the average evaluation of training methods was conducted by training course. However, no significant difference was detected between each course (One-way ANOVA-Analysis of Variance).

Table 7. Evaluation of Training Method by Course (Young Leader Programs)

Young Leader Programs	Discussion among the participants were helpful to improve the understanding of	The practical training/field visits were helpful to improve the understanding of the	Discussing with participants from other countries was useful in spite of we facing different	The training program was implemented as scheduled.	The training program was implemented efficiently for achieving its	The training contents were all covered as planned.
Training Program for Young Leaders for Afghanistan (English)/Epidemic Diseases Control Course	5.00	5.00	5.00	5.00	5.00	5.00
Training Programme for Young Leaders for African Countries (English)/Vocational Training Education	4.60	4.80	4.60	4.40	4.20	4.80
Training Program for Young Leaders for African Countries (English)/Community Small and Medium Enterprises Development and Promotion	4.33	4.67	4.00	4.67	4.67	4.67
Training Program for Young Leaders for African Countries (English)/Local Governance Course	4.75	5.00	4.50	5.00	5.00	5.00
Training Programme for Young Leaders for African Countries (French)/Vocational Training Education (B)	3.83	4.83	4.67	5.00	4.67	4.83
Training Program for Young Leaders for Iraq/Administrative Management Course	4.00	5.00	3.50	5.00	4.50	4.50
Training Program for Young Leaders for India/Urban Environmental Management Course	4.00	5.00	4.00	5.00	4.00	3.00
Training Program for Young Leaders for Indonesia/Community-based Health Operation and Management Course	5.00	5.00	3.50	4.50	4.50	5.00
Training Programme for Young Leaders for Cambodia/Vocational Training Education	3.83	4.33	3.67	3.67	4.33	4.17
Training Programme for Young Leaders for Thailand/Vocational Training Education	4.00	4.00	4.50	4.50	4.50	4.50
Training Programme for Young Leaders for Turkey/Policy on Information and Communication Technology	4.33	4.67	3.33	4.33	3.33	4.00
Training Program for Young Leaders for Nepal/Administrative Management Course	4.33	4.67	3.33	5.00	4.00	4.33
Training Program for Young Leaders for Pakistan/Community-based Health Operation and Management Course	4.00	4.00	1.00	5.00	4.00	4.00
Training Program for Young Leaders for Philippines/Rural Development Course	4.83	5.00	4.33	5.00	4.83	5.00
Training Program for Young Leaders for Vietnam/Administrative Management Course	5.00	4.00	5.00	5.00	5.00	5.00
Training Program for Young Leaders for Vietnam/Rural Development Course	4.67	4.67	3.67	5.00	5.00	5.00
Training Program for Young Leaders for Malaysia/Nature Conservation Course	4.50	4.88	4.00	4.88	4.88	4.75
Training Program for Young Leaders for Malaysia/Basic Education Administration Course	4.86	4.57	4.29	4.71	4.71	4.71
Training Program for Young Leaders for Malaysia/Policy on Information and Communication Technology	4.50	4.25	4.00	4.75	4.38	4.38
Training Program for Young Leaders for Maymama/Local Governance Course	5.00	5.00	5.00	5.00	5.00	5.00
Training Program for Young Leaders for Maymama/Urban Environmental Management Course	4.33	5.00	3.00	4.33	4.33	4.67
Training Program for Young Leaders for Laos/Rural Development Course	5.00	5.00	5.00	5.00	4.00	5.00
Training Program for Young Leaders for Oceania Countries/Policy on Information and Communication Technology	4.50	4.75	4.75	5.00	4.50	5.00
Training Program for Young Leaders for Oceania Countries/Local Governance Course	4.50	5.00	4.50	5.00	4.50	5.00
Training Program for Young Leaders for Asian and Caucasus Countries/Economical Administration (Industrial Development)	5.00	5.00	5.00	5.00	5.00	4.33
Training Program for Young Leaders for Asian and Caucasus Countries/Community Small and Medium Enterprises Development and Promotion	5.00	5.00	5.00	5.00	5.00	5.00
Training Program for Young Leaders for Asian and Caucasus Countries/Rural Development Course	4.00	5.00	4.00	5.00	5.00	4.00

5) Evaluation of Other Aspects of Training

To evaluate other aspects of the training, 10 items were ranked by the survey targets on a 5-point scale (1. Bad; 2. Poor; 3. Intermediate; 4. Good; 5. Excellent). Table 8 shows the average scores of each item. As a result, each item had a score higher than 4 points, indicating that other aspects of the training are highly praised by the former participants of both Group and Region Focused Programs & Young Leader Programs. Notable for the Group and Region Focused Programs former participants, the top 3 highly scored items were "Coordinators and staff's performance", "Accommodation" and "Practical training/field visits", while the top 3 items highly scored by Young Leader Programs former participants were "Coordinators and staff's performance", "Practical training/field visits" and "Accommodation", representing high praise. On the contrary, "Daily allowance", "Meal (breakfast, lunch, dinner)" and "Discussions among participants" were comparably lowly scored in both programs.

Table 8. Evaluation of other Aspects of the Training

Please evaluate the following aspects of the training.

	Group and Region Focused Programs	Young Leader Programs
Orientation about the culture of Japan	4.37	4.33
Coordinators and staff's performance	4.83	4.75
Lectures	4.56	4.47
Workshops	4.43	4.44
Practical training/field visits	4.63	4.66
Discussions among participants	4.27	4.29
Accommodation	4.68	4.60
Daily allowance	4.14	4.22
Meal	4.32	3.95
Home-stay	4.57	4.52
Comprehensive Evaluation (Average)	4.48	4.42

6) Changes in Perception of Work and Performance

To evaluate the changes in working attitude, 5 items were ranked by the survey targets on a 5-point scale (1. Strongly Disagree; 2. Somewhat Disagree; 3. Neither Agree or Disagree; 4. Somewhat Agree; 5. Strongly Agree). Table 9 shows the average scores of each item. As a result, each item had a score higher than 4 points, indicating that the former participants of both Group and Region Focused Programs & Young Leader Programs represented better working attitudes after the training.

Table 9. Changes in Perception of Work

About your working attitude and situation, how much do you agree the following statements?

	Group and Region Focused Programs	Young Leader Programs
The Training strengthened my awareness on perceiving problems.	4.58	4.51
I have got a stronger sense of responsibility on my work.	4.41	4.53
I have become more conscious of working with my colleagues in a collaborative manner.	4.32	4.51
I am more motivated to undertake activities that contribute to my country's development.	4.66	4.67
I consider my country's situation from a more international perspective.	4.51	4.48
Average	4.49	4.54

To evaluate the changes in work performance, simple "YES" or "NO" questions were designed. As shown in Fig. 3, approximately 70% of both Group and Region Focused Programs and Young Leader Programs former participants chose "YES" for the question of "I have been assigned to more important work". As for the question of "I have been promoted", approximately 30% of the Group and Region Focused Programs former participants and approximately 40% of the Young Leader Programs former participants chose "YES".
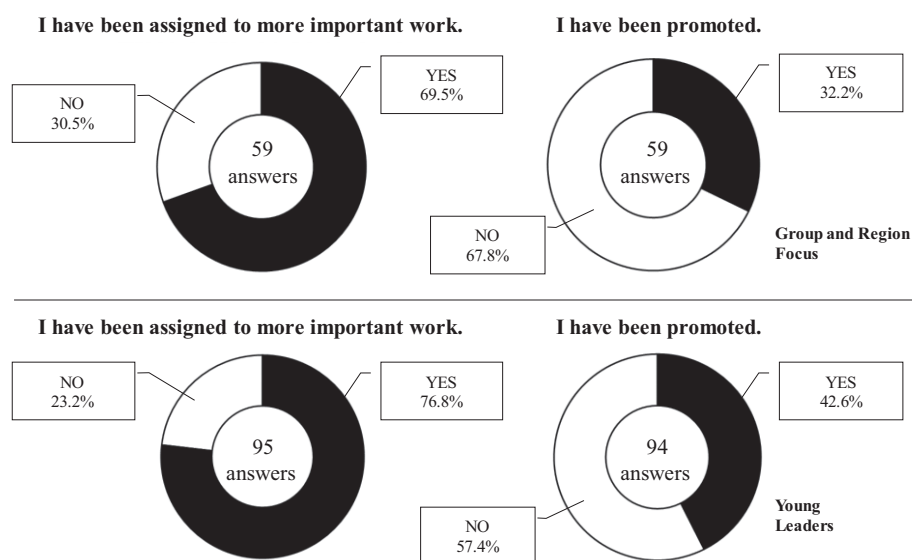
Figure 3. Changes in Work Performance

7) Evaluation of Application of Knowledge and Skills Acquired at Training

To evaluate the application level of the acquired knowledge and skills at training, 5 items were ranked by the survey targets on a 5-point scale (1. Poorly; 2. Somehow; 3. Intermediately; 4. Well; 5. Excellently). Table 10 shows the average scores of each item. As a result, each item

had a score close to 4 points, indicating that the application level is lightly praised by the former participants of both Group and Region Focused Programs & Young Leader Programs. Nevertheless, the relatively lower score also indicates the difficulty for the application of the knowledge and skills acquired in the program. Among the items described, "Establishing/improving methods and techniques used in my work", "To organize new projects/To implement projects in my organization" and "Developing/improving/implementing action plans in my organization" are highly scored by Group and Region Focused Programs former participants, while "Establishing/improving method and techniques used in my work" are highly scored by Young Leader Programs former participants.

Table 10. Evaluation of the Application of the Knowledge and Skills Acquired in the Program

How do you think that the knowledge and skills acquired from the Training have been utilized?		
	Group and Region Focused Programs	Young Leader Programs
Establishing/improving policies and systems in national or local governments.	3.63	3.65
Establishing/improving systems in my organization.	3.76	3.72
Establishing/improving methods and techniques used in my work.	4.19	4.15
To organize new projects/To implement projects in my organization.	4.12	3.86
Developing/improving/implementing action plans in my organization.	4.19	3.89
Average	3.98	3.85

8) Evaluation of Action Plan Implementation, Facilitating and Constraining Factors

To evaluate the category of action plan implementation, simple "YES" or "NO" questions are answered as shown in Table 11. As a result, 62.7% of the Group and Region Focused Programs former participants, or 50.5% of the Young Leader Programs former participants implemented their action plans. On the other hand, 26.8% of the Young Leader Programs former participants and 10.2% of the Group and Region Focused Programs former participants did not make the action plan during the training. Instead, in these former participants, 76.1% of the Group and Region Focused Programs and 63.6% of the Young Leader Programs have written reports about the training after returning to their countries.

Table 11. Implementation of Action Plans

Group and Region Focused Programs				Young Leader Programs			
Did you implement your action plan after returning to your country?							
		NR (did not make an action plan)				NR (did not make an action plan)	
YES	NO		NA	YES	NO		NA
62.7%	27.1%	10.2%	0%	50.5%	20.6%	26.8%	1.0%
If you choose "NO" or "NR", did you write reports about the Training after returning to your country?				If you choose "NO" or "NR", did you write reports about the Training after returning to your country?			
	YES	NO	NA		YES	NO	NA
	63.6%	31.8%	4.5%		76.1%	21.7%	2.2%

To specify the constraining factors of the action plan implementation, 4 items were ranked by the survey targets on a 5-point scale (1. Not at all; 2. Somewhat; 3. Intermediately; 4. Much; 5. Decisively). Table 12 shows the average scores of each item. As a result, each item had a score close to 3 points, indicating that it is difficult to generally specify the constraining factors of the action plan implementation.

Relatively, "budget" is more likely to be a constraining factor in Group and Region Focused Programs former participants. Although "Budget" is also considered to be a constraining factor in Young Leader Programs former participants, "Availability of necessary equipment/facilities", "Support from my supervisors/colleagues" and "Applicability of knowledge and skills I learned in the Training" are also considered as constraining factors.

Table 12. Constraining Factors of Action Plan Implementation

How much do you think the following factors constrained (or will constrain) the implementation of your action plan?	Group and Region Focused Programs	Young Leader Programs
Availability of necessary equipment/facilities.	3.07	3.39
Budget	3.56	3.58
Support from my supervisors/colleagues.	2.91	3.33
Applicability of knowledge and skills I learned in the Training.	2.96	3.24
Average	3.13	3.38

Figure 4 shows the percentage of respondents rating each constraining factor, using the 5-point scale. It is obvious that the "Budget" is considered more constraining than "Availability of necessary equipment/facilities". On the other hand, larger dispersion was observed in the item of "Applicability of knowledge and skills I learned in the Training".
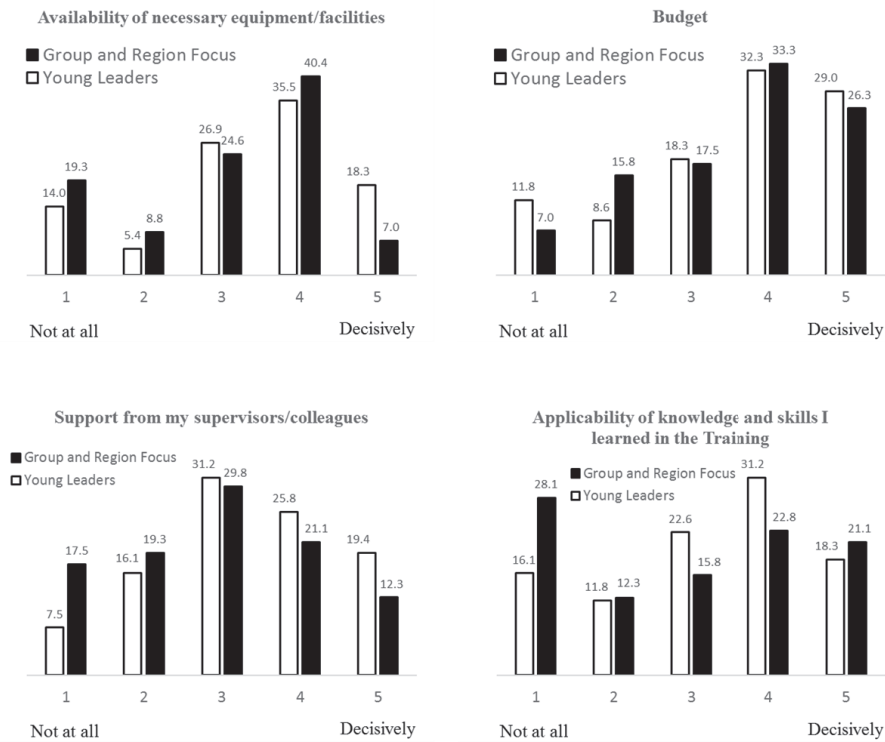
Figure 4. Percentage of Respondents Rating Each Constraining Factor (5-point scale)

9) Evaluation of Sharing of Acquired Knowledge and Skills (Ripple Effect)

To evaluate the ripple effect, frequency and evaluation of lectures/meeting/workshops/OJTs organized after the training, as well as the number of persons who attended, were answered by the survey targets. As shown in Fig. 5, over 80% of Group and Region Focused Programs' the former participants, and over 70% of Young Leader Programs' former participants have organized such activities 1 to 5 times. Approximately 20% of Group and Region Focused Programs' former participants, and 10% of Young Leader Programs' former participants have organized these activities 5 to 10 times. For both programs, 10% of the respondents have organized these activities more than 10 times, and some up to 30 times. A small percentage (3.1%) of the Young Leader Programs former participants organized more than 30 events of these activities.

As for the number of persons in attendance at these activities, approximately 80% of both Group and Region Focused Program and Young Leader Program former participants have reported between 1 and 50 persons. Approximately 15% of both programs answered between 100-300 persons. A small percentage of Group and Region Focused Programs former participants (5.4%) responded that there were more than 300 persons; the Young Leader

Programs had an even smaller response (1.0%) hosting this large of an event (more than 300 persons).
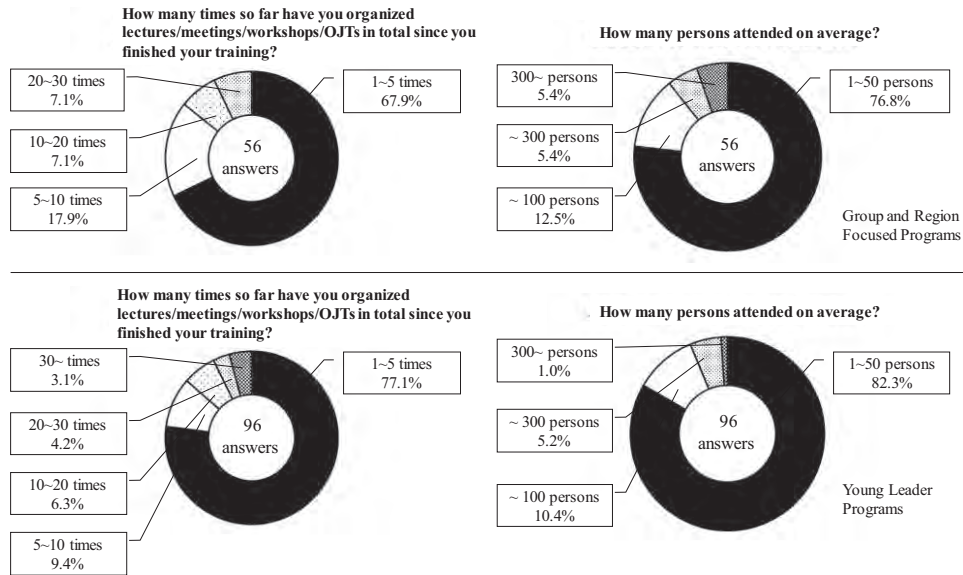
Figure 5. Sharing of Acquired Knowledge and Skills (Ripple Effect)

10) Comparison with Training Programs of Other Organizations

To investigate participation regarding programs organized by other domestic and/or international donors or organizations, a multiple-choice questionnaire including 7 items was designed. Results are shown in Fig. 6. The top 3 items selected by Group and Region Focused Program were "Domestic organizations" (46.5%), "UNDP" (25.6%) and "Other international donors" (18.6%), while the top 3 items selected by Young Leader Program were "Domestic organizations" (37.5%), "ADB" (17.0%) and "Other international donors" (27.3%).
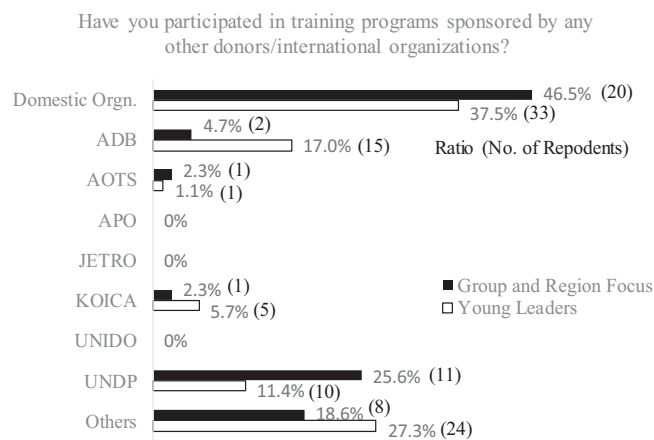
Figure 6. Participation in Training Programs of Other Organizations (multiple choice)

Notably, the former participants that selected "Domestic organizations" or "UNDP" from the Group and Region Focused Programs are approximately 10% more than those of Young Leader Programs. Also, the former participants of Young Leader Programs that selected "ADB" or "Other international donors" are approximately 10% more than that of Group and Region Focused Programs. Moreover, for those that selected "Other international donors" as shown in Table 13, Group and Region Focused Programs former participants show a tendency to participate in programs organized by European, USA or countries of the British Commonwealth, while Young Leader Programs former participants show a tendency to participate in programs organized by countries from a wide range, including Asia and Europe.

Table 13. Distribution of "Other International Donors" (Shown in Figure 6)

Group and Region Focused Programs		Young Leader Programs	
Donor	Feq.	Donor	Feq.
USAID	3	Government of China (unspecified)	5
ASB (New Zealand)	1	ITEC (India)	4
Canada (unspecified)	1	World Bank	2
Centre de la Francophonie des Amériques (France)	1	AIBO	1
CICR (Switzerland)	1	ICDF (Taiwan)	1
DANIDA (Denmark)	1	Amnesty international (Thailand)	1
EU	1	AOTS (Japan)	1
IM4DC (Australia)	1	APFNet (China)	1
IOM (International Organization for Migration)	1	AusAID (Australia)	1
MACHINCUEPA Social Circus	1	Bioversity International (Italy)	1
MENAPPAC (Netherland)	1	CDC (USA)	1
NDI	1	COTI	1
NFP (Netherland)	1	EGPAF (USA)	1
ONUCI	1	ENGENDER HEALTH (USA)	1
Total	16	EU	1
		FAO	1
		FES (Germany)	1
		FETP (Japan)	1
		GIZ (Germany)	1
		ILO	1
		IMMA WORLD (USA)	1
		JAVADA (Japan)	1
		JPA (Japan)	1
		KIPA (Kurdistan)	1
		MICELT	1
		MTCP	1
		Palladium/GRM (UK)	1
		RENU	1
		SIDA/WIOMSA (Tanzania)	1
		THPS	1
		TICA (Thailand)	1
		UNFA	1
		UNICEF	1
		USA (unspecified)	1
		University of Harbin (China)	1
		Total	43

To compare the JICA training programs to those of other domestic and/or international donors or organizations, two items were ranked by the survey targets on a 5-point scale (1. Strongly Disagree; 2. Somewhat Disagree; 3. Neither Agree or Disagree; 4. Somewhat Agree; 5. Strongly Agree). Table 14 shows the average scores of each item. As a result, each item had a score

lower than 3 points, indicating that both the learning experience and the treatment of JICA are considered better than those of other donor or international organizations.

Table 14. Comparison with Training Programs of Other Organizations

If you participated in other donors/international organizations' programs, how do you compare them to the JICA's in the following aspects?		
	Group and Region Focused Programs	Young Leader Programs
My learning experience by other donors was more useful than JICA.	1.81	2.31
The treatments at other donors/international organizations are better.	2.09	2.64

On the other hand, Fig. 7 shows the percentage of respondents per question asked (5-point scale), including those not answered, which has a high percentage for these survey questions.
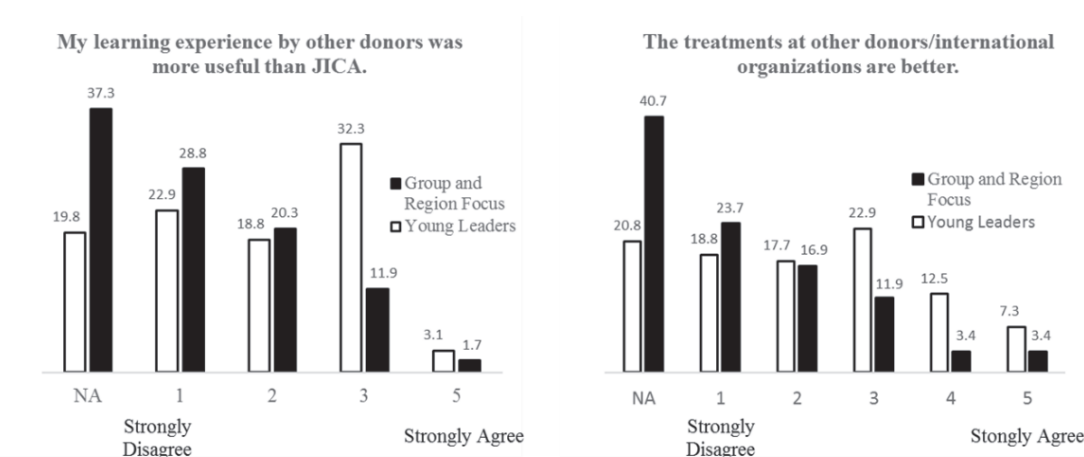
Figure 7. Percentage of Respondents on a 5-point Scale

11) Connection within Other Former Participants

As shown in Fig. 8, the survey questions assessed whether the alumni association is organized or not. Approximately 70% of the Group and Region Focused Programs former participants, and 80% of the Young Leader Programs former participants confirmed the existence of the alumni association.
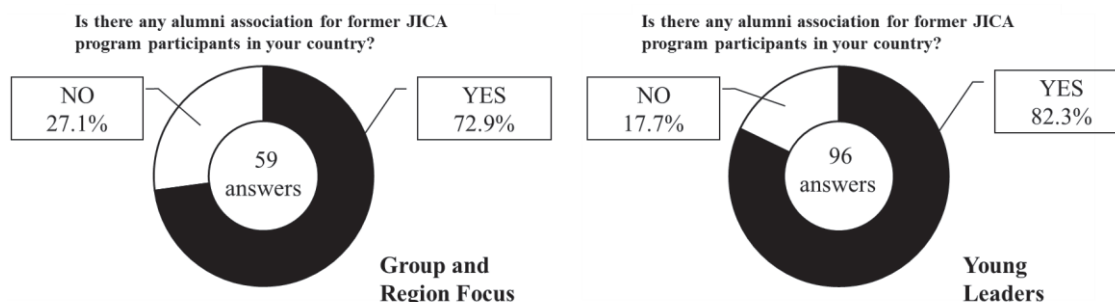
Figure 8. Availability of Alumni Association

To investigate the connectivity between former participants, 4 items were ranked by the survey targets on a 5-point scale (1. Not at all; 2. Occasionally; 3. Sometimes; 4. Frequently; 5. Very often). Table 15 shows the average scores for each item. As a result, each item had a score lower than 3 points, indicating that despite of the existence of the alumni association, the connections among former participants are not very strong. On the other hand, among those connections, "I contact JICA participants by social network (such as Facebook and LinkedIn)" are the most chosen by both Group and Region Focused Program and Young Leader former participants.

Table 15. Connection within Other Former Participants

If so, how often are you engaged with alumni/former participants in the following situations?	Group and Region Focused Programs	Young Leader Programs
I receive information about JICA and Japan through alumni network.	2.65	2.52
I contact JICA participants by social network (e.g. Facebook, LinkedIn).	2.79	3.17
I ask for advises from JICA participants.	2.65	2.68
I engage myself in activities (e.g. projects) with other former JICA participants.	2.41	2.07
Average	2.62	2.61

12) Changes in Perception of Japan

To investigate the changes in the former participants' perception of Japan, 3 items were ranked by the survey targets in a 5-point scale (1. Strongly Disagree; 2. Somewhat Disagree; 3. Neither Agree or Disagree; 4. Somewhat Agree; 5. Strongly Agree). Table 16 shows the average score for each item. As a result, each item had a score higher than 4 points, indicating that the former participants of both Group and Region Focused Programs and Young Leader Programs have

experienced a notable increase in reliance upon Japan, interest in working with Japanese people, and the understanding of Japanese society and culture.

Table 16. Changes in Perception of Japan

How much do you agree with the following statements about your perception of Japan?

	Group and Region Focused Program	Young Leader Programs
My reliance on Japan and the Japanese people has increased.	4.56	4.49
My interest in working with Japanese people has increased.	4.68	4.67
I have gained a further understanding of Japanese society and culture.	4.64	4.57
Average	4.63	4.58

To investigate how the programs increased the perceptions of Japan, 3 items were ranked by the survey targets on a 5-point scale (1. Not at all; 2. Somewhat; 3. Intermediately; 4. Much; 5. Greatly). Table 17 shows the average scores of each item. As a result, each item had a score higher than 4 points, indicating that "Orientation about Japan", "Discussion with the training managers or other JICA staff", and especially the "Field Visits" all greatly contributed to increasing these perceptions.

Table 17. Contribution to Changes in Perception of Japan

How much do you think each of the following training activities contributed to change your perception of Japanese culture?

	Group and Region Focused Programs	Young Leader Programs
Orientation about Japan	4.10	4.23
Discussion with the training managers or other JICA staff	4.31	4.27
Field Visits	4.51	4.48
Average	4.31	4.33

13) Connections with Japanese Training Organizations

The former participants' connection with training organizations in Japan was ranked by the survey targets using a 5-point scale (1. Not at all; 2. Occasionally; 3. Sometimes; 4. Frequently; 5. Very often). Table 18 shows the average score of lower than 3 points, indicating that the connection between the former participants and the training institution after the program is not strong.

Table 18. Connections with Japanese Training Organizations

Do you keep contact with your training institution in Japan?

	Group and Region Focused Programs	Young Leader Programs
Average	2.25	2.35

In cases where former participants made connections with the training institutions, a multiple-choice questionnaire including 5 items was designed as shown in Fig. 9. As a result, "To update personal information" and "To exchange or gather new information on Japan" are the most selected reasons, occupying approximately 40% of each program's former participants. Approximately 20% of each program's former participants selected "To seek advice about my work". As for "To have cooperate with JOCV" and "To develop joint projects", Group and Region Focused Programs former participants have higher selection percentages than that of Young Leader Programs (especially "To develop joint projects", Group and Region Focused Programs (21.4%) was 2-fold higher than Young Leader Programs (10.3%)).
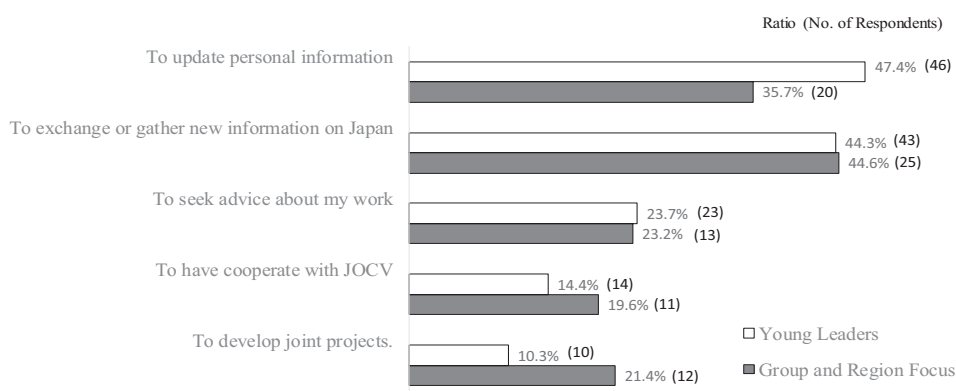
Figure 9. Reasons for Retaining Connection with Japanese Training Organizations

14) Connections with JICA

Regarding former participants' connection with JICA, 5 items were ranked by the survey targets on a 5-point scale (1. Not at all; 2. Occasionally; 3. Sometimes; 4. Frequently; 5. Very often). Table 19 shows the average score of each item. As a result, the average score of almost every item is below 2 points, indicating that the connection between former participants and JICA after the program is very weak.

Table 19. Connections with JICA

How often do you have connections with JICA?

	Group and Region Focused Programs	Young Leader Programs
I work as a counterpart for JICA projects or for JICA experts.	1.96	1.66
I work as a JICA volunteer counterpart.	1.37	1.25
I consult JICA projects.	1.79	1.44
I participate in a reunion of JICA Training participants.	1.79	1.78
I participate in events or training programs organized by JICA	2.24	1.86
Average	1.83	1.60

15) Follow-up Support

To investigate the follow-up support most desired by former participants, a multiple-choice questionnaire including 7 follow-up support items was designed as shown in Fig. 10. As a result, "Monitoring and support that help to implement the action plan prepared in the Training", "Support for organizing lectures and training sessions" and "Support of project implementation" are the most selected, both by Group and Region Focused Program and Young Leader Program former participants. "Dispatching Japanese technical experts", "Dispatching JOCV volunteers" and "Provision of equipment and materials" are selected by approximately 40% of the Young Leader Programs former participants, and by approximately 30%, 20% and 40%, respectively of the Group and Region Focused Programs former participants. Especially large differences are seen in "Monitoring and support that help to implement the action plan prepared in the Training" (Group and Region Focused Programs: 81.0%; Young Leader Programs: 64.9%), "Dispatching Japanese technical experts" (Group and Region Focused Programs: 36.2%; Young Leader Programs: 48.5%) and "Dispatching JOCV volunteers" (Group and Region Focused Programs: 20.7%; Young Leader Programs: 40.2%).

Which of the following activities organized by JICA do you think to be useful to sustain and develop what you have learned in the Training?

Ratio (No. of Respondents)

Monitoring and support that help to implement the action plan prepared in the Training — 64.9% (63); 81.0% (47)
Support for organizing lectures and training sessions — 67.0% (65); 60.3% (35)
Dispatching Japanese technical experts — 48.5% (47); 36.2% (21)
Dispatching JOCV volunteers — 40.2% (39); 20.7% (12)
Support of project implementation — 60.8% (59); 67.2% (39)
Provision of equipment and materials — 47.4% (46); 41.4% (24)

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Figure 10. Follow-up Support

IV.   Results of Multiple Regression Analyses

1) Analyses of Training Contents Acquisition

The contents and methods of both Group and Region Focused Programs and Young Leader Programs were highly praised by the former participants. Table 20 shows the result of the multiple regression analysis for specifying the factors (related to the training contents) that affect the subjective opinion of achievement. As a result, no obvious factor affects the subjective opinion of achievement greatly. As for the Group and Region Focused Programs former participants, "It covered new knowledge and skills" slightly affects the subjective opinion of achievement, while "It matched the needs of my job assignments", "It was practical" and "It is useful especially because it's based on Japan's original experiences" slightly affects the subjective opinion of achievement of the Young Leader Programs former participants.

Table 20. Analyses of the Achievement of Training Contents Acquisition

(Relevance of Contents)

Factors	Coefficiency	
	Group and Region Focused Programs	Young Leader Programs
It matched the needs of my job assignments.	-0.06	0.15
It matched my organization's needs.	-0.06	0.02
It matched my country's needs.	-0.01	0.05
It covered new knowledge and skills.	0.18	-0.09
It was appropriately designed to achieve its goal.	-0.04	-0.14
It was practical.	0.03	0.14
It is relevant (still useful) now.	0.00	0.00
It is useful especially because it's based on Japan's original experiences.	0.04	0.10
Coefficiency of Determination	0.06	0.10

Table 21 shows the result of the multiple regression analysis for specifying the factors related to the training methods of the program that affect the subjective opinion of achievement. As a result, no obvious factor affects the subjective opinion of achievement greatly. "The training program was implemented efficiently for achieving its goal" slightly affects the subjective opinion of achievement of both the Group and Region Focused Programs and Young Leader Programs former participants, while "Discussions among the participant were helpful to improve the understanding of the contents" slightly affects only the Young Leader Programs former participants.

Table 21. Analyses of Training Contents Acquisition (Training Methods)

Factors	Coefficiency	
	Group and Region Focused Programs	Young Leader Programs
Discussions among the participants were helpful to improve the understanding of the contents.	-0.01	0.11
The practical training/field visits were helpful to improve the understanding of the contents.	0.07	-0.13
Discussing with participants from other countries was useful in spite of we facing different problems.	0.03	0.06
The training program was implemented as scheduled.	-0.20	0.07
The Training program was implemented efficiently for achieving its goal.	0.19	0.12
The training contents were all covered as planned.	-0.23	0.07
Coefficiency of Determination	0.08	0.06

2) Analyses of Changes in Perception of Work

Participants' working attitudes were greatly increased after training. Moreover, most participants from both the Group and Region Focused Programs and Young Leader Programs have been assigned to more important work, as well as promoted. Table 22 shows the result of the multiple regression analysis for specifying the factors that affect the improved working attitudes of the former participants.

According to the result of the multiple regression analysis related to "The training strengthened my awareness on perceiving problems", "the comprehensive evaluation" has been a factor strongly affecting both the Group and Region Focused Programs and the Young Leader Programs former participants, while "It matched my organization's needs" has been a factor strongly affecting only on Young Leader former participants.

According to the result of the multiple regression analysis related to "I have got a stronger sense of responsibility on my work", "It matched my organization's needs", "Lectures" and "the comprehensive evaluation" have been factors strongly affecting the Group and Region Focused Programs former participants, while "It matched the needs of my job assignments", "Coordinators and staff's performance" and "the comprehensive evaluation" have been factors strongly affecting Young Leader Programs former participants.

According to the result of the multiple regression analysis related to "I have become more conscious of working with my colleagues in a collaborative manner", "It matched my organization's needs" and "the comprehensive evaluation" have been factors strongly affecting the Group and Region Focused Programs former participants, while "It matched the needs of

my job assignments", "Coordinators and staff's performance" and "Discussion among participants" have been factors strongly affecting Young Leader former participants.

According to the result of the multiple regression analysis related to "I am more motivated to undertake activities that contribute to my country's development", "It matched my country's needs" and "the comprehensive evaluation" have been factors strongly affecting the Group and Region Focused Programs former participants, while "It matched the needs of my job assignments" and "Coordinators and staff's performance" have been factors strongly affecting Young Leader Programs former participants.

According to the result of the multiple regression analysis related to "I consider my country's situation from a more international perspective", "It matched my organization's needs" and "Coordinators and staff's performance" have been factors strongly affecting the Group and Region Focused Programs former participants, while "Coordinators and staff's performance" and "the comprehensive evaluation" have been factors strongly affecting Young Leader Program former participants.

Table 22. Analyses of Changes in Perception of Work

| Factors | Coefficiency | | | | | | | | | |
| | The Training strengthened my awareness on perceiving problems. | | I have got a stronger sense of responsibility on my work. | | I have become more conscious of working with my colleagues in a collaborative manner. | | I am more motivated to undertake activities that contribute to my country's development. | | I consider my country's situation from a more international perspective. | |
	Group and Region Focused Programs	Young Leader Programs	Group and Region Focused Programs	Young Leader Programs	Group and Region Focused Programs	Young Leader Programs	Group and Region Focused Programs	Young Leader Programs	Group and Region Focused Programs	Young Leader Programs
It matched the needs of my job assignments	0.02	0.14	0.08	0.21	-0.28	0.23	-0.05	0.24	-0.34	0.15
It matched my organization's needs	0.01	0.21	0.35	-0.04	0.67	0.03	-0.02	-0.02	0.31	-0.08
It matched my country's needs	-0.08	0.03	-0.19	0.16	-0.19	0.10	0.21	0.08	0.07	0.04
Orientation about the culture of Japan	-0.14	-0.19	0.06	-0.06	-0.16	-0.02	0.00	0.01	0.06	-0.21
Coordinators and staff's performance	0.16	0.14	-0.76	0.30	-0.19	0.41	-0.36	0.34	0.46	0.45
Lectures	0.11	-0.08	0.28	-0.37	0.19	0.02	0.04	-0.05	-0.20	-0.15
Workshops	0.14	-0.06	0.00	0.10	0.07	-0.11	-0.06	0.08	0.09	0.04
Practical training/field visits	-0.01	-0.29	-0.34	-0.24	-0.10	-0.07	-0.09	0.08	0.15	-0.10
Discussions among participants	0.01	-0.09	0.05	0.09	0.00	0.26	-0.24	0.14	-0.02	0.05
Comprehensive Evaluation	0.32	1.17	0.99	0.64	0.90	0.18	0.85	-0.22	-0.02	0.74
Coefficiency of Determination	0.195	0.527	0.495	0.400	0.403	0.507	0.320	0.465	0.187	0.431

3) Analyses of Application of Acquired Knowledge and Skills

As shown in Table 23, a multiple regression analysis was carried out for specifying the factors that affect the application of the knowledge and skills.

According to the result of the multiple regression analysis related to "Establishing/improving policies and systems in national or local governments", "Availability of necessary

equipment/facilities" has been a factor strongly affecting the Group and Region Focused Programs former participants, while "Support from my supervisors/colleagues" and "Applicability of knowledge and skills I learned in the Training" have been factors strongly affecting Young Leader Programs former participants.

According to the result of the multiple regression analysis related to "Establishing/improving systems in my organization", "Support from my supervisors/colleagues" has been a factor strongly affecting the Group and Region Focused Programs former participants, while "Applicability of knowledge and skills I learned in the Training" has been a factor strongly affecting Young Leader Programs former participants.

According to the result of the multiple regression analysis related to "Establishing/improving methods and techniques used in my work", "Availability of necessary equipment/facilities" has been a factor strongly affecting the Group and Region Focused Programs former participants, while "Support from my supervisors/colleagues" has been a factor strongly affecting Young Leader former participants.

According to the result of the multiple regression analysis related to "To organize new projects/To implement projects in my organization", "Applicability of knowledge and skills I learned in the Training" has been a factor strongly affecting the Group and Region Focused Programs former participants, while "Availability of necessary equipment/facilities" and "Support from my supervisors/colleagues" have been factors strongly affecting Young Leader Programs former participants.

According to the result of the multiple regression analysis related to "Developing /improving/implementing action plans in my organization", no factor strongly affects the Group and Region Focused Programs former participants, while "Applicability of knowledge and skills I learned in the Training" has been a factor strongly affecting Young Leader Programs former participants.

Table 23. Analyses of Application of Acquired Knowledge and Skills

Factors	Coefficiency									
	Establishing/improving policies and systems in national or local governments.		Establishing/improving systems in my organizations.		Establishing/improving methods and techniques used in my work.		To organize new projects/To implement projects in my organizations.		Developing/improving/implementing action plans in my organizations.	
	Group and Region Focused Programs	Young Leader Programs	Group and Region Focused Programs	Young Leader Programs	Group and Region Focused Programs	Young Leader Programs	Group and Region Focused Programs	Young Leader Programs	Group and Region Focused Programs	Young Leader Programs
Availability of necessary equipment/facilities	0.13	-0.02	-0.22	-0.06	0.12	0.04	-0.08	0.24	0.05	0.08
Budget	-0.04	-0.09	0.01	0.08	-0.11	0.02	-0.13	0.08	-0.17	0.02
Support from my supervisors/colleagues	0.09	0.14	0.15	0.09	0.08	0.18	-0.12	0.11	0.00	0.08
Applicability of knowledge and skills I learned in the Training	0.09	0.14	0.09	0.19	-0.11	-0.04	0.12	0.04	-0.10	0.17
Coefficiency of Determination	0.075	0.095	0.103	0.145	0.048	0.092	0.093	0.070	0.060	0.153

V. Cases of Action Plan Implementation

1) Group and Region Focused Programs

(1) Establishment of a Mid-Term Developmental Plan

Country: Afghanistan

Name of Former Participant: SAYED MASOOM SAYEDY

Training Course: Community Based Development with Local Residents as Main Actors (B), (Managed by JICA Yokohama)

Current Parent Organization: Rural Rehabilitation and Development (MRRD)

Activities: Based on the experiences in Japan, a 5-year mid-term master plan was made, and presented in the form of workshop to the high ranking administrators of the Nuristan Province Government; the plan was adopted.

(2) Establishment of a Community Developmental Plan

Country: Tanzania

Name of Former Participant: BRIAN SAMUEL

Training Course: Community Based Development with Local Residents as Main Actors (A), (Managed by JICA Yokohama)

Current Parent Organization: KILOMBERO DISTRICT COUNCIL

Activities: Experiences in Japan were applied in the steps of planning and community development at Mang'ula B, and led to a success.

(3) Local Governance Enhancement with Local Community Participation toward Poverty Reduction and Employment Increase

Country: Honduras

Name of Former Participant: JOSE ROSARIO TEJEDA

Training Course: Capacity Building of Local Governments for Development with Community Participation (A), (Managed by JICA Sapporo)

Current Parent Organization: Municipalidad de Cane

Activities: A citizen-participating action plan surrounding a theme of improving local administration was implemented on May 23rd, 2015 at Cane, La Paz, aimed at achieving long-term goals of solving social exclusion, and improving social justice by focusing on short-term problems such as poverty and decreased employment. Specified activities were as follows:

- To guarantee the employment of women and young people.
- Try to provide justice, dignified, safe and happy opportunities for employment in local areas.
- To increase employment opportunities by introducing a proper evaluation system.
- To build a multifunctional market (in progress).
- To promote productivity by improving education on economic and labor policies, developing new business and formalizing informal economies.

(4) Enhancement of Local Governance based on PCN-CI's Experience

Country: Côte d'Ivoire

Name of Former Participant: FIRMIN ZOZORO YOKOZO

Training Course: Capacity Building of Local Governments for Development with Community Participation (B), (Manged by JICA Sapporo)

Current Parent Organization: 1 Secrétaire général de la préfecture de Bouaké, Coordonnateur régional du projet de Développement de l'Administration Locale dans les Zones Centre et Nord de la Côte d'Ivoire (PCN-CI) /JICA.

Activities: 1) held a seminar to introduce the experience in Japan; 2) Participated in a seminar sharing PCN-CI experiences with local election representatives of Tonpki and Kabadougou in order to strengthen the local administrative capacity; 3) Shared experiences about PCN-CI/JICA with members of the Community Council, and strengthened the local administrative capacities of seven regions in the northwest of the country.

(5) Improvement of Fund Management and Implementation of Projects Sponsored by International Organizations

Country: Honduras

Name of Former Participant: NUNEZ AGUILAR INGRID NISSETH

Training Course: Capacity Building of Local Governments for Development with Community Participation (Managed by JICA Sapporo)

Current Parent Organization: MANCOSOL

Activities: Based on the experiences in Japan, the investment managing abilities were improved. Several tourism development projects of international donors were successfully attracted: 1) infrastructure project improving the water and sanitation conditions in poor rural areas of Queruco, GUARITA; 2) projects about the Central Park construction, the reparation of a Catholic Church, constructions of sports facilities and playgrounds for children in TOMALA.
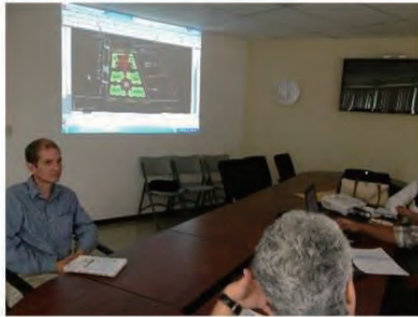
(6) Human Resources Development of Young Leaders

Country: Belize

Name of Former Participant: ORANTES CORDOVA CLAUDIA MARIA GRACIELA

Training Course: Community Based Development with Local Residents as Main Actors (A) (Managed by JICA Yokohama)

Current Parent Organization: Caracol-YCD

Activities: Applied FACT (Fascinating Actions for Communities Transition) method to the projects of Caracol-Young Community Development (http://www.caracol.org.uk/), improving living conditions in rural areas, as well as contributing to the development of vulnerable young people through creative expression, group work, and exchange while building the creative and technical capacity of youth leaders to become decision-makers, cultural promoters and community leaders.
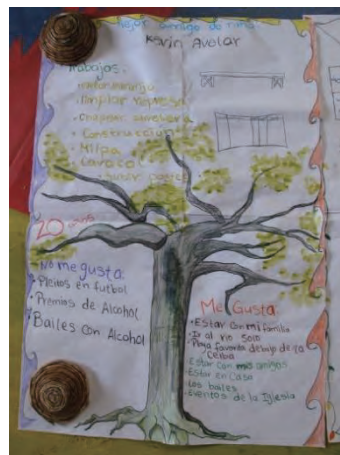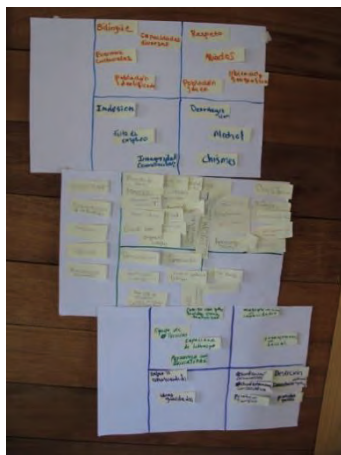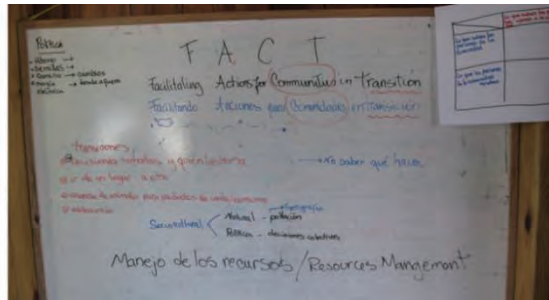
2) Young Leader Programs

(1) Vocational Training for Small and Medium Sized Enterprises

Country: Ethiopia

Name of Former Participant: ASHENAFI GEBREMESKEL MEZGEBO

Training Course: Training Program for Young Leaders for African Countries (English) / Vocational Training Education Course (Managed by JICA Sapporo)

Current Parent Organization: Federal Technical and Vocational Education and Training Agency

Activities: Presented the action plan based on the experience of vocational education in Japan to the decision makers attending the annual TVET meeting and received a high reputation. After that, the action plan was applied to a local small enterprise that manufactures apple juice.

(2) Educational Project Initiative toward Ecosystem Diversity in Mangrove

Country: Malaysia

Name of Former Participant: ARNI-NATALIA BINTI ARPA

Training Course: Training Program for Young Leaders (Malaysia) / Nature Conservation Course, (Managed by JICA Obihiro)

Current Parent Oganization: SABAH FORESTRY DEPARTMENT

Activities: An education action plan (Tanaa Wetland Camp) was implemented, targeting children of about 12 years old, to learn and experience the biological diversities in mangrove forests near Sabah Wetlands.

VI. Conclusion

For both the Group and Region Focused Programs and Young Leader Programs, the strongest factor that affects the former participants' motivation is the training contents. The training contents and methods were highly praised by the former participants (more than 4 points on average). Especially, former participants of Group and Region Focused Programs evaluated "It matched my organization's needs" for more than 4.5 points, and former participants of Young Leader Programs evaluated "It covered new knowledge and skills" for more than 4.5 points (Table 4). According to these facts, the relevance of the programs was considered high.

Training methods were highly evaluated, with average points of more than 4 (out of 5). Notably, both the Group and Region Focused Program and Young Leader Program former participants evaluated practical training (field visits) and training course conduction more than 4.6 points (Table 5), indicating the high efficiency of the programs. On the other hand, the differences among courses were not detected.

The overall evaluation of training programs was high, especially in terms of "the performance of training facilitators", "practice session and field visits", and "accommodations". The overall averages of each of the 3 items was more than 4.6 (out of 5) (Table 8). However, former participants were not satisfied with the conditions of daily allowance and meals of Young Leader Programs. This result was consistent with the analysis result of comparing JICA programs to other international donors/organizations' programs shown in Table 14.

The perception of work was greatly increased after training. Moreover, most former participants in both the Group and Region Focused Programs and Young Leader Programs have been assigned to more important work, as well as promoted. These facts suggest that the effectiveness of both training programs is high.

The application of the knowledge and skills acquired from training programs has been considered slightly difficult (lower than 4 points, shown in Table 10). Applications at the individual level, such as improving techniques used in work, or on developing/improving/implementing projects, was considered relatively easy, while the applications for establishing policies and systems at the level of national or local governments or organizations are hard.

More than half of the former participants have implemented their action plans after returning to their countries (Table 11). However, the factors constraining the implementation of the action plan were not specified (Table 12). Large dispersions were observed in "Support from my supervisors /colleagues" and "Application of knowledge and skills I learned in the Training", indicating that the level of how these two factors affect the implementation of the action plan differs according to the special field, region, personal ability and working environment of the former participants. This fact was supported by the result of the multiple regression analysis indicating that these two factors greatly affect the application of the knowledge and skills learned during training (Table 23). Moreover, lacking monitoring and support after training may also be a reason that the action plans were not implemented, since the monitoring and support of the action plan is the most desirable follow-up request from the former participants (Fig. 10).

Most of the former participants share their experiences of the program after returning to their countries via lectures, meetings, workshops or OJT (On-Job Training), indicating the high ripple effect of the programs. Nevertheless, it is still difficult to spread the effects to high level capacity developments such as establishing or improving policies.

The former participants considered both the learning experience and the overall accommodations of JICA program to be superior to that of other international donors/organizations. However, as for the Young Leader Programs former participants, the evaluation of the treatment (accommodation, meal, daily allowance, etc.) was relatively low.
Through training, the perception of Japan was greatly improved for the former participants. The most important contribution factor that improved their perception was field visits, where the contents learned in the program were confirmed, and the workshops with local people were organized.

The connection is weak between the former participants and the training organizations, as well as with JICA. For those who have stronger connections, those connections were limited in personal information updating, or exchanging new information regarding Japan. Activities like developing joint projects remained rare. The most desirable follow-up supports requested by the former participants were 1) monitoring and support that help to implement the action plan, 2) support for organizing lectures and training sessions and 3) support for project implementation. Compared to this, dispatching of technical experts or JOCV (Japan Overseas Cooperation Volunteer) was a relatively minor priority.

Although the survey targets of Group and Region Focused Programs and Young Leader Programs are different, averages of each evaluation item are quite close in this survey, indicating that situation in other training areas could be possibly similar.

VII. Lessons and Insights Learned

- By using both Excel and online versions of questionnaires, the recovery rate of both Young Leader Programs and Group and Region Focused Programs can be improved.

- Regardless of 921 former participants whose email addresses are on record with JICA, less than half were valid. It will become possible to maintain contact and share information with more former participants if JICA keeps the valid email addresses of all former participants on record.

- Although the majority of the respondents acknowledge the existence of the alumni associations, the typical way of maintaining connectivity is though social networks such as Facebook. It will be effective to utilize these social networks to share information on training outcomes and to keep connected for future collaboration among former participants.

- According to the results of the multiple regression analyses, the "training coordinators and staff's performance" had an intensive effect on changing former participants' perception of work. Also, "the performance of training program associated counterparties" and "Japanese culture" were highly valued. They are proven to be important driving factors toward increasing training outcomes. The experience of staying in Japan has enhanced former participants' understanding of Japan, and increased their overall image of Japan.

Appendices

Appendix I. Good Practice Collection

1. Good Practices in Tanzania

Tanzania Case 1

Rural Livelihood Improvement by Community – Government Collaboration

Training Course	Group and Region Focused Programs "Participatory Local Social Development(PLSD)"	Group and Region Focused Programs "Community Based Development with Local Residents as Main Actors"
Training Organization	Prof. Yutaka Ohama	I-I Net
Name of Former Participant	Ms. Agnes Chamdoma	Mr. Mbonde Mecksedeck Simon
Parent Organization	Morogoro District Council	
Current Position	Education & Home Economics Officer	Ward Facilitator

● **Outlines of Training Outcomes**

Maseyu Village, Morogoro district: A preschool and a pharmacy are being constructed by the local initiative. Class has been initiated at the preschool with a teacher dispatched by the local council. This method to construct a preschool has been replicated in other villages. A former participant has also supported a women's group which has managed poultry, goat farming, and a catering service, for income generation.

● **Facilitating Factors**

Through the training course in Japan, ward facilitators have learned the capabilities of local people and the importance of working together with them. They are making efforts to improve the methods of hearing from local people and to facilitate their community works. Community efforts (working together with local people), analyzing local situations, and listening to their needs, made it possible to revitalize community activities. Government – community collaboration is legitimatized because district level officials understand the budget constraints; this approach enables less commitment from local government. This would be another facilitating factor.

O&OD framework is being disseminated in a cascading system in which LGTI lecturers who participated in the training courses reflect the knowledge obtained in Japan in future lectures given to other district officials from all over Tanzania. Good practices by community –
government collaboration are being generated in many villages because this system works effectively.

Tanzania Case 2

<u>**Publishing Best Practices Handbook:**</u> **Knowledge Sharing through Networking Council Directors including Former participants of the Country-Focus Training Program**

Training Course	Country/Region-Focus Training Program (Local Government Reform Program in Tanzania (Osaka Training))
Training Organization	Osaka University

● **Outlines of Training Outcomes**

Former participants of the first group of the Osaka Training (2002 – 2006) came up with the idea to prepare a text for boosting domestic learning; they collected the good practices in Tanzania. Afterwards, a survey assessing action plans which were formed at the regional Osaka training by each local council (conducted during 2010 – 2011), identified some councils with more useful practices than other councils. Thus, the first volume of the Best Practices Handbook was published in 2012. 1250 copies of the English version and 1200 copies of the Swahili version were distributed for all council directors, PO-RALG, universities and ministries. Volume 2 was published in 2015; 250 copies of the English version and 1000 copies of the Swahili version have been distributed.

Along with the development of TOA from a personal network among former participants, into a well- organized network nationwide, good practices described in this handbook (such as OVOP) don't always mention that the ideas are from Japan. This can be viewed as ideas that have been mainstreamed and embedded into former participants' minds, and the practices are commonly shared among them. Spurred by the successful cases in the handbook, practitioners in local councils try to improve their efforts. These good practices are also used at the regional training programs for peer district officers in Tanzania. In order for LGTI to conduct these training programs domestically, the Osaka Training program has accepted lecturers from LGTI and shared Japanese experiences with them; additionally, Group and Region Focused Programs have offered the course of PLSD to lecturers of LGTI as well.

● **Facilitating Factors**

The handbook collection of good practices generated in local governments was aimed at utilizing it as a textbook in the regional Osaka training in order to meet the expectation of horizontal knowledge sharing throughout the country. It also helps avoid risks associated with former participants in TOA when they are transferred to other positions or retire. The publishment of this handbook was financially supported by JICA overseas office in Tanzania.

2. Good Practices in Bhutan

Bhutan Case 1

Contributing to Training Module Development for the Integrated Capacity Building Plan (ICBP) and Human Resource Development of Trainers through the Local Governance and Decentralization Project Phase II and III

	Group and Region Focused Program "Theory and Practice of Participatory Local Social Development/Participatory Local Social Development (PLSD)"	Group and Region Focused Program "Local Governance"	Country Focused Program "The Local Governance and Decentralization Project"
Training Course			
Training Organization	Professor Ohama	Local Autonomy College	Faculty of Economics, Ryukoku University
Name of Former Participant	①Mr. Tshering Jit ②Mr. Tshering Kinzang ③Ms. Choki Pema	Dasho Pema Dorji	Dasho Dorji Pasang
Parent Organization	①Royal Institute of Management (RIM) ②③Department of Local Governance, Ministry of Home and Cultural Affairs (DLG)	Tashigan Province	Thinphu City Corporation
Current Position	①Senior Lecturer ②Program Officer ③Assistant Program Officer	Deputy Governor	Executive Director

- **Outline of Outcomes of the Training Programs**

During the Local Governance and Decentralization Project Phases II-III, Local Government Capacity Development (LGCD) Working Group meetings have been held as needed. The Group consisted mainly of JICA former participants; the meeting agenda consisted of sharing knowledge gained from training or seeking comments regarding the ICBP training materials that were being developed through the Project. Some former participants who contributed to the Group have been appointed as master trainers to give lectures at the ICBP training organized in Project target areas. Relatively young officials, Mr. Tshering Kinzang and Ms. Choki Pema of DLG, assisted senior master trainers, such as Professor Tshering Jit of the RIM, Deputy Governor of Tashigan Province, and Mr. Dorji Pasang; they have gradually become master trainers themselves. Many of the former participants, who joined the LGCD Working Group, actively conducted the ICBP trainings as master trainers in the Project target areas.

Mr. Dorji Pasang was working at GNHC when he joined the training program in Japan. He is now working as an Executive Director of Thinphu City Hall. He noticed that there are few

opportunities for city government staff to attend training programs. With financial support from DGL, he applied to be a participant in the ICBP Training, which was originally prepared for administrative officials of Dzongkhag and Gewog, to train political leaders and city personnel in Thinphu City. As a result, the training was very successful and the attendees clearly understood the importance of resident participation in the process of developmental plan formation, as well as the specific methods to prioritize multiple project proposals.

● **Factors of Outcomes of the Training Programs**

Collaboration between training programs and JICA's technical cooperation projects is considered as a facilitating factor. In Bhutan, over a long period of time, training programs and technical cooperation projects have been implemented in parallel; there were opportunities for former participants to reflect the knowledge gained from the Group and Region Focused Programs and the Country Focused Programs to the ICBP Training Course contents, and to conduct the ICBP training as master trainers under the technical cooperation projects.

Another facilitating factor is that qualified participants were selected from appropriate government agencies. Outside the workplaces of JICA technical cooperation projects, Professor Tshering Jit teaches civil servants at the RIM; Deputy Governor Pema Dorji trains young officials in the province; and Mr. Dorji Pasang shares the contents of relevant ICBP training courses with political leaders and city personnel in Thimphu City.

Bhutan Case 2

Waste Management and Hygiene Awareness Program in Communities

Training Course	Young Leaders Program "Local Governance"
Training Organization	JICA Hokuriku (Fukui Prefecture)
Name of Former Participant	①Mr. Dorji Tshering, ②Ms. Tshering Dema
Parent Organization	①Talo Gewog, Punakha, ②Chali Gewog, Mongar
Current Position	①②GAO

● **Outline of Outcomes of the Training Programs**

The former participants of the 2008 Young Leader Programs learned about recycling activities in Japan and prepared action plans for implementing similar activities in Bhutan. However, after their return, they were unable to gain proper understanding on the necessity of recycling immediately, since the waste problem was not apparent, even in the country's capital, Thimphu, at that time. However, within a few years after their return, the waste problem had grown acutely. It is now becoming serious, not only in urban areas, but also in rural areas. Due to such swift changes in the surrounding environment, Mr. Dorji Tshering and Ms. Tshering Dema, two former participants of the 2013 Young Leader Programs (actively working as GAOs in different Dzongkhag), were able to implement their action plans dealing with waste and public hygiene issues:

1) Mr. Dorji Tshering had learned, in Japan, the relationship between waste treatment and public hygiene. After returning to Bhutan, he installed a waste disposal hole at a local archery field using funds from the local environmental budget. He had been instructing people to dispose of, rather than scatter, waste into the hole. Additionally, he was leading a monthly local cleaning activity with the residents. (Administrative Official of Gewog in Punakha Dzongkhag);

2) Ms. Tshering Dema had learned, in Japan, the relationship between waste treatment and public hygiene. Since returning to Bhutan, she has been organizing hygiene awareness programs for local residents (from the report by the administrative official of Gewog in Mongar Dzongkhag).

● **Factors of Outcomes of the Training Programs**

With clear understanding of tasks at their workplaces, as well as challenges that Bhutan currently faces, Mr. Dorji Tshering and Ms. Tshering Dema have the foundation for keenly absorbing reference cases and related information. They observed a waste management center and learned about segregation of waste, the concept of recycling, and public hygiene, which

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could be applied in Bhutan. During the group work in forming action plans, they consulted each other and developed action plans based on their positions and available budget, as well as action plans related to currently ongoing activities.

After returning to each district in Bhutan, they shared their learning from Japan with their supervisors and colleagues, including officials in positions related to the local environment. As a result, their action plans were implemented using local environmental budgets.

Bhutan Case 3

Promotion of Supporting Persons with Disabilities and Human Resource Development through NGOs

Training Course	Group and Region Focused Program "Participatory Community Development for Practitioners through JICA-NGO Partnership"
Training Organization	Kansai NGO Council
Name of Former Participant	Ms. Gurung Roseleen
Parent Organization	Tarayana Foundation
Current Position	Program Manager

● **Outline of Outcomes of the Training Programs**

NGOs are still new to Bhutan and there are only a few organizations of this kind. The concept of civic society is not yet completely understood by the people. Since JICA was not able to find any suitable participant for the Group and Region Focused Programs "Participatory Community Development for Practitioners through JICA-NGO Partnership" from the central government, a staff member of the Tarayana Foundation, one of the oldest NGOs in Bhutan, participated in the program. This was a rare case that a staff member from the private sector attended JICA training in Bhutan. Upon returning, this former participant shared the training contents with the members of his parent organization. The Tarayana Foundation, the parent organization of the former participant, has supported the project activities of JICA's ongoing grassroots technical cooperation "Social Inclusion Project for Differently Abled People" as a local partner organization; also through training in Japan, the foundation promotes human resource development as one of Bhutan's few support organizations for people with disabilities and those who are socially disabled.

● **Factors of Outcomes of the Training Programs**

In the role of choosing and sending participants, parent organizations have an appropriate selection process for participants, whose work tasks correspond to training contents. It is required for participants to submit training reports and make a presentation on training after their return. Participants can secure understanding and support for implementing action plans after their return. Participants have supervisors who understand JICA training and require contributions from them after their return. Or sometimes, they have colleagues who are willing to exchange information regarding training; in this way, there can be easier implementation of activities that utilize what they learned in Japan.

Bhutan Case 4

Formation of Training Programs and Technical Assistance Projects in accordance with the Progress of Decentralization in Bhutan

Training Course	Country Focused Program "Local Governance Support (Project Formulation)"
Training Organization	Tokyo International Center
Name of Former Participant	Dasho Karma Hamu Dorjee
	Royal Civil Service Commission (RCSC)
Parent Organization	His Majesty's Secretariat Office (HMSO)
Current Position	Commissioner

- **Outline of Outcomes of the Training Programs**

JICA sent a research commission to Bhutan in 2002 in order to understand the Bhutanese needs for cooperation in decentralization. As a result, it was confirmed that the capacity development of municipalities (the receptacles of decentralization) was the prioritized need. Therefore, in 2003, JICA initiated the Country Focused Program, "Local Governance and Decentralization in Bhutan (project formation)" for four senior officials of Ministry of Home and Cultural Affairs, to discuss and collaboratively formulate the "Local Governance and Decentralization Project". Ms. Karma Hamu Dorjee was youngest among the four officials who attended "Local Governance and Decentralization in Bhutan (project formation)". Prior to the training in Japan, the four participants held a series of consultations in Bhutan and set goals regarding the project direction. During the training in Japan, the four participants had meetings with JICA headquarters concerning the formulation of a technical cooperation project, and visited local governments as well.

With Bhutan's Ministry of Home and Cultural Affairs (DLG) as a C/P, the Local Governance and Decentralization Project was implemented to support building a local administrative system through pilot projects (in 25 Gewog of 3 Dzongkhag), as well as to provide cooperation in the capacity improvement of the involved staff members. Based on the outcomes of the pilot projects in Phase I, the Bhutanese government adopted a block grant system in which a grant is directly given by the central government to 205 Gewogs nationwide in the 10th Five Year Plan which started in July 2008. Additionally, based on the outcomes of Phase I, the government put forward the Integrated Capacity Building Plan (ICBP) for local administrative officials in order to develop human resources to prepare and implement development plans for operating the block grants at a Gewog level. In the Local Governance and Decentralization Project Phase II, the Local Development Division of the Gross National Happiness Commission (GNHC; the

supervising organization of ICBP) as a C/P aimed for supporting further human resource development by ICBP by: 1) Revising ICBP and preparing training materials; 2) Providing ICBP training for local administrative officials; 3) Planning and implementing pilot projects on local administrative services in 8 Gewog of Trashiyangtse Dzongkhag in the eastern Bhutan; 4) Summarizing the outcomes and lessons learned in the pilot project; and 5) Issuing a proposal on the institutionalization of ICBP.

Ms. Karma Hamu Dorjee had been involved in the Local Governance and Decentralization Project Phase I and II while working at MoHCA, DLG, and then GNHC. She had opportunities to participate in trainings regarding Japan's financial system and civil service system. She was one of the officials who prepared the Annual Capital Grant System. The Annual Capital Grant System and its allocation method were examined in reference to the concept and allocation method of capital grants studied in Japan. She is now working at the Royal Civil Service Commission; the knowledge relevant to the Japanese personnel system for public service workers has been very beneficial to her work.

- **Factors of Outcomes of the Training Programs**

The Bhutanese government has a strong sense of ownership: They have requested training projects or technical cooperation projects of JICA with anticipation of the system building required for the next national development plan and a smooth implementation of the current national development plan; Bhutan has in fact already utilized the outcomes for system building and operation. Also, JICA has provided flexible responses to Bhutan so that the training and technical cooperation projects would match the Bhutanese national development plans.

Participants who have high motivation for attending the training programs, clear understanding of tasks at their workplaces, understanding challenges that Bhutan currently faces, and a foundation for keenly absorbing reference cases and related information, were selected.

3. Good Practices from Complete Count Questionnaire Survey

Case 1 (Republic de Honduras)

Promoting Tourism through Collaboration with Local Communities

Training Course	Capacity Building of Local Governments for Development with Community Participation (Latin America Region) (2014)
Japanese Training Organization	Hamanasu Foundation (Managed by JICA Sapporo)
Name of Participant	Mr. NUNEZ AGUILAR INGRID NISSETH
Parent Organization	MANCOSOL (Honduras)
Current Position	General Coordinator

● **Outlines of Training Outcomes**

Through enhancing the administrative capabilities of local authorities, Honduras is able to work collaboratively with international organizations on poverty reduction in rural areas and reforming local governance. Additionally, having improved its fund management at local authorities, Honduras has attracted tourism development projects supported by international organizations. In Tomala (Lempira region), several projects have been implemented: 1) construction of a new central park; 2) renovation of a Catholic church; and 3) construction of sports courts and playgrounds. Through implanting these social infrastructure projects, the local government has increased its project planning skills and reinforced its governing capability. Moreover, administrative officials have increased their awareness of tasks.

● **Facilitating Factors**

It is proven that the Japanese experience regarding increasing living standards for local communities, which the former participants learned during training, was helpful for implementing these projects. They also learned, through training, that leadership was critical in terms of improving social infrastructures in local communities. The training contents on sustaining improvement of living standards were useful as well.

Case 2 (Belize)

Educational Programs for Children

Training Course	Community Based Development with Local Residents as Main Actors (A) (2014)
Japanese Training Organization	I-I-Network (Managed by JICA Yokohama)
Name of Participant	Ms. ORANTES CORDOVA Claudia Maria Graciela
Parent Organization	Caracol-YCD (Youth Community Development, Belize)
Current Position	Executive Director

● **Outlines of Training Outcomes**

After returning to their country, former participants applied the Japanese experience regarding local community development. (refer to Caracol-Young Community Development (http://www.caracol.org.uk/)) The project aims to cultivate children's creativity, capability of expressing themselves, and enforcing teamwork, so they can become future policy makers, culture promoters and leaders for communities. In the city of Benque Viejo Del Carmen (the west end of Belize), based on the FACT (Fascinating Actions for Communities Transition) approach, former participants organized residents to clarify the issues they are facing in daily life, and reflect on possible solutions.

● **Facilitating Factors**

The FACT method has been applied to preparing action plans, and was proven to be effective. Since training participants came from various cultural backgrounds, communication among themselves broadened their perspectives, and reinforced their analytical skills.

There were topics, such labor migration from rural areas to cities, population aging, and education in the training contents. These issues facing in Japanese rural societies are also shared in Belize; therefore, learnings from training were applied to Belize effectively.

Japanese people tend to pay attention to others' actions, and put groups' overall interests ahead of themselves. Traditional and modern cultures are well-mixed with a good balance. Moreover, JICA staff are considerate, friendly and efficient. These good experiences from Japan have significantly helped change their overall perception toward work and other people, and brought a positive influence on realizing training outcomes after they return to Belize.

Appendix II. Former Participants in Key Positions (Tanzania)

Council directors, who are the main targets of the Osaka Training, often continue their posts or are promoted to a higher position after their participation in the training course in Japan. Former participants who are working in key posts are identified below.

Name	Course	Year	Present post
Chikota Abdallah Dadi	Osaka Training	2014	Member of Parliament
Hussein Athman Katanga		2002	Judiciary Secretariat
Maimuna Kibenga Tarishi		2002	Permanent Secretary of Ministry of Constitution and Legal Affairs

Appendix III. Survey Schedule (Tanzania)

Date	Activities	Venue	Stay
Sep. 18	12:45 EY681 Arrive at DSM<Airport to DSM>		
Sep. 19	0830 JICA Staff 0930 Courtesy Call JICA Tanzania Chief Representative 1200 Osaka Training Ex-Trainees 1400 JICA Volunteer Coordinator 1545 JICA Tanzania Staff	JICA Tanzania Office	DSM
Sep. 20	<Fright to Dodoma> Auric Air 213 DSM0700 - DDM0845 1000 JICA Senior Advisor 1400 TOA Executive Board 1600 Osaka Training Ex-Trainee	PO-RALG office PO-RALG office	Dodoma
Sep. 21	0930 TOA Resource Person 1400 O&OD Deputy Chief Advisor	PO-RALG office	Dodoma
Sep. 22	0900 LGTI Lecturers	LGTI Office	Dodoma
Sep. 23	0930 O&OD team 1400 O&OD team	O&OD Office O&OD Office	Dodoma
Sep. 24	0900 LGTI Lecturers	Morena Hotel	Dodoma
Sep. 25	1100 <Move to Iringa>		Iringa
Sep. 26	0900 Iringa Regional Council 1030 Iringa District Council 1300 Site visit	Iringa Regional/District Council Office Isaka village, Iringa	Iringa
Sep. 27	0800 <Move to Morogoro> 1400 District Council Officers 1630 TOA Resource Person	 Morogoro District Council Office New Acropol Hotel	Morogoro
Sep. 28	0800 <Move to Maseyu> Site visit 1100 <Move to DSM>	Maseyu Village, Morogoro	DSM
Sep. 29	0900 Judiciary Secretariat 1100 Osaka Training Ex-Trainee 1230 Theresia Mmbando 1400 Young Leeaders Training Ex-Trainee	Judiciary Office JICA Tanzania Office Kinondoni Municipal Council Office Kinondoni Municipal Council Office	DSM
Sep. 30	0900 Presentation at JICA	JICA Tanzania Office	DSM
Oct. 1	<Move to Airport> 16:45 EK726 Depart from DSM		

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Appendix IV. Interviewee List (Tanzania)

No.	Date	Name	Present Position	Year of Participation
1	September 19, 2016	Mr. Alfred Luanda	RAS Mtwara, Ulanga District Council	2010
2	September 19, 2016	Ms. Beatrice Dominic	Municipal Director Mtwara, Bukoba District Council	2012
3	September 19, 2016	Mr. Daudi Mayeji	City Director Tanga City Council	2012
4	September 20, 2016	Mr. Liana Hassan	TOA Vice Chair (ex-Singida RAS)	2012
5	September 20, 2016	Mr. John Mwalongo	TOA Secretary General (ex- Lindi RAS)	2012
6	September 20, 2016	Mr. Nicholas Mtega	Assistant Director PO RALG	2013
7	September 21, 2016	Mr. Paulo Faty	Mzumbe University Lecturer	2011
8	September 22, 2016	Ms. Rose Likangaga	LGTI Lecturer	2011
9	September 22, 2016	Mr. Nassoro Ahmed	LGTI Lecturer	2011
10	September 22, 2016	Mr. Peter Mateso	LGTI Deputy Rector	2014
11	September 23, 2016	Mr. Mramba Anicetus	O&OD team of experts, Kahama District Council	2015
12	September 23, 2016	Mr. Bendera Allan Dickson	PO-RALG	2015
13	September 24, 2016	Mr. Benedict Anselm Sulley	LGTI Lecturer	2013
14	September 24, 2016	Mr. Jonas Charles	LGTI Lecturer	2013
15	September 26, 2016	Ms. Wamoja Dickolagwa	RAS Iringa	2013
16	September 26, 2016	Mr. Patrick Golwike Ayubu	Iringa District Council, Community Development Officer	2012
17	September 26, 2016	Ms. Lucy Nyalu	Iringa District Council, Agriculture, Irrigation & Cooperative Officer	2014
18	September 26, 2016	Ms. Hawa Mwechaga	Iringa District Council, Tourist Officer	2014
19	September 26, 2016	Ms. Dorah Josiah Mlomo	Iringa District Council, Community Development Officer	2013
20	September 27, 2016	Ms. Loyce Mnyenyelwa	Kilombero District Council, District Task Force	2010
21	September 27, 2016	Ms. Agnes Chamdoma	Morogoro District Council, Education & Home Economics Officer	2009
23	September 27, 2016	Mr. Brian Samwel	Mang'ula B village, Kilombero District Council, Principle Agriculture Field Officer	2013
24	September 27, 2016	Mr. Lyimo Longini	Bagamoyo District Council, Principle Agriculture Field Officer	2014
25	September	Mr. Judicate Mwanga	LGTI Lecturer	2009

No.	Date	Name	Present Position	Year of Participation
	27, 2016			
26	September 29, 2016	Mr. Theresia Mmbando	RAS Dar es Salaam	2011
27	September 29, 2016	Mr. Neto Oluoch	Kinondoni Municipal Council, ICT	2014
28	September 29, 2016	Mr. Hussein Katanga	Judiciary Secretariat	2002
29	September 29, 2016	Ms. Beatha Swai	PO-RALG	2006

Appendix V. Survey Schedule (Bhutan)

Month	Day		Time	Schedule	Transport	Stay
11	20	Sun		Flight to Paro via Bangkok, Meeting with Local Assistant	00:20 HANEDA TG661 09:20 BANGKOK KB141 12:55 PARO (BT)	Hotel Norbuling, Thimphu
	21	Mon	AM	Courtesy call on JICA Bhutan Office Discussion of the schedule Interview with JICA Japanese staff	Hired Car	
			PM	Interview with JICA National staff Interview with JICA Japanese Experts		
	22	Tue	10AM	Interview 1: Ms. Gurung Roseleen (Tarayana Foundation) Interview with Mr. Dawa (BUSSI-EN) Interview Superior.(Tarayana Foundation)		
			2PM	Interview 2:Mr. Kinzang Tshering (Department of local governance) Interview with Mr. Sonam Gyeltshen (DLG)		
	23	Wed	9:30AM 11:30AM	Interview 3: Mr. Tshering Jit (Royal Institute of Management) Interview 4: Mr. Phub Gyeltshen (Ministry of information and communication)		
			2PM	Interview 5: Mr. Pema Bazar. (His Majesty's Secretariat)		
	24	Thu	10AM	Interview with Dasho Dorji Norbu (National Library)		
			4:30PM	Interview 6:Mr. Sonam Yarphel. (Gross National Happiness Commission).		
	25	Fri	10AM	Interview with HELVETAS (Country Director)		
			2PM 3:30 PM	Interview 7: Ms. Karma Hamu Dorjee. (Royal Civil Service Commission). Interview with Ms. Wangmo (BUSSI-EN coordinator, Tarayana Foundation)		
	26	Sat		Report writing	-	
	27	Sun		Report writing	-	
	28	Mon	11AM 2PM	Go to and back from Dzongkhag of Punakha, (Day trip) Interview 8:Ms. Kuenzang Choden (Sheyngana GAO) Interview 9: Mr. Tshewang Dorji (GAO-Talo gewog). Interview with Mr. Lobzang (HRO,	Hired Car	

			3:30 PM	Punakha)		
	29	Tue	11.30AM	Interview 10: Mr. Sherab Gyeltshen (GNHC)		
			2PM	Interview 11:Dasho Lungten Dorji (DLG)		
			4PM	Interview with JICA Country Representative		
	30	Wed	10AM	Interview 12: Dasho Pema Dorji, TashiGang Deputy Governor (place: project office)		
			2PM 3:30PM	Interview with the president of JICA Alumni Association of Bhutan Interview 13: Ms. Tenzin Wangmo (NEC)		
12	1	Thu	10AM 11:30AM	Interview 14: Ms. Pema Choki (DLG) Interview 15: JICA Japanese Experts		
			2PM 3.30PM	UNDP Interview 16: Dasho Passang Dorji (Thimphu City Corporation)		
	2	Fri	AM	Preparation of report		
			3PM	Courtesy call on JICA Bhutan Office Reporting the results of survey		
	3	Sat	AM	Move to Airport		
			PM	Leave for Bangkok	13:35 PARO KB140 23:15 BANGKOK TG682 06:55 HANEDA	
	4	Sun	AM	Arrive in Japan		

Appendix VI. Interviewee List (Bhutan)

No.	Date	Name	Present Position	Year of Participation
Former Training Participants				
1	Nov. 22, 2016	Ms. Gurung Roseleen	Program Manager, Tarayana Foundation	2010
2	Nov. 22, 2016	Mr. Kinzang Tshering	Program Officer, Department of Local Governance (DLG)	2013
3	Nov. 23, 2016	Mr. Tshering Jit	Senior Lecturer, Royal Institute of Management	2009
4	Nov. 23, 2016	Mr. Phub Gyeltshen	Planning Officer, Ministry of Information and Communication	2006
5	Nov. 23, 2016	Mr. Pema Bazar	Researcher, Think tank, His Majesty's Secretariat	2008
6	Nov. 24, 2016	Mr. Sonam Yarphel.	Program Officer, Gross National Happiness Commission (GNHC)	2008
7	Nov. 24, 2016	Dasho Dorji Norbu	Director General, National Library	2012
8	Nov. 25, 2016	Dasho Karma Hamu Dorjee	Commissioner, Royal Civil Service Commission	2003
9	Nov. 28, 2016	Ms. Kuenzang Choden	Gewog Administrative Officer (GAO), Sheyngana Gewog, Punakha	2011
10	Nov. 28, 2016	Mr. Tshewang Dorji	GAO, Talo gewog, Punakha	2013
11	Nov. 29, 2016	Mr. Sherab Gyeltshen	Planning Officer, GNHC	2011
12	Nov. 29, 2016	Dasho Lungten Dorji	Director General, DLG	2004
13	Nov. 30, 2016	Dasho Pema Dorji	Deputy Governor, Tashigang Dzongkhag	2011
14	Nov. 30, 2016	Ms. Tenzin Wangmo	Chief Program Coordinator, National Environment Commission	2009
15	Dec. 1, 2016	Ms. Pema Choki	Assistant Program Officer, DLG	2013
16	Dec. 1, 2016	Dasho Passang Dorji	Executive Director, Thimphu City Corporation	2008
Other Interviewees				
17	Nov. 22, 2016	Mr. Dawa Tshering	Project Coordinator, BUSSI-EN	
18	Nov. 22, 2016	Ms. Chimi P. Dorji	Secretary General, Tarayana Foundation	
19	Nov. 22, 2016	Mr. Sonam Gyeltshen	Chief Program Officer, Coordination Division, DLG	
20	Nov. 25, 2016	Ms. Tashi Pem	Country Director, HELVETAS	
21	Nov. 25, 2016	Ms. Wangmo Choden	BUSSI-EN Coordinator, Tarayana Foundation	
22	Nov. 28, 2016	Mr. Lobzang	Human Resource Officer, Punakha Dzongkhag	

No.	Date	Name	Present Position	Year of Participation
23	Nov. 30, 2016	Mr. Dawa Penjor	President, JICA Alumni Association of Bhutan	
24	Dec. 1, 2016	Mr. Jigme Dorji	Portfolio Manager, UNDP	
25	Dec. 1, 2016	Ms. Sonam Y. Rabgay,	Program Coordinator, Environment and Poverty Reduction of LGSDP, UNDP	
26	Nov. 29, 2016 Dec. 2, 2016	Mr. Koji Yamada	Country Representative, JICA Bhutan Office	
27	Nov. 21, 2016 Dec. 2, 2016	Mr. Sho Takano	Representative, JICA Bhutan Office	
28	Nov. 21, 2016 Dec. 2, 2016	Ms. Kazumi Shimaoka	Project Formulation Adviser, JICA Bhutan Office	
29	Nov. 21, 2016	Mr. Kinley Dorji	Chief Program Officer, JICA Bhutan Office	
30	Nov. 21, 2016	Ms. Chenga Lham	Administration Officer, JICA Bhutan Office	
31	Nov. 21, 2016 Dec. 1, 2016	Mr. Tomoaki Tsugawa	JICA Expert	
32	Nov. 21, 2016 Dec. 2, 2016	Ms. Tomoko Komura	JICA Expert	

Appendix VII. Questionnaire of Complete Count Questionnaire Survey

Fiscal Year 2016 Ex-post Evaluation Survey of Knowledge Co-Creation Program
(Group and Region Focus & Young Leaders)

Dear JICA training program participants,
Thank you, for participanting our survey.
Most of the questions are simple. Please follow the instructions and answer as many questions as you can.
Your responses will be strictly confidential. They will be used only for the purposes of the survey.
We sincerely thank you for making JICA Training Programs even better.

1 **Your Personal Information**

	First name	Last name
1) *Your name*		

2) *Your present organization*
3) *Your present job title*
4) *Your country*

2 **Motivation you participated in the Training**
In the following factors, which one(s) do you agree to be your motivation to participate in the Training?
※*Multiple answers allowed*

1) Contents of the Training
2) New knowledge and skills in performing my job.
3) Visiting Japan.
4) Advice from my supervisor
5) Advice from my colleagues and/or friends
6) Specific assignments and/or missions from my organization
7) A specific relationship to a project implemented in my country by JICA.

Example: 1,3,4,5 **Asnwer:**

3 **Training Contents**

3.1 *About the Training contents, how much do you agree with the following statements?*

1 ----	2 ----	3 ----	4 ----	5
Strongly Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Strongly Agree

a. It matched the needs of my job assignments.
b. It matched my organization's needs.
c. It matched my country's needs.
d. It covered new knowledge and skills.
e. It was appropriately designed to achieve its goal.
f. It was practical.
g. It is relevant (still useful) now.
h. It is useful especially because it's based on Japan's original experiences.

3.2 *Contents learning and goal achievement (Your subjective opinion)*

1 ----	2 ----	3 ----	4 ----	5
Bad Under 20%	Poor 20~40%	About half 40~60%	Good 60~80%	Excellent 80~100%

a. How much of the Training contents have you understood overall?

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4   Methods and Efficiency of the Training

How much do you agree with the following statements?

1 ----	2 ----	3 ----	4 ----	5
Strongly Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Strongly Agree

a. Discussions among the participants were helpful to improve the understanding of the contents. ・・・・・・ ☐
b. The practical training/field visits were helpful to improve the understanding of the contents. ・・・・・・ ☐
c. Discussing with participants from other countries was useful in spite of we facing different problems. ・・・ ☐
d. The training program was implemented as scheduled. ・・・・・・・・・・・・・・・ ☐
e. The training program was implemented efficiently for achieving its goal. ・・・・・・・・・・・・・ ☐
f. The training contents were all coverd as planned. ・・・・・・・・・・・・・・・・・・・ ☐

5   Other aspects of the Training

Please evaluate the following aspects of the training.

1 ----	2 ----	3 ----	4 ----	5
Bad	Poor	Intermediate	Good	Excellent

a. Orientation about the culture of Japan ・・・・・・・・・・・・・・・・・・・・・ ☐
b. Coordinators and staff's performance ・・・・・・・・・・・・・・・・・・・・ ☐
c. Lectures ・・・・・・・・・・・・・・・・・・・・・・・・・ ☐
d. Workshops ・・・・・・・・・・・・・・・・・・・・・・・・ ☐
e. Practical training/field visits ・・・・・・・・・・・・・・・・・・・・ ☐
f. Discussions among participants ・・・・・・・・・・・・・・・・・・・・ ☐
g. Accommodation ・・・・・・・・・・・・・・・・・・・・・・・ ☐
h. Daily allowance ・・・・・・・・・・・・・・・・・・・・・・・ ☐
i. Meal (breakfast, lunch, dinner) ・・・・・・・・・・・・・・・・・・・・ ☐
j. Home-stay ※ *ignore if not relevant* ・・・・・・・・・・・・・・・・・・ ☐

6   Impact of the Training

6.1 *About your working attitude and situation, how much do you agree the following statements?*

1 ----	2 ----	3 ----	4 ----	5
Strongly Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Strongly Agree

1) The Training strengthened my awareness on perceiving problems. ・・・・・・・・・・・・・・ ☐
2) I have got a stronger sense of responsibility on my work. ・・・・・・・・ ☐
3) I have become more conscious of working with my colleagues in a collaborative manner. ・・・・・・・ ☐
4) I am more motivated to undertake activities that contribute to my country's development. ・・・・・・ ☐
5) I consider my country's situation from a more international perspective. ・・・・・・・・・・・・ ☐

a. I have been assigned to more important work.   (for this question, answer "YES" or "NO") ・・・・・ ☐
b. I have been promoted.   (for this question, answer "YES" or "NO") ・・・・・・・・・・・・ ☐

6.2 *How do you think that the knowledge and skills acquired from the Training have been applied in the following fields?*

1 ----	2 ----	3 ----	4 ----	5
Poorly	Somewhow	Intermediately	well	Excellently

1) Establishing/improving policies and systems in national or local governments. ・・・・・・・・・・・・ ☐
2) Establishing/improving systems in my organization. ・・・・・・・・・・・・・・・ ☐
3) Establishing/improving methods and techniques used in my work. ・・・・・・・・・・・ ☐
4) To organize new projects/To implement projects in my organization. ・・・・・・・・・・ ☐
5) Developing/improving/implementing action plans in my organization. ・・・・・・・・・・ ☐

6.3 *Did you implement your action plan after returning to your country?*
Enter "YES" or "NO" or "NR (not relevant)" if you did not make an action plan. · · · · · · · · · · · · · ·
If you choose "NO" or "NR", did you write reports about the Training after returning to your country? · · · ·

6.4 *How much do you think the following factors hindered (or will hinder) the implementation of your action plan?*

1	----	2	----	3	----	4	----	5
Not at all		Somewhat		Intermediately		Much		Decisively

1) Availability of necessary equipment/facilities ·
2) Budget ·
3) Support from my supervisors/colleagues ·
4) Applicability of knowledge and skills I learned in the Training · · · · · · · · · · · · · · · · ·
5) Other   Please specify: [   ] · · · · · · · · · · · · · ·

6.5 Sharing of knowledge and skills
6.5.1 *Have you thereafter planned or organized activities where you teach/share your experiences/knowledge/techniques aquired in the Training? If so, please tell us how many times have you involved in the following activities (an approximate numbers is OK).*

a. How many times so far have you organized **lectures/meetings/workshops/OJTs (a training taken place in a normal working situation)** in total since you finished your training?
     Please write an approximate number. ·
b. In the above activities, how many persons attended on average?
     Please write an approximate average number of persons attended. · · · · · · · · · · · · · · · ·
c. We will be very appreciate if you specify one of your most successful lecture, meeting, workshop or OJT.
   (If possible, please attach available reports, photos *etc.* to help us better understand your achivements)
   jica_training_survey@idcj.or.jp

Please write in English

7   Comparison of JICA training programs to those of other donors/international organizations
7.1 *Have you participated in training programs sponsored by any other donors/international organizations?*
Please write the number(s) that represent the organizations which you participated in its(their) programs.
※Multiple answers allowed
   1. Domestic organizations 2. ADB   3. AOTS   4. APO   5. JETRO   6. KOICA   7. UNIDO   8. UNDP
   9. Other international donors（Please specify: [   ]） · · · · · · · · · ·

Example: 1,3,4

7.2 *If you participated in other donors/international organizations' Programs, how do you compare them to the JICA's in the following aspects?*

1	----	2	----	3	----	4	----	5
Strongly Disagree		Somewhat Disagree		Neither Agree nor Disagree		Somewhat Agree		Strongly Agree

a. My learning experience by other donors was more useful than JICA. · · · · · ·
b. The treatments (Accommodation, Meal, Daily allowance *etc.*) at other donors/international organizations are better. ·
c. Which kind of treatment should be improved at JICA's Training programs?

Please write in English

8   Contact with former JICA participants
8.1 *Is there any alumni association for former JICA program participants in your country? (YES or NO)* · · ·

8.2 *If so, how often are you engaged with alumni/former participants in the following situations?*

1 ----	2 ----	3 ----	4 ----	5
Not at all	Occasionally	Sometimes	Frequently	Very often

a. I receive information about JICA and Japan through alumni network. · · · · · · · · · · · · · · · ·
b. I contact JICA participants by social network (e.g Facebook, LinkedIn). · · · · · · · · · · · · · · · ·
c. I ask for advises from JICA participants. · · · · · · · · · · · · · · · ·
d. I engage myself in activities (e.g projects) with other former JICA participants. · · · · · · · · · · · · · · ·
e. Can you share us some of your activities with former JICA participants?

Please write in English

9   Knowing Japan

9.1 *How much do you agree with the following statements about your perception of Japan?*

1 ----	2 ----	3 ----	4 ----	5
Strongly Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Strongly Agree

a. My reliance on Japan and the Japanese people has increased. · · · · · · · · · · · · · · ·
b. My interest in working with Japanese people has increased. · · · · · · · · · · · · · · ·
c. I have gained a further understanding of Japanese society and culture. · · · · · · · · · · · · · · ·

9.2 *How much do you think each of the following training activities contributed to change your perception of Japanese culture?*

1 ----	2 ----	3 ----	4 ----	5
No at all	Somewhat	Intermediately	Much	Greatly

a. Orientation about Japan · · · · · · · · · · · · · · · ·
b. Discussion with the training managers or other JICA staff · · · · · · · · · · · · · · · · ·
c. Field visits · · · · · · · · · · · · · · · · ·

10   Connections with Japan

10.1 *Do you keep contact with your training institution in Japan?*

1 ----	2 ----	3 ----	4 ----	5
Not at all	Occasionally	Sometimes	Frequently	Very often

· · · · · · · · · · · ·

10.2 *If so, what is/are the reason(s)?* ※*Multiple answers allowed*

1) To update personal information.
2) To exchange or gather new information on Japan.
3) To seek advice about my work.
4) To have cooperate with JOCV (Japan Overseas Cooperation Voluteers)
5) To develop joint projects.

Example: 1,3,4   **Asnwer:**

11   Connections with JICA
How often do you have connections with JICA?

1 ----	2 ----	3 ----	4 ----	5
Not at all	Occasionally	Sometimes	Frequently	Very often

a. I work as a counterpart for JICA projects or for JICA experts. · · · · · · · · · · · · · · · ·
b. I work as a JICA volunteer counterpart. · · · · · · · · · · · · · · · ·
c. I consult JICA projects. · · · · · · · · · · · · · · · ·
d. I participate in a reunion of JICA Training participants. · · · · · · · · · · · · · · · ·
e. I participate in events or training programs organized by JICA. · · · · · · · · · · · · · · · ·

12   Follow-up Support

12.1 *Which of the following activities organized by JICA do you think to be useful to sustain and develop what you have learned in the training? ※Multiple answers allowed*

1) Monitoring and support that help to implement the action plan prepared in the Training
2) Support for organizing lectures and training sessions
3) Dispatching Japanese technical experts
4) Dispatching JOCV volunteers (Japan Overseas Cooperation Voluteers)
5) Support of project implementation
6) Provision of equipment and materials
7) Other   Please specify:

Example: 3,4,1   **Asnwer:**

(Please select and line up by importance)   (Please select and line up by importance)

(no need to select all)   (no need to select all)

12.2 If you did not seek follow-up supports from Japan, can you tell us what is/are the reason(s)?
(e.g. I did not implement the action plan; I implemented the action plan but the follow-up is not necessary; we seek help from other donors; etc.)

13   Please write freely your comments on the training and/or the trip to Japan.

Something SPECIAL that remained in your memory
Please write in English

※※※Do you mind if we ask you a few more questions in detail later by e-mail if necessary?   ・・・・・・
Your E-mail Address

Thank you so much for your time. We will make JICA Programs better.

Appendix VIII. Data Analyses of Complete Count Questionnaire Survey

Fiscal Year 2016 Ex-post Evaluation Survey of Knowledge Co-Creation Program (Group and Region Focus & Young Leaders)

Dear JICA training program participants,
Thank you, for participanting our survey.
Most of the questions are simple. Please follow the instructions and answer as many questions as you can.
Your responses will be strictly confidential. They will be used only for the purposes of the survey.
We sincerely thank you for making JICA Training Programs even better.

1 Your Personal Information

		First name	Last name
1)	*Your name*		

2)	*Your present organization*
3)	*Your present job title*
4)	*Your country*

2 Motivation you participated in the Training
In the following factors, which one(s) do you agree to be your motivation to participate in the Training?
※Multiple answers allowed

		Group and Region Focus	Young Leaders
1)	Contents of the Training	1 — 23	26
2)	New knowledge and skills in performing my job.	2 — 24	31
3)	Visiting Japan.	3 — 6	25
4)	Advice from my supervisor	4 — 21	25
5)	Advice from my colleagues and/or friends	5 — 32	71
6)	Specific assignments and/or missions from my organization	6 — 55	86
7)	A specific relationship to a project implemented in my country by JICA.	7 — 52	71

Example: 1,3,4,5   **Asnwer:**

3 Training Contents

3.1 *About the Training contents, how much do you agree with the following statements?*

1 ----	2 ----	3 ----	4 ----	5
Strongly Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Strongly Agree

a. It matched the needs of my job assignments.
b. It matched my organization's needs.
c. It matched my country's needs.
d. It covered new knowledge and skills.
e. It was appropriately designed to achieve its goal.
f. It was practical.
g. It is relevant (still useful) now.
h. It is useful especially because it's based on Japan's original experiences.

Group and Region Focus	3.1.a	3.1.b	3.1.c	3.1.d	3.1.e	3.1.f	3.1.g	3.1.h	3.2
5	33	37	35	31	21	22	34	24	29
4	21	17	19	24	31	28	18	22	29
3	4	3	3	3	5	5	4	11	1
2	0	1	1	0	1	3	1	2	0
1	1	0	1	1	1	1	2	0	0
Total	59	58	59	59	59	59	59	59	59

Young Leaders	3.1.a	3.1.b	3.1.c	3.1.d	3.1.e	3.1.f	3.1.g	3.1.h	3.2
5	47	42	56	64	37	43	48	57	57
4	34	42	32	27	50	35	35	24	33
3	13	10	7	5	7	14	12	14	3
2	1	2	1	0	2	3	0	1	2
1	1	0	0	0	1	1	1	0	0
Total	96	96	96	96	96	96	96	95	95

3.2 *Contents learning and goal achievement (Your subjective opinion)*

1 ----	2 ----	3 ----	4 ----	5
Bad Under 20%	Poor 20~40%	About half 40~60%	Good 60~80%	Excellent 80~100%

a. How much of the Training contents have you understood overall?

	Group and Region Focus	Young Leaders
5	29	57
4	29	33
3	1	3
2	0	2
1	0	0
Total	59	95

4 Methods and Efficiency of the Training

How much do you agree with the following statements?

1	----	2	----	3	----	4	----	5
Strongly Disagree		Somewhat Disagree		Neither Agree nor Disagree		Somewhat Agree		Strongly Agree

a. Discussions among the participants were helpful to improve the understanding of the contents.
b. The practical training/field visits were helpful to improve the understanding of the contents.
c. Discussing with participants from other countries was useful in spite of we facing different probler
d. The training program was implemented as scheduled.
e. The training program was implemented efficiently for achieving its goal.
f. The training contents were all coverd as planned.

Group and Region Focus	4.a	4.b	4.c	4.d	4.e	4.f
5	37	46	32	47	36	45
4	15	10	20	10	18	11
3	5	2	4	0	3	2
2	1	0	1	0	0	1
1	1	1	1	2	2	0
Total	59	59	58	59	59	59

Young Leaders	4.a	4.b	4.c	4.d	4.e	4.f
5	51	71	39	74	60	65
4	40	21	30	18	33	27
3	2	3	16	1	0	3
2	2	0	1	2	2	0
1	0	0	3	0	0	0
Total	95	95	89	95	95	95

5 Other aspects of the Training

Please evaluate the following aspects of the training.

1	----	2	----	3	----	4	----	5
Bad		Poor		Intermediate		Good		Excellent

a. Orientation about the culture of Japan
b. Coordinators and staff's performance
c. Lectures
d. Workshops
e. Practical training/field visits
f. Discussions among participants
g. Accommodation
h. Daily allowance
i. Meal (breakfast, lunch, dinner)
j. Home-stay ※ *ignore if not relevant*

Group and Region Focus	5.a	5.b	5.c	5.d	5.e	5.f	5.g	5.h	5.i	5.j
5	32	49	38	29	39	25	42	24	29	15
4	17	10	16	25	18	27	15	20	20	6
3	10	0	5	4	2	5	2	14	10	2
2	0	0	0	0	0	2	0	1	0	0
1	0	0	0	0	0	0	0	0	0	0
Total	59	59	59	58	59	59	59	59	59	23

Young Leaders	5.a	5.b	5.c	5.d	5.e	5.f	5.g	5.h	5.i	5.j
5	50	74	50	49	68	45	63	45	32	33
4	34	20	41	41	24	35	30	34	39	22
3	6	2	5	5	3	15	1	11	14	3
2	6	0	0	1	1	1	2	5	10	0
1	0	0	0	0	0	0	0	1	1	0
Total	96	96	96	96	96	96	96	96	96	58

6 Impact of the Training

6.1 *About your working attitude and situation, how much do you agree the following statements?*

1	----	2	----	3	----	4	----	5
Strongly Disagree		Somewhat Disagree		Neither Agree nor Disagree		Somewhat Agree		Strongly Agree

1) The Training strengthened my awareness on perceiving problems.
2) I have got a stronger sense of responsibility on my work.
3) I have become more conscious of working with my colleagues in a collaborative manner.
4) I am more motivated to undertake activities that contribute to my country's development.
5) I consider my country's situation from a more international perspective.

a. I have been assigned to more important work.   (for this question, answer "YES" or "NO")
b. I have been promoted.   (for this question, answer "YES" or "NO")

Group and Region Focus	6.1.1	6.1.2	6.1.3	6.1.4	6.1.5
5	35	30	31	41	35
4	23	24	17	16	19
3	1	4	10	2	5
2	0	1	1	0	0
1	0	0	0	0	0
Total	59	59	59	59	59

Young Leaders	6.1.1	6.1.2	6.1.3	6.1.4	6.1.5
5	56	62	57	67	56
4	32	23	31	26	30
3	6	11	8	3	10
2	1	0	0	0	0
1	0	0	0	0	0
Total	95	96	96	96	96

Group and Region Focus	6.1.a	6.1.b
YES	41	19
NO	18	40
Total	59	59

Young Leaders	6.1.a	6.1.b
YES	73	40
NO	22	54
Total	95	94

6.2 *How do you think that the knowledge and skills acquired from the Training have been applied in the following fields?*

1	----	2	----	3	----	4	----	5
Poorly		Somewhow		Intermediately		well		Excellently

1) Establishing/improving policies and systems in national or local governments.
2) Establishing/improving systems in my organization.
3) Establishing/improving methods and techniques used in my work.
4) To organize new projects/To implement projects in my organization.
5) Developing/improving/implementing action plans in my organization.

Group and Region Focus	6.2.1	6.2.2	6.2.3	6.2.4	6.2.5
5	12	14	23	24	26
4	26	24	28	21	22
3	14	14	5	11	8
2	1	7	2	3	2
1	6	0	1	0	1
Total	59	59	59	59	59

Young Leaders	6.2.1	6.2.2	6.2.3	6.2.4	6.2.5
5	17	16	33	24	25
4	39	45	45	44	42
3	27	26	15	18	23
2	10	7	2	8	3
1	1	1	1	0	2
Total	94	95	96	95	95

Group and Region Focus	NO	NO-NO	NO-NO	NA
NR	NR-YES	NR-NO	NA	
YES	YES-YES	YES-NO	NA	

Young Leaders	NO	NO-YES	NO-NO	NA
NR	NR-YES	NR-NO	NA	
YES	YES-YES	YES-NO	NA	

6.3 *Did you implement your action plan after returning to your country?*
Enter "YES" or "NO" or "NR (not relevant)" if you did not make an action plan.
If you choose "NO" or "NR", did you write reports about the Training after returning to your country?

6.4 *How much do you think the following factors hindered (or will hinder) the implementation of your action plan?*

1	----	2	----	3	----	4	----	5
Not at all		Somewhat		Intermediately		Much		Decisively

1) Availability of necessary equipment/facilities
2) Budget
3) Support from my supervisors/colleagues
4) Applicability of knowledge and skills I learned in the Training
5) Other   Please specify:

Group and Region Focus	6.4.1	6.4.2	6.4.3	6.4.4
5	4	15	7	12
4	23	19	12	13
3	14	10	17	9
2	5	9	11	7
1	11	4	10	16
Total	57	57	57	57

Young Leaders	6.4.1	6.4.2	6.4.3	6.4.4
5	17	27	18	17
4	33	30	24	29
3	25	17	29	21
2	5	8	15	11
1	13	11	7	15
Total	93	93	93	93

6.5 **Sharing of knowledge and skills**

6.5.1 *Have you thereafter planned or organized activities where you teach/share your experiences/knowledge/techniques aquired in the Training? If so, please tell us how many times have you involved in the following activities (an approximate numbers is OK).*

a. How many times so far have you organized **lectures/meetings/workshops/OJTs (a training taken place in a normal working situation)** in total since you finished your training?
    Please write an approximate number.

b. In the above activities, how many persons attended on average?
    Please write an approximate average number of persons attended.

c. We will be very appreciate if you specify one of your most successful lecture, meeting, workshop or OJT.
jica_training_survey@idcj.or.jp
Please write in English

Group and Region Focus	6.5.1.a		6.5.1.b	
~5		~50	43
5~10		50~100	7
10~20		100~300	3
20~30		300~	3
Total	56		56

Young Leaders	6.5.1.a		6.5.1.b	
~5	74	~50	80
5~10	9	50~100	10
10~20	6	100~300	5
20~30	4	300~	1
30~	3		
Total	96		96

7 **Comparison of JICA training programs to those of other donors/international organizations**

7.1 *Have you participated in training programs sponsored by any other donors/international organizations? Please write the number(s) that represent the organizations which you participated in its(their) programs. ※Multiple answers allowed*

1. Domestic organizations 2. ADB 3. AOTS 4. APO 5. JETRO 6. KOICA 7. UNIDO 8. UNDP 9. Other international donors（Please specify: ）

Group and Region Focus		Young Leaders	
1 Domestic	30	1 Domestic	33
2 ADB	1	2 ADB	15
3 AOTS	1	3 AOTS	1
4 APO	0	4 APO	1
5 JETRO	0	5 JETRO	2
6 KOICA	0	6 KOICA	1
7 UNIDO	0	7 UNIDO	0
8 UNDP	11	8 UNDP	10
9 Others	8	9 Others	24
Total	40		68

7.2 *If you participated in other donors/international organizations' Programs, how do you compare them to the JICA's in the following aspects?*

1	----	2	----	3	----	4	----	5
Strongly Disagree		Somewhat Disagree		Neither Agree nor Disagree		Somewhat Agree		Strongly Agree

a. My learning experience by other donors was more useful than JICA.
b. The treatments (Accommodation, Meal, Daily allowance *etc.*) at other donors/international organizations are better.
c. Which kind of treatment should be improved at JICA's Training programs?

    Please write in English

Group and Region Focus	7.2.a	7.2.b	Young Leaders 7.2.a	7.2.b
5	1	2	5	3	7
4	0	2	4	3	12
3	7	7	3	31	22
2	12	10	2	18	17
1	17	14	1	22	13
NA	22	24	NA	19	20
Total	37	35	Total	77	76

Group and Focus Region	8.1
Yes	43
No	16
Total	59
Young Leaders	
Yes	79
No	17
Toal	96

8 **Contact with former JICA participants**

8.1 *Is there any alumni association for former JICA program participants in your country? (YES or NO)*

8.2 *If so, how often are you engaged with alumni/former participants in the following situations?*

1	----	2	----	3	----	4	----	5
Not at all		Occasionally		Sometimes		Frequently		Very often

a. I receive information about JICA and Japan through alumni network.
b. I contact JICA participants by social network (e.g Facebook, LinkedIn).
c. I ask for advises from JICA participants.
d. I engage myself in activities (e.g projects) with other former JICA participants.
e. Can you share us some of your activities with former JICA participants?

Please write in English

Group and Region Focus	8.2.a	8.2.b	8.2.c	8.2.d
5	4	5	1	2
4	10	11	14	6
3	13	14	11	18
2	4	3	8	7
1	12	10	9	12
Total	43	43	43	43
NA	16	16	16	16

Young Leaders	8.2.a	8.2.b	8.2.c	8.2.d
5	7	16	7	1
4	16	24	16	10
3	16	20	26	20
2	28	11	15	20
1	12	8	15	28
Total	79	79	79	79
NA	17	17	17	17

9 Knowing Japan

9.1 *How much do you agree with the following statements about your perception of Japan?*

1	----	2	----	3	----	4	----	5
Strongly Disagree		Somewhat Disagree		Neither Agree nor Disagree		Somewhat Agree		Strongly Agree

a. My reliance on Japan and the Japanese people has increased.
b. My interest in working with Japanese people has increased.
c. I have gained a further understanding of Japanese society and culture.

Group and Region Focus	9.1.a	9.1.b	9.1.c
5	39	42	41
4	15	15	15
3	4	2	3
2	1	0	0
1	0	0	0
Total	59	59	59

Young Leaders	9.1.a	9.1.b	9.1.c
5	55	68	62
4	34	24	28
3	4	4	5
2	2	0	1
1	0	0	0
Total	95	96	96

9.2 *How much do you think each of the following training activities contributed to change your perception of Japanese culture?*

1	----	2	----	3	----	4	----	5
No at all		Somewhat		Intermediately		Much		Greatly

a. Orientation about Japan
b. Discussion with the training managers or other JICA staff
c. Field visits

Group and Region Focus	9.2.a	9.2.b	9.2.c
5	28	27	37
4	18	27	19
3	11	3	1
2	3	0	0
1	1	2	2
Total	59	59	59

Young Leaders	9.2.a	9.2.b	9.2.c
5	42	44	60
4	38	38	26
3	13	12	8
2	2	0	0
1	1	2	2
Total	96	96	96

10 Connections with Japan

10.1 *Do you keep contact with your training institution in Japan?*

1	----	2	----	3	----	4	----	5
Not at all		Occasionally		Sometimes		Frequently		Very often

Group and Region Focus	10.1	Young Leaders	10.1
5	6	5	5
4	5	4	13
3	9	3	20
2	15	2	25
1	22	1	29
NA	3	NA	1
Total	50	Total	92

10.2 *If so, what is/are the reason(s)?* ※*Multiple answers allowed*

1) To update personal information.
2) To exchange or gather new information on Japan.
3) To seek advice about my work.
4) To have cooperate with JOCV (Japan Overseas Cooperation Voluteers)
5) To develop joint projects.

Group and Region Focus	10.2	Young Leaders	10.2
1	20	1	46
2	25	2	43
3	13	3	23
4	11	4	14
5	12	5	10

11 Connections with JICA

How often do you have connections with JICA?

1	----	2	----	3	----	4	----	5
Not at all		Occasionally		Sometimes		Frequently		Very often

a. I work as a counterpart for JICA projects or for JICA experts.
b. I work as a JICA volunteer counterpart.
c. I consult JICA projects.
d. I participate in a reunion of JICA Training participants.
e. I participate in events or training programs organized by JICA.

Group and Region Focus	11.a	11.b	11.c	11.d	11.e
5	7	2	6	2	3
4	3	2	3	5	7
3	4	2	3	6	14
2	10	3	6	10	11
1	33	48	39	34	23
Total	57	57	57	57	58

Young Leaders	11.a	11.b	11.c	11.d	11.e
5	5	1	2	0	3
4	6	2	6	10	7
3	6	4	3	12	13
2	11	5	8	20	20
1	65	79	72	53	49
Total	93	91	91	95	92

12 Follow-up Support

12.1 *Which of the following activities organized by JICA do you think to be useful to sustain and develop what you have learned in the training? ※Multiple answers allowed*

1) Monitoring and support that help to implement the action plan prepared in the Training
2) Support for organizing lectures and training sessions
3) Dispatching Japanese technical experts
4) Dispatching JOCV volunteers (Japan Overseas Cooperation Voluteers)
5) Support of project implementation
6) Provision of equipment and materials
7) Other   Please specify:

	Group and Region Focus	Young Leaders
1	24	46
2	39	59
3	12	39
4	21	47
5	35	65
6	47	63
Total	58	97

Example: 3,4,1   **Asnwer:**

(Please select and line up by importance)   (Please select and line up by importance)
(no need to select all)   (no need to select all)

12.2 If you did not seek follow-up supports from Japan, can you tell us what is/are the reason(s)?
(e.g. I did not implement the action plan; I implemented the action plan but the follow-up is not necessary; we seek help from other donors; etc.)

13   Please write freely your comments on the training and/or the trip to Japan.

Something SPECIAL that remained in your memory
Please write in English

※※※Do you mind if we ask you a few more questions in detail later by e-mail if necessary?
Your E-mail Address

Thank you so much for your time. We will make JICA Programs better.