

Thematic Evaluation 2025:
Joint Evaluation on Third Country Training Program
(TCTP) in Thailand
Final Report

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Japan International Cooperation Agency (JICA)
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Table of Contents

1. Outline of Work	1
1.1 Background and Objectives	1
1.2 Evaluation Subjects	1
1.3 Implementation Approach and Workflow.....	2
2. Evaluation Results	9
2.1 Summary of Evaluation Results by Target Course	9
2.2 Overall Evaluation of Target Courses	18
2.3 Cross-cutting Evaluation of Target Courses by Evaluation Criteria.....	18
3. Improvement Proposals Based On Evaluation Results.....	23
3.1 Proposals for Improving TCTP Implementation.....	24
3.2 Proposals for Improving TCTP Monitoring and Evaluation	28
4. Conclusion: Summarizing the Significance of the TCTP and Implications for the Future .	31
4.1 Key Drivers Behind TCTP's Achievements.....	31
4.2 Impacts of TCTP on Stakeholders	31
4.3 Implications for the Future of TCTP.....	33

Appendix

1. Hypothesis of Change Pathway (Theory of Change: TOC) through TCTP Implementation
2. Course Outline Table (10 Courses)
3. Course Evaluation Results Table (10 Courses)
4. Course-Specific Ex-Trainee Survey Results Report / Comprehensive Survey Results Report
5. In-Depth Interview Results Based on the Success Case Method (Courses No.7 and No.10)
6. Survey Report on Thai Training Implementing Organizations (Undisclosed)
7. Results of Multivariate Analysis
8. TCTP Follow-up Evaluation Guideline

1. Outline of Work

1.1 Background and Objectives

Japan began cooperation with Thailand in 1954. Since then, the scope of cooperation has expanded from foundational sectors such as electricity, health, and agriculture to encompass a wide range of areas including regional infrastructure, industrial base development, rural development, water and sanitation, and human resource development, in line with Thailand's development. As one of Thailand's largest development partners, Japan has made significant contributions to Thailand's economic and social development. Since the late 1980s, Thailand achieved high economic growth and “graduated” from being a recipient of General Grant Aid in 1993. In 1994, the Japan-Thailand Partnership Program (JTPP) was established, under which Japan and Thailand jointly provide support to other developing countries. As one form of this program, Japan has advanced the implementation of Third Country Training Program (TCTP) with Thailand. Starting in 1975, the TCTP in Thailand marked its 50th anniversary in 2025. However, evaluations to date have been limited to specific aspects, with no comprehensive assessment having been conducted. Against this background, this thematic evaluation is carried out with the following objectives.

- ① Summarize the outcomes achieved through the third-country training programs in Thailand
- ② Draw lessons that can serve as reference when formulating, implementing, supervising, or conducting post-training follow-up for the third-country training programs in Thailand or other countries
- ③ Disseminate information externally about the results of this cooperation, through activities such as creating publicity materials
- ④ Systematize evaluation methods for the third-country training programs

This evaluation will be conducted jointly with the Thailand International Cooperation Agency (TICA) through a literature review of past reports and other documents related to the third-country training program, as well as interviews with ex-trainees and implementing organizations after a certain number of years have passed since their participation.

1.2 Evaluation Subjects

The Third Country Training Program (TCTP) is a framework for international technical cooperation. Under this program, a partner country or international organization provides funding and expertise to a “host” developing country, enabling that country to conduct training programs for participants from other developing countries. TCTP serves as an initiative under “South-South Cooperation,” where a developing country that excels in certain domains provides support to promote the development of other developing countries. TCTP is also considered a form of “Triangular Cooperation,” which is one approach by developed countries and/or international organizations to support “South-South Cooperation.”

Since JICA initiated its first TCTP with Thailand in 1975, a total of 99 TCTP courses have been conducted through collaboration between JICA and Thai partner organizations in areas such as health, agriculture, social security, and economic policy by 2025. They have disseminated the experiences of Japan and Thailand to developing countries in Asia and other regions.

This evaluation study analyzed and assessed ten courses selected from recently completed training programs through consultation between JICA and TICA, as shown in Table 1. Of these, two courses were selected for detailed case studies, including field surveys in the home countries of the ex-trainees. After the study commenced, “Rice Production Technologies for Food Security and Sustainability of African Countries” (field survey country: Mozambique) and “Modernization of Power Distribution System in ASEAN Countries” (field survey country: Vietnam) were chosen.

Table 1: TCTP Courses Targeted for Evaluation

No.	Course Title	Training Implementing Organization	Period
1	Modernization of Power Distribution System in ASEAN Countries	Metropolitan Electricity Authority (MEA)	JFY2021-2024
2	Renewable Energy Technologies and Knowledge Transfer for Strengthening and Achieving ASEAN's Sustainable Development Goals	Thailand Institute of Scientific and Technological Research (TISTR)	JFY2022-2024
3	Energy Resilience Assessment: Towards Climate Adaptable Energy Systems	National Energy Technology Center (ENTEC)	JFY2023-2025
4	Practice in Innovation and Digital Technology for Sustainable Water Management	Metropolitan Waterworks Authority (MWA)	JFY2024-2025
5	Emergency Medical Services (EMS) Medical Director Training for Pre-Hospital Emergency Care in CLMV	National Institute for Emergency Medicine (NIEM)	JFY2022-2024
6	International Road Infrastructure Development for ASEAN and BIMSTEC Networks (Phase 2)	Department of Highways (DOH)	JFY2021-2023
7	Rice Production Technologies for Food Security and Sustainability of African Countries	Kasetsart University (KU)	JFY2021-2023
8	Skill Development for Material Processing for Mekong Countries	Division of Innovation and Industrial Technology (DIIT), Department of Industrial Promotion, Ministry of Industry	JFY2015-2019
9	Workshop on Investment Promotion Policy and Enhancing Industrial Competitiveness for Mekong and South-Asian Countries	Thailand Board of Investment (BOI)	JFY2021-2023
10	Strengthening Disability inclusive Risk Reduction in the ASEAN Region	The Asia-Pacific Development Center on Disability (APCD)	JFY2021-2023

1.3 Implementation Approach and Workflow

(1) Study and Analysis Methods

This evaluation study, recognizing the diverse range of stakeholders involved in planning and implementing TCTP, employed a combination of various study methods to conduct a broad verification from both quantitative and qualitative perspectives. This enabled a multifaceted analysis and evaluation of the outcomes of the 10 targeted courses. Table 2 shows each study and its primary analysis method.

Table 2: Study and Analysis Methods

Study Method	Information Collected	Mode	Analysis Method
Literature review	Basic information, implementation results and data for each course	Desk research	Qualitative analysis, quantitative analysis of data
Ex-trainee tracking survey	Current status of outcomes for each course (8 courses)	Questionnaire survey (online)	Quantitative analysis
Ex-trainee tracking survey + in-depth interviews (Success Case Method)	Current status of outcomes for each course (two case study courses) and individual ex-trainees, and contributing/hindering factors	Questionnaire survey (online) + field survey (Mozambique)	Quantitative analysis, qualitative analysis of contributing and hindering factors
Interviews with key stakeholders (TICA, JICA Thailand Office, training implementing organizations, ex-trainees and their affiliated organizations, Thai Embassy, JICA Offices)	Status of TCTP course planning and implementation, good practices and challenges identified during the implementation process	Field survey (Thailand, Mozambique, Vietnam)	Qualitative analysis

Among the above study methods, overviews of the “Ex-trainee Tracking Survey,” conducted to assess the utilization of knowledge and impact on their organizations after returning home, and the “Success Case Method,” which supplemented the tracking survey with individual interviews of specific ex-trainees, are described below. The results report for the “Ex-trainee Tracking Survey” is presented in Appendix 4, and the results of the in-depth interviews based on the “Success Case Method” are shown in Appendix 5.

<u>Overview of Ex-Trainee Tracking Survey</u>	
Purpose:	To assess the realization of training effects among ex-trainees after their return to their home countries.
Survey Method:	Web-based responses via Google Forms
Survey Target:	All ex-trainees from the 10 target courses (excluding Myanmar).
Main Questions:	Utilization of acquired knowledge/skills, dissemination within home organizations, networking with TCTP stakeholders, promotion status, etc.
Questionnaire Structure:	Multiple-choice questions (2-5 point scale) and open-ended questions
Implementation Period:	June–August 2025
Response Rate:	33%

Overview of Ex-trainees Tracking Survey Using the Success Case Method

The Success Case Method (SCM) is an approach to evaluating training effectiveness that focuses on successful cases rather than average improvement, aiming to identify success factors and generate recommendations for scaling and replicating success. This method involves first conducting a comprehensive survey to identify successful cases, followed by in-depth interviews with those identified. The implementation overview is as follows.

Purpose:	To identify success factors and obtain recommendations for scaling up and replicating success based on the success cases of returning trainees
Survey Method:	Web-based responses via Google Forms + in-depth interviews during field survey
Survey Target:	Ex-trainees identified as success cases from the two target courses (excluding Myanmar)
Main Questions:	
[Questionnaire Survey]	Presence and overview of success cases (using the same questionnaire as the ex-trainee tracking survey for other 8 courses)
[In-depth Interviews]	1) Details of success case, 2) Success factors, 3) Proposed recommendations for scaling up success
Implementation Period:	
[Questionnaire Survey]	June-August 2025
[In-depth Interviews]	1) October 2025 (3 ex-trainees from the “Rice Production Technologies for Food Security and Sustainability of African Countries” course: Mozambique) 2) January 2026 (2 ex-trainees from the “Strengthening Disability-inclusive Risk Reduction in the ASEAN Region” course: Philippines, Vietnam) (Note)

(Note) Initially, the Success Case Method was intended to be applied to the two courses selected as case study courses for this evaluation work. However, for the “Modernization of Power Distribution System in ASEAN Countries” course, it was not possible to conduct field survey in the home countries of the ex-trainees identified as candidates for in-depth interviews based on the tracking survey responses. Therefore, no survey using the SCM was conducted for that course. As an alternative, in-depth interviews were conducted online with ex-trainees from the Philippines and Vietnam, selected using this method for the “Strengthening Disability-inclusive Risk Reduction in the ASEAN Region” course.

(2) Evaluation Methods and Criteria

In analyzing and evaluating the 10 courses covered by this work, we conducted a systematic evaluation based on an evaluation grid aligned with the six DAC evaluation criteria (relevance, coherence, effectiveness, impact, efficiency, and sustainability), while considering the principles of JICA's ex-post evaluation system. Regarding the evaluation questions in the evaluation grid, revisions were made to the reference proposal outlined in the Terms of Reference for this work. These revisions included adding items reflecting the Thai side's project implementation perspective and emphasizing the assessment of actual outcomes. Furthermore, during the analysis and evaluation process for each course, some questions were revised from the perspective of their evaluability and simplification to efficiently

conduct the TCTP evaluation. The final evaluation grid (evaluation questions for each evaluation item) adopted is as follows.

Table 3: Evaluation Grid (Evaluation Questions)

Evaluation Items	Evaluation Questions
Relevance	(1) Alignment with Development Policy ● Is the training content aligned with the target country's development policies and plans (at national, regional, sectoral, and other levels)?
	(2) Alignment with Development Needs ● Did the training meet the needs of the target group in the target country?
	(3) Appropriateness as a Means ● Was the training content appropriate for the trainees' needs? ● Was the division of responsibilities between the Japanese and Thai sides carried out to ensure effective training content? ● Was the logic linking inputs and outputs appropriately planned to achieve outcomes/training objectives?
Coherence	(1) Alignment with Japan's Assistance Policy ● Was there consistency with Japan's assistance policy and the Ministry of Foreign Affairs' country-specific assistance policies?
	(2) Coordination with Other Projects by JICA and Other Institutions ● Was coordination achieved with other JICA or Japan's projects and other development cooperation agencies?
	(3) Alignment with Thailand's Assistance Policy ● Is there consistency with Thailand's assistance policies?
Effectiveness	Outcome Content ● Were the objectives set at the time of training participation achieved? Did the trainees master the training content?
	Satisfaction Level ● Were participants satisfied with the training content?
	Causal Relationship ● What factors contributed to or hindered the achievement of objectives?
Impact	Likelihood of Realization / Causal Relationship ● Is the impact already visible or expected as a result of training implementation? ● Were any successful cases created that could serve as models or references for other participating countries or courses? ● Are the external conditions required for outcomes to lead to impact appropriately recognized? Is the likelihood of these external conditions being met high? ● Are there any factors that could hinder the realization of impact? ● Is a positive impact anticipated? For negative impacts, have measures been taken to mitigate them? ● Is impact expected to be realized in Japan, Thailand, and the target countries?
	Other impacts ● (e.g., impact on training implementing organizations or instructors)
Efficiency	Program Plan ● Were the necessary quantity and quality of inputs planned to produce the outputs?
	Duration and Timing ● Was the program duration set appropriately for the plan? (Was program

Evaluation Items	Evaluation Questions
	completion within the planned timeframe?) ● Were prerequisites and the timing and methods of inputs (including procurement methods) appropriately planned? ● Compared to other training projects implemented by JICA/TICA, were the content and methods of inputs advantageous in relation to outputs?
	Implementation Process ● What factors contributed to or hindered the improvement of the above efficiency?
Sustainability	System ● Has a network been established (e.g., between ex-trainees and JICA/TICA or training implementing organizations/instructors)? ● Is a network among ex-trainees established?
	Financial Aspects ● From the perspective of sustainability of training effects, are sufficient budgetary measures in place?
	Technical Aspects ● Can the technologies introduced through the training be accepted by the trainees and their organizations and implemented on an ongoing basis?
	Action Plan ● Are trainees who developed action plans implementing and continuing them?
	Contributing/Hindering Factors ● What factors contributed or hindered the sustainability and dissemination of the training outcomes?

When presenting evaluation judgments for each item and for the training course as a whole based on the verification results of the above items, we followed the rating approach used in JICA ex-post evaluations. However, as described later, for the TCTP course, unlike the technical cooperation projects typically subject to JICA ex-post evaluations, it was difficult to fully adopt the evaluation methods stipulated in the JICA External Ex-post Evaluation Reference. Therefore, simplifications were made. The specific rating methodology is as follows.

Table 4: Rating Method

[Rating Levels and Notation] ▪ Ratings and sub-ratings for each evaluation criterion: ④: "Very high", ③: "High", ②: "Moderately low", ①: "Low" ▪ Overall evaluation: A: "Highly satisfactory", B: 'Satisfactory', C: "Partially satisfactory", D: "Unsatisfactory" [Regarding Each Evaluation Criteria] ▪ Sub-rating for Relevance: Assigned as ① to ④ according to the following: ④: Meets criteria (1), (2), and (3), and provides insights applicable to other projects. ③: Meets criteria (1), (2), and (3). ②: Issues exist in one of criteria (1), (2), or (3). ①: Issues exist in one of criteria (1), (2), or (3), and problems have arisen. ▪ Sub-rating for Coherence: Assigned as ① to ④ according to the following: ④: Consistent with (1), (2), and (3). ③: Consistent with (1) and (3). ②: Inconsistent with either (1) or (3).

①: Inconsistent with both (1) and (3).

Ratings for “Relevance and consistency” are assigned from ① to ④ based on the combination of the above results.

Ratings for “Relevance and consistency”	Combination [Sub-rating for Relevance, Sub-rating for Coherence]
④ Very high	[4,4] [4,3] [4,2] [3,4]
③ High	[3,3] [3,2]
② Moderately low	[2,4] [2,3] [2,2]
① Low	[4,1] [3,1] [2,1] [1,4] [1,3] [1,2] [1,1]

“Effectiveness and Impact”: Assign scores ①–④ as follows:

The score is primarily based on the extent to which the training objectives (initial outcomes) were achieved (though not necessarily compared to planned values). Additional points are awarded based on whether impact realization (or its potential) exists and whether success cases are present.

“Efficiency”: Assign scores from ① to ④ according to the below guidelines.

Make a comprehensive judgment on each element of the evaluation questions: “Input/Output Quantity and Quality,” “Implementation Period and Timing,” and “Process” (Do not perform a mechanical calculation of planned vs. actual values; instead, consider factors such as why the plan was not met or exceeded when making the judgment).

“Sustainability”: Assign ratings ① through ④ as follows:

Make a comprehensive judgment on each element of the evaluation questions.

[Regarding the Overall Rating]

The overall rating is assigned as A through D based on the following considerations:

- If any single criterion among “Relevance/Consistency,” “Effectiveness/Impact,” “Efficiency,” or “Sustainability” receives a rating of ‘1’ ⇒ Overall Rating is “D”
- In all other cases, the overall rating is assigned based on a comprehensive assessment of the ratings for each criterion.
- However, if particularly noteworthy success cases are recognized in “Effectiveness/Impact,” this will be considered in the overall rating determination (assigned as a positive factor).

(3) Evaluation Constraints and Considerations

The following constraints primarily existed during the implementation of this evaluation.

1) Insufficient data and information available

The evaluation team attempted to collect relevant information and data regarding the implementation plans, content, and status of the 10 TCTP courses evaluated. However, this information and data were not uniformly stored in a standardized format. Each course was conducted at different times by different training implementing organizations, resulting in variations in the scope and quality of the available information and data.

Regarding the contact information for participants in each course required for the Ex-trainee Tracking Survey, some ex-trainees could not be reached with survey request notifications. This was due to reasons such as the email addresses obtained at the time of training no longer being in use.

2) The logic leading to the expected outcomes of the training course is not clearly stated

The Record of Discussion (R/D) prepared during the planning phase and the General Information (GI) prior to recruitment for each TCTP course outline the training objectives and provide an overview of the training program. However, the pathway from training implementation to expected outcomes is not always explicitly stated in the form of a logic chain—such as the Project Design Matrix (PDM) used in JICA technical cooperation projects—that connects inputs to outputs and outcomes (project objectives or higher-level goals), or in a similar format. This makes it difficult to verify and evaluate whether the training implementation brought about the intended changes and achieved the outcomes, or, if not, to identify the reasons why. To address this, this evaluation established a Theory of Change (TOC) as a hypothesis. This TOC models the pathway for change—from short-term to medium-to-long-term—expected to result from TCTP's implementation. The evaluation team used this TOC as a working framework throughout the process, including questionnaire design, outcome verification, and the identification of contributing and inhibiting factors (see Appendix 1 for the hypothetical TOC).

3) Lack of established benchmarks, targets, or indicators for outcome objectives

Related to point 2) above, in TCTP, baseline values, target values, and indicators for outcomes (project objectives or higher-level goals) are generally not specified during course planning. Consequently, it is not possible to quantitatively assess achievement levels by comparing target values with actual results. In this evaluation, while the “before-and-after comparison”—a basic JICA ex-post project evaluation methodology—served as the core approach, evaluation judgments were made based on information obtained through diverse surveys and analysis methods, as described above, taking these constraints into account.

(4) Work Schedule and Deliverables

In this evaluation work, as outlined in the stated objectives above, we comprehensively assessed the outcomes of the 10 TCTP courses. Based on the relevant information gathered during the work process, the evaluation team compiled public relations materials and the TCTP Follow-up Evaluation Guideline (Appendix 8) to support the promotion of TCTP achievements and future evaluations. Additionally, a separate report analyzing the current status of evaluation and follow-up for TCTP courses at each training implementing organization was prepared (Appendix 6: Undisclosed). Furthermore, using data obtained from the survey of ex-trainees, we additionally conducted a trial multivariate analysis to quantitatively explain the effectiveness and impact of TCTP (Appendix 7). The work schedule of the main tasks for this work is as shown in the table below.

Table 5: Work Schedule

		2025										2026	
		4	5	6	7	8	9	10	11	12	1	2	
(1)	Work Plan												
(2)	Literature Review, Data Collection												
(3)	Evaluation Methodology and Toolkit Development												
(4)	8 Training Courses: Analysis and evaluation												
(5)	2 Training Courses: Case Analysis and evaluation												
(6)	Trial of Multivariate Analysis (proposed)												
(7)	Field Survey (Thailand)												
(8)	Field Survey for Case Studies (Mozambique and Vietnam)												
(9)	Preparation of Public Relations Materials												
(10)	Preparation of Final Report and TCTP Evaluation Guidelines												
	Consultation/Reporting Meetings												

(5) Work Implementation Structure

This joint evaluation was conducted through collaboration between JICA's Evaluation Department, JICA Thailand Office, and TICA. These stakeholders held regular face-to-face and online meetings to confirm the evaluation policy and progress of the work. In Mozambique, JICA and TICA dispatched their respective members to conduct a joint field survey.

The specific implementation of this evaluation was contracted to and carried out by International Development Center of Japan Inc. (IDCJ), composed of the following members:

Yusuke Hasgawa, Senior Researcher, International Development Center of Japan Inc.

Ryo Sasaki, Senior Researcher, International Development Center of Japan Inc.

Yukiko Sueyoshi, Senior Researcher, International Development Center of Japan Inc.

2. Evaluation Results

2.1 Summary of Evaluation Results by Target Course

Table 6 summarizes the evaluation results for the 10 courses covered by this evaluation. Refer to Appendix 2 for the summary table of each course content, and to Appendix 3 for the detailed evaluation results table.

Table 6: Summary of Evaluation Results for Each Course

Evaluation Criteria	(No.1) Modernization of Power Distribution Systems in ASEAN Countries	(No.2) Renewable Energy Technologies and Knowledge Transfer for Strengthening and Achieving ASEAN's Sustainable Development Goals	(No.3) Energy Resilience Assessment: Towards Climate Adaptable Energy Systems	(No.4) Innovation and Digital Technology Practices for Sustainable Water Management	(No.5) Emergency Medical Services (EMS) Medical Director Training for Pre-Hospital Emergency Care in CLMV
Relevance	④ Aligns with participating countries' policies and needs. Within a broad range of training themes, Japanese corporate representatives take charge of introducing part of the advanced technologies.	④ Aligns with participating countries' policies and needs. Design to incorporate cutting-edge technology and practical content utilizing Japanese experts.	④ Aligns with participating countries' policies and needs. JICA participates in course design and creates opportunities for mutual learning among stakeholders by introducing Japanese companies and experts.	④ Aligned with participating countries' policies and needs. Course content addressing the new challenge of climate change, including visits to Japanese companies.	④ Aligned with participating countries' policies and needs. Based on needs assessments conducted by JICA and NIEM, the TCTP was planned in parallel with a technical cooperation project. A Japanese expert was invited as instructor.
Coherence	③ Aligned with Japan and Thailand's development cooperation policies.	③ Consistent with Japan and Thailand's development cooperation policies.	③ Consistent with Japan and Thailand's development cooperation policies.	④ Alignment with Japan and Thailand's development cooperation policies.	③ Consistent with Japan and Thailand's development cooperation policies.

	Course design incorporates past TCTP implementation experience, but direct collaboration with Japanese projects is not recognized.	Course planning based on past implementation experience.	Direct linkage with Japanese projects is not recognized.	Collaboration through visits to Japanese companies and inviting lecturers.	Direct linkage with Japanese projects is not recognized.
Relevance and Coherence	④	④	④	④	④
Effectiveness/Impact	③ Over 90% of ex-trainees reported improvement in both training subjects and general knowledge/skills. Many examples of knowledge and skill application after returning home were cited, but some pointed out that implementation is difficult due to mismatches with job duties or constraints such as budget and equipment.	④ Knowledge and skill acquisition was steadily achieved. Ex-trainees are utilizing this in their practical work, research, and educational activities, with concrete success stories confirmed. Secondary effects, such as capacity building for implementing organizations and instructors through training operations, were also recognized.	④ Knowledge and skills acquisition has been steadily achieved. Concrete success stories by ex-trainees have also been confirmed. For instructors, enhancing expertise in the relatively new field of climate change adaptation also provides career development opportunities.	③ While ex-trainees generally acquired knowledge and skills, and many are sharing them with colleagues or applying them to their work, the likelihood of impact realization is moderate based on responses regarding action plan implementation status.	③ Ex-trainees have reliably acquired a certain level of knowledge and skills. All survey respondents reported utilizing their knowledge after returning home, and a ripple effect of strengthening NIEM's network was also confirmed. However, the response rate was low, limiting the available information.
Efficiency	③	②	②	③	②

	The number of participants was as planned. Although there were delays due to the COVID-19 pandemic, the number of batches implemented was in line with the plan. The shortened training period may have had some impact on training outcomes, but efforts were made to enhance the quality of inputs .	Participation numbers fell below plan, but the training period, number of batches, etc., were generally implemented as planned. Room for improvement exists in areas such as ensuring sufficient recruitment time and the significant burden of schedule coordination.	Participation numbers significantly underperformed the plan until the second year. As not all training has been completed, there are limitations to analyzing efficiency based on a comparison of plan and actual results. There is room for improvement, such as in information sharing from TICA to the training implementing organizations during the trainee recruitment phase.	The number of participants was slightly below plan, but the program was implemented within the planned period. Financial management issues were noted, such as the lack of clear regulations for training implementing organizations to accept external funds and differences in expenditure rules among the organization, TICA and JICA.	The number of participants fell below the plan. Verification was constrained as budget performance data could not be obtained. Operational issues were noted, including trainee selection coordination, financial management, communication in English, and coordination among relevant institutions.
Sustainability	② Institutionally, a voluntary network of ex-trainees has formed, but there is no mechanism for actively maintaining relationships. Financially, there is no specific budgetary backing to ensure sustainability.	② In terms of systems, a systematic follow-up framework by the training implementing organization is not yet established. Regarding finances and technology, due to insufficient dedicated follow-up budgets and	② While a certain network exists among returnees, ongoing networking with relevant parties, including Japanese instructors, and systematic follow-up remain limited. Constraints such as budget shortages and	③ A network has been established among returning trainees. Furthermore, follow-up training is planned after the completion of the two-year training program, enhancing sustainability in terms of both organizational	② While some communication was confirmed among a small number of ex-trainees, the limited number of respondents prevented a full grasp of the actual state of network formation after their return.

	Technically, while continued knowledge application is expected at the level of ex-trainees, sufficient information was not obtained to assess the likelihood of application at the organizational level of their home organizations.	constraints on equipment and technical capabilities, the implementation rate of post-return action plans is low, and challenges are recognized in the continuous utilization of training outcomes.	lack of support from home organizations were also noted in implementing action plans.	structure and technical aspects. At this stage, it is not possible to assess the sustainability of the program in terms of funding and technical aspects after the follow-up training.	There is no systematic follow-up mechanism after the training, and the information obtained was limited.
Overall Evaluation	B	B	B	A	B

	(No.6) International Road Infrastructure Development for ASEAN and BIMSTEC Networks (Phase 2)	(No.7) Rice Production Technologies for Food Security and Sustainability of African Countries	(No.8) Skill Development for Material Processing for Mekong Countries	(No.9) Workshop on Investment Promotion Policy and Enhancing Industrial Competitiveness for Mekong and South-Asian Countries	(No.10) Strengthening Disability-inclusive Risk Reduction in the ASEAN Region
Relevance	④ Aligned with participating countries' policies and needs. Japanese experts served as instructor for tunnel equipment at the third batch.	④ Aligned with participating countries' policies and needs. Conducted prior needs assessments (based on past TCTP experience)	③ Aligned with participating countries' policies and needs. No specific division of roles between Japan and Thailand was identified.	④ Aligns with participating countries' policies and needs. Target needs were specified by narrowing down relevant trainees through GI	④ Aligns with participating countries' policies and needs. Division of roles: In addition to Japan's financial support, technical support provided by resource persons

Coherence	④ Aligned with Japan and Thailand's development cooperation policies. Concurrently implementing TCTP on road asset management, aiming for mutual complementarity in content.	④ Alignment with Japan and Thailand's development cooperation policies. This training course is positioned as aligned with CARD, an international initiative led by JICA and others.	④ Aligned with Japan and Thailand's development cooperation policies. While coordination with JICA projects is not recognized, training is provided by a technical training institution established jointly by the Thai and German government.	④ Consistent with Japan and Thailand's development cooperation policies. Site visit to Japanese manufacturer was conducted	④ Consistent with Japan and Thailand's development cooperation policies. Linking with Japanese cooperation scheme: JOCV dispatch, and past TCTP achievements
Relevance/Coherence	④	④	④	④	④
Effectiveness/Impact	④ The vast majority of trainees significantly improved their knowledge and skills. After returning home, many shared their learning with colleagues and applied it to their own work, with several instances of tangible outcomes observed. The program also	③ Trainees achieved knowledge and skill acquisition. Numerous success cases in application were confirmed, but the implementation rate of action plans remains low due to budget constraints and other factors. Based on reported success cases, the	③ Based on knowledge acquisition levels at the end of the course and trainee self-assessments in surveys, knowledge and skill acquisition were generally achieved. After returning home, many respondents shared their knowledge with	③ Knowledge and skill acquisition was achieved. Application of knowledge to work and sharing with colleagues after returning home is occurring, but the number of respondents is small, and specific case information could not be obtained. As a	④ After returning home, many trainees applied their knowledge and skills in their workplaces and communities. Practical outcomes were confirmed, such as incorporating the DIRR perspective into organizational planning, knowledge sharing and

	contributed to the training implementing organization (DOH)'s experience in managing international training and expanding its network.	contribution to the final outcome—expected macro-level improvements in rice production in Africa and the region—is not yet evident.	colleagues and applied it to their work. However, due to the limited number of responses and the lack of information on specific application cases, it is not possible to judge the likelihood of impact realization.	secondary impact, separate from the training content, there were cases where matching sessions with Thai investors attended by trainees led to investment in the trainees' home countries.	dissemination activities, developing teaching materials, and even launching specific projects supported by donors. Conducting this training continuously for three years with largely the same group of trainees helped build trust among them.
Efficiency	③ The number of trainees per batch fell short of the planned number. However, efforts were made to enhance the quality of inputs, such as adopting a participant-centered approach in curriculum design.	③ Participation numbers were largely as planned, and training expenses were spent according to plan. The timing of each batch was affected by factors like COVID-19, but the planned number of sessions was conducted. However, there was a year when the implementation season was not optimal.	③ Participation numbers fell short of the plan by up to 30% in some batches, but were generally close to the planned numbers. The actual expenditures for the training budget for each batch were within the planned amount. The training institutions frequently pointed out the need for a more sufficient recruitment period.	③ Actual expenditures were significantly below the planned amount, partly due to the cancellation of trainee dispatch from Timor-Leste. On the other hand, the training institutions implemented the programs within the scheduled periods, with sufficient preparation time and in coordination with relevant domestic ministries and agencies.	③ Participation numbers fell short of the plan, and training costs exceeded the plan. However, the program was largely implemented as planned, utilizing online sessions even during the COVID-19 pandemic. While constraints exist, such as time-consuming recruitment procedures, efforts were made to enhance the quality of inputs, including having persons with

					disabilities and those without disabilities jointly involved in training operations.
Sustainability	② A voluntary network of ex-trainees has formed, but there is no specific mechanism for maintaining relationships. Financially, there is no specific budgetary backing to ensure sustainability. Technologically, while continued knowledge application is expected at the returning trainee level, and some examples of policy promotion exist at the organizational level of their affiliated institutions, sufficient information to judge the overall prospects for technology application was not obtained.	③ A voluntary network of returning trainees has been established, and the training implementing organization maintains this network by creating social media groups for each batch. Follow-up surveys were conducted both for past TCTP implementations and in 2025 to enhance the sustainability of post-return activities. However, many ex-trainees face financial constraints, and there is no regular budget allocated for follow-up activities.	② While communication channels exist between training organization and returnees, there is no active follow-up mechanism. Financially, there is no budgetary support for activities ensuring sustainability. Technologically, while continued knowledge application at the returnee level is somewhat anticipated, insufficient information was obtained to assess the likelihood of application at the organizational level.	② According to a small number of responses, frequent communication occurs among returnees. Network maintenance was confirmed through ex-trainees hosting visits by delegations from training institution to their home countries. However, there is no systematic network establishment or follow-up system by the training organizations. Due to the limited number of respondents, sufficient information regarding technical and financial aspects could not be obtained.	② Three consecutive years of training for the same participants and exchanges via Google Space have fostered strong trust among returnees, solidifying awareness of DIDRR's importance and the concept of viewing persons with disabilities as partners. However, post-training network maintenance and follow-up are influenced by budget constraints and personnel changes, making institutionalization a future challenge.

Overall Evaluation	A	A	B	B	A

Note: ④: “Very high”, ③: ‘High’, ②: “Moderately low”, ①: “Low”

A: “Highly satisfactory,” B: “Satisfactory,” C: “Partially satisfactory,” D: “Unsatisfactory”

2.2 Overall Evaluation of Target Courses

The overall evaluation of the target courses was generally high, with 4 courses rated “Very High” and 6 courses rated “High.” That is, the TCTP as a whole received sufficiently high evaluation for program planning and implementation. While no significant differences in course planning and implementation were necessarily found between the “Very High” and “High” groups, the former group relatively often involved factors such as reported practical application of knowledge and skills by trainees after their return, or high-quality inputs. On the other hand, it is important to note that there were items where judgment had to be reserved due to limitations in obtaining information. The next section presents the results of the cross-sectional evaluation of the target courses by evaluation criterion.

2.3 Cross-cutting Evaluation of Target Courses by Evaluation Criteria

(1) Relevance and Coherence

Regarding “relevance and coherence,” all courses were judged to be “very high.”

Regarding relevance, all courses set targets aligned with development needs, taking into account the development policies of the target countries and regions in R/D and GI. Reflecting the TCTP's unique characteristic as a joint Japan-Thailand program, the Japanese side's role, extending beyond financial support to include course design and dispatching instructors in advanced technology fields, was considered and confirmed in almost all courses.

Regarding coherence, each TCTP course is conducted in line with the policy under the JTPP, where both countries, as partners, advance support to neighboring countries, ASEAN, and other countries and regions. Regarding coordination with other JICA and external projects, no explicit documentation or information indicating coordination intent with the evaluated courses was identified. However, instances were confirmed where another TCTP course (ongoing; not evaluated this time) was implemented concurrently with the target course to achieve mutual content complementarity (No. 6 International Road), and where JICA volunteers dispatched to the training implementing organization handled course follow-up (No. 10 Disability-Inclusive Risk Reduction). Furthermore, many of the training implementing organizations had either been implementing TCTP for many years prior to the implementation of the courses evaluated in this study, or had prior experience collaborating with JICA on technical cooperation projects. Feedback indicated that this prior cooperation experience was beneficial for implementing the courses in question.

(2) Effectiveness and Impact

Regarding “Effectiveness and Impact,” four courses were judged as “Very High” and six courses as “High.” According to the ex-trainee survey, the majority of trainees in all courses achieved the training objectives and acquired general knowledge and skills, and are applying them to their own work and sharing them with colleagues. However, many trainees face difficulties sustaining activities post-return due to factors like budget constraints and job reassignments causing mismatches with their work

responsibilities. This is supported by the generally low implementation rate of action plans. Furthermore, for some courses, the limited number of responses made it impossible to confirm specific success stories or assess the actual or projected impact on their home organizations.

On the other hand, notable success stories were also identified. For example, in No. 6 (International Road), an ex-trainee enhanced the quality of his lectures as instructor at educational institution by incorporating practical case studies and international perspectives learned from the training, alongside road infrastructure theory. In No. 7 (Rice Production Technologies), ex-trainees applied knowledge and techniques learned in Thailand to increase rice production in their assigned districts. In No. 10 (Disability-Inclusive Disaster Risk Reduction), the perspective gained from DIDRR was incorporated into state-level planning after returning home, and other donor's support was secured to connect this to concrete project implementation.

Additionally, other impacts identified include strengthening the training implementing organizations' operational capabilities and expanding their networks, as well as enhancing the expertise of instructors by addressing themes relevant to new development challenges.

Regarding effectiveness, the main points identified from the responses to the ex-trainee survey, reports and interviews with training implementing organizations, and information gathered during field surveys, as contributing and inhibiting factors in achieving the training objectives (initial outcomes) of acquiring knowledge and skills by trainees, are as follows.

Table 7 : Contributing Factors and Inhibiting Factors for Achieving Training Objectives

Contributing Factors
● Highly specialized instructors ➤ Instructors included technical experts from training implementing organizations engaged in practical work, as well as resources from Japanese companies and universities, covering a wide range of course content from fundamental principles to specialized fields and new technologies ➤ Instructors were leading doctors and lecturers in this field from countries such as Japan, Taiwan, and Thailand, providing a valuable opportunity to experience courses that are typically difficult to attend ➤ The curriculum was designed from a learner-centered perspective based on the training program's objectives and participant needs obtained from application documents ● Course design ➤ Incorporating practical demonstrations and on-site visits enhanced the learning experience and deepened participants' understanding. ➤ Course design that fosters bonds and trust among trainees. For instance, a course program consists of three consecutive two-week sessions over three years. During each session, trainees spend morning to night together and enthusiastically collaborate on assignments. This fosters strong commitment to the training subject, leading to a strengthened network. ➤ In a course that accepted Thai trainees, these trainees supported the training operations during field visits and served as guides to help participants from other countries feel more familiar with Thai culture and society. ● Comprehensive training facilities and program content ● High motivation among trainees

● Preparation and execution aligned with the schedule ● Attractive training content (utilizing digital technologies like AI) ● Clear training objectives and learning from success cases of Thailand, which is ahead in development despite sharing regional proximity and similar climatic conditions
Inhibiting Factors
● Some trainees have language (English) difficulties ● Some participants lack the academic or technical background necessary to fully understand and utilize the specialized training content, resulting in reduced engagement and difficulties in knowledge transfer after the training ● Differences in the circumstances of the trainees' home countries become factors hindering their understanding of the training content and its effective application ● The training period may have been too short for the broad scope of the content, and the volume of individual lecture material may have been excessive, preventing instructors from covering everything and potentially hindering the trainees' full comprehension ● Participation quotas were set for each country, and no adjustments could be made between countries, which sometimes resulted in the recruitment target not being met

(3) Efficiency

The efficiency of seven courses was rated as “high,” while three courses were rated as “moderately low.” Many of the ten courses evaluated were planned and implemented during a period when international travel was severely restricted due to the COVID-19 pandemic, leading to frequent changes or extensions of the original schedule. Even under these circumstances, some courses achieved their planned participant numbers, while others did not. On the other hand, the number of training sessions and their content were generally implemented as planned, through the use of online formats for some courses. While detailed information on actual training expenditure was unavailable for many courses, JICA and TICA's cost-sharing arrangements were implemented. Given that, as mentioned above, no course showed significant variation in the number of sessions or content, it is inferred that there were no substantial cost overruns relative to the planned budget.

Additionally, efforts to enhance input quality were observed in several courses. For example, in Course No. 6 (International Road), the training implementing organization provided guidance to external lecturers, advising them to use training methods that promote diverse learning among trainees.

Below are key comments primarily obtained from training implementing organizations and relevant institutions involved in field surveys regarding a series of implementation processes considered to impact the efficient execution of TCTP courses. These comments have been organized into three categories: “Overall Implementation,” “Recruitment and Selection Process,” and “Monitoring, Evaluation and Follow-up.”

Table 8: Current Status and Challenges Regarding Implementation Process of TCTP

Overall Implementation

1. The need to clarify guidelines and operational procedures concerning the entire process and handling of funds

- TCTP procedures are often complex and time-consuming. For example, there are no clear guidelines regarding GI or funding preparation. It would be beneficial to have an opportunity for JICA, TICA, and the training implementing organization to gather before the training begins to confirm and share a common understanding of the entire process.
- TICA does not provide specific formats or standard operating procedures (SOPs) for the entire trainee recruitment and selection process. For example, there are no clear instructions regarding the scope of General Information or which budget JICA or TICA is responsible for.
- Financial support from TICA and JICA complies with TICA's financial regulations (including those of the Ministry of Finance). However, managing JICA and TICA budgets proved difficult for our staff because national agencies with legal personality—distinct from government agencies and state-owned enterprises—operate under different regulations. Specifically, despite requests for concrete guidelines from TICA, none were provided.

2. Administrative procedures and regulations

- Regarding coordination with TICA throughout the implementation process, TICA has a highly segmented structure with separate personnel handling accounting and documentation, which can be somewhat inconvenient. Additionally, there are detailed administrative procedures. For example, in logistics, trainees must depart the hotel very early in the morning because their return flight after the training must be early available flight. This is an area where improvement seems possible.

3. Others

- Scheduling adjustments for course dates often prove challenging. Coordinating between the training implementing organization and TICA's preferred dates, along with the need to align with JICA's fiscal year, creates a significant coordination burden.
- As TCTP is an international cooperation initiative, communication in English is essential, which placed a significant burden on staff at the training implementing organization. For the first course, it was extremely difficult to secure participation from staff in other departments. Subsequently, it was necessary to actively engage and persuade them early on.

Recruitment and Selection Process

1. Current Status, Advantages, and Challenges of the Recruitment and Selection Process Through Thai Diplomatic Channels

- During the recruitment phase, TCTP leverages Thailand's diplomatic channels, eliminating the need for training organizations to directly send letters of request to embassies in each country.
- TICA recruits trainees through diplomatic channels and provides financial support and management for the trainee reception process, including airfare, transportation, and insurance. This support from TICA is crucial.
- However, because the recruitment and selection process follows diplomatic channels through Thai embassies in each country, it takes time to reach eligible persons. Some applicants do not submit their application documents on time. It has also been reported that trainees learned about the course late and struggled to obtain permission from their organizations within the short timeframe. The issuance of the GI should be advanced to at least three months before the training start date.
- Many training institutions have pointed out that recruitment information notified via the Thai Embassy may not reach the qualified personnel expected by the training implementing organizations. As a countermeasure, several training organizations are conducting informal recruitment encouragement through their own networks, such as past trainees. It was also pointed out that TICA needs to clearly specify the target institutions when sending GI to the Thai Embassy.
- In the recruitment and selection process, TICA does not share notification documents addressed to Thai embassies in each country, nor subsequent notification documents to relevant ministries

and stakeholders, with the training implementing organizations. If TICA shares the notification documents sent from embassies to ministries, the training implementing organizations could relay the information to suitable candidates through their own networks.

- In some countries with no Thai embassy, challenges may arise in approaching potential participants. According to JICA Thailand Office, such cases occurred during past third-country training programs, where the JICA country office handled inquiries from the Thai side. In addition to such outreach challenges, delays may also occur in visa procedures and other processes.

2. Others

- In the selection process, while five participants are recruited from each country, some countries fall short of this number, while others receive six applications yet cannot select all candidates. Adopting a more flexible selection method might enable securing higher-quality participants.
- TCTP eligibility requirements are extremely strict. While setting appropriate trainee numbers and knowledge levels is essential for course design, TICA provided valuable support by assisting with candidate qualification reviews and explaining why specific candidates were deemed ineligible.
- On the other hand, even when applicant qualifications are specified in the GI, there are cases where internal dynamics within the target country's government result in nominees who do not meet those criteria.
- The name "TCTP" evokes the image of a Third World Country, leading to issues where some recipient countries' focal agencies refuse to distribute it to target organizations. A training implementing organization has commented that the name should be changed.

Monitoring, Evaluation and Follow-up

- Two types of evaluations are conducted at the end of the training: ① evaluations at the conclusion of each topic, and ② an overall evaluation on the final day of the training. The evaluation format was designed by JICA.
- At the end of each batch, trainees were asked to provide feedback (satisfaction, self-assessment of knowledge acquisition, expected utilization, etc.) and to offer opinions on the technical fields needed for future training sessions of this type. Based on this feedback, the training fields for the next batch and beyond were reviewed and adjusted.
- New themes were introduced in each course, and participants from previous trainings or from the same institutions/organizations were accepted to encourage continued involvement. This approach allows for some follow-up, such as tracking the outcomes achieved by former trainees in their home countries.
- Nearly all training organizations recognize the absence of a follow-up system for trainees after their return as a major challenge. This makes it difficult to evaluate and identify the long-term outcomes of the program, the extent to which trainees are applying the knowledge acquired in their home countries, and specific success stories.
- While some training implementing organizations conduct post-program follow-up, these efforts are often one-off, contingent on securing budgets.
- Trainees may be transferred from their original departments after returning home, preventing them from utilizing the training content.
- Regarding this TICA-JICA Joint Evaluation: Course No. 8 concluded in 2020, meaning that five years have now passed. Evaluations conducted five years after project completion face data collection challenges. Key personnel involved at the time may have retired or transferred, and relevant data is often scattered. Future ex-post evaluations should be conducted at an earlier stage.

(4) Sustainability

Regarding “sustainability,” two courses were judged as “high,” while eight courses were judged “moderately low.” While it is common for ex-trainees to maintain voluntary communication through e-mails, LINE, or WhatsApp, among themselves or to contact instructors at the training organizations as needed, a common issue across all courses is the absence of systematic networking or follow-up systems by the training organizations, coupled with a lack of regular budget allocation for follow-up activities. Many training organizations indicated that the major challenge is the lack of a mechanism to comprehensively track the situation of trainees after their return. On the other hand, examples exist, such as incorporating follow-up sessions after the two-year training period into the course implementation plan (No. 4) or conducting one-off follow-up surveys (No. 7).

Regarding sustainability, the following outlines key factors contributing to and hindering the maintenance of training effectiveness after trainees return home. These are based on results from the Ex-Trainee Survey and major comments obtained from implementing organizations and relevant organizations during field surveys.

Table 9: Contributing and Inhibiting Factors for Sustaining Training Effectiveness

Contributing Factors
● As part of the course design, the three-year continuous training program and the sustained interaction via Google Space during the training period fostered strong bonds and ongoing learning among the ex-trainees. This enhanced each trainee's commitment to DIDRR and could be a contributing factor to sustaining the program's effectiveness. The training implementation organization maintains ongoing engagement with ex-trainees, such as encouraging them to post on Google Space once a month, to ensure the relationship remains active. ● The course design incorporated new modules each year while also accepting returning participants in subsequent years, enabling trainees to continue their learning. This allows participants to continuously implement activities based on the training content. The training organization conducted joint projects outside the training program with some participants chosen from the first and second years. Based on the outcomes of these projects, the program invited those individuals as resource persons in the third year to deliver lectures. This approach enables trainees to simultaneously share practical knowledge and maintain the network.
Inhibiting Factors
● As noted above, sustaining and expanding the impact of training outcomes requires follow-up activities such as ongoing monitoring of ex-trainees' situations and support for implementing action plans. However, training implementing organizations currently lack systematic follow-up activities. ● Survey results from ex-trainees frequently cite “budget constraints and lack of equipment for implementing action plans” and “insufficient organizational understanding and support.”

3. Improvement Proposals Based On Evaluation Results

Based on the results of this evaluation and the information obtained during the evaluation process, this section presents improvement proposals for Thailand and Japan to implement the TCTP going forward, followed by improvement proposals for conducting monitoring and evaluation of the TCTP.

3.1 Proposals for Improving TCTP Implementation

(1) Overall TCTP Implementation

- **Establishment and Clarification of Operational and Financial Guidelines:** It is necessary to establish clear guidelines to foster a shared understanding among JICA, TICA, and training implementing organizations regarding the operational and financial management of TCTP. Specifically, by formalizing and sharing in advance specific Standard Operating Procedures (SOPs), explanatory materials, and approval workflows concerning budget allocation rules, financial processing, contracts, and expenditure management, personnel from each organization will be able to perform their duties more smoothly and with greater transparency.

(2) Course Design

- **Training design considerations:** To sustainably enhance training outcomes, it is desirable to establish a system where the same participants can continuously attend each phase (batch). While this approach may not always be optimal across all training fields, allowing trainees to participate intermittently over a period such as three years enables them to accumulate practical experience applying the specialized knowledge and skills learned. Simultaneously, building strong networks among trainees themselves and with the training implementing organizations fosters the expectation that high commitment will continue even after the training concludes. Courses No. 3 (Energy Resilience) and No. 10 (Disability-inclusive Risk Reduction) incorporate this progressive course design approach and represent good practices.
- **Innovative approaches to trainee recruitment:** To address the challenge of trainees leaving their positions or changing jobs after returning home, thereby preventing the consolidation of training outcomes, ensuring flexibility in recruitment and selection—such as allowing multiple participants from the same organization—can help ensure continuous learning within the trainee's home organization.
- **Strategies to promote action plan implementation:** Survey results indicate few ex-trainees reported implementing their action plans, citing reasons like budget constraints and insufficient organizational understanding. To mitigate this, one approach could be to require applicants for TCTP courses to discuss and review the content of their proposed action plans with their home organizations before the training begins, as a selection criterion.
- **Considerations for tiered training:** Based on open-ended responses from the ex-trainee survey, some respondents suggested providing separate TCTP training targeting management and director levels within their organizations, in addition to the current target level, to promote utilization and dissemination of training content at the organizational and national institutional levels. From the perspective of realizing TCTP's long-term effects, this is considered something that could be explored across the entire TCTP program.
- **Selection of target countries considering improvement in training effectiveness:** For courses with numerous participating countries, significant disparities in development levels and

receptivity regarding the training theme may exist among countries. This evaluation received comments requesting standardization of participants' technical levels and limiting the number of target countries. Particularly when planning training covering technical elements, including advanced fields, it is necessary to carefully balance the benefits of participant diversity with the need to enhance training effectiveness when determining the selection of participating countries and program structure.

- **Alignment of trainee selection and course design:** Since the number of participating trainees and their knowledge level directly impact course design, the accuracy of advance information is crucial. It is desirable for TICA and the training implementing organization to share information to ensure the knowledge level and job responsibilities of candidates can be ascertained upon application.
- **Post-batch consultations among relevant organizations:** Following the implementation of each TCTP training batch, it is desirable to establish a follow-up forum for sharing information on training operational challenges and coordination among participating organizations. Specifically, regular mutual confirmation of training progress, challenges, and improvement points among the training implementing organization, TICA, and JICA enables the early identification of practical issues and facilitates improvements for subsequent batches.

(3) Recruitment and Selection

- **Improving diplomatic channel efficiency:** Utilizing Thailand's diplomatic channels offers a significant advantage of TCTP, as training implementing organizations do not need to make direct requests to each country's embassy. However, the need to follow various systems and procedures tends to result in a lengthy timeframe from recruitment announcements to final selection. To improve this, it is desirable for the Thai side to initiate coordination with training organizations and relevant ministries early on. This would ensure sufficient time for applicants to consider the program, prepare documents, and adjust their work schedules. It is also recommended to consider mechanisms for simplifying procedures as necessary.
- **Improving recruitment and selection process operations:** Concerns were raised that guidance documents sent by TICA to Thai embassies and ministries in various countries were not shared with training implementation organizations, potentially preventing information from reaching appropriate candidates. It is proposed that TICA develop templates for official guidance documents and establish distribution channels to share them with training implementing organizations. Training implementing organizations can then verify this information and disseminate it to relevant organizations through their own networks. While prioritizing official channels, training implementing organizations are encouraged to collaborate with TICA, JICA, and other relevant organizations to establish mechanisms enabling the selection of qualified personnel from a broader pool of candidates.
- **Ensuring transparency and eligibility in candidate selection:** While eligibility criteria are clearly stated in the GI, internal circumstances within the target country government may

sometimes result in the dispatch of personnel who do not fully meet these standards. To prevent such discrepancies, it is desirable for the Thai side to emphasize to the target country government the importance of adhering to the criteria during the nomination stage. Furthermore, it is advisable to establish a process to verify the eligibility of candidates in collaboration with the training implementing organization, if necessary.

- **Flexibility in country-specific quotas:** While recruitment quotas are set for each target country during the recruitment phase, consideration should be given to institutionally introducing a process that allows for the additional selection of qualified applicants from other countries when the number of qualified candidates from a given country falls short of the quota.
- **Conducting a survey on the situation of countries with no applicants:** While TCTP generally identifies target countries and solicits applications for regional-level issues such as ASEAN or Africa, some countries designated as target countries in the GI, such as for No. 6 (International Road) and No. 7 (Rice Production Technologies), had no applicants throughout all batches. By examining the reasons for this — whether due to lack of need or issues in the application process — and confirming the individual circumstances, valuable information can be obtained for considering the implementation of similar TCTP courses in the future. We propose that TICA and the relevant training implementing organizations conduct such individual situation surveys.

(4) Implementation Management

- **Operational support for instructors and training organizations:** It is desirable to provide continuous capacity-building support for course coordinators and instructors regarding English communication skills and training management.
- **Sufficient consideration for halal food availability:** For TCTP courses targeting countries with predominantly Muslim populations, it is important to plan accommodations and schedules with full consideration of the availability and convenience (such as offering multiple options) of halal food during the stay.
- **Travel expenses for training implementation organization staff:** Travel expenses for staff of training implementation organizations were not included in the overall TCTP budget. Due to these budget constraints, there was a course that was unable to conduct field visits. Consideration should be given to adding staff travel expenses to the budget.

(5) Post-training Activities

- **Establishing a systematic follow-up mechanism:** To fully incorporate knowledge and experience into post-training practice and policy, strengthening follow-up and network building is essential. Although ex-trainees themselves often lack direct authority to influence policy decisions, they possess the motivation to share and disseminate the insights gained during training. Consequently, there were calls for TCTP to establish a platform enabling participants to continue discussions after the training concludes, share implementation progress in their

respective countries, and access expert advice. Establishing a mechanism within such an online platform for participants to continuously exchange information on new technologies, policy trends, funding opportunities, etc., is expected to enhance the sustainability of training outcomes. On the other hand, building and operating such a platform is not feasible for training organizations to undertake alone. Therefore, it is desirable for TICA and JICA to secure a budget for TCTP follow-up activities and implement this in cooperation with the training organizations.

- **Incorporating post-training activity budgets:** As an effort to promote the continuation of trainees' activities after returning home, the idea was raised to incorporate opportunities for collaborative research and local activities by ex-trainees into the budgets of each TCTP course.
- **Strengthening collaboration between the Thai embassy and JICA in target countries:** Findings from field surveys indicate that there is room to enhance collaboration between the Thai Embassy and JICA in countries sending TCTP trainees to maximize training effectiveness. Specifically, deepening collaboration at each stage—such as sharing information on promising candidates during recruitment, sharing the status of trainee selection and their return to their home countries, sharing the action plans developed, monitoring the implementation of these action plans, and considering additional on-site support based on monitoring results—is expected to improve the quality of TCTP trainees and promote the continuous and effective utilization of their knowledge and skills after returning home. Furthermore, particularly in countries where JICA cooperation projects are actively implemented, timely sharing of TCTP trainees' status enables JICA to consider new cooperation projects with the ex-trainees in mind. This enhances the strategic value of TCTP.
- **Strengthening TCTP outreach and coordination with other cooperation programs/projects in target countries:** While many TCTP courses, such as No. 7 (Rice Production Technologies) which aimed to increase rice production in Africa, conduct human resource development aligned with major regional development goals, there are limitations to the contribution of trainees developed solely by TCTP to the final outcomes. TICA and JICA need to aim to reflect TCTP outcomes into the policies, systems, and national budgets of target countries and regions through their own other cooperation projects and collaboration with external partners. However, it was pointed out in the field survey conducted in Mozambique for this evaluation that even when TCTP was implemented in line with such major development goals, awareness of TCTP among government officials was low. In TCTP target countries, it is desirable for TICA and JICA to actively promote explanations and publicity regarding what they aim to achieve through TCTP implementation in that country, along with its positioning within their respective development cooperation activities.

(6) Other

- **Naming considerations for TCTP:** It was revealed that some participating countries (focal agencies) have psychological resistance to the name “Third Country Training Program.” This is presumably due to reasons such as “Third Country” evoking associations with “Third World.”

The name TCTP is commonly used not only by JICA and TICA, but also for similar training programs implemented by other countries like Singapore and international organizations. However, there is room to consider adding a nickname or explanatory note that more directly conveys to countries and institutions with limited TCTP participation experience that this is a joint training program between Thailand and Japan. For example, while maintaining the TCTP abbreviation, the formal name could be established as “Trilateral Cooperation Training Program (TCTP).”

3.2 Proposals for Improving TCTP Monitoring and Evaluation

(1) Developing Implementation Mechanisms and Innovative Approaches

- **Improvements to Course Design during Implementation:** The mechanism observed in No. 3 (Energy Resilience) for flexibly revising training contents such as through roundtable discussions involving trainees at the end of each batch—effectively reflects participant needs and continuously enhances the quality and practical applicability of the training.
- **Monitoring during Implementation:** Even without a systematic monitoring and evaluation system, programs like No. 3 (Energy Resilience) and No. 10 (Disability-Inclusive Risk Reduction) can serve as informal monitoring methods. By accepting past participants again in subsequent training batch and creating opportunities to share practical experiences, they can track how training outcomes are being utilized. This approach can serve as a reference for other training programs.
- **Establishing a Mechanism for Tracking Ex-trainees:** As mentioned above, systematic follow-up has not been implemented for any TCTP course, and the tracking survey of ex-trainees conducted for this evaluation had never been implemented before. We propose that one condition for accepting trainees should be the requirement to respond to an online tracking survey using tools like Google Forms after a specified period following course completion. This would enable TICA and JICA to assess the outcomes and impact of TCTP courses while also helping maintain the network with ex-trainees. Furthermore, regarding the entity conducting the tracking survey, it is desirable that it be carried out by a TCTP coordinating organization like TICA, which has the perspective to grasp multiple training courses and implementing organizations comprehensively. This approach ensures a certain level of objectivity, going beyond self-evaluation by the implementing organizations themselves.
- **Tracking Perspectives:** This evaluation confirmed not only the outcomes of each training course but also organizational changes resulting from the training at the implementing organizations. These included enhanced planning and operational capabilities for international training, improved skills among instructors and staff, and expanded networks with other countries and institutions. Since TCTP is a program that contributes not only to the individual capacity development of trainees but also to the organizational capacity strengthening of training organizations, incorporating this perspective into the tracking survey and confirming it as the

significance of implementing TCTP is effective. Furthermore, follow-up surveys of ex-trainees identified several best practices (success cases). Continuously accumulating and analyzing these success cases enables the identification of success factors—such as how training outcomes are utilized after returning home and under what conditions outcomes are most likely to be achieved—which can then be applied to improve other training courses and enhance the training system.

- **Conducting follow-up evaluations at appropriate times:** Course No. 8 (Material Processing), one of the courses evaluated, was completed in 2020. In the ex-trainee survey conducted as part of this evaluation, the number of responses obtained (5) out of all ex-trainees (90) was extremely limited. Furthermore, due to personnel changes at the training implementing organizations, it was not possible to directly collect information from the individuals responsible for the course at that time. To avoid such situations, when considering future follow-up surveys for TCTP ex-trainees, it is desirable to set the timing approximately half a year to 3 years after course completion. Furthermore, as a means to increase the response rate for follow-up surveys, it is conceivable to explicitly state in the pledge form submitted upon program participation that cooperation with follow-up surveys is a condition of participation. Additionally, regarding the implementation system for follow-up surveys, rather than conducting them only once after course completion, it may be considered implementing them periodically. This would ensure continuous contact with ex-trainees while also enabling ongoing assessment of their circumstances.
- **Considering mechanisms for collecting feedback from affiliated institutions:** In this evaluation, alongside follow-up surveys of ex-trainees, we planned and conducted an online survey (Google Forms) targeting supervisors at the ex-trainees' affiliated organizations. However, identifying eligible respondents was not always easy, and the response rate was quite low. In addition to the follow-up survey completed by ex-trainees themselves, confirming the perspectives of supervisors at their home organizations enables a more objective assessment of the extent to which training effects have been amplified. Based on this, it is conceivable to implement mechanisms to increase response rates. For example, at the start of the training, a list could be created that includes the contact information of supervisors alongside that of the trainees themselves. Supervisors could then be notified that an online survey is planned for the future.

(2) Evaluation Methods and Evaluation Perspectives

- **Considering a rating system:** Currently, each training implementing organization conducts individual evaluations during the training period to assess trainees' comprehension and satisfaction, primarily for the purpose of improving training content. However, there is no mechanism for comprehensively evaluating the overall outcomes of the TCTP courses. Moving forward, when evaluating the TCTP not only in Thailand but also in other countries, a framework based on common perspectives and evaluation criteria is necessary to enable comparisons between training programs and across countries. In this regard, utilizing the DAC evaluation

criteria is considered an effective method for conducting cross-cutting analysis and comparisons. Therefore, this evaluation verified the courses against the six OECD DAC evaluation criteria and performed a comprehensive rating assessment of the target courses. Generally, ratings not only clearly indicate the evaluation judgment for each training program but also serve as an effective tool for cross-comparing multiple training programs. By organizing the outcomes and challenges of each training program from a common perspective, it becomes possible to identify relatively high-performing projects. Sharing and applying their success factors to other programs could contribute to improving the overall quality of training programs in the medium to long term.

On the other hand, to assign such comparable overall ratings based on established evaluation criteria, a system must be ensured that collects sufficient information to enable evaluation judgments against the set criteria. In this evaluation, a certain number of programs lacked sufficient post-training information from ex-trainees to perform ratings. In such cases, assessing impact and sustainability was particularly difficult, sometimes necessitating conditional judgments. Furthermore, some evaluation items set during evaluation planning were excluded from the assessment due to difficulties in information collection or their evaluability. Typically, in the TCTP where the direct targets—the ex-trainees—are dispersed worldwide, there are constraints on the scope and level of detailed information that can be realistically collected to grasp their direct and indirect changes. Considering these factors, the approach to the comprehensive evaluation method should be reviewed, along with specific presentation methods (such as the number of score levels and the presentation of comments corresponding to ratings).

- **Evaluation by perspective focusing on TCTP's additionality:** As noted above, evaluating TCTP requires careful consideration in setting each evaluation perspective. This is because it is difficult to quantitatively assess achievement of outcomes, partly due to the challenge of uniformly setting target values or indicators such as those for typical cooperation projects. Based on the experience of this joint evaluation, we believe that focusing on the expected benefits of implementing TCTP—namely, its “additionality”—and incorporating this into each evaluation perspective can lead to evaluation judgments that better reflect the unique characteristics of TCTP. For example, evaluation questions could include: for relevance, “Was an effective division of roles between Thailand and Japan planned (appropriateness of means)?”; for efficiency, “Did the TCTP achieve comparative advantage in inputs and outputs through the cooperation of both parties?”; and for impact, “What was the impact of implementing training on relevant institutions in Thailand and Japan?” One approach is for the organization implementing evaluation to consult with relevant institutions prior to starting the evaluation, enabling flexible selection of evaluation perspectives based on the specific content and needs of the training program. Similar to the concept of additionality, the OECD provides a toolkit compiling items and sample indicators to capture the “added value” when delivering development cooperation through triangular cooperation, for use in project design, monitoring, and evaluation. When considering evaluation items for TCTP, referencing such information may

be considered. For an overview of this toolkit, see “Appendix 8: TCTP Follow-up Evaluation Guideline.”

4. Conclusion: Summarizing the Significance of the TCTP and Implications for the Future

This chapter summarizes the significance of the TCTP based on the information gathered during the evaluation process, exchanges with relevant institutions involved in the program, and analysis and evaluation results. Then, implications are provided for the future direction of the program.

4.1 Key Drivers Behind TCTP's Achievements

A major feature of the TCTP is its establishment of a unique training model that combines South-South cooperation with Japan's advanced technology and expertise, built upon close collaboration between Thailand and Japan. The collaboration between TICA and JICA has contributed substantially to improving training quality, going beyond a merely cost-sharing arrangement.

Specifically, this includes course design reflecting Japanese technology and best practices; dispatching Japanese experts and instructors from companies and related organizations, as well as hosting study tours; and introducing JICA's standard training methodologies such as action plan development and end-of-course evaluations. These efforts strengthened the practicality, extensibility, and systematic nature of the training.

Furthermore, the relative similarities observed between Thailand and participating countries—such as climate, development paths, and technological levels—have been a key factor enhancing the TCTP's effectiveness. Learning from Thailand's established training organizations and experts in various fields, coupled with direct exposure to Thailand's advanced development cases within the ASEAN region, provides participants from other countries with practical and highly applicable learning opportunities.

Moreover, reflecting the TCTP's implementation model, participants from multiple countries gather in Thailand to share training venues, thereby promoting mutual learning, knowledge exchange, and the building of personal networks in the region. Furthermore, by offering courses tailored to training fields and target countries aligned with regional frameworks such as ASEAN and the Bay of Bengal Initiative for Multi-Sectoral Technical and Economic Cooperation (BIMSTEC), the TCTP functions as a cooperative platform that can contribute to advancing these initiatives.

4.2 Impacts of TCTP on Stakeholders

The TCTP has had diverse impacts on trainees, training implementing organizations, target countries, and both TICA/Thailand and JICA/Japan, revealing its multifaceted significance.

For trainees, key outcomes confirmed include acquiring practical knowledge and skills applicable within their home organizations, deepening understanding of regional and international trends and sharing common challenges, and expanding professional networks.

For training implementing organizations, improvements in training management capabilities, enhanced expertise and teaching skills among instructors, and expanded international collaboration have been observed. Some organizations have also strengthened their functions of conducting international training through their continued involvement in TCTP.

At the level of each target country, through the appropriate sharing and dissemination of knowledge and skills gained during training by ex-trainees, the TCTP possesses the potential to generate an impact at the organizational and policy levels within those countries. In this sense, the TCTP has the potential to function as a strategic entry point for future cooperation with Thailand and Japan. In other words, the TCTP is expected to serve as a highly strategic cooperation platform, going beyond a standalone training program.

For TICA, the significance lies in the expansion of partner countries and regions through TCTP implementation, and the progress made in building networks with new partners, including training implementing organizations. For JICA, the program confirmed benefits such as leveraging and developing accumulated bilateral technical and financial cooperation assets—including strengthened cooperative relationships with long-term technical cooperation counterparts in Thailand—and expanding collaboration with relevant Japanese institutions and experts.

In addition, the significance of the TCTP can be highlighted in terms of Thailand's growth as an emerging donor country. First, as already mentioned, by sharing the country's relatively recent experience and insights in economic and social development as an emerging country with other developing countries, it can provide policy models that are more feasible for them. Second, by implementing the TCTP through cost-sharing with Japan, and particularly by utilizing domestic resources as the main source, an increase in Thailand's ownership of its development assistance can be expected. Third, an enhancement of Thailand's international presence and reputation as a donor country, along with the spread of its soft power, can be anticipated. Fourth, an expansion and strengthening of international networks at the level of Thailand's implementing organizations can be expected, fostering an increased leading role for Thailand in the relevant fields.

Furthermore, from a broader perspective, the TCTP offers significance for Japan and Thailand in jointly undertaking this initiative, beyond the development outcomes expected from individual training programs. Within Japan, there has been growing discussion questioning the meaning of foreign aid and the scale of its expenditure. In response to such debates, the TCTP can be explained as a means to address development challenges more efficiently than acting alone, by sharing costs and expertise with other countries. Also, through continuous collaboration under the JTPP, it plays a crucial role in supporting Thailand's growth as an aid provider and contributing to the development of like-minded partner country that will jointly shoulder development cooperation responsibilities in the ASEAN region and globally. In Thailand, discussions questioning the meaning and efficiency of external cooperation may also intensify in the future, similar to Japan. It is equally possible to point out the importance of TCTP as a means to strengthen collaboration with Japan and JICA, a pioneer in third-country training in international cooperation, and to publicize this collaboration.

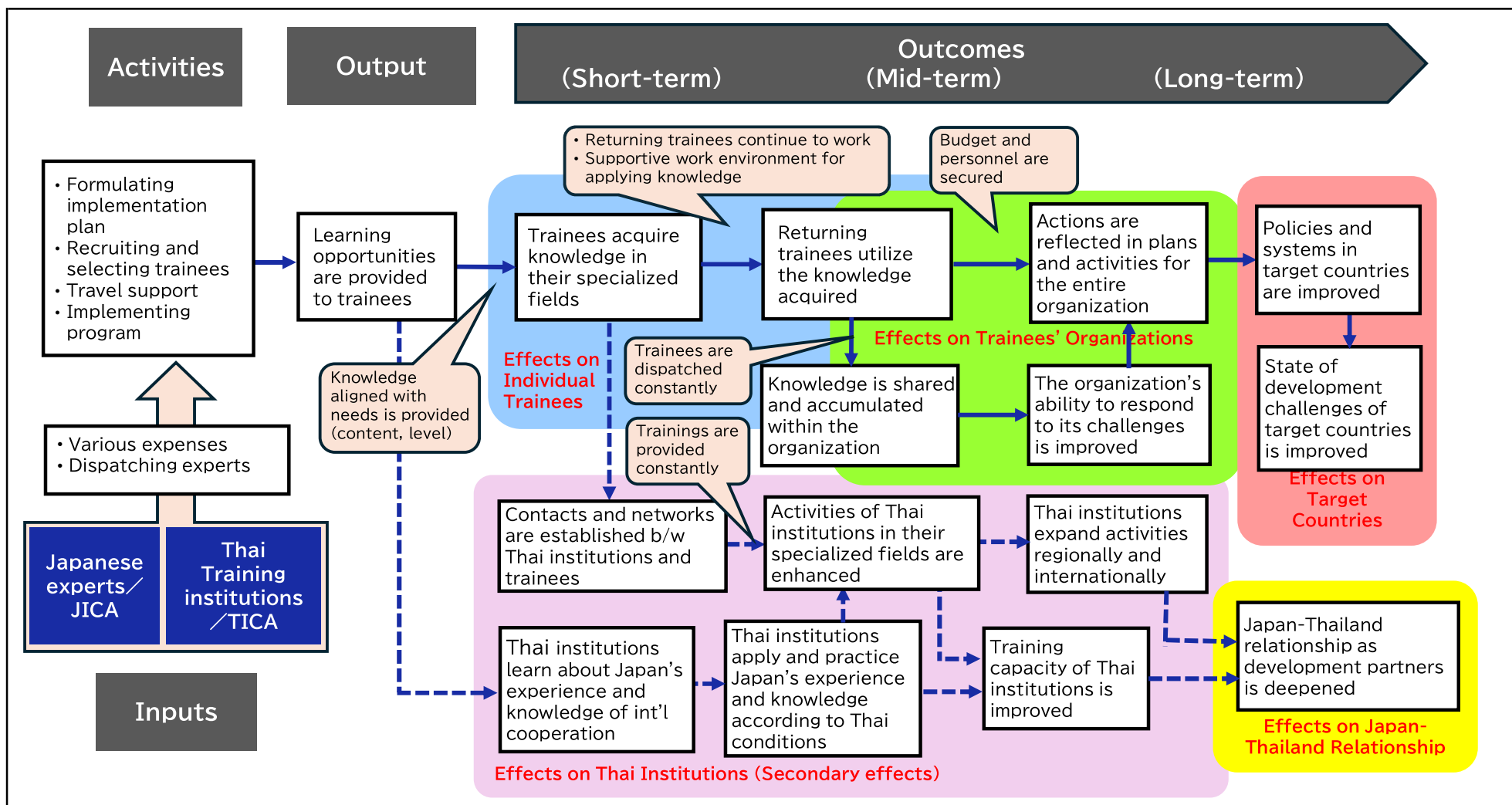
4.3 Implications for the Future of TCTP

The TCTP is expected to continue developing as a practical model of advanced South-South and triangular cooperation through collaboration between Thailand and Japan. While acknowledging the challenges identified in this evaluation—such as the sustainability of each course after training completion and the limitations of TCTP alone in scaling development impact within target countries—it is desirable to further strengthen the cooperative framework between Thailand and Japan to enhance the overall value and strategic significance of the TCTP. The following six specific points are proposed to strengthen this cooperation.

- Strengthen the system where TICA and JICA consistently engage throughout the entire training cycle, from the recruitment stage through implementation to post-training follow-up.
- Establish a systematic follow-up mechanism utilizing online surveys and focused interviews to continuously track training outcomes and further impacts. This will enable objective verification of training effectiveness and provide feedback for improvement.
- Promote knowledge sharing and the horizontal dissemination of best practices through building and activating networks of ex-trainees.
- Clearly position TCTP within the larger cooperation frameworks planned for implementation by Japan, Thailand, or through collaboration between both countries. Building on this, maximize TCTP's strategic impact by implementing measures such as selecting candidates from counterpart organizations of ongoing cooperation projects during the recruitment phase; and effectively linking TCTP outcomes to the formulation of new projects by utilizing the results of follow-up activities after trainees return home.
- Strengthen communications about TCTP and its outcomes at meetings in Japan, Thailand, target countries, and at the international level. Enhance visibility of TCTP's concrete results and impacts through evaluation, aiming to raise awareness, particularly among high-level government officials, of these success stories and of both countries' efforts to address regional and global development challenges. Enhancing TCTP's visibility is also expected to highlight the partnership between Japan and Thailand, built on 70 years of bilateral cooperation, while contributing to expanding Thailand's international presence as an emerging donor. Furthermore, at the implementation level of TCTP, increased recognition in target countries is expected to lead to benefits such as an increase in the number of applicants and securing high-quality trainees.
- Furthermore, in addition to the efforts described above to enhance the quality of the TCTP and promote its achievements, it is desirable to evolve the Thailand-Japan TCTP model as a future direction. As a training program jointly implemented by development partners, TCTP is expected to leverage its unique characteristics to provide added value distinct from conventional training programs in terms of implementation frameworks and methodologies. Potential avenues include combining it with other cooperation schemes possessed by the two countries, as mentioned above; developing network-building training that goes beyond classroom instruction;

formulating more needs-driven training programs; and developing adaptive implementation methods responsive to needs. Such initiatives are expected to provide a new “model” for other middle-income countries conducting third-country training under partnerships with Japan. This could ultimately lead to Thailand functioning as a hub for third-country training, particularly as a hub for human resource development through training within ASEAN.

Appendix 1. Overall Theory of Change (TOC) for TCTP (Hypothesis)



Source: Prepared by Evaluation Team

FY2025 Joint Evaluation of Third Country Training Programme (TCTP) in Thailand
Outline of the Training Course

No. in JICA-TICA List:	1
Training Course Title:	Modernization of Power Distribution System in ASEAN Countries
Total Batches:	3 batches
Period (plan and actual):	2023-2025 (Original plan: JFY2021-2023)
Implementation Agency:	Metropolitan Electricity Authority (MEA)
Sector:	Environment and Climate Change
Status:	Completed

【I. Background】 (should be 2-3 lines)

ASEAN society is predicted to become more urbanized in the future. In order to accommodate urbanization, power distribution networks need to be modernized through the application of modern management and smart technology. This would support foster the ASEAN Economic Community (AEC).

【II. Outline of the training course】

1.Implementation period

Plan (RD)	Actual
4 weeks each year during JFY2021-2023, on-site.	26 days_ 4-29 September 2023 (exclusive of travelling dates); On-site
Extended to JFY2024	19 days_ 17 June - 5 July 2024 (exclusive of travelling dates); On-site
	19 days_ 3-21 February 2025 (exclusive of travelling dates); On-site

2. Countries Invited and Total Number of Participants

• **Countries invited:**

ASEAN member countries with Cambodia, Lao PDR, Myanmar, and Vietnam as the main target countries

• **Total number of participants:**

	Plan (GI)	Actual
2023	25 persons at maximum	25 persons
2024	25 persons at maximum	25 persons
2025	25 persons at maximum	25 persons

3. Input (Total cost, (1) JICA (2) TICA (3) Implementation agency if any)

- **R/D Estimate for the first course:** Total THB 3,612,501 (JICA: 1,841,500; TICA: 1,771,001)

- **Estimate before implementation and actual expense of each course:**

(Unit: THB)

		Plan	Actual
2023	JICA	2,007,100	1,763,740
	TICA	1,270,524	-
	MEA	433,880	-
	Total	3,711,503	-
2024	JICA	1,472,400	1,339,130
	TICA	1,094,758	-
	MEA	422,880	-
	Total	2,990,038	-
2025	JICA	1,347,780	1,254,600
	TICA	1,301,187	-
	MEA	370,880	-
	Total	3,019,847	-

4. Completion report of the training course (yes/no)

Yes. 2 annual evaluation reports are available (for 2023 and 2024 courses).

5. Others/ Memo

- **Training sites:**

[2023] Bangkok and Chiang Mai province

[2024] Bangkok and Chonburi province

[2025] Bangkok and Nakhonratchasima province

【Theory of Change (TOC)】

Output =>	Initial Outcome =>	Intermed.Outcome =>	Final Outcome =>	(Further)
e.g) # certified Participants completed the training course with certificate	e.g.) Skills obtained Knowledge is obtained on the principles of power distribution systems and recent techniques and technologies.	e.g.) Application of skills • Gained knowledge and experiences are applied to modernizing the participant countries' power distribution systems. • Best practices on power distribution system modernization are shared among (ex-)participants	e.g.) Production ↑ &Income ↑ Power distribution systems are modernized in ASEAN countries.	e.g.) Life ↑ ASEAN Economic Community (AEC) is nurtured.

(Source) developed by IDCJ team

ANNEX 1 Design of the Training Course

【1.Goal】

To enhance the knowledge of managers/engineers who work for participating utilities in ASEAN countries on power distribution system modernization principles, techniques, and technologies; develop a knowledge network among participants to facilitate the best practices sharing on power distribution system modernization and nurture ASEAN Economic Community towards the end.

【2. Objective 】

To expose managers/engineers from the ASEAN countries to the principle as well as the recent development in techniques and technologies for modernization of power distribution system and encourage them to apply the knowledge and experiences gained from the training to modernizing their power distribution systems and countries.

- (1) Power distribution system principle
- (2) Smart power distribution grid
- (3) Power distribution asset management
- (4) Emerging technologies
- (5) Workshops, discussion, presentations

【3. Language】

English

【4. Training Methods】

[2023] Lecture 59% (Local lecturer 46% & Japanese 13%), Field Study 20.5%, Workshop & presentation 20.5%

[2024] Lecture 69% (Local lecturer 54% & Japanese 15%), Field Study 12%, Workshop & presentation 19%

[2025] N/A

(Source: Annual evaluation reports)

【5. Course Contents】 ★: Conducted by Japanese experts

Module # and title	Content (2023)	Content (2024)	Content (2025)
Module 1 Power distribution system principle	1) Overview PDS Revolution (past and future) 2) Power Distribution System Principle: Classic Planning and Criteria and Loss reduction 3) Power distribution system design: Classic Components (UG system) 4) Power distribution system Protection	1) Overview PDS Revolution (past and future) 2) Power Distribution System Principle: Classic Planning and Criteria and Loss reduction 3) Power distribution system design: Classic Components (UG system)	1) Overview of power distribution system revolution 2) Classic Planning and Criteria 3) Power distribution system design 4) Protection and Loss reduction
Module 2 [2023,2024] Smart power distribution grid [2025] Smart Grid	1) Smart Grid Overview and MEA Smart Metro Grid 2) Smart Meters and Advanced Metering Infrastructure 3) Automation Technology (A New Era of SCADA Technology, DMS / FRTU, Substation Automation) 4) MEA Smart Grid Project: DER Principle Technology (P V E V E S S) / Grid Requirement 5) Distributed Energy Resource (DER) Management Platform Pilot Project (MEA	1) Smart Grid Overview and MEA Smart Metro Grid 2) Smart Meters and Advanced Metering Infrastructure 3) Distributed Energy Resource (DER) Management Platform Pilot Project (MEA Energy Trading Platform/ Demand Response) 4) DER Principle Technology: PV Modernization PDS and DERs: Impact of PV 5) DER Principle Technology: EV Modernization PDS and DERs: Impact of EV	1) Smart Grid Overview and MEA Energy Landscape 2) Smart Meter 3) Smart Meter and Advanced Metering Infrastructure

	Energy Trading Platform/ Demand Response)	6) Automation Technology: A New Era of SCADA Technology	
Module 3 [2023,2024] Power distribution asset management	1) Asset Management 2) Project Management 3) Engineering Economics 4) Digitalization in Business Process	1) Asset Management 2) Project Management 3) Engineering Economics 4) Digitalization in Business Process	
Module 4 Emerging technologies	1) Energy Policy, Electric Power System and Industry in Japan: History & Current Transform (JAPAN)★ 2) Power System Operation and Management under Much Renewable Energy (JAPAN) ★ 3) Practical example of mass introduction of Smart Meter in Japan (JAPAN) ★ 4) Emerging Applications: Principle, Case Studies and Demonstrations in MEA Grid 5) IoT and Data Management Technique 6) Cyber Security 7) Smart Grid Landscape in the USA 8) Modeling EV Impacts (USA) 9) Forecasting EV Infrastructure Needs (USA) W: UG Substation Technology Concept, technology, key equipment, safety, sharing experience and lessons learned project reference in JAPAN. (JAPAN) ★	1) Power System Operation and Management under Much Renewable Energy (JAPAN) ★ 2) Development of Grid- interconnection code in Japan (JAPAN) ★ 3) Distribution Simulation and SCADA Systems (JAPAN) ★ 4) UG Substation Technology: Concept, technology, key equipment, safety, sharing experience and lessons learned project reference in JAPAN (JAPAN) ★ 5) Social innovation & co- creation activities of Smart Resilience Network to enhance society's carbon neutral resilience (JAPAN) ★ 6) Smart Substation Automation 7) Emerging Applications: Principle, Case Studies and Demonstrations in MEA Grid 8) IoT and Data Management Technique 9) Cyber Security ★	1) New Era of SCADA Technology 2) DER Principle Technology (PV EV ESS) / Grid Requirement 3) Modernization PDS and DERs High Penetrations 4) IoT and Data Management Technique 5) UG Substation Technology★ 6) Power System Operation with High Renewable Energy Penetration★ 7) Development of Grid- interconnection code in Japan★ 8) Distribution Simulation and SCADA Systems★ 9) Social innovation & co- creation activities of Smart Resilience Network to enhance society's carbon neutral resilience★
Module 5 Workshops, discussion, presentations	1) Workshops (Course Introduction, RE Economics, Project Management) 2) Presentations (Country Report Presentation, Group Presentation, Individual Presentation)	1) Workshops (Course Introduction, RE Economics, Project Management) 2) Presentations (Country Report Presentation, Group Presentation, Individual Presentation)	1) Workshops (Course Introduction, RE Economics, Project Management) 2) Presentations (Country Report Presentation, Group Presentation, Individual Presentation)
Module 6 Field Study	Site visits (8 places)	Site visits (9 places)	Site visits (9 places)
Module 7 [2025] Digitalization Transformation			1) Distributed Energy Resource (DER) Management Platform Pilot Project 2) Digitalization in Business Process

【6. Course Evaluation (method and result)】

• Evaluation method

(1) Course evaluation by participants (participant satisfaction)

- 1) Topic evaluation: 5 point-scale (1-5) questions to assess effectiveness, efficiency and prospective impact
- 2) Overall evaluation: 5 point-scale (1-5) questions to assess relevance, effectiveness, efficiency, impact and sustainability

(2) Evaluation of participants by the implementing agency

A pre/post test (of 20 points) to cover all subjects was conducted on the first and last day of the course.

• Evaluation result

[2023]

(1) 5-point results were converted into percentage scale (100%: highest). Average marks are as follows:

- 1) Effectiveness: 86.68 (75.20-92.00 across subjects); Efficiency: 86.54 (69.60-92.80); Impact: 86.54 (75.20-90.80)
- 2) Relevance: 88.80-94.40(across questions); Effectiveness: 91.20; Efficiency: 86.40-92.00; Impact: 91.20-96.00; Sustainability: 76.00-92.00

(2) Average score: Pre-test 9.36; Post-test 15.00

[2024]

(1) 5-point results were converted into percentage scale (100%: highest). Average marks are as follows:

- 1) Effectiveness: 85.70 (82.50-90.83 across subjects); Efficiency: 84.83 (73.33-90.83); Impact: 86.23 (83.33-91.67)
- 2) Relevance: 85.42-90.83(across questions); Effectiveness: 86.67; Efficiency: 84.17-92.50; Impact: 88.33-89.17; Sustainability: 75.00-92.50

(2) Average score: Pre-test 7.88; Post-test 19.00

[2025] N/A

【7. Comments and suggestions from annual/evaluation reports】

Main recommendations from Annual Evaluation Reports 2023 and 2024 are as follows:

- Application Process Complexity: Despite an extended submission period, the application process remains complex and time-consuming, causing delays; MEA had to personally contact potential applicants via email.
- Application Form Submission: Applicants are advised to type their information instead of handwriting it to ensure clarity and expedite processing.
- Cross-Cultural Interaction: Encourage inter-country engagement among participants through group activities, mixed seating, and team-building exercises.
- Program Enhancements: Include more visits to power distribution sites to enrich technical knowledge, while maintaining effective cultural visit components.
- Travel and Visa Issues: Cambodian participants face visa delays; ticket confirmations were also slow, and early return flight schedules were inconvenient—afternoon departures are recommended for better planning.

FY2025 Joint Evaluation of Third Country Training Programme (TCTP) in Thailand
Outline of the Training Course

No. in JICA-TICA List:	2
Training Course Title:	Renewable Energy Technologies and Knowledge Transfer for Strengthening and Achieving ASEAN's Sustainable Development Goals
Total Batches:	3 batches
Period (plan and actual):	Plan:2022-2024(three years) Actual:JFY2023-2025
Implementation Agency:	Thailand Institute of Science and Technological Research (TISTR)
Sector:	Renewable Energy
Status:	Completed

【I. Background】

ASEAN Member States (AMS) face rapidly growing energy demand due to population and economic growth. Most of their energy supply depends on fossil fuels, leading to increased imports, energy security risks, and rising CO₂ emissions. While AMS aim to shift toward sustainable energy through efficiency and renewables, technology gaps remain in utilizing indigenous resources like biomass. TCTP provides a platform to share knowledge and technologies, supporting AMS in promoting renewable energy, improving energy security, and advancing a Low Carbon Society aligned with SDGs.

【II. Outline of the training course】 (Source: RD, Annual Evaluation Report 2023-2025)

1. Implementation Period

Plan	Actual
3 weeks each year	19 days 15 May– 2 Jun 2023
	19 days 10 – 28 Jun 2024
	19 days 20 Jan – 7 Feb 2025

2. Countries Invited and Total Number of Participants (source: RD, Annual Evaluation Report 2023-2025)

• **Countries invited:**

Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, the Philippines, Vietnam and Thailand

Plan	Actual
24 participants (+2 Thai participants)	15 persons
	14 persons
	15 persons

3. Input (source: Estimate Expense 2023-202,)

- Estimate before implementation and actual expense of each course:

Unit:THB

		Plan(RD)	Actual
2023	JICA	844,300	771,564
	TICA	821,270	-
	TISTR	173,400	-
	Total	1,838,970	-
2024	JICA	771,450	655,205
	TICA	796,632	-
	TISTR	96,400	-
	Total	1,664,482	-
2025	JICA	912,504	793,433
	TICA	789,480	-

	TISTR	174,400	-
	Total	1,875,384	-
Total	JICA	2,528,254	2,220,202
	TICA	2,407,382	-
	TISTR	444,200	-
	Total	5,379,836	-

4. Completion report of the training course (yes/no)

Yes.

5. Others/ Memo

【Theory of Change (TOC)】

Output =>	Initial Outcome =>	Intermed.Outcome =>	Final Outcome =>	(Further)
e.g.) # certified Participants completed the training course with certificate	e.g.) Skills obtained -Participants gain knowledge on renewable energy policies, biomass conversion technologies, biodiesel production technology, standards and utilization, carbon capture concepts, life cycle assessment, and sustainability assessment.	e.g.) Application of skills -Participants apply the knowledge and skills learned in the training to research, policy making, and technology development in their countries, reflecting them in concrete projects and initiatives.	e.g.) Production ↑ & Income ↑ Energy policies are being strengthened, and technologies are improving in ASEAN countries.	e.g.) Life ↑ Contributing to the achievement of SDG Goal 7 in ASEAN countries.

(Source) developed by IDCJ team

ANNEX 1 Design of the Training Course

【1.Goal, Purpose and Objective】 (source: Annual Evaluation Reports)

Goal	To transfer the knowledge and share experience of renewable energy technologies to ASEAN members for their strength and achievement for SDGs
Purpose	To transfer technology and knowledge of renewable policies and implementation, biomass conversion technologies to electricity, biodiesel production technology, standard and utilization, carbon capture concept, and life cycle assessment and sustainable assessment to researcher and related personals in ASEAN countries.
Objective	At the end of the course the participants are expected to gain benefits via the followings. 1. To enhance the understanding on related policy and implementation, technologies and practices of processing, standardization, and commercial applications of renewable energy. 2. To encourage researchers to gain more understanding on sustainability assessment of renewable energy and its utilization in environmental and sustainable context.

【2. Language】

English

【3. Training Methods】 (Source: Annual Evaluation Reports)

[2023] Lecture 42% (Local lecturer 23% & Japanese 18%), Field Study 15%, Hands-on 36%

[2024] Lecture 48% (Local lecturer 29% & Japanese 20%), Field Study 13%, Hands-on 28%

[2025] Lecture 51% (Local lecturer 29% & Japanese 19%), Field Study 17%, Hands-on 20%

【4. Course Topic】 (source: Annual Evaluation Reports)

Sub-course	Main Contents
1. Renewable energy policy and EV implementation	- Sustaining SDG through Energy Resilience (#2,3) - Thailand's Alternative Energy Development Plan and Power Development Plan - Achieving SDG through Electric Vehicle (EV) Technology - Outline of renewable energy policy in Japan, and challenges and measures to be taken towards the massive introduction of variable renewable energy (#2)
2. Biomass conversion technologies to electricity	- Pyrolysis and gasification technology (#1,2) - Black pellet utilization project in Thailand (#1) - Biogas Technology and Properties Analysis - Biogas production process and properties analysis: Hands-on - Raw Material Properties and Analysis: Hands-on - Application of CFB (Circulating Fluidized Bed) System for Efficient Biomass Gasification and CCU (#3) - 3-stage Gasification Technology - 2-stage ABR Biogas Production Technology
3. Biodiesel production technologies, standard and utilization	- Biodiesel Production and Properties Analysis (#2,3) - Biodiesel Production and Properties Analysis: Hands-on - Biodiesel Pilot Plant and Upgrading Unit - Biodiesel Pilot Plant and Upgrading Unit: Hands-on (#2,3) - Biodiesel Utilization in Engine & Materials Compatibility - Overview of Bioethanol (#2,3) - Pyrolysis Technology (#3) - Overview of Biodiesel Standard – Utilization - Biodiesel Engine Test

4. Carbon capture concept and frontier technology	- Carbon Capture Concept : Recent Trends and Carbon Recycling Technologies (#1) - Hydrogen project in Yamanashi (#1) - Carbon Capture Concept: Chemical Looping Technology - Carbon Capture Concept: Biomethanol Technology - Carbon Capture Concept: Algae cultivation and utilization - Hydrogen and Ammonia from Renewable - OTEC (Ocean Thermal Energy Conversion) Project in Kumejima Island in Okinawa
5. Life cycle assessment and sustainable assessment	Principle of Life Cycle Assessment Life cycle assessment of clean energy (#1,2) The Sustainability Research of Alternative Energy to Support Smart City(#2,3) The Japanese Technology Readiness Assessment (J-TRA) Methodology(#2,3) LCA Applications: Carbon Footprint(#2,3) The Sustainability Research of Alternative Energy to Support Smart City(#2,3)

Numbers in () show the course; no () means all courses.

【5. Course Evaluation (method and result)】 (Source: Annual Evaluation Reports, Terminal Evaluation Sheet)

• **Evaluation method**

Evaluation by Participants

- Topic Evaluation: Conducted at the end of each subject using TISTR-designed questionnaires.
- Overall Evaluation: Conducted on the last day of the course using a separate TISTR-designed questionnaire.

Evaluation of Participants by instructors and used by TISTR and NSTDA

- Pre-test: Conducted on the first day of the course (January 20, 2025) to assess participants' initial knowledge.
- Post-test: Conducted on the final day (February 7, 2025) to measure knowledge gained.

• **Evaluation result**

Evaluation by Participants

● Effectiveness (Understanding of Course Content)

Participants' understanding of course content improved steadily over the three years. Evaluation scores for "Level of Understanding" increased year by year, indicating enhancements in course delivery and clarity of instruction. By 2025, participants demonstrated the highest levels of comprehension, reflecting well-structured sub-courses and effective teaching methods.

● Efficiency (Quality of Lecturers and Materials)

While overall efficiency scores were positive, there was room for improvement in earlier years, particularly in the usefulness of documents and lecturer performance. These aspects saw significant progress by 2025, with consistently high scores for training materials, lecturer appropriateness, and training facilities, showing enhanced preparation and instructional quality.

● Prospective Impact (Application of Knowledge)

The "Level of Application" consistently received the highest average scores each year, highlighting the training's strong relevance and applicability in participants' home countries. The increasing trend in this area demonstrates that the courses effectively equipped participants with practical skills and knowledge aligned with real-world needs and sustainable development goals.

Evaluation of Participants by instructors and used by TISTR and NSTDA

Over the three fiscal years (2023–2025), a total of 44 participants underwent pre- and post-training evaluations. Among them, 84.00% demonstrated significant knowledge improvement, with posttest scores increasing by more than 10%. These results indicate that the training program has been effective in enhancing participants' understanding and technical capacity in renewable energy technologies, thereby contributing to the program's objectives and supporting the achievement of sustainable development goals.

【7. Comments and suggestions from annual/evaluation reports】 (Source: Annual Evaluation Report 2025)

- Well-prepared documents and a structured learning protocol are essential for effective knowledge transfer and experience sharing.
- Comprehensive materials such as textbooks, handouts, and hands-on guides should be provided to accommodate participants' diverse English skills, backgrounds, and responsibilities.
- Emphasis should be placed on sustainability assessment and CO₂ emissions management through carbon capture technology as key tools for achieving sustainable development goals.
- The learning process should follow a step-by-step approach, progressing from fundamental concepts to advanced topics, and culminating in hands-on practice to reinforce practical application.

FY2025 Joint Evaluation of Third Country Training Programme (TCTP) in Thailand
Outline of the Training Course

No. in JICA-TICA List:	3
Training Course Title:	Energy Resilience Assessment: Towards Climate Adaptable Energy Systems
Total Batches:	3 batches (two batches completed, one ongoing)
Period (plan and actual):	JFY2023-2025
Implementation Agency:	National Energy Technology Center (ENTEC)
Sector:	Energy / Climate Change Mitigation
Status:	Ongoing

【I. Background】

Climate change poses a serious global threat, with energy infrastructure increasingly vulnerable to its impact. While renewable energy helps reduce greenhouse gas emissions, low-income countries like Cambodia, Laos, Myanmar, and Vietnam (CLMV) face challenges in ensuring infrastructure resilience. To address this, the concept of energy resilience has gained importance. ENTEC, supported by Thailand's MHESI, has promoted this through ASEAN and APEC frameworks. A joint training by Japan and Thailand aims to share knowledge and practices to strengthen energy resilience in ASEAN, especially CLMV, contributing to global climate goals.

【II. Outline of the training course】

1.Implementation period

Plan (RD)	Actual
one week each year during 2023-2025, on-site	5 days_ 19 - 23 Feb 2024; On-site
	10 days_ 18-27 Nov 2024; On-site
	To be implemented

2. Countries Invited and Total Number of Participants

• **Countries invited:**

Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, the Philippines, Singapore, Thailand, Vietnam, and Timor Leste. Singapore and Brunei Darussalam will be self-funded for international travel expenses and related costs.

• **Total number of participants:**

	Plan (GI)	Actual
2023	27 persons	17 persons
2024	27 persons	13 persons
2025	-	-

3. Input (Total cost, (1) JICA (2) TICA (3) Implementation agency if any)

- R/D Estimate for the first course: Total THB 1,276,192 (There is no information regarding cost-sharing)
- Estimate before implementation and actual expense of each course:

(Unit: THB)

		Plan	Actual
2023	JICA	656,464	494,847
	TICA	649,000	-
	ENTEC	50,000	-
	Total	1,354,464	-
2024	JICA	713,560	446,545
	TICA	765,780	-

	ENTEC	90,000	-
	Total	1,479,400	-

4. Completion report of the training course (yes/no)

Two Annual Evaluation Reports (2023,24) are available.

5. Others/ Memo

【Theory of Change (TOC)】

Output =>	Initial Outcome =>	Intermed.Outcome =>	Final Outcome =>	(Further)
e.g) # certified Participants completed the training course with certificate.	e.g.) Skills obtained Participants learn the concept of energy resilience and how to assess it, and gain practical skills to use them.	e.g.) Application of skills Participants regularly conduct energy resilience assessments in CLMV countries based on the knowledge gained from the training.	e.g.) Production ↑ & Income ↑ Resilience assessments are institutionalized within national energy policies and infrastructure plans. Collaboration on climate-resilient energy policies is strengthened across ASEAN.	e.g.) Life ↑ Contributing to the achievement of the Sustainable Development Goals, specifically SDG 7 (Affordable and Clean Energy) and SDG 13 (Climate Action).

(Source) developed by IDCJ team

ANNEX 1 Design of the Training Course

【1.Overall Goal】

The project aims to enable the realization of energy resilience concept as a means to enhance energy infrastructure adaptability against climate change and promote actual implementation of energy resilience assessment in ASEAN Member States, with a focus on CLMV, in order to leverage the efforts towards the Sustainable Development Goals.

【2. Objective 】

1. To disseminate knowledge on energy resilience concept and provide hands-on training on energy resilience assessment to ASEAN countries and Timor Leste, with a focus on CLMV countries.
2. To facilitate pilot energy resilience assessments in ASEAN countries, in particular CLMV countries.
3. To facilitate the development of energy resilience assessment hubs of knowledge in interested ASEAN countries.

【3. Language】

English

【4. Training Methods】

[2023] Lecture 40% (Local lecturer 50% & Japanese 50%), Practice 50%, Field Study 10%

[2024] Lecture 50% (Local lecturer 60% & Japanese 40%), Practice 40%, Field Study 10%

[2025] to be implemented

(Source: Annual evaluation reports)

【5. Course Outline】

Title (GI)	Content (GI)
General Course:	1.1 Country report presentations on national alternative and renewable energy policy and national climate change policy 1.2 Climate change and energy infrastructure 1.2.1 Climate change adaptation in energy sector 1.2.2 Climate resilience and disaster resilience 1.3 Related national and regional policy landscape 1.3.1 Japan Green Transformation 1.3.2 ASEAN Energy Outlook 1.3.3 ASEAN State of Climate Change Report 1.3.4 ASEAN Strategy for Carbon Neutrality
Specific Course	2.1 Energy resilience concept 2.1.1 Energy resilience concept and its interpretation 2.1.2 APEC Energy Resiliency Principle 2.2 Energy resilience assessment 2.2.1 ASEAN Energy Resilience Assessment Guideline 2.2.2 Case studies of energy resilience assessment 2.2.3 Energy resilience assessment hands-on training 2.2.4 Energy resilience assessment tabletop exercise 2.3 Discussion and presentations

【6. Course Evaluation (method and result)】

- **Evaluation method**
 - a. Qualitative Evaluation after Hands-on Training

A reflection-based qualitative evaluation was conducted at the end of the hands-on session using the case study of CMRU's 702 kW solar power plant. This aimed to gather feedback to improve the training methods for future sessions.

b. Qualitative Evaluation after Tabletop Exercise

Another qualitative evaluation was implemented after the tabletop exercise involving the Pha Dan community solar facility. The purpose was to assess participant reactions to the adjusted training methods.

c. Qualitative Evaluation on Final Day

A third qualitative evaluation was conducted on the last day of the course to understand each country's overall impressions and perspectives regarding the entire training.

d. Quantitative Evaluation (Online Survey)

A quantitative evaluation was conducted via an online questionnaire. The survey link was distributed using a QR code, and all participants were encouraged to complete the survey before the course ended.

• **Evaluation result**

[2023]

The evaluation of the training course indicated a high level of overall participant satisfaction across all assessed areas. Key findings are as follows:

- Contribution to Learning: 3.87
- Instructor's Skills and Responsiveness: 4.69
- Course Content: 4.69

Change of knowledge and skill levels:

- At the start of the course: 3.20
- Required level to complete the course: 3.80
- At the end of the course: 4.13

These results suggest that participants not only met the required level of knowledge and skills but also improved significantly throughout the course. The increase in post-course scores compared to pre-course levels indicates the training's effectiveness in enhancing participants' understanding, particularly on the concept and assessment of energy resilience. Overall, the evaluation highlights that:

- The training successfully facilitated learning on energy resilience assessment.
- The instructors demonstrated strong expertise and responsiveness.
- The course content was highly relevant and well-received

[2024]

Both training courses received high average scores across all evaluation criteria, indicating a high level of participant satisfaction. Key findings are as follows:

- Contribution to Learning: 3.97 and 3.98
- Instructor Skills & Responsiveness: 4.67 and 4.70
- Course Content: 4.38 and 4.36

Participants' self-assessed knowledge levels improved significantly:

- Start of course: 2.62 and 3.14
- End of course: 3.77 and 3.93
- Knowledge required to complete the course: 3.69 and 3.79

The training successfully enhanced participants' understanding of energy resilience, resilience assessment, and climate finance. The results also reflect the instructors' strong competence and effective contribution to learning.

【7. Comments and suggestions from annual/evaluation reports】

[2023]

- Course Preparation SOP: ENTEC will work with TICA and JICA Bangkok to create a standard procedure to prepare the FY2024 training, ensuring enough time for all countries to join.
- More Focus on Energy Resilience Concept: More time will be given to explain the energy resilience concept and the ASEAN Energy Resilience Assessment Guideline.
- New Module on Financial Aspects: ENTEC will design a new module on the financial aspects of energy resilience, with support from Japanese experts (IEEJ and Sompo Risk Management).

[2024]

- Application Process: ENTEC will use the SOPs to streamline applications and encourage more participation from all countries.
- New Short Course: A 3-day course for past participants will focus on energy resilience, climate finance, and future collaboration.
- Extended Module II: Climate finance sessions will be extended to 5 days to deepen understanding of investment-related issues.
- Future Plan (TCP): ENTEC plans to propose a Technical Cooperation Project to establish a regional training center and strengthen Japan–ASEAN collaboratio

FY2025 Joint Evaluation of Third Country Training Programme (TCTP) in Thailand

Outline of the Training Course

No. in JICA-TICA' List:	4
Training Course Title:	Practice in Innovation and Digital Technology for Sustainable Water Management
Total Batches:	2 batches
Period (plan and actual):	Plan: 2024 – 2025 Actual: On-going
Implementation Agency:	Metropolitan Waterworks Authority (MWA), Ministry of Interior.
Sector:	Environment and Climate Change
Status:	On-going

【I. Background】 (should be 2-3 lines)

The world is currently experiencing many changes, including climate change and digital transformation which play an important role in living and working more and more. MWA recognizes the importance of these changes, and is ready to respond to the Thailand 4.0 policy, including creating innovations to solve these problems. MWA also hopes to share and exchange working experiences in dealing with these through a training program, especially with CLMV countries and ASEAN countries where a landscape and environment are similar to Thailand, in order to make water supply staff in these countries be able to cope with climate change in an advanced way and that will benefit the organization and people.

【II. Outline of the training course】 (from R/D. Remarks added any change from R/D)

1. Duration and Mode (Total days) (Online or On-site)

On-site only.

2. Schedule by year

Year	Schedule
2024	7 - 20 JULY 2024
2025	(not yet done)

3. Countries Invited and total Number of Participants

2024: 5 countries. Cambodia, Lao PDR, Myanmar, Vietnam and Thailand. 17 participants.

4. Input (Total cost, (1) JICA, (2) TICA. (3) Implementation agency if any)

<7-12 July 2024>	JICA	TICA
Planned (%)	867,000 (52.60%)	780,353 (47.40%)
Actual (%)	616,075 (53.50%)	535,429 (46.50%)

5. Completion report of the training course (yes/no)

Yes. 1 annual report is available.

6. Others/ Memo

【Theory of Change (TOC)】

Output =>	Initial Outcome =>	Intermed.Outcome =>	Final Outcome =>	(Further)
e.g) # certified - Participants completed the training course with certification	e.g.) Skills obtained - Useful knowledge, best practices and experiences are equipped.	e.g.) Application of skills - Useful knowledge, best practices and experiences are applied for water management in each country.	e.g.) Production ↑ & Income ↑ - Each country will cope with climate change in an advanced way	e.g.) Life ↑ - People will be benefitted in each country.

(Source) developed by IDCJ team

ANNEX 1 Design of the Training Course

【1.Goal】

To develop and increase human resource capacity by internationally exchanging knowledge and experiences which leads to sustainability in water management with interesting technologies and innovations in Cambodia, Lao PDR, Myanmar, Vietnam, Timor-Leste, and Thailand including other Asian countries where water supply needs technology transformation.

【2. Objective】 E.g.) #1. ~ #5.etc.

<Purpose> 1. To let participants gain useful knowledge, best practices and experiences that MWA uses for technology and innovation management; and 2. To let participants have an opportunity to fruitfully exchange waterworks knowledge, best practices and experiences among each other to be able to compatibly adapt to their organization's context.

<Objectives> At the end of the course, the participants are expected to have;

- 1) Gain useful knowledge, best practices and experiences that MWA and its partners use for technology and innovation management;
- 2) Gain fruitful insights/ideas from the experience exchange in waterworks among the participants;
- 3) Apply the knowledge or ideas learnt from the training course to their own organization.

【3. Language】 E.g.) English only; National Language, Hybrid

English.

【4. Training Methods】

<2024> Lecture 55% (Japanese expert 17%), Practice 6%, Field Study 23%, Workshop 17%.

【5. Course Contents】

Day	Morning	Afternoon
1	- Arrival -	
2	Opening Ceremony, Course Orientation, Self-intro.	Overview of water supply management
3	Raw Water Source Management	Water Treatment (guest speaker from KU)
4	Water Treatment & Water Quality	Incident Management
5	Network Management	Site Visit at Yokogawa Thailand
6	Digital Transformation	Digital MWA
7-8	<Day off>	
9	Knowledge & Innovation Management	Travel to Rayong (+ Cultural visit)
10	Study Visit - WHA Utilities and Power PCL	(+ Cultural visit)
11	Non-Revenue Water Management (1)	Non-Revenue Water Management (2)
12	Online session with JICA HQ	Pipeline Management
13	Workshop:- Group Presentation Preparation	Workshop: Group Presentation Closing Ceremony

【6. Course Evaluation (Method & result)】 E.g.) Participants' rating average; PrePost test score; Comments.

(Method> This course used two levels of evaluation;

- 1) evaluating participant satisfaction (Course Evaluation by Participants)
- 2) evaluating learning of participants (Evaluation of Participants by the implementing agency)

<Result>

A. Course Evaluation by Participants

The overall average rating across all items (4.33 out of 5); Satisfaction with the Site Visit at Yokogawa (Thailand) Co., Ltd. (4.49 out of 5); Satisfaction with the Site Visit at WHA Utilities and Power Public Co., Ltd, Rayong Province (4.46 out of 5); Course Management (4.68 out of 5); and Satisfaction with Allowance (88.2%).

B. Evaluating the Learning of Participants

By doing the pre-test and post-test, the result is analyzed as follows: The pre-test scores range from 7 to 16, whereas the post-test scores range from 13 to 19. The average pre-test score is 10.75 and the average post-test score is 16.75. The overall improvement across all participants is approximately 37.89%.

【 Other (7. PR Activities) 】

Yes/ media = Facebook (JICA, M-WIT), MWA Website and Press Release

(1) <https://www.mwa.co.th/tica-jica-09-07-67/> (2) <https://today.line.me/th/v2/article/0Mn5B1P>

FY2025 Joint Evaluation of Third Country Training Programme (TCTP) in Thailand
Outline of the Training Course

No. in JICA-TICA List:	5
Training Course Title:	Emergency Medical Service (EMS) Leadership and Management Training Course for Regional Training for Pre-Hospital Emergency Care in CLMV
Total Batches:	3 batches
Period (plan and actual):	JFY2022-2024(Plan), 2023-2024(Actual)
Implementation Agency:	National Institute for Emergency Medicine (NIEM)
Sector:	Health / Emergency Medical Services
Status:	Completed

【I. Background】

This training program is jointly organized by the Government of Japan (through JICA), the Government of Thailand (through TICA), and the National Institute for Emergency Medicine (NIEM), with the aim of strengthening emergency medical service (EMS) systems in Cambodia, Lao PDR, Myanmar, and Vietnam (CLMV countries). The Regional Training for Pre-Hospital Emergency Care is designed to enhance the capacity of health personnel in CLMV countries and to support the development of a solid foundation for EMS in each country.

【II. Outline of the training course】

1.Implementation period

Plan (RD)	Actual
Approximately 4 days each year during JFY2022-2024, on-site	4days 8-11 May 2023(exclusive of travelling dates); On-site
	16 days 4-24 February 2024 (exclusive of travelling dates); On-site
	10 days 16-27 September 2024 (exclusive of travelling dates); On-site

2. Countries Invited and Total Number of Participants

- **Countries invited:**
Cambodia, Lao PDR, Myanmar, Vietnam (CLMV)
- **Total number of participants:**

	Plan (RD)	Actual
2023(1)	24 persons	16 persons
2023(2)	24 persons	16 persons
2024	24 persons	20 persons

3. Input (Total cost, (1) JICA (2) TICA)

- **Estimate before implementation and actual expense of each course:**

(Unit: THB)

		Plan	Actual
2023(1)	JICA	481,100	-
	TICA	498,850	-
	Total	979,950	-
2023(2)	JICA	373,314	-
	TICA	342,000	-
	Total	715,314	-
2024	JICA	931,088	-
	TICA	865,300	-
	Total	1,796,388	-

4. Completion report of the training course (yes/no)

Three Annual Evaluation Reports are available. The Final Course Report is not yet available.

5. Others/ Memo

【Theory of Change (TOC)】

Output =>	Initial Outcome =>	Intermed.Outcome =>	Final Outcome =>	(Further)
e.g) # certified Participants completed the training course with certificates.	e.g.) Skills obtained Participants acquire EMS knowledge and the necessary skills to become instructors.	e.g.) Application of skills Participants conduct EMS training as instructors.	e.g.) Production ↑ &Income ↑ EMS training is becoming widely adopted in each CLMV country. Regional collaboration among these countries is strengthened.	e.g.) Life ↑ A reliable EMS system is established in the CLMV countries, strengthening the healthcare sector across the region.

(Source) developed by IDCJ team

ANNEX 1 Design of the Training Course

【1. Goal】

Emergency Medical Service System in CLMV countries is strengthened through ability to have professionally trained personnel.

【2. Objective】

- (1) To introduce various aspects concerning emergency medicine to CLMV participants;
- (2) To prepare CLMV trainees with specific skills and knowledge required for EMS instructors in their respective countries;
- (3) To provide essential knowledge as basis for EMS medical direction for key personnel and decision-makers in EMS development of each respective country;
- (4) To share knowledge and experience for EMS in health emergencies i.e. COVID19 outbreak

【3. Language】

English

【4. Training Methods】

[2023(1)] Lecture 68% (Local lecturer 72% & Japanese 4%), Practice 20%, Field Study 12%

[2023(2)] Lecture 63% (Local lecturer 62% & Japanese 39%), Practice 37%, Field Study 13%

[2024] Lecture 68% (Local lecturer 72% & Japanese 4%), Practice 20%, Field Study 12%

(Source: Annual evaluation reports)

【5. Course Contents】

[2023(1): EMS Medical Director Training Course] source: RD

- Principles of EMS system
- Clinical leadership and oversight
- Human resources in EMS system
- Formulation and presentation of action plan

[2023(2): EMS Leadership and Management Training Course] source: RD

Training subject	Contents
Learning style	Way to Improved Information Retention Learning style exercises Motivation / Maslow Communicating skill in the classroom Learner Reinforcement Assignment of Teaching
Presentation strategies	Learning environment Public speaking Presentation style Audiovisual
Evaluation	Lesson plan and Development syllabus Type of evaluation Create and interpreting text Test constructing exercise Student MINI presentation and conclusion of each presentation
Assessment	Scene sizes up Primary assessment Secondary assessment: Unstable / unsure

	Secondary assessment: Stable/ History taking Immobilization
Immobilization	Primary assessment Immobilization Triage
Airway management / ACLS	Airway and Breathing management ACLS guideline Station Practice
Practical teaching	Public Speaking: Learner teaching and teacher debrief presentation EMS Topic: Disaster management EMS Topic: Orientation for continuous planning for EMS instructor Program
Review	Lecture: Patient assessment/ Cardiac/ Airway Practical Skill: Patient assessment / Cardiac/ Airway
Examination	Competency testing (ACLS and Trauma Skill) Writing testing

[2024: Emergency Medical Technician Instructors Course] source: RD

Training subject	Contents
Emergency medical service system	Introduction to Emergency Medical Service System Introduction of EMS Medical Director Legal issues of Emergency Medical Service Management and Operation Workshop Ground Medical Transportation
Special EMS	Mass Casualty Incident Aeromedical Transportation Marine Medical Transportation Basic Disaster Life Support Sport Medicine
Clinical management	Basic Life Support (BLS) Advanced Cardiovascular Life Support (ACCLS) Basic Life Trauma Support Advanced Trauma Life Support EMS and Medical Equipment
Education and training	-
Study visit	Ambulance Station and Trauma Excellence Center Dispatch Center NGO EMS operation

【6. Course Evaluation (method and result)】

• Evaluation method

The evaluation used questionnaires developed by NIEM, covering four main areas: general information, course structure, lecturers, and medical knowledge. Questions addressed participants' background, course design and delivery, lecturer performance, and participants' understanding after the training. Responses were rated on a 5-point scale (1 = Strongly Disagree, 5 = Strongly Agree), and analyzed using basic statistical methods such as percentages.

• Evaluation result

[\[2023\(1\)\]](#)

- Participants in the 2023 training understood the content well and found the course useful. Materials were rated highly, but lectures were considered too long, making it hard to stay focused. Some suggested more practical, step-by-step instruction, especially for action plan topics.
- Lecturers were well-prepared, though communication and teaching methods could improve. The venue was appropriate, but the 4-day schedule felt too short. This showed participants were eager to learn more and highlighted the need for more time on unfamiliar topics.

[2023(2)]

- Some participants noted that 3-hour lectures were sometimes too long, affecting focus. Practical, step-by-step instruction was recommended for better understanding, especially for action plan topics.
- The training venue (NIEM) was appropriate, and time allocation was satisfactory. However, participants requested more variety and larger portions for lunch and refreshments. The limited training time was seen as a sign of participants' eagerness to learn, highlighting the need for longer sessions on unfamiliar topics.

[2024]

- The Emergency Medical Technician Instructors Training Course attracted a diverse group of trainees, including rescue personnel, fire rescue corps, medical doctors, and nurses with EMS experience. The course's education theories and teaching methods were well received, especially since medical education opportunities are limited in Thailand.
- Practical sessions, including APCLS and PHTLS training with hands-on stations and scenarios, were a key feature and considered both challenging and valuable by trainees. Most participants felt the course was beneficial but suggested it should be longer and less rushed to allow for more detailed learning.

【7. Comments and suggestions from annual/evaluation reports】

Main recommendations from Annual Evaluation Reports:

- Some sessions are too long and densely packed with information, which can make them boring and cause fatigue, reducing participants' ability to absorb the material.
- More practical exercises, problem-solving sessions, and field studies should be included to enhance engagement and understanding.
- Some lecturers teach for long periods without exercise, leading to participants feeling sleepy.
- Occasionally, sessions went overtime, but this was generally acceptable.
- Increase the number of participants from CLMV countries. Besides emergency doctors, emergency nurses should also be encouraged to attend, as EMS is a team effort.
- Consider extending the course duration by adding more days to avoid overloading participants in a single day

FY2025 Joint Evaluation of Third Country Training Programme (TCTP) in Thailand
Outline of the Training Course

No. in JICA-TICA List:	6
Training Course Title:	International Road Infrastructure Development for ASEAN and BIMSTEC Networks (Phase 2)
Total Batches:	3 batches
Period (plan and actual):	JFY2021-2023
Implementation Agency:	Department of Highways (DOH)
Sector:	Transport and Urban/Regional Development
Status:	Completed

【I. Background】

Japan is collaborating with the Association of Southeast Asian Nations (ASEAN) and the Bay of Bengal Initiative for Multi-Sectoral Technical and Economic Cooperation (BIMSTEC) countries to strengthen connectivity in those regions, thereby supporting sustainable development. As part of the efforts, based on a proposal from the Thailand Department of Highways (DOH), the TCTP course on International Road Infrastructure Development for ASEAN and BIMSTEC Network (phase 1) was conducted during JFY2017 and JFY2019. Following this, the next phase of the training course was formulated.

【II. Outline of the training course】

1.Implementation period

Plan (RD)	Actual
3 weeks each year during JFY2021-2023, on-site	19 days 16 Jan - 3 Feb 2023 (exclusive of travelling dates); On-site
	19 days 3-21 July 2023 (exclusive of travelling dates); On-site
	19 days 15 Jan - 2 Feb 2024 (exclusive of travelling dates); On-site

2. Countries Invited and Total Number of Participants

• **Countries invited:**

Cambodia, Indonesia, Lao PDR, Malaysia, The Republic of the Union of Myanmar, The Philippines, Vietnam, Thailand, Bangladesh, Bhutan, Nepal, Sri Lanka

• **Total number of participants:**

	Plan (GI)	Actual
2023(1)	25 persons	18 persons
2023(2)	25 persons	20 persons
2024	25 persons	21 persons

3. Input (Total cost, (1) JICA (2) TICA (3) Implementation agency if any)

- **R/D Estimate for the first course:** Total THB 3,259,700 (JICA: 1,627,800; TICA(Thailand): 1,631,900)
- **Estimate before implementation and actual expense of each course:**

(Unit: THB)

		Plan	Actual
2023(1)	JICA	1,095,200	1,041,876
	TICA	1,081,422	-
	Total	2,176,622	-
2023(2)	JICA	1,076,450	966,426
	TICA	1,060,160	-
	Total	2,136,610	-
2024	JICA	1,129,484	1,118,717

	TICA	1,051,300	-
	Total	2,180,784	-

4. Completion report of the training course (yes/no)

Yes. 3 Annual Evaluation Reports and Draft Terminal Evaluation Sheet are available.

5. Others/ Memo

【Theory of Change (TOC)】

Output =>	Initial Outcome =>	Intermed.Outcome =>	Final Outcome =>	(Further)
e.g) # certified Participants completed the training course with certificate.	e.g.) Skills obtained Knowledge and understanding is obtained on international road networks; issues related to planning, management and maintenance of road projects; and highway and bridge design, road safety and other engineering issues.	e.g.) Application of skills • Gained knowledge and experiences are applied to the participant countries' road development projects. • Knowledge sharing and collaboration in international road development projects are promoted among the participant countries.	e.g.) Production ↑ &Income ↑ International road network development is promoted/improved in ASEAN and BIMSTEC countries.	e.g.) Life ↑ (Mobility and economic activity in the regions become more active.)

(Source) developed by IDCJ team

ANNEX 1 Design of the Training Course

【1.Goal】

Transferring and exchanging best practices and knowledge including new technology on road infrastructure development to ASEAN and BIMSTEC as well as formulating road network and collaboration among relevant road authorities in the regions.

【2. Objective 】

- (1) To develop knowledge and understanding on international road infrastructure networks development among ASEAN and BIMSTEC countries.
- (2) To develop knowledge and understanding on planning for road projects funded by overseas loans and grants.
- (3) To exchange best practices and experiences on road construction problems and solutions, highway and bridge design, road safety and other engineering issues.
- (4) To facilitate the exchange of knowledge and experiences among participants in order to promote mutual cooperation on road engineering issues.
- (5) To recommend new technology for road infrastructure development (if any)

【3. Language】

English

【4. Training Methods】

[2023(1)] Lecture 76% (Local lecturer 76% & Japanese 0%), Field Study 18%, Cultural Visit 6%

[2023(2)] Lecture 86% (Local lecturer 86% & Japanese 0%), Field Study 10%, Cultural Visit 3%

[2024] Lecture 76% (Local lecturer 75% & Japanese 1%), Field Study 18%, Cultural Visit 6%

(Source: Annual evaluation reports)

【5. Course Contents】

Module # and title (R/D)	Content (R/D)	Note
Module 1 International Road Network Development & Road Management and Administrative System	1) Infrastructure Development of Thailand: Land, Air and Water Transportation Modes 2) DOH's Road Management and Administration 3) ASEAN and BIMSTEC Networks 4) Land Transport Regulations for International Vehicles and Truck Loads 5) International Bridge Management System: Border Control, ICQ System, Management of Traffic Safety 6) Road Maintenance and Management & New Maintenance Technologies Transferred from Japan	6) was renamed to "Bridge Construction and Maintenance Technologies Transferred from Japan" in Batch 3 (GI).
Module 2 Planning for Road Projects	1) Feasibility Study for Road Project 2) Environmental Impact Assessment & Public Involvement and Resettlement Plan 3) Public Private Partnership (PPP) for Road Project 4) Overseas Loan Projects: International Procurement Guideline, Bidding 5) Procurement Flow for Civil Works and Construction Supervision Consulting Services and Condition of Contract	2) was renamed to "Sustainable Highway Development" in Batch 3 (GI).
Module 3 Highway Design	1) Geometric Design of Highway 2) Highway Bridge Design 3) Highway Materials and Pavement Structure Design	
Module 4 Road Construction Project Administration	1) Construction Contract Management 2) Cost Estimation for Road Construction 3) Highway Material Quality Control and Testing 4) Problems and Resolutions for Road Construction	4) was changed to "Road Safety Audit and Work Zone Safety" in Batch 3 (GI).

Module 5 Slope Engineering for Highway	1) Embankment Design for Highways 2) Highway Slope Failures: Case Studies 3) Ground Improvement Techniques 4) Earth Reinforcement System 5) Problematic Issues on Subsurface Water in Road System	
Module 6 Road Traffic Safety	1) Road Safety Management 2) Intelligent Transport System 3) Road Safety Devices for Highways	
Module 7 Technical Visits on Road Engineering and Cultural Heritage	1) Technical Visits on International Bridge Projects 2) Technical Visit on Road Construction Project funded by Overseas Loan 3) Technical Visit on Overpass Construction Project at Bo Win Industrial Estate/ Eastern Sea Board/ Amata City and Pak Ruam Intersection 4) Technical Visit on DOH Road Human Resource Development Center 5) Cultural Visits	(Some of the specific visit destinations varied depending on the batch.)

Note: A Japanese expert gave a lecture on the subject “Equipment and Operation in Tunnel Section” in the Batch 3 training according to Terminal Evaluation Sheet (draft). No information is available on which module the lecture belonged to.

【6. Course Evaluation (method and result)】

• Evaluation method

(1) Course evaluation by participants (participant satisfaction)

- 1) Topic evaluation: 5 point-scale (1-5) questions to assess effectiveness, efficiency and prospective impact
- 2) Overall evaluation: 5 point-scale (1-5) questions to assess relevance, effectiveness, efficiency, impact and sustainability

(2) Evaluation of participants by the implementing agency

The post test was conducted at the end of every subject. Pre-test was not conducted.

• Evaluation result

[2023(1)]

(1) 5-point results were converted into percentage scale (100%: highest). Average scores are as follows:

- 1) Effectiveness: 88.9 (81.1-95.6 across subjects); Efficiency: 88.4 (77.8-95.6); Impact: 88.8 (83.3-97.8)
- 2) Relevance: 91.9; Effectiveness and Efficiency: 87.9; Impact: 92.8; Sustainability: 84.4 (All criteria were rated as “achieved.”)

(2) The post-tests’ average score of all subjects (100%: highest): 79.8

[2023(2)]

(1) 5-point results were converted into percentage scale (100%: highest). Average marks are as follows:

- 1) Effectiveness: 91.9 (88.0-99.0 across subjects); Efficiency: 93.0 (82.4-99.0); Impact: 93.6 (87.4-99.0)
- 2) Relevance: 95.2; Effectiveness and Efficiency: 93.0; Impact: 95.0; Sustainability: 92.0 (All criteria were rated as “achieved.”)

(2) The post-tests’ average score of all subjects (100%: highest): 84.0

[2025]

(1) 5-point results were converted into percentage scale (100%: highest). Average marks are as follows:

- 1) Effectiveness: 92.9 (85.7-98.1 across subjects); Efficiency: 93.4 (82.0-98.8); Impact: 94.4 (85.6-98.1)
- 2) Relevance: 89.8; Effectiveness: 84.0; Efficiency: 84.4; Impact: 84.4; Sustainability: 76.3 (All criteria were rated as “achieved.”)

(2) The post-tests’ average score of all subjects (100%: highest): 79.0

[Terminal Evaluation Sheet (draft)]

Achievement of Objectives: Both Objectives (1&2) are achieved.

Achievement of Purpose: Achieved

【7. Comments and suggestions from annual/evaluation reports】

Main recommendations from Annual Evaluation Reports:

- The course period should be longer.
- Time and places for technical visits should be increased.
- It would be better to include a variety of works in technical visits, such as construction sites.

Main points from lessons learned indicated in Terminal Evaluation Sheet (draft):

- Initially, it was considered to conduct this training online due to the spread of COVID-19. However, there were very few applicants interested in the online training sessions. Part of this may be due to the engineering content not being suitable for solely online lectures. Engineering work often requires practical learning, accompanied by teaching or supplementary theoretical lectures.
- In terms of applying procedure, it was found that sometimes the transmission of information between countries through official channels, such as sending applications through embassies, could be slow. Information about scholarship applications in some countries did not reach the relevant agencies in time. To cope with this issue, for the last batch, DOH promoted the scholarship application by sending emails to ex-trainees individually and also providing information directly to the public sectors within the ASEAN and BIMSTEC groups that collaborate with DOH.

FY2025 Joint Evaluation of Third Country Training Programme (TCTP) in Thailand
Outline of the Training Course (No. #7)

No. in JICA-TICA' List:	#7
Training Course Title:	Rice Production Technologies for Food Security and Sustainability of African Countries
Total Batches:	3 batches
Period (plan and actual):	1st RD (Mar.23,2021) JFY2021– 2023 (3years) 2nd RD (Aug. 8, 2024): JFY2024-2026 (3 years)
Implementation Agency:	Kasetsart University (KU)
Sector:	Agricultural Development
Status:	3 years completed an ongoing in 2025

【I. Background】 (should be 2-3 lines)

In accordance with the Coalition for African Rice Development (CARD) phase 2 that aims to double the rice production in Sub-Saharan Africa by 2030., JICA, TICA and Kasetsart University (KU) agreed to develop the courses for African countries, expecting that the result will contribute to the CARD's goal.

【II. Outline of the training course】 (from R/D. Remarks added any change from R/D)

1. Schedule by year

↓ 1st RD (Mar.23,2021)	
Year	Schedule
2022	Online: 5-26 Sep. 2022.
2023	Pre-Onesite: 5-14 Aug, 2023; Onsite: 15 Aug. – 19 Sep, 2023.
2024	Onsite: 17 Jan. – 20 Feb.2024 (French African countries)
↓ 2nd RD (Augt.2024)	
Year	Schedule
2024	8 Jan. – 14 Feb. 2025
2025	Not yet done
2026	Not yet done.

2. Countries Invited and total Number of Participants

2022 (Online): 15 African countries : Angola, Ethiopia, Gambia, Ghana, Guinea-Bissau, Kenya, Liberia, Mozambique, Malawi, Sierra Leone, Rwanda, Sudan, Tanzania, Uganda, Zambia.

2023(Pre & Onsite): 18 African countries: Angola, Ethiopia, Gambia, Ghana, Guinea-Bissu, Kenya, Liberia, Mozambique, Malawi, Nigeria, Sierra Leone, Rwanda, Sudan, Tanzania, Uganda, Zambia.

2024 (Onsite -Francophone) : 6 French African countries: Benin, Burkina Faso, Burundi, Cote d'Ivoire, Gabon, Senegal.

3. Input (Total cost, (1) JICA, (2) TICA. (3) Implementation agency if any) Unit: Thai Bath

↓ 1st RD (Mar.23,2021)	
Plan (Mar.23, 2022)	16,286,260 ((1) Japan:8,242,800 (50.61%); (2) Thailand 8,043,460(49.39%))
Plan (2023 Pre- & Onsite)	8,433,227 ((1) 4,271,060 (50.65%); (2) 3,749,567 (44.46%), (3)412,600 (4.89%))
Plan (Jan.8,2024 Onsite)	9,545,686 ((1)5,041,060 (52.81%), (2)4,333,626 (45.40%), (3) 171,000(1.79%)
↓ 2nd RD (Augt.2024)	
Plan (7 Jan.-15 Feb.2025)	5,179,349 ((1) JICA 2,751,860 (53.13%); (2) TICA 2,284,989 (44.12%); (3) KU 142,500(2.75%)

4. Completion report of the training course (yes/no)

Yes. 3 annual reports are available.

5. Others/ Memo

It is observed that the training course is extended to the subsequent year (FY2025).

【Theory of Change (TOC)】

Output =>	Initial Outcome =>	Intermed.Outcome =>	Final Outcome =>	(Further)
e.g) # certified Participants completed the training course with certification	e.g.) Skills obtained The technology and management of rice production (from planting to harvesting) obtained.	e.g.) Application of skills Skills applied in their work and diffused to the farmers and related workers.	e.g.) Production ↑ & Income ↑ -Farmers apply the skills. - Rice production increased (doubled).	e.g.) Life ↑ -Famers' income increased. -Famer's life become better.

(Source) developed by IDCJ team

ANNEX 1 Design of the Training Course

【1.Goal】

Subsistence of rice production aims to reduce cost in rice production that gain yield and grain quality are not decrease. The technology and management of rice production from planting to harvesting include; seed testing, seed preparation, land preparation, planting methods, water management, nutrition management, prevention of rice pests by through alternative methods for proper decision making in safety rice production and also postharvest technology. Moreover, the alternative technologies for rice production including bio-fertilizer, Trichoderma, integrate Pests Management (IPM) and Alternate Wet and Dry (AWD) water management are added on this course. Furthermore, the financial analysis to estimate the budget of rice production is included.

【2. Objective】 E.g.) #1. ~ #5.etc.

1. To address the important roles of rice production of local and new rice varieties in Africa.
2. To identify problems in practices, processes, distribution, and regulation of rice production in each participating African Countries.
3. To understand the processes, management and technology of rice production in centralized and decentralized farmer's participatory approaches for effective rice production and distribution.
4. To gain experiences and understanding of pre- and post- harvest rice production technologies for effective implementation.
5. To develop the action plan to implement rice production in participants' countries after returning home to the practical improvement of rice production.

【3. Language】 E.g.) English only; National Language, Hybrid

The course were conducted in English. In FY2024, French and English were used.

【4. Training Methods】

Lecture 35%, Field & laboratory practices 35%, Study visit 15%, Discussion & presentation 15%

【5. Course Contents】

Module # and title	Content
Module 1: Introduction of rice production and price policy	- Overview of rice production in Thailand - Rice Policy in Thailand: Economic and Production Issue
Module 2: Technology and Management for Rice (Pre-) Planting	2.1 Rice varieties 2.2 Seed quality 2.3 Land preparation
Module 3: Technology and Management of Rice Production	3.1 Planting; 3.2 Water management; 3.3 Weed management; 3.4 Soil fertility; 3.5 Pest and diseases
Module 4: Technology and Management of Rice Post-Harvest	- Rice harvesting and postharvest technology - Practice for rice harvesting - Practice for grain quality - Rice Logistic and <u>Value Chain System</u> - Cropping system in Paddy field
Module 5: Economic and Financial Analysis for Rice Production	- <u>Cost-Benefit Analysis (CBA)</u> in Rice Production
Module 6: Country report, Presentation and Discussion	-Country report: presentation -Summarize and Discussion for policy of rice production -Action plan presentation -The writing project on " <u>Individual Action Plan</u> "
Module 7: Study Visit <Onsite program>	-Upland rice; -Rice farmer community; - Bid paddy field project; - Rice Science Center, etc. Centers, Musiums, Farm, Rice Mills are visited.

【6. Course Evaluation (Method & result)】 E.g.) Participants' rating average; PrePost test score; Comments.

↓ 1st RD (Mar.23,2021)

1st year (Online, 2022)) -Evaluation format and questionnaires: 1) evaluating participants and 2) learning achievement of participants

-Topic evaluation : 5 point-scale (1-5) and 8 topics: content; Applicability to your work; the period; training materials; Knowledge ability of the lecturer; Ability to convey knowledge to listeners; Ability to answer questions; Goodness of presentation. **Average 4.77 - 4.91 (Very Good).**

- Comment: Poor internet connectivity and the cost coverage for connecting internet/purchasing data is necessary.

2nd year (Pre & Onsite 2023) "Very good": Relevance, Effectiveness, Efficiency, Impact, Usefulness, Expectation, and Applicability, "Good": Sustainability.

- Comment: Well planned. Learned much.
- 3rd year (Onsite-Francophone 2024) All modules are evaluated as “Very good”.
- Comment: Very good practices.

↓ 2nd RD (Augt.2024)

- On average, all topics were rated **“very good” with 93.46 %**. The average percentage rating score from 88.00 % to 96.40 %.
- Aspects of evaluation: (1) importance, (2) interest, (3) appropriateness of content, (4) relevance to participants works, (5) applicability to participants’ works and (6) goodness of presentation.
- Topic of evaluation: (1) Introduction to rice production and rice policy; (2) Technology and Management for Rice Pre-Planting; (3) Technology and Management of Rice Production; (4) Technology and Management of Rice Post-Harvest; Module 5 Economic and Financial analysis for rice production.
- Study visit: 11 centers and places.
- The information presented in table 5 demonstrated the result of participants’ assessment that related to aspects of average percentage rating score of each item in overall. On average, Overall evaluation were rated “very good” with 90.79%. The average percentage rating score from 70.00 to 97.50%. Usefulness got the highest average score in overall with 97.50% while sustainability got the lowest score with 70.00%

FY2025 Joint Evaluation of Third Country Training Programme (TCTP) in Thailand
Outline of the Training Course

No. in JICA-TICA List:	8
Training Course Title:	Skill Development for Material Processing for Mekong Countries
Total Batches:	5 batches
Period (plan and actual):	JFY2015-2019
Implementation Agency:	Division of Innovation and Industrial Technology Development, Department of Industrial Promotion, Ministry of Industry (Until 2016: Bureau of Supporting Industries Development (BSID))
Sector:	Industrial Advancement
Status:	Completed

【I. Background】

With the realization of ASEAN Economic Community (AEC) in 2015, it was expected that more companies would establish a new production base in CLMV countries with their main factory remaining in Thailand. To be ready for the increasing investment as well as to prepare for the future expansion of production base, it is an urgent issue for CLMV countries to upgrade the capacity and skill level of responsible organizations for supporting industry development.

【II. Outline of the training course】

1. Implementation period

Plan (RD)	Actual
3 weeks each year during JFY2015-2019	21 days 13 Sep - 3 Oct 2015; On-site
	21 days 6-26 Nov 2016; On-site
	21 days 5-25 Nov 2017; On-site
	14 days 10-23 Feb 2019; On-site
	18 days 28 Jan - 14 Feb 2020; On-site

2. Countries Invited and Total Number of Participants

- **Countries invited:**
Cambodia, Lao PDR, Myanmar and Vietnam
- **Total number of participants:**

	Plan (GI)	Actual
2015 (JFY2015)	20 persons	14 persons
2016 (JFY2016)	20 persons	19 persons
2017 (JFY2017)	20 persons	25 persons
2019 (JFY2018)	20 persons	17 persons
2020 (JFY2019)	20 persons	20 persons

3. Input (Total cost, (1) JICA (2) TICA (3) Implementation agency if any)

- **R/D Estimate for the first course:** Total THB 2,241,498 (JICA: 1,524,958; TICA: 716,540)
- **Estimate before implementation and actual expense of each course:**

(Unit: THB)

		Plan	Actual
2015	JICA	1,524,958	1,109,218
	TICA	716,540	-
	Total	2,241,498	-
2016	JICA	1,863,000	1,736,874
	TICA	-	-

	Total	-	-
2017	JICA	1,763,600	1,583,518
	TICA	-	-
	Total	-	-
2019	JICA	1,024,580	656,758
	TICA	-	-
	Total	-	-
2020	JICA	1,071,300	1,065,300
	TICA	-	-
	Total	-	-

4. Completion report of the training course (yes/no)

Annual evaluation reports for 2015 and 2020 are available. Other annual reports (for 2016, 2017 and 2019) are unavailable.

5. Others/ Memo

【Theory of Change (TOC)】

Output =>	Initial Outcome =>	Intermed.Outcome =>	Final Outcome =>	(Further)
e.g) # certified Participants completed the training course with certificate.	e.g.) Skills obtained Participants' skills and techniques in Material processing are upgraded.	e.g.) Application of skills - Capacity and skills of organizations responsible for skill development for supporting industries are improved. - Supporting industries' skill level is improved in CLMV.	e.g.) Production ↑ & Income ↑ - Investment in production bases is increased in CLMV. - Development gaps among ASEAN member countries are reduced.	e.g.) Life ↑ Sustainable economic development in Mekong Region is realized.

(Source) developed by IDCJ team

ANNEX 1 Design of the Training Course

【1.Goal】

Sustainable economic development in Mekong Region is realized through developing skills for supporting industries.

【2. Objective】

- (1) Capacity and skills of organizations responsible for skill development for supporting industries will be improved.
- (2) Participants' skills and techniques in Material processing are upgraded so that they are able to help promote investment climate and narrow development gap among ASEAN member countries. (GI)

【3. Language】

English

【4. Training Methods】

- [2015] Lecture and workshop, Factory visit
[2016] Lecture and workshop, Factory visit
[2017] Lecture and workshop, Factory visit
[2019] Lecture and workshop, Factory visit
[2020] Lecture and workshop, Factory visit

【5. Course Contents】

Module	Content	Note
General course (Common module)	Didactics for Technical training	
Specific course (Module by group)	Plastic Injection Mould Design	JFY2015, JFY2016, JFY2019
	Plastic Injection Process and Mould Technology	
	PLC Programming	JFY2015, JFY2016, JFY2017
	CNC Programming and Operation	JFY2015, JFY2016, JFY2017,
	CNC Machining and Cutting Technology	JFY2018(2019), JFY2019(2020)
	Welding Technology	JFY2016, JFY2017
	Textile Processing of Dyeing and Finishing	JFY2016, JFY2017
	Agricultural Machinery	JFY2018(2019)
	Ceramic Processing	JFY2018(2019)
	Lean Automation System Integration	JFY2019(2020)

Note: Trainees were divided into several (3-5) groups at each batch to learn specific course contents.

【6. Course Evaluation (method and result)】

- **Evaluation method** (from JFY2019 report)
Evaluation of curriculum and trainers by trainees (five-point scale: Best; Good; Moderate; Fair; Poor)
- **Evaluation result**
 - 1) 18 or more trainees out of 20 answered “Best” or “Good” for “Knowledge gained after trained”, “Location”, “Technique and method of training”, “skillful and intelligence of trainers”, and “On time behavior”.
 - 2) 8 trainees out of 20 answered “Best” or “Good”, while 10 answered “Moderate” for “Time and duration”.

【7. Comments and suggestions from annual/evaluation reports】

FY2025 Joint Evaluation of Third Country Training Programme (TCTP) in Thailand

Outline of the Training Course (No. #9)

No. in JICA-TICA' List:	#9
Training Course Title:	Workshop on Investment Promotion Policy and Enhancing Industrial Competitiveness for Mekong and South Asian Countries
Total Batches:	2 batches
Period (plan and actual):	Plan: 2021 – 2022 Actual: 2022-2023, due to COVID19
Implementation Agency:	Thailand Board of Investment (BOI)
Sector:	Industrial Advancement
Status:	Completed

【I. Background】 (should be 2-3 lines)

With the realization of the ASEAN Economic Community (AEC) in 2015, the promotion of Foreign Direct Investment (FDI) is one of the most prioritized challenges of the Mekong countries in order to maintain sustainable economic growth in light of strong competition. Mitigating the development gap among ASEAN member states is also an important obligation of Thailand. Having achieved remarkable economic growth through the successful implementation of an FDI promotion policy, Thailand is the best resource country to contribute in this regard. As a result, JICA, TICA and BOI agreed to organize two more workshops in order to continue to contribute to the economic and industrial promotion and the development in the Mekong and South Asian countries.

【II. Outline of the training course】 (from R/D. Remarks added any change from R/D)

1. Duration and Mode (Total days) (Online or On-site)

On-site only.

2. Schedule by year

Year	Schedule
2021&2022	No (Due to COVID 19)
2023	6 - 17 February 2023
2024	5 - 14 February 2024

3. Countries Invited and total Number of Participants

2023: 6 countries. Cambodia, Lao PDR, Myanmar, Bangladesh, Sri Lanka and Nepal. 18 participants.

2024: 5 countries. Cambodia, Myanmar, Nepal, Sri Lanka, Bangladesh. 17 participants.

4. Input (Total cost, (1) JICA, (2) TICA. (3) Implementation agency if any)

JFY2022 (6-17 Feb. 2023) Estimate: 505,900B; Actual: 277,002.80B(74.52%); Balance: 128,897.20(25.48%)

JPF2023 (5-15 Feb.2024) Estimate: 439.178B; Actual 345,562.20B (78.68%); Balance: 93,615.80 (21.32%)

5. Completion report of the training course (yes/no)

Yes. 2 annual reports are available.

6. Others/ Memo

【Theory of Change (TOC)】

Output =>	Initial Outcome =>	Intermed.Outcome =>	Final Outcome =>	(Further)
e.g) # certified - Participants completed the training course with certification	e.g.) Skills obtained - Skills and knowledge on Foreign Direct Investment (FDI) is obtained	e.g.) Application of skills -Skills and knowledge on (FDI) is and applied for national or sector policy and legislation.	e.g.) Production↑ &Income ↑ - FDI is increased (# and total amount) in each country	e.g.) Life ↑ - Production and trade increased in each country -Income level in each country is increased

(Source) developed by IDCJ team

ANNEX 1 Design of the Training Course

【1.Goal】

Sustainable economic development in Mekong and South Asian Countries are realized through appropriate implementation of investment promotion policies and measures

【2. Objective】 E.g.) #1. ~ #5.etc.

Appropriate and effective policies on investment promotion are to be shared among the Mekong and South Asian Countries, in order to facilitate FDI, and linkage formation with local supporting industries which respond to the current and future needs of sustainable regional economic growth.

【3. Language】 E.g.) English only; National Language, Hybrid English.

【4. Training Methods】

<2023 (JFY2022)> Lecture 13 sessions and Field trip 9 sessions.

<2024 (JFY2023)> Lecture 7 sessions and Field trip 7 sessions.

【5. Course Contents】

2.1 Part I: Lecture

Session # and Topic (2022)	Session # and Topic (2023)
1. Economic Development of Thailand: Psst, Present and Future	1. Thailand Economic Outlook and the Linkage between ASEAN and South Asia
2. Introducing BOI and Investment promotion policy	2. Introducing BOI (Part 1); - Investment Promotion Policy - How to get investment Promotion & Incentives
3. How to get investment promotion and incentives, Pre and Post approval process, Services and facilitation to investor	3. Introducing BOI (Part 2); - Thai Overseas Investment Promotion - BOI Unit for Industrial Linkage Development (BUILD) - Domestic Direct Investment
4. Activities and services to enhance investor competitiveness	4. Thailand's Customs Regulations, Procedures, and Import Tariffs
5. Investment facilitation/ Work permit and visa approval	5. Thailand's Import-Export Procedures and Trade under FTA
6. International advertising campaign for image enhancement and public relation strategy	6. IEAT's Investment Promotion : Privileges, Incentives, and Facilitation
7. Impacts of Government Subsidies on Foreign Investment Promotion	7. Thailand's Long-term Resident (LTR) Visa Program, Work Permit and Visa Approval Process
8. Regional Infrastructure Connectivity	
9. Foreign company registration process	
10. Investment promotion and facilitation	
11. Labor policy and measure and social welfare	
12. SMEs promotion policy, activities and services for SMEs enhancement	
13. Experience sharing from the perspective of multinational companies who invest in ASEAN & more	

2.2 Part II: Field trip

Session # and Organization / Agency (2022)	Session # and Organization / Agency (2023)
14. Thai Chamber of Commerce (TCC) and Board of Trade of Thailand	14. Thai Chamber of Commerce (TCC) and Board of Trade of Thailand
15. Federation of Thai Industries (FTI)	15. Federation of Thai Industries (FTI)
16. Grand Palace Visit	16. Grand Palace Visit
17. Thailand Science Park, Pathum Thani	17. Amata City, Chonburi
18. BOI's Regional Investment and Economic Center 4 at Laemchabang and Laemchabang Port	18. Techman Electronics Thailand co.,ltd, Chonburi
19. Investor Club	19. Laemchabang Port
20. Digital Economy Promotion Agency	20. Siam Kubota Corporation, Chonburi
21. Geo-Informatics and Space Technology Development Agency (Public Organisation)	
22. Eastern Seaboard Industrial Estates (WHA) & factory visit	
23. EECi Wangchan Valley	

【6. Course Evaluation (Method & result)】 E.g.) Participants' rating average; PrePost test score; Comments.

<Plan> JICA and BOI jointly conducted the following evaluation of each course.

<Result 2023> Rated utmost satisfaction (55.56%), followed by 44.44% for the satisfaction level.

<Result 2024> Rated utmost satisfaction (94.12%), followed by 5.88% for the satisfaction level.

Participants' satisfaction level of BOI topics in both years includes "Introducing BOI (Part 1) Investment Promotion Policy and How to Get".

FY2025 Joint Evaluation of Third Country Training Programme (TCTP) in Thailand

Outline of the Training Course

No. in JICA-TICA List:	10
Training Course Title:	Strengthening Disability Inclusive Disaster Risk Reduction in the ASEAN Region
Total Batches:	3 batches
Period (plan and actual):	Plan:2021-2023 Actual:JFY2022-2024
Implementation Agency:	Asia-Pacific Development Center on Disability (APCD)
Sector:	Disability Inclusive Disaster Risk Reduction
Status:	Completed

【I. Background】

This training course focuses on Disability-Inclusive Disaster Risk Reduction (DIDRR) in the ASEAN region, prioritizing long-term risk reduction over emergency aid. People with disabilities are more vulnerable in disasters, but their needs and views are often overlooked in disaster planning. The course aims to teach inclusive methods and help participants build stronger and fairer disaster risk reduction systems in the region.

【II. Outline of the training course】 (Source: RD, TCTP Activity Report Course 1-3¹)

1. Implementation Period

Plan	Actual
14 days each year (On-site)	14days 23-29 Jul 2022(Online), 5-11 Feb 2023(On-site)
	13 days 9-22 Jul 2023(On-site)
	13days 14-27 Jan 2024(On-site)

2. Countries Invited and Total Number of Participants (source: RD, TCTP Activity Report Course 1-3)

• **Countries invited:**

Brunei, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, Philippines, Singapore, Thailand and Vietnam * Nominations from Brunei and Singapore are invited for self-sponsored international travel.

Plan	Actual
40 persons at maximum	23 persons
	16 persons
	21 persons

3. Input (source: RD)

- Estimate before implementation and actual expense of each course:

Unit:THB

		Plan(RD)	Actual
2022 (on-site)	JICA	1,039,500	-
	TICA	964,748	-
	APCD	67,000	-
	Total	2,071,248	-
2023	JICA	1,505,250	-
	TICA	963,636	-
	APCD	558,720	-

¹ Course1 [AW_TCTP Activities Report 2023_on Web.pdf](#)

Course2 [AW_TCTP Activities Report 2023 Course 2.pdf](#)

Course3 [AW_TCTP Activities Report 2024 Course 3 Final 21032024.pdf](#)

	Total	3,037,606	-
2024	JICA	1,910,700	-
	TICA	1,257,994	-
	APCD	578,200	-
	Total	3,746,994	-
Total	JICA	2,220,700	-
	TICA	2,041,880	-
	APCD	113,000	-
	Total	THB4,375,580	-

4. Completion report of the training course (yes/no)

Yes

5. Others/ Memo

【Theory of Change (TOC)】

Output =>	Initial Outcome =>	Intermed.Outcome =>	Final Outcome =>	(Further)
e.g.) # certified Participants completed the training course with certificate	e.g.) Skills obtained -Participants gain knowledge on DIDRR in the ASEAN region. -Participants understand the DIDRR trainer knowledge and procedures	e.g.) Application of skills -Participants share the knowledge on DIDRR with their workplaces, families, and communities. -Participants act as DIDRR trainers in their home countries	e.g.) Production ↑ & Income ↑ Disaster management plans and policies reflecting the DIDRR will be developed.	e.g.) Life ↑ DIDRR becomes a standard and persons with disabilities and their families can participate in all disaster risk reduction activities and live safely in their communities.

(Source) developed by IDCJ team

ANNEX 1 Design of the Training Course

【1.Goal】 (source: RD)

To empower persons with disabilities and their families' capabilities to live in safe environment in their community when any disasters occur and to ensure that they can fully participate in every process of Disaster Risk Reduction.

【2. Expected Outcome】 (source: RD)

- 1) Disability Inclusive Disaster Risk Reduction (DIDRR) will be strengthened in ASEAN Member States;
- 2) Awareness and preparedness on climate change, Disaster Risk Reduction (DRR) and Disability Inclusive Disaster Risk Reduction (DIDRR) will be raised and made in the ASEAN community level;
- 3) Collaboration on making a peaceful, secure, stable and resilient region by ASEAN Member States, Thailand and Japan will be strengthened;
- 4) Update good practices on DIDRR in ASEAN and Japan will be exchanged;
- 5) The gap on DIDRR awareness among ASEAN Countries and Japan, particularly; Mekong countries will be reduced and;
- 6) Potential trainers on DIDRR will be emerged in ASEAN countries.

【3. Objectives for Each Course】 (source: RD)

Course 1	➤ Participants could learn about basic concepts of DRR and DIDRR. ➤ Participants could develop mutual understandings and knowledge of situation on DIDRR in the ASEAN region. ➤ Participants could share and learn about good practices of DIDRR in the ASEAN region. ➤ Documentation on situations and good practices of DIDRR in the ASEAN region.
Course 2	➤ Participants could provide inputs on recommendations for strengthening DIDRR in ASEAN countries. ➤ Participants could develop a manual on Training of Trainers (TOT) on DIDRR. ➤ Documentation on strengthening DIDRR for policy makers in the ASEAN and Asia-Pacific regions. ➤ Developing a manual on TOT on DIDRR.
Course 3	➤ Develop trainers and facilitators in DRR activities towards inclusions ➤ Promote an inclusive development approach to DRR programs ➤ Develop DRR program and inclusive development strategies in accordance with each situation and the needs

【4. Language】

English

【5. Training Methods】

-

【6. Course Contents (Main Sessions)】 (source: TCTP Activity Report Course 1-2)

[2021] Theme: Basic Principle on DIDRR, Mapping Situation and Sharing Good Practices

Main Session	Main Topics
1 Understanding about Disability and Persons with Disabilities	- Human and Disability Diversity - Empowerment of Persons with Disabilities • Disability Rights and Protection
2 Different Approaches working with Persons with Disabilities and Community	- APCD's approaches for working with persons with disabilities • Community-based Inclusive Development (CBID)
3 International Instruments on Disability Development and DIDRR including introduction of ESCAP DIDRR E-learning tool ★	- International, regional and subregional mandates on Disability Inclusive Disaster Risk Reduction (DiDRR) - ESCAP work on DiDRR

4Disability-inclusive Disaster Risk Reduction & Humanitarian Action: Key Pillars & Actions★	-Convention on the Rights of Persons with Disabilities -Different models for understanding disability (Charity, Medical, Social)
5Understanding more about disability	- The 4 Barriers: (1) Attitudinal, (2) Physical, (3) Communication, Technological, and Digital, and (4) Systemic Barriers
6APCD's regional activities and DIDRR experience	- APCD's approaches on working with persons with disabilities. -Best practices in disability inclusion from APCD's experience.
7Basic Information on DRR	-Timeline and revolution of the disaster risk management system in Thailand -National DRM Policy: Smart Digital Transformation, Smart Resilience, Smart Man
8The Thai policy on DIDRR	-Government policies and guidelines on disaster management for PWDs -Roles and responsibilities of the Department of Empowerment of Persons with Disabilities in disaster management
9Field visit Community and office of Pathumthani Center for Independent Living (PCIL)	-PCIL's history, mission, and vision for promoting the rights and independence of people with disabilities -Services offered by PCIL, including information and documentation services, on-site work, and assistive technology loan and maintenance services
10Good practices on DIDRR - Asia-Pacific and Thailand: ESCAP actions on promoting DiDRR	-Brief recap and introduction to the UN-ESCAP -ESCAP's efforts in promoting disability rights -The 4th Asian and Pacific Decade of Persons with Disabilities (2023-2032)
11Good practices on DIDRR - Asia-Pacific and Thailand	-Civil service history -Experience with the Department of Disaster Prevention and Mitigation -Shared perspectives, stories, experience and other training
12Good practices on DIDRR - Asia-Pacific and Thailand	-Overview of ADPC's approach to DIDRR (Disability Inclusive Disaster Risk Reduction) -Importance of understanding the risk environment for PWDs using evidence-based and scientific methods
13Good practices from Japan (Policy and management at country level) ★	-The relationship between disaster risk reduction and social work -How disasters are socially manufactured and are social phenomena ^The disaster risk equation: Disaster Risk
14Good practices from Japan (Case Study and Implementing process: pre, during, post)★	-Fundamental Issues -Root Cause of Vulnerabilities -Empowering People with Disabilities in Times of Disaster
15Good practices from Japan (Tools, equipment and application) ★	-The importance of disaster risk reduction (DRR) literacy, which includes the strength of persons with disabilities (PWD). -"Bosai literacy" as the ability to appropriately understand and act on disaster information.
16 Future Plan of DiDRR Japan ★	-The Beppu ordinance, which aims to accommodate the needs of people with disabilities during disasters, is an administrative responsibility of the city. -Legal undertakings to eliminate discrimination.

★: Conducted by Japanese experts

[2022] Theme: Recommendation and Training of Trainers (TOT) Manual Development

Main Session	Topic
1. Basic concepts of DRR and DiDRR	-Introduction to Disaster Risk Reduction (DRR) and its evolution over time, highlighting the shift from focusing on disaster management to comprehensive risk reduction strategies.
2Workshop on Practical DRR and DiDRR implementation and participation of community: Thailand lesson learned	-Department of Disaster Prevention and Mitigation and how they work to enforce laws in the broader society. In developing and creating a strategy plan, the following are included
3Lesson Learned of ADPC as training organization	-ADPC's principles for inclusion in DiDRR: Non-discrimination, Accessibility, and Participation. • Challenges faced in promoting DiDRR
4UNESCO: Learning Tools Update from ESCAP and Collect Comments from the Participants★	-ESCAP-Learning Tool -The Social Model and Barriers • Accessibility and Universal Design
5Visiting the DDPM office in Phuket and participation on workshop	-To learn about the challenges and opportunities of individuals with disabilities in the DIDRR context in Phuket Province.
6Visiting the sites which were attacked by Tsunami in 2004	-Tour of Patong, Karon, Kata and Yanui Beach(o share how the tsunami affected these locations and the lessons learned.)
7Development of handbook of DiDRR, TOT outlines of Handbook and Timeframe & presentations ★	-Background of disability inclusion in UN DRR Strategy -History of universal design in UN materials, traced its roots back to the WSIS
8Field Visit to Thai Red Cross Society	-Introduction to the Thai Red Cross Society and its mission, showcasing their achievements and contributions to society. -The collaboration between the public and private sectors to promote employment for persons with disabilities through the 1 per 100 (Disability Act)
9Drafting and finalization of recommendations for "Bangkok Recommendations on	-Background and context of the Third Country Training Program (TCTP) on Strengthening DiDRR in the ASEAN Region, highlighting the diversity of

Strengthening Disability-inclusive Disaster Risk Reduction in ASEAN Countries 2023★	participants from Cambodia, Indonesia, Lao PDR, the Philippines, Myanmar, Vietnam, and Thailand.

★: Conducted by Japanese experts

[2023] Theme: Training of Trainers on DIDRR Production of media and materials
To be confirmed

【6. Course Evaluation (method and result)】 (Source: TCTP Activity Report Course 3)

- **Evaluation method**

Participants evaluated (1) the daily training program and (2) operational aspects (time, facilities, staff, and logistics) on a 5-point scale. Results are available only for the second and third batches.

- **Evaluation result**

High Satisfaction: 90% of participants rated the training as "Excellent" (5/5), highlighting the quality of content, facilitation, and overall experience.

Gratitude to Organizers: Participants expressed appreciation to TICA, JICA, and APCD for the well-organized and intensive training, as well as opportunities for networking.

Suggestions for Improvement:

- Share training presentations and materials post-course.
- Increase practical sessions (e.g., content production following theory).
- Include more field-based training in future courses.

【7. Comments and suggestions from annual/evaluation reports】

Appendix 3. Course Evaluation Results Table

TICA/JICA Joint Evaluation on Third Country Training Programme (TCTP) Evaluation Results Table

1	Modernization of Power Distribution System in ASEAN Countries

Evaluation Criteria	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource
Relevance	Consistency with the Development Plan Is the training content consistent with the partner country's development policies and development plans (at the national, regional, and sectoral levels)?	- The GI states that expanding power grids is becoming increasingly important for social and economic development within the ASEAN Economic Community (AEC). At the ASEAN level, the APAEC (ASEAN Plan of Action on Energy Cooperation), the framework for energy sector cooperation within the AEC, is formulated every five years. Key focus areas include promoting interconnection among regional power grids and the efficient use of renewable energy. - The power sector development plans of the target countries in this course include modernizing power grids, with some countries having formulated plans that explicitly promote smart grids. (e.g., Thailand Smart Grid Development Master Plan 2015-2036; Cambodia Power Development Master Plan 2022-2040; Lao PDR's National Power Development Strategy 2021-2030; Vietnam's Smart Grid Development Roadmap (2012-))	It is consistent with the policies and development plans at the ASEAN regional level and of participating countries.	- R&D, GI - ASEAN and national policy documents
	Consistency with the Development Needs Was the training consistent with the needs of the target groups in the partner countries?	- According to the GI, while Power Distribution System (PDS) development in the GMS has progressed to a satisfactory level, disparities remain among ASEAN member countries in terms of the extent to which it directly impacts socio-economic development and people's living standards. For example, in 2023, the electrification rate was 100% in Thailand, 95% in Cambodia, and 77% in Myanmar (World Bank, World Development Indicators). Disparities also exist among the target countries in indicators reflecting the reliability and quality of power transmission and distribution, such as the annual average power outage duration and transmission and distribution loss rates. - Furthermore, the GI states that urbanization is expected to continue advancing in the ASEAN region, and to respond to this, it is necessary to modernize the transmission and distribution network by applying the latest operational	Disparities in electricity access and quality persist among countries within the target region, aligning with development needs.	- GI - World Bank and other statistical data

Evaluation Criteria	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource										
		methods and smart technologies.												
	Appropriateness of the Project Plan and Approach - Was the training content appropriate in relation to the needs of the trainees? - Were the roles and responsibilities between the Japanese and Thai appropriately divided to ensure effective training content? - Was the logic between inputs and outputs properly designed to lead to the achievement of the outcomes and overall objectives?	- In the Ex-trainee Survey (1.e), when asked “To what extent did the training content align with your job responsibilities?”, 37% of respondents answered “Very high” and 57% answered “Somewhat high,” indicating that the majority of trainees perceived the training as meeting their job needs. - The program structure includes lectures on “new technologies” in addition to principles and an overview of power distribution systems. Within this framework, Japanese companies such as TEPCO deliver lectures on their own practices and those of Japan, serving as a platform for introducing advanced technologies. JICA also provides support in selecting program topics and speakers. - The course logic developed by the evaluator based on RDs, etc., is as follows. <table border="1"> <thead> <tr> <th>Output =></th><th>Initial Outcome =></th><th>Intermed.Outcome =></th><th>Final Outcome =></th><th>(Further)</th></tr> </thead> <tbody> <tr> <td>Participants completed the training course with certificate</td><td>Knowledge is obtained on the principles of power distribution systems and recent techniques and technologies.</td><td> - Gained knowledge and experiences are applied to modernizing the participant countries’ power distribution systems. - Best practices on power distribution system modernization are shared among (ex-)participants </td><td>Power distribution systems are modernized in ASEAN countries.</td><td>ASEAN Economic Community (AEC) is nurtured.</td></tr> </tbody> </table>	Output =>	Initial Outcome =>	Intermed.Outcome =>	Final Outcome =>	(Further)	Participants completed the training course with certificate	Knowledge is obtained on the principles of power distribution systems and recent techniques and technologies.	- Gained knowledge and experiences are applied to modernizing the participant countries’ power distribution systems. - Best practices on power distribution system modernization are shared among (ex-)participants	Power distribution systems are modernized in ASEAN countries.	ASEAN Economic Community (AEC) is nurtured.	94% of the ex-trainees on this course acknowledged a high degree of alignment with their work responsibilities. Furthermore, during the planning phase of the training content, roles were divided between the Thai and Japanese sides for input. As mentioned above, given the differing levels of development in transmission and distribution systems among participating countries, the Japanese lectures served as part of the introduction to advanced technologies, providing a program tailored to the diversity of participants’ countries. The logic of aiming to modernize distribution	- GI - Ex-trainee (Follow-up) Survey - TICA/JICA Office/Training implementing organization interviews
Output =>	Initial Outcome =>	Intermed.Outcome =>	Final Outcome =>	(Further)										
Participants completed the training course with certificate	Knowledge is obtained on the principles of power distribution systems and recent techniques and technologies.	- Gained knowledge and experiences are applied to modernizing the participant countries’ power distribution systems. - Best practices on power distribution system modernization are shared among (ex-)participants	Power distribution systems are modernized in ASEAN countries.	ASEAN Economic Community (AEC) is nurtured.										

Evaluation Criteria	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource
			systems by applying acquired knowledge and case studies from other countries within their own nations was also appropriate.	
Coherence	Consistency with Japan's ODA Policy Is the training consistent with Japan's aid policy and the Ministry of Foreign Affairs' country assistance policy?	- The "Country Assistance Policy for Thailand" sets forth the basic policy of "promoting cooperation based on a comprehensive and strategic partnership to address contemporary challenges and drive regional development." It identifies key areas of focus, including addressing common regional challenges within ASEAN and the Mekong region, such as enhancing connectivity and implementing third-country training programs. - Thailand and Japan are scheduled to conduct training programs for third countries, including ASEAN nations, under the Japan-Thailand Partnership Program (JTPP) (currently in Phase 3), a framework for trilateral cooperation between Japan and Thailand established in 1994, in collaboration with JICA and TICA. - The Japan-ASEAN Comprehensive Connectivity Initiative announced in 2023 identifies enhancing power connectivity as a key area of support, aiming to secure a stable power supply to meet growing electricity demand and contribute to regional economic development.	The regional power supply and network enhancement targeted by this course aligns with Japan's development cooperation policy toward Thailand and toward ASEAN.	- R/D, GI - Country Assistance Policy for Thailand - Documents related to cooperation with ASEAN
	Internal Coherence Was coordination carried out with other JICA projects, as well as with Japan and other development cooperation agencies?	- There are no other projects directly linked to the implementation of this course. - Before this training, MEA conducted three courses on distribution systems, each spanning three years (JFY2009-11, 2012-14, 2015-17) since 2009. In 2019, MEA instructors conducted a one-week study tour in Japan, including inspections of smart grid technologies. Based on these findings and considering new needs, the content for this training course was planned. (From MEA interview)	This course has been planned based on experience implementing TCTP courses, and it can be said that coordination has been established.	Training implementing organization interview

Evaluation Criteria	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource
	Coherence with Thai Policy Is the training consistent with Thailand's aid policies and strategies?	- As stated under "Consistency with Japan's ODA Policy," the TCTP is implemented under the JTPP framework. - TICA's mission is to promote development cooperation based on Thailand's foreign policy and the Sufficiency Economy (SEP), and to foster good relations with foreign countries, particularly neighboring nations. It also aims to strengthen Thailand's role as an emerging donor and as a hub for learning and sharing best practices on sustainable development.	The TCTP aligns with the Thailand-Japan cooperation framework and Thailand's foreign and development cooperation policies.	TICA Website
Relevance Sub-Rating: Regarding appropriateness as a means, the division of roles between the Thai and Japanese sides was considered, and sub-rating was judged as ④ Very High. Coherence Sub-Rating: While consistent with (1) and (3), direct linkage with projects within and outside JICA is not recognized in (2), so the sub-rating is judged as ③ High. Relevance and Coherence Rating: Therefore, the rating of relevance and coherence is ④ Very High.				
Effectiveness	Contents of Outcomes - Were the goals at the time of participation achieved? - Did the trainees acquire the knowledge and skills provided in the training?	- The average scores of all trainees significantly increased in the pre-test and post-test administered on the training start and end dates, as follows: 2023 (20-point scale): Pre-test 9.36; Post-test 15.00 2024 (20-point scale): Pre-test 7.88; Post-test 19.00 2025 (25 points maximum): Pre-test 11.60; Post-test 24.48 - Regarding the "Certificate of Completion" (Ex-trainee Survey 1.b), all survey respondents except one (97%) reported having obtained it. - Regarding the "Degree of Improvement in Knowledge and Skills through Training" (Ex-trainee Survey 1.c), over 90% of returnees highly rated improvements in all themes: "Principles of Power Distribution Systems," "Smart Distribution Grids," "New Technologies," and "Digital Transformation," indicating they improved significantly or somewhat. - Regarding the "Degree of Improvement in General Knowledge and Skills" (Ex-trainee Survey 1.d), overall evaluations were high. Over 90% of returnees reported significant or moderate improvement in "Strategy Formulation," "Program/Project Development," "Operational Management and Implementation," "Leadership," and "Networking."	Based on the trainees' knowledge acquisition levels before and after this course, as well as the evaluation of the trainees' own knowledge and skill improvement, the training objectives (initial outcomes) are deemed to have been achieved.	- Annual Evaluation Report - Follow-up Survey - Training implementing organization interview

Evaluation Criteria	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource
	Satisfaction with TCTP To what extent were the participants satisfied with the training content?	- According to the Ex-trainee Survey 1.f, satisfaction was particularly high for “Training Facilities and Operations (transportation, lodging, meals),” “Training Content,” and “Instructors’ Knowledge and Skills.” “Training Methods (lectures, group discussions, OJT, etc.)” and “Post-Training Follow-up and Support” also received high ratings. On the other hand, regarding “Training Duration,” 30% of respondents answered they were “not very satisfied.” - Free-response comments from the Ex-trainee Survey indicated that, compared to the actual training period (ranging from 19 to 23 days depending on the implementation year), trainees felt approximately one or two months would be necessary to fully master the content of the courses provided. Additionally, some lecture subjects were deemed too voluminous for the time allocated, leading to comments that the lectures proceeded too rapidly.	Overall, returning trainees expressed high satisfaction. However, regarding the training period, which a significant proportion of respondents were not very satisfied with, there appears to be room for consideration, including the balance with the volume of training content.	Follow-up Survey
	Causal Relationship What factors contributed to or hindered the achievement of the training objectives?	- Contributing factors included: ① Course structure and instructor expertise, ② Training facilities and activity content, ③ Trainee capacity, and ④ Schedule management during training preparation and implementation. Regarding ③, it was noted that participating trainees were generally enthusiastic and actively shared knowledge with other trainees. (From MEA interview) - On the other hand, language barriers (English) were cited as an obstacle for some trainees. Additionally, during the selection process, while five trainees were to be recruited from each country, some countries had fewer than five applicants. Conversely, other countries had six applicants but could not select all of them. Furthermore, there were cases where applicants’ home organizations clearly did not meet the qualifications specified in the GI. (From MEA interview)	As stated above, the training objectives (initial outcomes) are deemed to have been achieved. However, factors that hindered progress during the selection phase may have impacted the level of achievement.	Training implementing organization interview
Impact	Prospect of Impact / Causal Relationship Has any impact been observed or is it expected to occur as a result of the training implementation?	- In response to the question “Did you utilize what you learned from the training after returning home?” (Ex-trainee Survey 1.g), approximately 93% answered “Yes,” while the remainder selected “Don’t know/No response.” Regarding what was utilized, while some cited general knowledge, many commented that they applied specific themes or knowledge to their work (specific examples of this are discussed later). - Regarding the question “How did you utilize the knowledge	After acquiring knowledge and skills, many ex-trainees seek to share them with colleagues and apply them to their own work.	Follow-up Survey

Evaluation Criteria	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource
	- Are there any success cases that can serve as good practices for other countries or other training courses? <i>(The number of cases is not limited.)</i> - Have the external conditions required to achieve from outcomes to impacts been appropriately identified? Is the external condition expected to be met? - Are there any factors that may hinder achieve impacts? - Are positive impacts expected because of the program? Regarding potential negative impacts, are measures in place to mitigate them? - Are impacts on Japan expected to be achieved? - Are impacts on Thailand expected to be achieved? - Are impacts on the target countries expected to be achieved?	gained from the training?” (Ex-trainee Survey 1.h), “Shared with colleagues” was high at 90%, and “Developed new strategies or work methods” was high at 67%. - Regarding the question “After participating in the training, did you receive a promotion, and to what extent did TCTP contribute to it?” (Ex-trainee Survey 4.a), 70% of respondents answered “No promotion,” while 20% answered “Yes, to some extent.” One respondent who received a promotion commented that the human connections and knowledge gained through the training contributed to their promotion. On the other hand, some respondents stated that participation in this training did not lead to promotion. - Based on open-ended responses from the Ex-trainee Survey, primary applications of acquired knowledge include the following: - Applying examples learned from Thailand during training to the development of electric vehicle charging stations currently underway in their home country. (Cambodia) - Incorporating lessons learned from past similar pilot projects in Thailand, studied during training, into their home country’s low-voltage system project. (Cambodia) - Gained teamwork and leadership skills through the experience of training alongside trainees from other countries. (Vietnam) - Joined the smart grid team for the Grid Visibility Project that my organization is planning to launch. (Thailand) - Utilizing acquired knowledge in areas like problem analysis and cost management to improve work efficiency. (Thailand) - Currently working on a project to decarbonize power infrastructure (minimizing SF6 gas emissions). As a result of implementing a reuse process for emitted SF6, no new SF6 has been procured to date. (Thailand) - Utilizing knowledge gained from the training has enabled smoother operational coordination and collaboration with other institutions. (Thailand) - By comparing transmission and distribution systems in neighboring countries with Thailand’s (MEA), best practices from neighboring countries can be applied to	However, whether they can effectively utilize this knowledge depends on factors such as the level of support from their home organization, as well as how well the training content aligns with their current job scope and mission (e.g., project participation).	

Evaluation Criteria	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource									
		MEA’s action plans and maintenance operations. (Thailand) 9) Knowledge gained from training, such as AI utilization, can be applied to microgrid systems. (Thailand) On the other hand, comments from the open-ended responses of the ex-trainee survey and interviews conducted during the field survey (Vietnam) indicated difficulties in utilizing acquired knowledge and skills. Reasons cited included current job duties not being related to the content acquired, insufficient support from their home organizations in terms of budget or equipment, and a lack of skills for actual application.											
	Other Impact (e.g., impacts on the training institutions or instructors).	- MEA states that several participants from the TCTP course, the predecessor to this training course previously conducted by MEA, have since been promoted to senior positions within their respective national power companies. (From MEA interview) - As mentioned above, MEA continuously conducted training related to distribution systems before this course, establishing a human network with ex-trainees from power organizations in various countries. Opportunities for information exchange and interaction with these ex-trainees also arise during meetings of HAPUA (Heads of ASEAN Power Utilities/Authorities), a group of power organizations from ASEAN countries. (From MEA interview) This also facilitates activities within such higher-level networks.	Through the continuous implementation of training programs by the training implementing organization, the formation and strengthening of human networks between participating institutions in each country is being promoted.	Training implementing organization interview									
Effectiveness/ Impact Rating: Through the implementation of this project, the primary objective of knowledge acquisition among trainees has been largely achieved. While many ex-trainees are actively sharing this knowledge with colleagues and applying it to their work, a significant number face constraints such as insufficient support from their organizations. Consequently, the likelihood of achieving higher-level objectives is moderate. Therefore, the effectiveness and impacts of the course are ③ High.													
Efficiency	Project Plan Were the necessary inputs, in terms of both quantity and quality, appropriately	The annual enrollment for RD was set at 25 participants, with each course having the same enrollment target. Actual enrollment figures aligned with the target enrollment. <table><tr><td></td><td>Plan (GI)</td><td>Actual</td></tr><tr><td>2023</td><td>25 persons at maximum</td><td>25 persons</td></tr><tr><td>2024</td><td>25 persons at maximum</td><td>25 persons</td></tr></table>		Plan (GI)	Actual	2023	25 persons at maximum	25 persons	2024	25 persons at maximum	25 persons	- The number of participants was as planned. - Regarding the training budget, the Thai side has	- Final Evaluation Report - Training implementing organizations, JICA materials
	Plan (GI)	Actual											
2023	25 persons at maximum	25 persons											
2024	25 persons at maximum	25 persons											

Evaluation Criteria	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource																																														
	planned to produce the planned outputs?	<table><tr><td>2025</td><td>25 persons at maximum</td><td>25 persons</td></tr></table> - Budget Plan/Actual Comparison: The RD document listed the first-year course expenditure plan (provisional) as THB 3,612,501, of which JICA's share was THB 1,841,500 (51%) and TICA's share was THB 1,771,001 (49%). The planned amounts for each course implementation are as follows. - The plans documented in the RD are as follows. Actual amounts, except for some cases, are not currently available.<table><tr><td></td><td></td><th>Plan</th><th>Actual</th></tr><tr><td rowspan="4">2023</td><td>JICA</td><td>2,007,100</td><td>1,763,740</td></tr><tr><td>TICA</td><td>1,270,524</td><td>To be confirmed</td></tr><tr><td>MEA</td><td>433,880</td><td>To be confirmed</td></tr><tr><td>Total</td><td>3,711,503</td><td>To be confirmed</td></tr><tr><td rowspan="4">2024</td><td>JICA</td><td>1,472,400</td><td>1,339,130</td></tr><tr><td>TICA</td><td>1,094,758</td><td>To be confirmed</td></tr><tr><td>MEA</td><td>422,880</td><td>To be confirmed</td></tr><tr><td>Total</td><td>2,990,038</td><td>To be confirmed</td></tr><tr><td rowspan="4">2025</td><td>JICA</td><td>1,347,780</td><td>1,254,600</td></tr><tr><td>TICA</td><td>1,301,187</td><td>To be confirmed</td></tr><tr><td>MEA</td><td>370,880</td><td>To be confirmed</td></tr><tr><td>Total</td><td>3,019,847</td><td>To be confirmed</td></tr></table> - Regarding the quality of input, before this training, MEA had conducted three courses on distribution systems, each lasting three years (JFY2009-11, 2012-14, 2015-17) since 2009. In 2019, ten MEA staff members conducted a one-week study tour in Japan with JICA support, visiting Japanese companies and universities to observe smart grid technologies, among other activities. Based on these findings and considering new needs, the content for this training course was planned. Furthermore, during the planning of each course, JICA assisted in selecting Japanese instructors and topics. (From MEA interview)	2025	25 persons at maximum	25 persons			Plan	Actual	2023	JICA	2,007,100	1,763,740	TICA	1,270,524	To be confirmed	MEA	433,880	To be confirmed	Total	3,711,503	To be confirmed	2024	JICA	1,472,400	1,339,130	TICA	1,094,758	To be confirmed	MEA	422,880	To be confirmed	Total	2,990,038	To be confirmed	2025	JICA	1,347,780	1,254,600	TICA	1,301,187	To be confirmed	MEA	370,880	To be confirmed	Total	3,019,847	To be confirmed	consistently borne approximately 12-14% of the costs (based on plans). However, the overall actual figures are unavailable, preventing analysis. Regarding the quality of inputs, course content and instructors were planned and implemented based on needs assessments and with consideration of JICA support, demonstrating efforts to enhance quality.	
	2025	25 persons at maximum	25 persons																																															
		Plan	Actual																																															
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	Total	3,019,847	To be confirmed																																															
Project Period/Timing Was the project	Regarding the implementation period and frequency, the initial plan (RD) was for JPY2021-2023 (3 sessions over 3 years), but the period was extended to JPY2024. The actual	Although the implementation period was delayed	- Terminal Evaluation Report - Training																																															

Evaluation Criteria	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource
	duration appropriately set in accordance with the project plan? Was the project completed within the planned period? • Were the preconditions, timing, and methods of inputs (including procurement procedures) appropriately planned? • Compared with other training programs implemented by JICA and TICA, did this program demonstrate any advantages in terms of the content or method of input relative to the achieved outputs?	implementation was JPY2023-2024 (3 sessions). Note that prior to this RD plan, online implementation of the same training was planned for FY2020-2022 (due to the COVID-19 pandemic). However, implementation was canceled because the number of applicants fell significantly short of the capacity. The delayed start of this training was also due to the impact of the COVID-19 pandemic. (From MEA interview) • Regarding the implementation period, RD planned each session to last four weeks, but the actual duration was three weeks for the first session and two weeks for the second and third sessions. The reasons for the shortened duration in each session are unclear. However, as mentioned above, multiple trainees commented that the duration was too short to fully master the course content.	due to the COVID-19 pandemic, the three training sessions were conducted as originally planned. However, the duration of the second and third sessions was shortened from the initial schedule. This may have affected participants' perceived difficulty level and mastery of the training content.	implementing organizations, JICA materials
	Implementation Process	[Recruitment and Implementation Process] • Regarding the recruitment and selection process, while TCTP must go through official intergovernmental channels, it would be preferable to shorten the timeframe. (MEA interview, same below) • Some participants do not submit their application documents on time. The process flows from TICA to the Thai Embassy, then to the relevant ministry in the partner country. However, the partner country's ministry sometimes fails to notify the appropriate institution within that country. As a countermeasure, MEA encourages recruitment directly and unofficially through past program participants.	The recruitment and selection process through intergovernmental channels has been noted to be time-consuming. Flexibility in strict systems and operational rules may lead to the selection of more	• Final Evaluation Report • Training implementing organization interview

Evaluation Criteria	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource
		• Additionally, in some countries, the name “Third World Country” evokes negative connotations, leading to issues such as the receiving agency hesitating to distribute the GI to target institutions. The name should be changed. • In the selection process, while the recruitment target is five participants per country, some countries fail to meet this number, while others receive six applications but cannot select all. Furthermore, some applicants’ home organizations clearly do not meet GI eligibility criteria. Adopting a more flexible selection method might enable securing higher-quality participants. • Regarding coordination with TICA throughout implementation, TICA has highly specialized roles (e.g., finance staff, document staff), which can make collaboration somewhat difficult. There are also detailed administrative rules. For example, in logistics, trainees must depart their hotel very early because their return flight after the training must be the earliest available flight. This is an area where improvement seems possible. [Monitoring, Evaluation, and Follow-up] • Two types of evaluations are conducted at the end of the training: ① evaluations at the conclusion of each topic, and ② an overall evaluation on the final day of the training. The evaluation format was designed by JICA. • No follow-up is conducted after the course. Communication is limited to seasonal greetings and exchanging technical questions. However, a LINE group created during the training can be used afterward (sustainability and system aspects discussed later). • In 2019, following the predecessor course, an ad hoc follow-up survey was conducted under JICA’s commission. A team from King Mongkut’s University visited Vietnam.	suitable candidates. There is no clear follow-up mechanism in place for returning trainees.	
Efficiency Rating: Although the shortened implementation period compared to the initial plan may have slightly impacted the training outcomes (project objectives), efforts to enhance the quality of inputs were evident, and the planned outputs (completion of the training provided) were largely achieved. Therefore, the efficiency of the course is ③ High.				
Sustainability	Institutional Aspect	• In ASEAN, a working group has been formed with electricity-related entities from each country as members. The training	A social networking service (SNS)	• Follow-up Survey • Terminal

Evaluation Criteria	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource
	- Has a network been established (e.g., between returned trainees and JICA/TICA or training instructors)? - Has a network been established among the returned trainees?	organization (MEA) also participates in the distribution-related working group. When the Course Director attended the annual WG meetings, former TCTP trainees from other countries participated, providing opportunities for information exchange and networking. (From MEA interview) - During training, MEA creates and uses a LINE group for trainees. This group can continue to be used after the training concludes. However, according to MEA, they do not conduct follow-up surveys with trainees after their return home. Communication is limited to occasional seasonal greetings and technical questions. (From MEA interview) - The Ex-trainee Survey (3.a) indicates that ex-trainees communicate most frequently with “other trainees from their home country,” followed by “instructors at the Thai training institution,” and then “trainees from the same batch, including those from other countries.” Contact with Japanese instructors is relatively infrequent, with some respondents reporting no contact at all. - According to the same survey, the primary means of communication used regularly are online platforms and SNS. The content of these exchanges extends beyond the exchange of work-related technical information and includes everyday interactions with friends.	connects the training organization (MEA) and trainees, but there is no specific follow-up mechanism. On the other hand, the MEA’s continuous implementation of TCTP courses since 2009 has fostered long-term personal networks among these ex-trainees. Through SNS and other means, relatively active spontaneous communication occurs among the ex-trainees.	Evaluation Report Training implementing organization interview
	Financial Aspect From the perspective of sustaining the training effects, have adequate budgetary measures been ensured?	- The training implementing organization does not conduct any special follow-up activities for trainees after the program. - The Ex-trainee Survey (open-ended comments) included requests for more detailed training courses targeted at ex-trainees. Similar responses were also obtained from interviews with ex-trainees during the field survey (Vietnam) for this course.	No activities have been conducted since the training.	
	Technical Aspect Are the technologies introduced through the training accepted by the trainees and their organizations,	- As stated in “Impact,” the Ex-trainee Survey revealed that 93% have personally applied what they learned after returning home, with many concrete examples cited. Many ex-trainees have also actively shared knowledge with their organizations, such as sharing with colleagues, developing new strategies, and making proposals to superiors. - On the other hand, a certain number of ex-trainees reported	At the ex-trainee level, it is generally expected that the acquired knowledge will continue to be utilized going	

Evaluation Criteria	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource
	and can they be continuously implemented?	difficulties in applying their knowledge, citing reasons such as mismatches with their current job duties. While sufficient information could not be gathered regarding the status of continuous utilization within their organizations, interviews with the sending institutions during the Vietnam field survey for this course revealed comments indicating that mechanisms for confirming and following up on the utilization of skills at the organizational level are not necessarily established within the organizations. Furthermore, due to the limited number of trainees dispatched, it is difficult to clearly grasp the impact on the organization.	forward (although there is a possibility that continued utilization may become difficult due to personnel changes, etc.). Sufficient information was not obtained to assess the likelihood of continued technology utilization at the organizational level of the trainee's home organization.	
	Action Plan Have the trainees who developed action plans implemented and continued their activities after returning to their home countries?	In response to the question "Did you implement the action plan?" (Ex-trainee Survey 1.i), approximately 57% answered "Yes," 17% answered "No," and the remainder answered "Don't know." Specific examples include the individual activities mentioned under "Impact" and efforts to improve operational efficiency. Reasons cited for not being able to implement included "insufficient budget or organizational support," "constraints in equipment or technical skills," and "weak relevance between the learned content (smart grid technology) and the scope of work."	Approximately 60% of participants implement their action plans after returning home. However, responses regarding reasons for difficulty suggest the need for mechanisms and coordination leading to organizational support, such as participants and their organizations discussing and reviewing action plan content	

Evaluation Criteria	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource
	Contributing / Inhibiting Factors		before training.	
	What factors have contributed to or hindered the sustainability and dissemination of the training outcomes?	- Contributing factors identified in interviews with the training implementing organization included: 1) Course structure and high instructor expertise, 2) Training facilities and activity content, 3) High motivation among trainees, and 4) Preparation and implementation aligned with the schedule. Regarding point 1) in particular, this course offers a broad curriculum in each session, ranging from fundamental principles to specialized fields and new technologies. This is achieved by engaging not only the MEA technical staff involved in practical work but also instructors from Japanese companies and universities. - As an inhibiting factor, interviews with the training implementing organization cited language (English) ability. The Ex-trainee Survey suggested that the overall short training period and the (relative to content) brevity of lecture time may have hindered trainees' sufficient acquisition. - Furthermore, the same survey included comments that the knowledge level (years of experience and rank) of participants from each country should be standardized. Interviews with host institutions during the field survey (Vietnam) highlighted requests for training tailored specifically to Vietnamese participants. While these factors reflect the nature of this course, which attracts participants from numerous countries with diverse technical levels, and cannot be definitively judged to have hindered the course's training outcomes, they represent points that should be considered throughout the TCTP in selecting targets for effective delivery of knowledge. - Sustaining and expanding training outcomes requires follow-up activities such as ongoing monitoring of trainees' situations and support for implementing action plans after their return. The current lack of specific follow-up activities could be a hindering factor.		

Sustainability Rating: Although voluntary networks have formed in terms of the institutional aspect, there is no mechanism for actively maintaining relationships. In terms of the financial aspect, there is no specific budgetary support to ensure activities that secure sustainability. In terms of the technical aspect, while continued knowledge utilization is expected at the level of ex-trainees, insufficient information was obtained to assess the prospects for technology utilization at the organizational level of their home organizations. Therefore, the sustainability of the training course effects is ②

Evaluation Criteria	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource
Moderately low.				
Overall Evaluation Results: Relevance and Coherence of this course are assessed as very high, and its effectiveness and impact are assessed as high. The efficiency of the course is assessed as high, while some challenges remain in terms of sustainability. Numerous successful cases of knowledge utilization by ex-trainees have been observed, but no cases were identified where sustained utilization at the organizational level is highly anticipated. Overall, the course is rated B (satisfactory).				
Overall Rating: B(satisfactory)				

Lesson learned:

- Since 2009, MEA has implemented the TCTP program for distribution systems for a total of 12 years, from its predecessor course to the current course. During this period, the program content, which initially focused on distribution system design, has evolved to meet changing needs, including the introduction of new technologies in line with technological advancements. During this period, JICA played a significant role in understanding MEA's needs and the training's effectiveness. This included supporting study tours for MEA staff in Japan and commissioning follow-up surveys on the predecessor course to Thai universities. Furthermore, JICA actively cooperates during the program development stage for each annual course, such as assisting with lectures by Japanese companies and selecting instructors. When continuously implementing the TCTP course, a joint project between Thailand and Japan, it is desirable to refer to these good practices and actively collaborate by pooling resources from JICA and the Thai side to continuously improve the program and enhance its effectiveness.
- TCTP fundamentally operates as a format where participants from multiple countries gather together to share new learning and mutual experiences. Many trainees continue to network spontaneously with trainees from other countries even after returning home. While this characteristic is a major appeal of the TCTP, it is anticipated that when there are numerous participating countries, significant differences may exist between countries in terms of development levels and receptivity regarding the training themes. Reflecting this, surveys of ex-trainees on this course and field surveys revealed comments requesting greater uniformity in participants' technical levels and limiting the target countries. Particularly when planning training covering technical elements, including advanced fields, it is essential to carefully balance the benefits of participant diversity with the need to enhance the quality of training outcomes when determining the selection of participating countries and program structure.
- While recruitment quotas are set per target country during the application phase, consideration should be given to institutionally introducing a process allowing for the additional selection of qualified applicants from other countries if the quota for a given country cannot be filled with qualified candidates.
- The Ex-trainee Survey results of this course indicate that reasons preventing a certain proportion from implementing or continuing their action plans include "insufficient budgetary or organizational support" and "constraints on equipment or technology." One approach to promote organizational support could be considering mechanisms, such as requiring applicants for TCTP courses to discuss and review the content of their anticipated action plans with their home organizations before the training.
- It became clear that some participating countries (focal agencies) have psychological resistance to the name "Third Country Training

Program.” The TCTP name is commonly used not only by JICA and TICA but also for similar training programs implemented by other countries, like Singapore, and international organizations. However, there is room to consider adding a more descriptive nickname or explanation that more directly conveys to countries or agencies with limited TCTP participation experience that it is a joint training program between Thailand and Japan.

Suggestions:

- This course comprised a broad program ranging from an overview of power distribution systems to lectures on specific themes and introductions to advanced technologies. The program’s ability to address the diverse needs of each trainee is considered one factor contributing to the high utilization rate of the acquired knowledge. On the other hand, numerous comments pointed out the short training period and lecture time. The extensive program structure inevitably led to cramming a large amount of learning content into a limited timeframe, and it cannot be denied that this may have affected the quality of knowledge acquired by the trainees. Furthermore, as mentioned in the “Lessons Learned” section above, the Ex-trainee Survey and field surveys revealed comments requesting a more uniform technical level among participants and limiting the target countries. This suggests that differences in understanding may have existed among trainees within the program. To achieve higher training effectiveness while maintaining the course’s fundamental program and target countries, there is scope to consider: (1) adjusting the training period to match the content, and (2) modifying the program structure, such as conducting lectures in groups tailored to the needs and levels of participating countries.
- Regarding program content, the Ex-trainee Survey and field surveys revealed numerous requests to increase the proportion of more practically applicable program elements, such as case studies and diverse site visits. Alongside the program structure adjustments, it is desirable to examine program content that maximizes satisfaction for each participant, based on a more detailed identification of the anticipated attributes and technical levels of participants.
- As mentioned above, MEA has implemented courses from its predecessor, TCTP, to the current program since 2009. Through this experience, it has accumulated organizational operational know-how. While the program initially focused on distribution system design, it has evolved to meet changing needs, incorporating introductions to new technologies in line with technological progress. Although active networking with former trainees has not been pursued, the long-term engagement has yielded significant human capital assets both within and outside the organization, such as former trainees advancing to key positions within their home organizations. Moving forward, to further enhance training effectiveness, it is expected that these assets will be utilized more proactively when continuing the TCTP. However, strengthening the network function of ex-trainees and implementing follow-up activities are not tasks that MEA can undertake alone. Therefore, TICA and JICA should provide support with a shared purpose of implementing follow-up activities, including future collaboration with their respective project activities.

TICA/JICA Joint Evaluation on Third Country Training Programme (TCTP)
Evaluation Results Table

2	Renewable Energy Technologies and Knowledge Transfer for Strengthening and Achieving ASEAN's Sustainable Development Goals

Evaluation Criteria	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource
Relevance	Consistency with the Development Plan ● Is the training content consistent with the partner country's development policies and development plans (at the national, regional, and sectoral levels)?	● The ASEAN Plan of Action for Energy Cooperation (APAEC) 2016–2025 serves as the core action plan for ASEAN's overall energy policy and clearly sets out specific activities and quantitative targets for expanding the deployment of renewable energy across the region.	As the expansion of renewable energy is positioned as part of the ASEAN Action Plan, this training is aligned with development policies.	● ASEAN Website
	Consistency with the Development Needs ● Was the training consistent with the needs of the target groups in the partner countries?	● ASEAN Member States (AMS) are facing rapidly growing energy demand driven by population growth and economic development. As energy supply in the region relies heavily on fossil fuels, this has led to increased imports, heightened energy security risks, and rising CO₂ emissions. While AMS aim to transition toward sustainable energy through improved energy efficiency and the promotion of renewable energy, technical gaps remain, particularly in utilizing domestic resources such as biomass. <i>(Source: RD)</i> ● TCTP provides a platform for sharing knowledge and technologies, supporting ASEAN Member States in promoting renewable energy, improving energy security, and advancing the realization of a low-carbon society aligned with the SDGs. <i>(Source: RD)</i> ● Thailand and other ASEAN countries share similar backgrounds and resource conditions, and have a common need to reduce dependence on external energy sources by developing their domestic energy resources. <i>(Source: TISTR interview notes)</i>	Given that the promotion and expansion of renewable energy are urgent challenges for ASEAN countries in ensuring sustainable energy supply, the implementation of this training is considered appropriate.	● R/D ● Interviews with Training Implementing Organization
	Appropriateness of the Project Plan and Approach	● In response to the question "To what extent was the training content aligned with your work?" (Ex-trainee		● Ex-trainee Follow-up Survey

Evaluation Criteria	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource
	● Was the training content appropriate in relation to the needs of the trainees? ● Were the roles and responsibilities between the Japanese and Thai appropriately divided to ensure effective training content? ● Was the logic between inputs and outputs properly designed to lead to the achievement of the outcomes and overall objectives?	Survey, Question 1e), approximately half of the respondents answered “very high,” while the other half answered “moderately high.” Overall, respondents evaluated the training as highly relevant and useful to their own work and organizations. Many participants sought knowledge and skills directly related to their areas of expertise, such as renewable energy, biomass, biomaterials, sustainability, and urban planning and the environment, indicating a high level of alignment between the training content and participants’ professional needs. <i>(Source: Trainee Google Survey)</i> ● Japan has mainly contributed through financial support and the dispatch of experts. A JICA staff member, Mr. Endo, proposed inviting Japanese experts in advanced technologies such as Ocean Thermal Energy Conversion (OTEC). OTEC is a power generation technology that utilizes the temperature difference between surface seawater and deep seawater. Exposure to such cutting-edge technologies has provided trainees with valuable new ideas and knowledge. <i>(Source: TISTR interview notes)</i> ● In addition to financial support, TICA manages various aspects of trainee arrangements, including air tickets, transportation, and health insurance. <i>(Source: TISTR interview notes)</i> ● Based on the RD and other sources, the evaluator developed the logic model shown in the table below. Through the training, participants were expected to acquire knowledge on renewable energy policies, biomass conversion technologies, biodiesel production, carbon capture, and life-cycle assessment. After returning to their home countries, they were expected to apply this knowledge to research, policy formulation, and technology development, ultimately contributing to the strengthening of energy policies and technological capacities in ASEAN countries. ● TCTP provides a platform for sharing knowledge and technologies, supporting ASEAN Member States in		● Interviews with Training Implementing Organization

Evaluation Criteria	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource										
		promoting renewable energy, improving energy security, and advancing the realization of a low-carbon society aligned with the SDGs. <i>(Source: RD)</i> Thailand and other ASEAN countries share similar backgrounds and resource conditions, and have a common need to reduce dependence on external energy sources by developing their domestic energy resources. <i>(Source: TISTR interview notes)</i> <table border="1"> <thead> <tr> <th>Output =></th><th>Initial Outcome =></th><th>Intermed.Outcome =></th><th>Final Outcome =></th><th>(Further)</th></tr> </thead> <tbody> <tr> <td>Participants completed the training course with certificate</td><td>-Participants gain knowledge on renewable energy policies, biomass conversion technologies, biodiesel production technology, standards and utilization, carbon capture concepts, life cycle assessment, and sustainability assessment.</td><td>-Participants apply the knowledge and skills learned in the training to research, policy making, and technology development in their countries, reflecting them in concrete projects and initiatives.</td><td>Energy policies are being strengthened, and technologies are improving in ASEAN countries.</td><td>Contributing to the achievement of SDG Goal 7 in ASEAN countries.</td></tr> </tbody> </table>	Output =>	Initial Outcome =>	Intermed.Outcome =>	Final Outcome =>	(Further)	Participants completed the training course with certificate	-Participants gain knowledge on renewable energy policies, biomass conversion technologies, biodiesel production technology, standards and utilization, carbon capture concepts, life cycle assessment, and sustainability assessment.	-Participants apply the knowledge and skills learned in the training to research, policy making, and technology development in their countries, reflecting them in concrete projects and initiatives.	Energy policies are being strengthened, and technologies are improving in ASEAN countries.	Contributing to the achievement of SDG Goal 7 in ASEAN countries.		
Output =>	Initial Outcome =>	Intermed.Outcome =>	Final Outcome =>	(Further)										
Participants completed the training course with certificate	-Participants gain knowledge on renewable energy policies, biomass conversion technologies, biodiesel production technology, standards and utilization, carbon capture concepts, life cycle assessment, and sustainability assessment.	-Participants apply the knowledge and skills learned in the training to research, policy making, and technology development in their countries, reflecting them in concrete projects and initiatives.	Energy policies are being strengthened, and technologies are improving in ASEAN countries.	Contributing to the achievement of SDG Goal 7 in ASEAN countries.										
Coherence	(1) Consistency with Japan's ODA Policy Is the training consistent with Japan's aid policy and the Ministry of Foreign Affairs' country assistance policy?	- The "Country Development Cooperation Policy for the Kingdom of Thailand" clearly states that Japan and Thailand will promote triangular cooperation projects through consultations on issues facing the ASEAN and Mekong regions as well as the international community, and identifies Third Country Training Programmes (TCTP) as a key scheme for such cooperation. - Japan and Thailand have been implementing training programs for ASEAN countries and other third	The implementation of Third Country Training Programmes in ASEAN countries is aligned with Japan's ODA policy and foreign policy.	- R/D - Country Development Cooperation Policy for the kingdom of Thailand										

Evaluation Criteria	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource
		countries under the Japan-Thailand Partnership Programme (JTPP), a framework for triangular cooperation established in 1994 and currently in Phase 3, in collaboration with JICA and TICA.		
	(2) Internal Coherence Was coordination carried out with other JICA projects, as well as with Japan and other development cooperation organizations?	TISTR has implemented the TCTP programme in two phases. The first phase (2016–2018) focused primarily on biofuels, while the current phase (2023–2025) has expanded its scope to include other energy resources in addition to biofuels.	The course was planned based on experience from previous TCTP courses, indicating that coordination and continuity were ensured.	Interviews with Training Implementing Organization
	(3) Coherence with Thai Policy Is the training consistent with Thailand's aid policies and strategies?	- As described in the section on "Alignment with Japan's ODA Policy," TCTP is implemented under the framework of the Japan-Thailand Partnership Programme (JTPP). - TICA's mission is to promote development cooperation based on Thailand's foreign policy and the "Sufficiency Economy Philosophy (SEP)." One of its objectives is to strengthen Thailand's position as an emerging donor while enhancing its role as a hub for learning and sharing best practices on sustainable development. TCTP is considered to be implemented in line with this mission and these objectives.	TCTP is implemented as part of the cooperative framework between Thailand and Japan and is aligned with Thailand's foreign policy.	TICA website
Relevance Sub-rating: The course is aligned with development challenges in the ASEAN region and was carefully designed to ensure appropriateness of the training modality by incorporating advanced and practical content through the utilization of Japanese experts. Based on this assessment, the relevance sub-rating is assessed as ④. Coherence Sub-rating: While coherence is confirmed with respect to items (1) and (3), no direct linkage is identified with item (2), namely coordination with other JICA projects or initiatives inside and outside JICA. Therefore, the coherence sub-rating is assessed as ③. Overall Relevance and Coherence Rating: Based on the above, the overall rating for relevance and coherence is assessed as ④.				
Effectiveness	Contents of Outcomes - Were the goals at the time of participation achieved? - Did the trainees acquire the knowledge and skills provided in the training?	- All respondents reported that they obtained a certificate of completion. (<i>Ex-trainee Survey, Question 1b</i>) - Regarding the degree of improvement in knowledge and skills acquired through the training, the average overall progress score was 3.5, which falls between "significantly improved (4)" and "moderately improved (3)." This indicates that participants	Based on the level of knowledge acquisition before and after the course, as well as ex-trainees' self-assessments of improvements in their	- Interviews with Training Implementing Organizations - Terminal Eva.Report

Evaluation Criteria	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource
		sufficiently acquired knowledge and skills in their respective fields of specialization. (<i>Ex-trainee Survey, Question 1c</i>) - With respect to “general skills,” the average overall progress score was 3.4, slightly above “moderately improved (3),” indicating that general knowledge and skills across fields improved to a considerable extent. Overall, responses of “moderately improved” or “significantly improved” were most frequently reported for “networking inside and outside the workplace.” In contrast, responses indicating “limited improvement” were observed in areas such as “budget,” “human resources and training,” and “organizational leadership.” (<i>Ex-trainee Survey, Question 1d</i>) - The training provided structured opportunities to learn about policies, technologies, and sustainability assessments related to renewable energy, and proved effective in enhancing participants’ understanding and practical capacities. By combining lectures with practical exercises, the training enabled participants to apply the knowledge acquired to their post-training work and policy deliberations, confirming the effectiveness of the programme. Based on the above, the self-evaluation conducted by the implementing institution concluded that the initially planned objectives were “achieved.”	knowledge and skills, the training objectives (initial outcomes) are considered to have been achieved.	
	Satisfaction with TCTP To what extent were the participants satisfied with the training content?	- Regarding overall satisfaction with the training, the average progress score was 3.7, which is close to “very satisfied (4).” In particular, high levels of satisfaction were reported with respect to the knowledge and skills of the resource persons, as well as the training facilities, including transportation, accommodation, and meals. Other aspects of the training also received high average scores. (<i>Ex-trainee Survey, Question 1f</i>) - According to a questionnaire survey conducted by the implementing institution, more than 80% of trainees reported that they were satisfied with the	High levels of satisfaction were also confirmed in both this survey and the end-of-course evaluation survey.	- Ex-trainee Follow-up Survey - Interviews with Training Implementing organization

Evaluation Criteria	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource
		training.		
	Causal Relationship What factors contributed to or hindered the achievement of the training objectives?	- Factors contributing to the training outcomes The training was supported by experienced instructors, well-equipped training facilities, and hands-on laboratory sessions that enabled participants to apply theoretical knowledge in practical settings. In addition, the inclusion of practical demonstrations and site visits enhanced the learning experience and further deepened participants' understanding. - Factors limiting the achievement of sufficient outcomes: One of the main constraints was the lack of systematic follow-up and post-training support mechanisms. While participants acquired valuable knowledge, their ability to translate it into practice was constrained by limited organizational support, funding, or partnerships in their home countries. In addition, some participants lacked the academic or technical background required to fully comprehend and utilize highly specialized training content, which in some cases led to lower levels of engagement and difficulties in post-training knowledge transfer. Furthermore, language barriers and differences in national contexts also hindered the effective application of the training content. <i>(Source: TISTR interview)</i>	Same as left part	- Ex-trainee Follow-up Survey - Interviews with Training Implementing Organization
Impact	Prospect of Impact / Causal Relationship - Has any impact been observed or is it expected to occur as a result of the training implementation? - Are there any success cases that can serve as good practices for other countries or other training courses? <i>(The number of</i>	In response to the question "Did you apply what you learned from the training after returning to your country?", approximately 96% of respondents answered "yes." Based on the comments provided, the knowledge and experience gained through the TCTP programme have been utilized in various ways in professional practice and educational activities. Examples include using the knowledge acquired to deepen discussions and propose better ideas in project proposals in the hydrogen sector in cooperation with other countries, applying training experience and knowledge to support daily work, and using notes	After completing the training, approximately 96% of participants reported applying what they learned upon returning to their home countries, indicating a high level of practical usefulness of the training. The	- Ex-trainee Follow-up Survey - Interviews with Training Implementing Organization

Evaluation Criteria	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource
	<i>cases is not limited.)</i> - Have the external conditions required to achieve from outcomes to impacts been appropriately identified? Is the external condition expected to be met? - Are there any factors that may hinder achieve impacts? - Are positive impacts expected because of the program? Regarding potential negative impacts, are measures in place to mitigate them? - Are impacts on Japan expected to be achieved? - Are impacts on Thailand expected to be achieved? - Are impacts on the target countries expected to be achieved?	prepared during the training as teaching materials at universities. (<i>Ex-trainee Survey, Question 1g</i>) Regarding the question “How did you apply what you learned from the training?”, approximately 82% of respondents reported sharing the knowledge with colleagues, while about 64% reported using it to support better decision-making. (<i>Ex-trainee Survey, Question 1h</i>) With respect to promotion after participating in the training, among 22 respondents, half (n=11) reported that they had been promoted, while a similar number (n=8) also indicated promotion. Regarding the question “To what extent did TCTP contribute to your promotion?”, 15 out of 22 respondents answered that it contributed to their promotion, while the remaining 7 responded that it contributed little or not at all. (<i>Ex-trainee Survey, Questions 4a and 4b</i>) The following success cases were identified: (1) Application to international cooperation and project proposals - Utilizing knowledge on OTEC acquired through the training, a participant proposed a “Coastal and Rural Electrification Promotion Project” at the APEC-ACABT YES Challenge 2024 and won first prize. - As a university researcher in Malaysia, a participant proposed an international joint research grant application related to hydrogen utilization, sharing the knowledge gained from the training during team brainstorming sessions. - Participation in projects involving cooperation with other countries, contributing to the achievement of sustainability goals. (2) Application to technical and research activities - Applying knowledge on hydrogen energy, biodiesel quality and engine compatibility, and two-stage biomass gasification to develop technology scouting activities and roadmaps.	knowledge acquired was widely utilized through sharing with colleagues, improving decision-making, and supporting educational and research activities, and spillover effects within organizations were also observed. Notable success cases include winning international competitions through the application of OTEC technology, the formation of international collaborative research and projects in the fields of hydrogen and biomass, and the use of training content as teaching materials or internal training programmes at universities and workplaces, demonstrating that the training outcomes led to concrete actions and results.	

Evaluation Criteria	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource
		- Expanding microalgae research based on insights gained through the training. - Incorporating renewable energy demand into project planning and deliberations, thereby improving decision-making. (3) Educational and knowledge-sharing activities - Using training notes as teaching materials at Universiti Kebangsaan Malaysia (UKM). - Planning and implementing new in-house training programmes to enhance data literacy and analytical skills, strengthening team capacity and fostering a culture of continuous learning, which was later expanded to other departments. - As a student, conducting informal knowledge-sharing sessions with peers and instructors after returning home, and beginning to integrate renewable energy into academic research and community activities. <i>(Ex-trainee Survey, Questions 2a and 2b)</i>		
	Other Impact (e.g., impacts on the training institutions or instructors).	- Through the implementation of TCTP, TISTR staff have enhanced their capacity to plan and manage international programmes. In particular, by operating a three-week course, staff have developed skills to effectively manage diverse logistical arrangements, including accommodation and meal arrangements and religious considerations (e.g., halal food). - TISTR researchers are responsible for transferring knowledge after completing their research. In operating training courses, they are required to reflect on their own research and explain it clearly to others. TCTP supports researchers in communicating in English with trainees from diverse countries and plays an important role in expanding networks with trainees and other project stakeholders. - The pool of instructors, drawn from TISTR, universities such as the National Science and Technology Development Agency (NSTDA) and	As an additional impact, cases were reported in which the implementation of TCTP contributed to capacity development among staff and researchers of TISTR and related institutions.	- Ex-trainee Follow-up Survey - Interviews with Training Implementing Organization

Evaluation Criteria	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource																							
		Kasetsart University (KU), as well as Japanese experts, has provided significant benefits. By reviewing and refining the knowledge they aim to convey to trainees, instructors have gained greater confidence in presenting their research and expertise in English. While TISTR researchers primarily work in laboratory settings, their involvement in TCTP course implementation has provided opportunities to interact with people from different cultures, religions, and linguistic backgrounds. <i>(Source: TISTR interview notes)</i>																									
Effectiveness/ Impact Rating : The training can be assessed as highly effective, as it achieved a high level of participant satisfaction and steadily realized the acquisition of knowledge and skills related to the planned learning content. In addition, participants applied what they learned after returning to their home countries in practical work, research, and educational activities, and concrete success cases were confirmed, including knowledge sharing with colleagues, improved decision-making, and the development of international cooperation projects. Furthermore, secondary effects such as capacity development of the implementing institution and instructors through the operation of the training were also observed. Taken together, the training generated positive impacts not only for individual trainees but also for their organizations and related institutions. Based on the above, the effectiveness and impact rating is assessed as④ (very high).																											
Efficiency	Project Plan Were the necessary inputs, in terms of both quantity and quality, appropriately planned to produce the planned outputs?	- Regarding the number of participants, while the RD specified a maximum of 24 participants, the actual number was approximately 15.<table><tr><th>Plan</th><th>Actual</th></tr><tr><td rowspan="3">24 participants (+2 Thai participants)</td><td>16 persons</td></tr><tr><td>21 persons</td></tr><tr><td>17 persons</td></tr></table> - Comparison of planned and actual budget: The planned budget as stated in the RD is shown below. Japan’s financial contribution accounted for approximately 57% of the total project cost, and the overall project cost was largely in line with the plan, reaching approximately 102% of the planned amount. Unit:THB<table><tr><th></th><th></th><th>Plan(RD)</th><th>Actual</th></tr><tr><td rowspan="4">Total</td><td>JICA</td><td>2,528,254</td><td>3,159,336</td></tr><tr><td>TICA</td><td>2,407,382</td><td>2,349,429</td></tr><tr><td>TISTR</td><td>444,200</td><td></td></tr><tr><td>Total</td><td>5,379,836</td><td>5,508,765</td></tr></table>	Plan	Actual	24 participants (+2 Thai participants)	16 persons	21 persons	17 persons			Plan(RD)	Actual	Total	JICA	2,528,254	3,159,336	TICA	2,407,382	2,349,429	TISTR	444,200		Total	5,379,836	5,508,765	The number of training participants fell below the planned level. While the Japanese contribution remained within the planned budget, data on other budget components were not available.	- R/D, G/I - Document provided by implementing organization
Plan	Actual																										
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Evaluation Criteria	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource						
	Project Period/Timing - Was the project duration appropriately set in accordance with the project plan? Was the project completed within the planned period? - Were the preconditions, timing, and methods of inputs (including procurement procedures) appropriately planned? - Compared with other training programs implemented by JICA and TICA, did this program demonstrate any advantages in terms of the content or method of input relative to the achieved outputs?	Regarding the implementation period, the plan specified a three-year period with each course lasting three weeks. In practice, each course was implemented over 19 days during the three-year period. <table><tr><th>Plan</th><th>Actual</th></tr><tr><td rowspan="3">3 weeks each year</td><td>19 days 15 May–2 Jun 2023</td></tr><tr><td>19 days 10 – 28 Jun 2024</td></tr><tr><td>19 days 20 Jan – 7 Feb 2025</td></tr></table> A key feature of the TCTP course is that it is implemented over a relatively long period of three weeks. In contrast, typical training courses focusing on a single theme are usually conducted over one to two days. (Source: TISTR interview notes)	Plan	Actual	3 weeks each year	19 days 15 May–2 Jun 2023	19 days 10 – 28 Jun 2024	19 days 20 Jan – 7 Feb 2025	The training implementation period was largely in line with the plan.	- R/D, G/I - Document provided by implementing organization
	Plan	Actual								
3 weeks each year	19 days 15 May–2 Jun 2023									
	19 days 10 – 28 Jun 2024									
	19 days 20 Jan – 7 Feb 2025									
	Implementation Process	- Improvement in budget execution: In the first year, TICA’s budget allocation was made immediately before the start of the course, making adjustments difficult. However, following feedback, budgets are now allocated at an earlier stage, enabling smoother preparation. - Remaining challenges:(i) Inefficiency in the recruitment process: The recruitment of applicants is time-consuming, and in some cases, suitable candidates are not necessarily secured.(ii) Difficulties in schedule coordination: The timing preferred by TISTR for course implementation sometimes overlaps with TICA’s peak periods. In such cases, coordination with JICA and TICA is	Going forward, improvements are desirable in the recruitment process and overall schedule coordination.	Interviews with Training Implementing Organization						

Evaluation Criteria	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource
		required to align with the JICA fiscal year, resulting in a significant coordination burden. <i>(Source: TISTR interview notes)</i>		
Efficiency Rating : The number of training participants was lower than planned, while the total project cost was largely in line with the plan. On the other hand, the training itself was implemented largely as planned; however, improvements are desirable in the recruitment process and overall schedule coordination going forward. Therefore, the efficiency rating is assessed as ② Moderately low.				
Sustainability	Institutional Aspect - Has a network been established (e.g., between returned trainees and JICA/TICA or training instructors)? - Has a network been established among the returned trainees?	- While there is occasional individual communication with ex-trainees via LINE or email, the absence of a systematic follow-up mechanism is identified as the most significant challenge. <i>(Source: TISTR interview)</i> - Connections among ex-trainees after returning to their home countries are maintained in various forms. Among the 17 respondents, almost all reported engaging in online interactions, mainly through informal communication via LINE, Facebook, and other social networking services. In particular, for cross-border interactions, online meetings and social media serve as the primary means of maintaining connections beyond national boundaries. Meanwhile, ex-trainees belonging to the same country or institution tend to meet more frequently in person through daily work or involvement in similar projects within the same department. As a result, many cases of hybrid interaction combining both face-to-face and online communication were reported. <i>(Ex-trainee Survey, Question 3a)</i> - Regarding the reasons for networking, multiple respondents (approximately five) cited “sharing knowledge and information.” This included exchanging updates on recent trends in renewable energy (RE), revisiting knowledge gained during the training, consulting on research-related matters, and surveying skill needs among alumni, indicating that the network functions as a platform for mutual learning and professional development. This was followed by “collaboration in joint research and academic activities,” cited by approximately four respondents. Specific examples include research	After the training, connections among ex-trainees have been maintained mainly through informal means such as LINE, social networking services, and online meetings. In particular, ex-trainees from the same country or institution have continued interactions through a combination of face-to-face and online communication. However, no systematic follow-up has been conducted by the implementing institution.	- Ex-trainee Follow-up Survey - Interviews with Training Implementing Organization

Evaluation Criteria	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource
		consultations with Thai instructors and trainees from other countries, participation in joint programmes or events, and collaboration in research and practical work, demonstrating that concrete collaborative activities have continued after the training. (<i>Ex-trainee Survey, Question 3b</i>)		
	Financial Aspect From the perspective of sustaining the training effects, have adequate budgetary measures been ensured?	- Budget constraints: As TISTR is a research institution, it does not have a dedicated budget for follow-up activities, making it difficult to secure funds for such activities. (<i>Source: TISTR interview notes</i>) - Several respondents (approximately four) explicitly stated that limited budgets have hindered the implementation of their action plans. This constraint, combined with shortages of equipment and technical skills, has made it difficult to initiate or sustain action plan activities. At the same time, some cases (approximately two respondents) were identified in which action plans were partially implemented despite budget constraints. One respondent reported that, after returning home, they organized internal training sessions and workshops within their organization to share acquired skills and tools across departments, thereby promoting knowledge transfer at low cost. Others reported incorporating insights gained from the training into university education and research activities, enabling sustained utilization of the training outcomes. (<i>Source: Trainee Google Survey</i>)	The lack of a dedicated budget for follow-up activities has become a major factor constraining the sustained utilization of training outcomes. At the same time, some cases demonstrate that outcomes have been maintained through innovative approaches, such as conducting in-house training and integrating the training content into educational and research activities, even under limited resources.	- Ex-trainee Follow-up Survey - Interviews with Training Implementing Organization
	Technical Aspect Are the technologies introduced through the training accepted by the trainees and their organizations, and can they be continuously implemented?	Difficulty in securing cooperation from recipient countries: The implementation of follow-up activities requires the consent of recipient country governments; however, given differences in national policies and contexts, there are limitations in securing cooperation from the organizations to which trainees belong.	Sufficient information was not available to assess the likelihood of sustained technology use at the organizational level of the trainees' home institutions.	- Ex-trainee Follow-up Survey - Interviews with Training Implementing Organization

Evaluation Criteria	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource
	Action Plan Have the trainees who developed action plans implemented and continued their activities after returning to their home countries?	Sufficient information was not obtained to assess the likelihood of sustained technology utilization at the organizational level of the trainees' home institutions.	Overall, the rate of action plan implementation after returning to the home countries can be considered low.	Ex-trainee follow-up survey
	Contributing / Inhibiting Factors What factors have contributed to or hindered the sustainability and dissemination of the training outcomes?	Some trainees pointed out that budget constraints and a lack of understanding and cooperation from their organizations and colleagues were challenges to implementing their action plans. <i>(Ex-trainee Survey, Question 1i)</i>	Same as left part.	Ex-trainee follow-up survey

Sustainability Rating: From a sustainability perspective, while a certain level of networking exists among ex-trainees, continuous networking and systematic follow-up with relevant stakeholders, including Japanese instructors, remain limited. As a result, sufficient information to capture the overall situation has not been obtained. In addition, regarding the implementation of action plans, constraints such as budget shortages and a lack of support from trainees' organizations have been identified, indicating that institutional and financial challenges remain for the sustained utilization of training outcomes. Based on the above, the sustainability rating is assessed as ② Moderately low.

Overall Evaluation Results: Based on the above, the course demonstrates very high relevance and coherence, as well as very high effectiveness and impact. While some challenges are identified with regard to efficiency, partial challenges are also observed in terms of sustainability. Therefore, the overall rating of the course is assessed as B (Satisfactory).

Overall Rating: B(satisfactory)

Lesson learned:

Mechanisms for flexibly reviewing training content through roundtable discussions involving trainees at the end of the course are effective in accurately reflecting participants' needs and in continuously enhancing both the quality of the training and its applicability to practice.

Even in the absence of a systematic monitoring and evaluation framework, re-inviting past participants to subsequent training courses and providing opportunities for them to share their practical experiences can function as an informal monitoring approach to understanding how training outcomes are being utilized. This practice also offers useful insights for other training programmes.

Suggestions:

Training design with a view to public-private collaboration:

To promote the dissemination of renewable energy at the practical level, it is important to further expand opportunities for training and knowledge sharing.

As many private companies have already begun transitioning to renewable energy technologies, strengthening engagement with the private sector—while collaborating with government organizations and educational institutions—is expected to accelerate adoption. Through such efforts, TCTP can further enhance its value as a framework for regional cooperation and contribute more effectively to the promotion of sustainable energy use.

TICA/JICA Joint Evaluation on Third Country Training Programme (TCTP)
Evaluation Results Table

3	Energy Resilience Assessment: Towards Climate Adaptable Energy Systems

Evaluation Criteria	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource
Relevance	Consistency with the Development Plan Is the training content consistent with the partner country's development policies and development plans (at the national, regional, and sectoral levels)?	The ASEAN Plan of Action for Energy Cooperation (APAEC) 2016–2025 serves as the core action plan for ASEAN's regional energy policy and clearly emphasizes the need to build energy systems that are resilient to climate change and disasters.	The training is aligned with ASEAN policies.	ASEAN website
	Consistency with the Development Needs Was the training consistent with the needs of the target groups in the partner countries?	Climate change poses a serious global threat, and energy infrastructure is becoming increasingly vulnerable to its impacts. While renewable energy contributes to the reduction of greenhouse gas emissions, low-income countries such as Cambodia, Lao PDR, Myanmar, and Viet Nam (CLMV) face significant challenges in ensuring the resilience of their energy infrastructure. <i>(Source: GI)</i>	Climate change response and sustainable energy development are common challenges faced not only by the target countries but by countries worldwide, and the training is highly relevant to development needs.	GI
	Appropriateness of the Project Plan and Approach - Was the training content appropriate in relation to the needs of the trainees? - Were the roles and responsibilities between	- In response to the question "To what extent was the training content aligned with your job responsibilities (Ex-trainee Survey, Question 1(e)),” although only three respondents replied, all of them indicated that the training was well aligned with their work. - Japan International Cooperation Agency (JICA) participated in the joint design of the course to create opportunities for mutual learning among stakeholders. In addition, JICA provided supplementary support, including the introduction of	Based on the fact that respondents indicated the training content was aligned with their job responsibilities, and that Japanese companies and experts were mobilized through	- Ex-trainee follow-up survey - Interviews with training implementing organizations

Evaluation Criteria	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource															
	the Japanese and Thai appropriately divided to ensure effective training content? Was the logic between inputs and outputs properly designed to lead to the achievement of the outcomes and overall objectives?	Japanese companies and experts (e.g., the Bangkok Office of Tokyo Electric Power Company (TEPCO)) and coordination with Thailand International Cooperation Agency (TICA) (ENTEC interview notes). The logic model developed by the evaluators based on the RD and other materials is presented in the table below. Through this training, participants were expected to acquire an understanding of the concept of energy resilience and its assessment methods, as well as practical skills. By doing so, the training aimed to contribute to the institutionalization of energy resilience assessments in CLMV countries and to the strengthening of regional cooperation within Association of Southeast Asian Nations (ASEAN) on climate-resilient energy policies. <table border="1"> <thead> <tr> <th>Output =></th><th>Initial Outcome =></th><th>Intermed.Outcome =></th><th>Final Outcome =></th><th>(Further)</th></tr> </thead> <tbody> <tr> <td>e.g.) # certified</td><td>e.g.) Skills obtained</td><td>e.g.) Application of skills</td><td>e.g.) Production ↑ &Income ↑</td><td>e.g.) Life ↑</td></tr> <tr> <td>Participants completed the training course with certificate.</td><td>Participants learn the concept of energy resilience and how to assess it, and gain practical skills to use them.</td><td>Participants regularly conduct energy resilience assessments in CLMV countries based on the knowledge gained from the training.</td><td>Resilience assessments are institutionalized within national energy policies and infrastructure plans. Collaboration on climate-resilient energy policies is strengthened across ASEAN.</td><td>Contributing to the achievement of the Sustainable Development Goals, specifically SDG 7 (Affordable and Clean Energy) and SDG 13 (Climate Action).</td></tr> </tbody> </table>	Output =>	Initial Outcome =>	Intermed.Outcome =>	Final Outcome =>	(Further)	e.g.) # certified	e.g.) Skills obtained	e.g.) Application of skills	e.g.) Production ↑ &Income ↑	e.g.) Life ↑	Participants completed the training course with certificate.	Participants learn the concept of energy resilience and how to assess it, and gain practical skills to use them.	Participants regularly conduct energy resilience assessments in CLMV countries based on the knowledge gained from the training.	Resilience assessments are institutionalized within national energy policies and infrastructure plans. Collaboration on climate-resilient energy policies is strengthened across ASEAN.	Contributing to the achievement of the Sustainable Development Goals, specifically SDG 7 (Affordable and Clean Energy) and SDG 13 (Climate Action).	Japan International Cooperation Agency (JICA), the training approach is considered to have been generally appropriate. However, due attention should be paid to the limited number of respondents.	
Output =>	Initial Outcome =>	Intermed.Outcome =>	Final Outcome =>	(Further)															
e.g.) # certified	e.g.) Skills obtained	e.g.) Application of skills	e.g.) Production ↑ &Income ↑	e.g.) Life ↑															
Participants completed the training course with certificate.	Participants learn the concept of energy resilience and how to assess it, and gain practical skills to use them.	Participants regularly conduct energy resilience assessments in CLMV countries based on the knowledge gained from the training.	Resilience assessments are institutionalized within national energy policies and infrastructure plans. Collaboration on climate-resilient energy policies is strengthened across ASEAN.	Contributing to the achievement of the Sustainable Development Goals, specifically SDG 7 (Affordable and Clean Energy) and SDG 13 (Climate Action).															

Evaluation Criteria	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource
Coherence	(1) Consistency with Japan's ODA Policy Is the training consistent with Japan's aid policy and the Ministry of Foreign Affairs' country assistance policy?	- The "Country Development Cooperation Policy for the Kingdom of Thailand" clearly states that Japan and Thailand will promote triangular cooperation projects through consultations on issues facing the ASEAN and Mekong regions as well as the international community, and identifies Third Country Training Programmes (TCTP) as a key scheme for such cooperation. - Japan and Thailand have been implementing training programs for ASEAN countries and other third countries under the Japan-Thailand Partnership Programme (JTPP), a framework for triangular cooperation established in 1994 and currently in Phase 3, in collaboration with JICA and TICA.	The implementation of Third Country Training Programmes in ASEAN countries is aligned with Japan's ODA policy and foreign policy.	- R/D - Country Development Cooperation Policy for the kingdom of Thailand
	(2) Internal Coherence Was coordination carried out with other JICA projects, as well as with Japan and other development cooperation agencies?	No specific linkages with other Japanese-supported projects were identified.	No concrete examples of coordination were reported.	
	(3) Coherence with Thai Policy Is the training consistent with Thailand's aid policies and strategies?	- As described in the section on "Alignment with Japan's ODA Policy," TCTP is implemented under the framework of the Japan-Thailand Partnership Programme (JTPP). - TICA's mission is to promote development cooperation based on Thailand's foreign policy and the "Sufficiency Economy Philosophy (SEP)." One of its objectives is to strengthen Thailand's position as an emerging donor while enhancing its role as a hub for learning and sharing best practices on sustainable development. TCTP is considered to be implemented in line with this mission and these objectives.	TCTP is implemented as part of the cooperative framework between Thailand and Japan and is aligned with Thailand's foreign policy.	TICA website

Relevance sub-rating: As the training is aligned with development challenges in the ASEAN region and, from the perspective of the appropriateness of implementation approaches, Japan International Cooperation Agency (JICA) has made efforts to create opportunities for mutual learning among stakeholders—such as by facilitating the involvement of Japanese companies and experts—the sub-rating is assessed as ④.

Evaluation Criteria	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource
Coherence sub-rating: While coherence is observed with items (1) and (3), no direct linkages with other JICA-supported projects or initiatives, either within or outside JICA, were identified under item (2). Therefore, the sub-rating is assessed as ③. Overall Relevance and Coherence rating: Based on the above, the overall rating for Relevance and Coherence is assessed as ④.				
Effectiveness	Contents of Outcomes - Were the goals at the time of participation achieved? - Did the trainees acquire the knowledge and skills provided in the training?	- All respondents reported that they had obtained a <i>certificate of completion</i>. (However, the number of respondents was limited to three.) (<i>Ex-trainee Survey, Question 1(b)</i>) - With regard to <i>the extent of improvement in knowledge and skills gained through the training and general skills</i>, the overall results indicate that respondents perceived their capacities to have <i>improved to some extent</i>, with no significant differences observed across items. (<i>Ex-trainee Survey, Questions 1(c) and 1(d)</i>) - The post-training levels of knowledge and skills (3.77 and 3.93) exceeded both the pre-training levels (2.62 and 3.14) and the levels required for course completion (3.69 and 3.79) on a five-point scale. These results clearly demonstrate that participants' capacities improved through the training. Overall, the findings indicate that the training achieved strong results in enhancing participants' understanding of the concept of energy resilience, energy resilience assessment methodologies, and climate finance.	Based on the acquisition of certificates of completion and the results of self-assessments, it can be considered that the participants acquired a certain level of knowledge and skills.	- Annual Evaluation Report - Ex-trainee Follow-up Survey
	Satisfaction with TCTP To what extent were the participants satisfied with the training content?	- Regarding overall satisfaction with the training, all respondents indicated that they were <i>very satisfied with the instructors' knowledge and skills, the training methods (lectures, group discussions, OJT, etc.), and the training facilities</i>. In contrast, some respondents reported being <i>less satisfied with the post-training follow-up arrangements</i>. (<i>Ex-trainee Survey, Question 1(d)</i>) - The average scores for each evaluation item at the end of the training were consistently high. <i>Contribution to learning</i> scored 3.97 and 3.98, <i>instructors' skills and responsiveness</i> scored 4.67	Overall, a high level of satisfaction was demonstrated.	- Annual Evaluation Report - Ex-trainee Follow-up Survey

Evaluation Criteria	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource
		and 4.70, and <i>training content</i> scored 4.38 and 4.36 on a five-point scale. Overall, the evaluation results confirm that the course achieved a high level of participant satisfaction.		
	Causal Relationship What factors contributed to or hindered the achievement of the training objectives?	ENTEC introduces new themes in each course and encourages continued engagement by accepting previous training participants as well as participants from the same institutions or organizations. Through this approach, ENTEC is able to conduct a certain level of follow-up, such as understanding the outcomes achieved by former trainees in their home countries. However, no specific follow-up or evaluation activities are conducted after trainees return to their countries, and contact is maintained only with countries selected for inclusion as case studies. (<i>ENTEC interview notes</i>)	The absence of a follow-up mechanism to verify effectiveness constitutes a constraining factor.	Interviews with implementing organizations
Impact	Prospect of Impact / Causal Relationship - Has any impact been observed or is it expected to occur as a result of the training implementation? - Are there any success cases that can serve as good practices for other countries or other training courses? (<i>The number of cases is not limited.</i>) - Have the external conditions required to achieve from outcomes to impacts been appropriately identified? Is the external condition expected to be met? - Are there any factors that may hinder achieve	- In response to the question “<i>Have you applied what you learned from the training after returning to your country?</i>”, all respondents answered that they had applied the learning. The most frequently cited modes of application were <i>sharing the knowledge with colleagues</i> and <i>using it to support better decision-making</i>, followed by <i>adapting it to new strategies or work practices</i>. (<i>Ex-trainee Survey, Questions 1(g) and 1(h)</i>) - Regarding the question “<i>Were you promoted after participating in the training, and to what extent did TCTP contribute to the promotion?</i>”, two out of the three respondents reported that they had been promoted and that TCTP contributed to their promotion. (<i>Ex-trainee Survey, Questions 4(a) and 4(b)</i>) - No specific examples were provided by trainees as success cases. (<i>Google survey for trainees</i>) - As an illustrative success case, a trainee from the UiTM Solar Research Institute (SRI) in Malaysia was identified. After completing the course, the trainee applied the acquired knowledge within their home	After completing the training, all participants applied the knowledge and skills they had acquired in their workplaces. In addition, cases were reported in which participation in TCTP contributed to promotion. However, due to the absence of a systematic follow-up mechanism, there are limitations in identifying overall trends and assessing longer-term and sustained effects.	- Interviews with implementing organization - Ex-trainee follow-up survey

Evaluation Criteria	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource
	impacts? - Are positive impacts expected because of the program? Regarding potential negative impacts, are measures in place to mitigate them? - Are impacts on Japan expected to be achieved? - Are impacts on Thailand expected to be achieved? - Are impacts on the target countries expected to be achieved?	research institute, secured a budget, and invited staff from ENTEC to further promote collaboration. In addition, recognizing the difficulty of conducting evaluations, the trainee developed a digital evaluation platform using WhatsApp to facilitate easy engagement by participants. Moreover, a previous trainee participated in the second course and supported its implementation as a mentor. (<i>ENTEC interview notes</i>) The course has contributed to raising awareness of climate change adaptation. Two years after the start of the project, discussions on this issue have expanded beyond Thailand and become increasingly active across ASEAN countries. (<i>ENTEC interview notes</i>)		
	Other Impact (e.g., impacts on the training institutions or instructors).	- Participation in TCTP helped ENTEC promote climate change adaptation as one of its important approaches. However, at this stage, the training courses primarily aim to raise participants' awareness and have not yet led to full capacity development. TCTP represents a new form of collaboration involving third-party organizations, differing from ENTEC's usual cooperation model, which typically involves collaboration with only one other institution. (<i>ENTEC interview notes</i>) - Instructors are able to strengthen their careers by deepening their knowledge in their respective fields. For relatively new themes that are not yet widely understood, instructors can position themselves as pioneers and enhance their expertise. In this regard, climate change adaptation represents both a new challenge and a career development opportunity for instructors. (<i>ENTEC interview notes</i>)	Participation in TCTP contributed to strengthening the capacities of ENTEC instructors.	Interviews with implementing organization

Effectiveness/ Impact Rating : The training can be assessed as having a high level of effectiveness, as participant satisfaction was high and the acquisition of knowledge and skills related to the planned learning content was steadily achieved. In addition, concrete success cases were confirmed in which participants applied what they learned from the training after returning to their home countries. Furthermore, secondary effects were observed,

Evaluation Criteria	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource																							
including capacity strengthening of the implementing organization and instructors through the management and delivery of the training. Taken together, the training can be considered to have generated positive impacts not only for individual participants but also for their affiliated organizations and related organizations. Based on the above, the Effectiveness and Impact rating is assessed as ④ (Very High).																											
Efficiency	Project Plan Were the necessary inputs, in terms of both quantity and quality, appropriately planned to produce the planned outputs?	- Regarding the number of participants, the RD set a maximum of 40; however, actual participation ranged from 16 to 23 participants per year, as shown below<table><tr><th>Plan</th><th>Actual</th></tr><tr><td rowspan="3">40 persons at maximum</td><td>23 persons</td></tr><tr><td>16 persons</td></tr><tr><td>21 persons</td></tr></table> - Comparison of planned and actual budget The planned budget as described in the RD is outlined below. As of the time of this evaluation, the project has been implemented up to the second year of the training courses, and the final actual expenditure has not yet been confirmed.<table><tr><th></th><th></th><th>Plan(RD) THB</th><th>Actual</th></tr><tr><td rowspan="4">Total</td><td>JICA</td><td>2,220,700</td><td>To be confirmed</td></tr><tr><td>TICA</td><td>2,041,880</td><td>To be confirmed</td></tr><tr><td>ENTEC</td><td>113,000</td><td>To be confirmed</td></tr><tr><td>Total</td><td>4,375,580</td><td>To be confirmed</td></tr></table>	Plan	Actual	40 persons at maximum	23 persons	16 persons	21 persons			Plan(RD) THB	Actual	Total	JICA	2,220,700	To be confirmed	TICA	2,041,880	To be confirmed	ENTEC	113,000	To be confirmed	Total	4,375,580	To be confirmed	The number of participants fell below the planned level. As not all training courses have been completed, a comparison of the budget is not yet possible.	R/D, G/I
	Plan	Actual																									
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Project Period/Timing - Was the project duration appropriately set in accordance with the project plan? Was the project completed within the planned period? - Were the preconditions, timing, and methods of inputs (including procurement procedures) appropriately planned? - Compared with other	Regarding the implementation period, the planned duration was three years (2023–2025). In terms of actual implementation, two training courses were conducted in 2024, and courses were planned for FY2025. According to the RD, a seven-day on-site training program was planned for each year; in practice, the courses were implemented over a duration of five to ten days.	Both the duration and timing were generally in line with the plan.	- R/D - Annual Eval. Report																								

Evaluation Criteria	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource
	training programs implemented by JICA and TICA, did this program demonstrate any advantages in terms of the content or method of input relative to the achieved outputs?			
	Implementation Process	● During the planning phase, ENTEC consulted with Japan International Cooperation Agency (JICA) on course coordination methods. During implementation, ENTEC prepared the instructors and managed course operations. After implementation, ENTEC collected ideas and feedback from participants and used them to improve subsequent courses. For example, cost-benefit analysis (CBA) was introduced to enable trainees to assess investment feasibility. ● Unlike other training courses, TCTP is positioned as a relatively long program for ENTEC, with a duration of approximately one week. In the first year, the course consisted of one module lasting about five days, while in the second year it was implemented over approximately eight days, including Modules 1 and 2. Existing participants were allowed to attend only Module 2 or both modules, enabling continued learning. After the first course, a roundtable discussion was held to identify improvements for the next course, and modules were revised to better respond to participants' needs. ● Thailand International Cooperation Agency (TICA) does not provide specific formats or standard operating procedures (SOPs) covering the entire trainee recruitment and selection process. For example, there is no clear guidance on the scope of the General Information (GI) document or on which budget items are to be covered by JICA or TICA. ● At present, TICA officers prepare reports in consultation with ENTEC and seek approval from the	Due to the lack of clear standard operating procedures (SOPs) and an adequate information dissemination system from Thailand International Cooperation Agency (TICA), challenges were identified in the recruitment and selection of trainees. Improving information sharing among relevant stakeholders is therefore necessary to secure appropriate candidates and to enhance the efficiency of approval procedures.	● Interviews with implementing organization

Evaluation Criteria	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource
		TICA committee. As committee meeting dates are fixed, approval is postponed if reports are not completed by the scheduled meeting date. If the committee does not approve a report, officers must consult with ENTEC again. To shorten the process, it was suggested that holding online meetings involving all relevant stakeholders and discussing issues directly would be more efficient. ● In the trainee recruitment and selection process, TICA does not share invitation letters sent to Thai embassies in each country or letters distributed by ministries to relevant stakeholders. ENTEC assumes that Thai embassies forward the information to relevant ministries; however, in some cases the information does not reach the expected candidates. Although ENTEC has overseas networks, information about the training program does not always reach these organizations either. As a result, ENTEC may be unable to secure suitable trainees or the expected number of participants. If TICA could provide ENTEC with invitation letters issued by ministries, ENTEC would be able to disseminate the information to appropriate candidates through its own networks. ● The number of trainees and their expected knowledge levels are essential elements of course design. When these are not appropriate, ENTEC must adjust the course content to match trainees' profiles. On the other hand, TICA's support in screening candidate qualifications and providing reasons for disqualification was considered useful. In some cases, even if a candidate does not fully meet the qualifications, ENTEC may propose their selection if other conditions are deemed appropriate.		

Efficiency Rating : The number of training participants fell below the planned level up to the second year of implementation, and as not all training courses have been completed, a comparison between planned and actual figures was not possible. As a result, there were certain limitations in analyzing efficiency. On the other hand, the training itself was implemented largely as planned, and further improvements in the efficiency of trainee recruitment and selection procedures are desirable. Therefore, the Efficiency rating is assessed as ② (**Moderately Low**).

Evaluation Criteria	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource
Sustainability	Institutional Aspect - Has a network been established (e.g., between returned trainees and JICA/TICA or training instructors)? - Has a network been established among the returned trainees?	- Overall, networking and communication with stakeholders after the completion of the TCTP (Third Country Training Programme) have been limited, with almost no communication maintained with Japanese instructors in particular. (<i>Ex-trainee Survey, Question 3a</i>) - In order to maintain partnerships with some trainees, such as those from Malaysia's SRI, communication has been continued through email and the LINE application. (<i>ENTEC interview notes</i>)	While there is some networking among ex-trainees, it remains limited overall.	- Interviews with implementing organization - Ex-trainee follow-up survey
	Financial Aspect From the perspective of sustaining the training effects, have adequate budgetary measures been ensured?	-		
	Technical Aspect Are the technologies introduced through the training accepted by the trainees and their organizations, and can they be continuously implemented?	-		
	Action Plan Have the trainees who developed action plans implemented and continued their activities after returning to their home countries?	ENTEC does not conduct systematic monitoring or evaluation of its own training programmes; however, as participants from previous training courses are able to join subsequent courses, it is possible for them to share their implementation experiences with ENTEC. When ENTEC wishes to further collaborate with these ex-trainees as partners (e.g., in developing case studies), communication is maintained. For example, as no case study from Indonesia currently exists, ENTEC has identified Indonesia as a priority	As no systematic follow-up has been conducted, it is difficult to grasp the overall status of implementation. Survey respondents indicated that securing sufficient budget and obtaining	- Interviews with implementing organization - Ex-trainee follow-up survey

Evaluation Criteria	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource
		country for follow-up communication. (<i>ENTEC interview notes</i>) In response to the question “Did you implement your action plan?”, all respondents answered that they had done so. However, comments provided indicate challenges such as a lack of budget and insufficient agreement or support from colleagues and their organizations. (<i>Ex-trainee Survey, Question 1i</i>)	cooperation from their organizations are essential for implementing their action plans.	
	Contributing / Inhibiting Factors What factors have contributed to or hindered the sustainability and dissemination of the training outcomes?	Some trainees pointed out that a lack of budget and insufficient understanding and cooperation from their organizations and colleagues were challenges in implementing their action plans. (<i>Ex-trainee Survey, Question 1i</i>)	Same as left part	Ex-trainee follow-up survey
Sustainability Rating : From a sustainability perspective, while a certain level of networking exists among ex-trainees, continuous networking and systematic follow-up with relevant stakeholders, including Japanese instructors, remain limited. As a result, sufficient information to capture the overall situation has not been obtained. In addition, with regard to the implementation of action plans, constraints such as budget shortages and a lack of support from trainees’ organizations have been identified, indicating remaining institutional and financial challenges to the sustained utilization of training outcomes. Based on the above, the sustainability rating is assessed as ② Moderately low ① Low				
Overall Evaluation Results : Based on the above, the course demonstrates very high relevance and coherence, as well as very high effectiveness and impact. While some challenges are identified with regard to efficiency, partial challenges are also observed in terms of sustainability. Therefore, the overall rating of the course is assessed as B (Satisfactory).				
Overall Rating: B(satisfactory)				

Lesson learned:

The mechanism for flexibly reviewing training content through roundtable discussions involving trainees at the end of the course is effective in accurately reflecting participants’ needs and in continuously enhancing the quality of the training and its applicability to practical work. Even in the absence of a systematic monitoring and evaluation framework, re-inviting former participants to subsequent training courses and providing opportunities for them to share their practical experiences can serve as an informal monitoring approach to understand how training outcomes are being utilized. This practice offers useful lessons for other training programs.

Suggestions:

Clarification of TICA procedures and guidance framework:

As Thailand International Cooperation Agency (TICA) currently lacks standard operating procedures (SOPs) and clear formats for recruitment, selection, and reporting processes, it is recommended that TICA formalize and share with implementing organization clear documentation on the General Information (GI)

document, budget allocation rules, approval flows, and related procedures.

Improvement of the trainee recruitment and selection process:

Invitation letters to Thai embassies and line ministries in each country have not been sufficiently shared with ENTEC, which may have limited the reach of information to appropriate candidates. It is recommended that TICA develop standardized templates and clear dissemination channels for official invitations and share them with ENTEC to complement information dissemination. In addition, introducing a mechanism that allows ENTEC to disseminate information to relevant institutions through its own networks should be considered.

Linkage between trainee selection and course design:

As the number of trainees and their knowledge levels directly affect course design, the accuracy of pre-training information is critical. It is therefore recommended that TICA and the training implementing organization strengthen information sharing at the application stage, enabling them to better understand candidates' knowledge levels and job responsibilities when applications are received.

FY2025 Thematic Evaluation: Joint Evaluation of Third Country Training in Thailand
Course-specific evaluation results table

4	Practice in Innovation and Digital Technology for Sustainable Water Management

Evaluation Criteria	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource
Relevance	Consistency with the Development Plan Is the training content consistent with the partner country's development policies and development plans (at the national, regional, and sectoral levels)?	- The ASEAN countries surveyed are experiencing the effects of climate change, and flood control is a major issue, particularly in the Mekong River basin countries. Responding to climate change has been raised as a key issue in the development policies and strategies of each ASEAN country. - the application of digital technology is included in the Thai government's broad national strategy, "Thailand 4.0," and is in line with the Thai government's policy of cooperation with ASEAN countries.	The major change in the situation is that digital technology has become more widely applied worldwide than before, which has also strengthened its relevance.	- R/D•GI - Country Development Cooperation Policy and Project Development Plan
	Consistency with the Development Needs Was the training consistent with the needs of the target groups in the partner countries?	- As stated in the GI, Thailand's climate is similar to that of surrounding ASEAN countries, and they have similar needs for flood control and water management. Thailand's advanced technology and experience can be applied, and it can be said that there is a high degree of consistency with the development needs of the training sending countries. - Furthermore, even within the need for improving water management in general, this training program was designed to anticipate new needs for advanced water management that applies digital technologies such as AI.	-	- R/D•GI - Field survey notes
	Appropriateness of the Project Plan and Approach Was the training content	- The GI clearly specifies the implementation procedures and the division of roles of each organization. - Verification of the logic model created from GI and course reports indicates that the intervention theory	-	- Annual Evaluation Report - Survey of

Evaluation Criteria	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource
	appropriate in relation to the needs of the trainees? ● Were the roles and responsibilities between the Japanese and Thai appropriately divided to ensure effective training content? ● Was the logic between inputs and outputs properly designed to lead to the achievement of the outcomes and overall objectives?	(relationship between intervention and outcome) that improved water management contributes to the economic and social development of ASEAN countries was appropriate. ● In the former trainee survey (Q1e), the average response to the question "How relevant was the training to your work?" was 3.1, slightly above "moderately relevant." Although it did not reach the level of "very relevant," the training included content that anticipated advanced technologies such as AI, and considering the current state of water management in ASEAN countries, it is thought that exposure to content that will become relevant in the future had an impact.		trainees from your country ● TICA/JICA Office/Training Organization Interview
Coherence	Consistency with Japan's ODA Policy Is the training consistent with Japan's aid policy and the Ministry of Foreign Affairs' country assistance policy?	● Country Assistance Policy for Thailand " states that its major goal is to " address contemporary issues and promote cooperation that will drive regional development based on a comprehensive strategic partnership ." One of the intermediate goals is also stated as " (3) Implementation of third-country cooperation. Through discussions with Thailand on issues facing the ASEAN/Mekong region and the international community , we will develop third-country cooperation projects in which the two countries should collaborate. "	No change in Japan and Thailand's aid policies	● R/D ● Country Assistance Policy for Thailand
	Internal Coherence Was coordination carried out with other JICA projects, as well as with Japan and other development cooperation agencies?	● A site inspection was conducted at Yokogawa Co., Ltd. in Thailand, and this visit received the highest rating of all the site inspections (trainees' average rating was 4.49 (out of 5.0)), proving that collaboration with Japanese companies is producing results. ● In addition, for AI technology training, lecturers are invited from the American branches of Japanese companies to give lectures, providing an opportunity to experience the latest American AI technology.	-	● TICA/JICA Office/Training Organization Interview

Evaluation Criteria	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource
	Coherence with Thai Policy Is the training consistent with Thailand's aid policies and strategies?	- The following answers were given to the question, "What impact has the implementation of JICA TCTP had on TICA and Thai implementing organizations?" - TICA's capacity as an emerging donor to implement international organizations and development projects has been strengthened. - Thai implementing organizations have begun to serve as regional bases in areas such as agriculture and health.		TICA Office/Training Organization Interview
Relevance sub-rating: (1) The project addresses the new challenge of climate change with the latest technology, (2) its relevance to the region is clear, and (3) the division of roles between the Thai and Japanese sides has been taken into consideration, so the sub-rating has been determined to be ④. Consistency sub-rating: Consistency is ensured with (1) Japanese policies, (2) collaboration with Japanese projects and organizations, and (3) Thai policies, so the sub-rating is determined to be ④. Relevance and consistency Rating: Based on the above, the relevance and consistency rating is assessed as ④ (very high).				
Effectiveness	Contents of Outcomes - Were the goals at the time of participation achieved? - Did the trainees acquire the knowledge and skills provided in the training?	<Output level> - Participation: Seventeen people participated out of a quota of 20 trainees, which can be considered sufficient. However, it should be noted that three participants from East Timor ultimately did not attend. This was reportedly because they were unable to submit the necessary documents in time, but concerns have been expressed about the response and speed of JICA and TICA. - Certificates of Completion: All 17 participants successfully completed the training course and were awarded certificates of completion. 100% of the respondents (n=7) to the post-trainee survey also reported obtaining a certificate of completion, demonstrating the program's high effectiveness. <Initial outcome level> - Acquisition of knowledge and skills in the field: The average response in the survey of former trainees was 3.1, exceeding the number of responses that indicated	was first implemented in 2024. The outcome indicator for the pre-training stage was zero trainees, so the post-training stage was to steadily develop returning trainees. The key to this was the implementatio	- Survey of former trainees - Interview with training organization

Evaluation Criteria	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource
		"progressed by some degree ." The breakdown by item was as follows (n=7): - Raw Water source management 3.1 - Water management & quality 3.1 - Network management 3.3 - Digital transformation 3.1 - Knowledge & innovation mngmt (Knowledge Innovation Management) 2.9 - Non-revenue water management 3.0 ● Acquisition of general knowledge and skills: The average score in the survey of former trainees was 2.8, slightly below "progressed by some degree." The average scores for strategy formulation, program/project development, personnel allocation/training, budget formulation, general management/execution, leadership for individual projects, and leadership for the organization as a whole (ministry) were between 2.7 and 2.9, while networking with people inside and outside the organization was the highest at 3.1. ● Compared to the acquisition of field knowledge and skills, the acquisition of general management knowledge and skills was rated somewhat lower. This is natural, since the training program focused on acquiring technical knowledge of water management.	n of the TCTP training.	
	Satisfaction with TCTP ● To what extent were the participants satisfied with the training content?	● According to the survey of returning trainees, the average response was 3.4, which is between "very satisfied" and "somewhat satisfied," indicating a high level of satisfaction overall. The average individual responses were as follows: Training facilities (transportation, accommodation, meals) had the highest rating (3.6), while follow-up and support after training seemed to be an issue (3.0). - Instructor knowledge and skills 3.4	One of the reasons for this was the high level of satisfaction with the training facilities (transportatio	● Survey of former trainees ● Interview with training organization

Evaluation Criteria	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource
		- Training Contents 3.1 - Training Methods 3.4 - Training facilities, etc. (travel, accommodation, meals) 3.6 - 3.1 Duration of training - Post-training follow-up and support 3.0	n, accommodation, meals).	
	Causal Relationship ● What factors contributed to or hindered the achievement of the training objectives?	The training content covers water management in general, and the fact that it includes training on the use of digital technologies such as AI seems to have been well received by the general public. In addition, the training facilities and other aspects of the course were also highly rated, which can be said to have led to the high evaluation of the course as a whole.	-	
Impact	Prospect of Impact/Causal Relationship ● Has any impact been observed or is it expected to occur as a result of the training implementation? ● Are there any success cases that can serve as good practices for other countries or other training courses? (<i>The number of cases is not limited.</i>) ● Have the external conditions required to achieve from outcomes to impacts been appropriately identified? Is the external condition expected to be met? ● Are there any factors that may hinder achieve impacts? ● Are positive impacts expected because of the program?	<Intermediate outcome level> ● According to a survey of returning trainees, all respondents (100%) said that they applied the knowledge and skills they acquired to their work after returning home, which indicates an extremely high degree of application. ● As for how they are applying the training, according to the survey of returning trainees, the most common answer was "shared with colleagues" (86.5%), followed by "used for better decision-making" and "developed new strategies and ways of working" at 57.1%. On the other hand, other answers included "introduced changes to managers and superiors" (42.9%), "served as lecturers both internally and externally" (28.6%), and "developed new tools, products, and services" (0%). It seems that new technologies such as the use of AI and water quality testing using smartphones will be difficult to apply immediately after returning home. ● According to a survey of former trainees, 42.9% answered "I don't know/I don't want to answer" when asked, "Was the Action Plan implemented?" According to interviews with training organizations, after the	The impact is due to the fact that the knowledge gained is digital technology, including AI, and that it is technology that is expected to be in demand in the long term.	● Survey of former trainees ● Interview with training organization

Evaluation Criteria	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource
	Regarding potential negative impacts, are measures in place to mitigate them? ● Are impacts on Japan expected to be achieved? ● Are impacts on Thailand expected to be achieved? ● Are impacts on the target countries expected to be achieved?	2024-2025 training, follow-up sessions are planned to be held in specific countries in 2026, and the training organizations will also check the implementation status there. <Final outcome level> ● According to the survey of ex-trainees, the highest response rate was "Good collaboration: realizing collaboration with business people and local people" at 66%, followed by "New ideas: using knowledge gained to form and lead new ideas" (50%) and "Improved productivity: improving work" (50%), both of which came in at 50%. However, no specific examples that could be called "success cases" were reported. <Addition: Individual level promotion> ● According to the survey of ex-trainees, of the seven respondents, two were promoted by one rank or more, while four reported no change (the same level as before participating in the training). The two who were promoted stated that their participation in the TCTP training had made a significant contribution.		
	Other Impact ● (e.g., impacts on the implementing organizations or instructors).	● According to interviews with training organizations, some said that the implementation of the TCTP enabled them to build professional networks. Examples of such networks include the WHA Group (a Thai logistics and industrial facilities supplier), Yokogawa Co., Ltd. (a subcontractor), and Thailand's leading AI and big data companies. These networks allow them to provide trainees with an overall picture of the water management field.		● Interview with training organization
Through the implementation of this project, the outputs were largely achieved as planned, the project purpose of trainees acquiring knowledge was largely achieved, and many returning trainees are sharing that knowledge with their colleagues and applying it to their own work. However, based on responses regarding the implementation status of the action plans, the likelihood of realizing the overall goal is				

Evaluation Criteria	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource
moderate. For these reasons, the effectiveness and impact of the project is rated as ③ (high).				
Efficiency	Project Plan Were the necessary inputs, in terms of both quantity and quality, appropriately planned to produce the planned outputs?	- As mentioned above, only 17 trainees participated in the training despite the 20-person quota. - According to the Summary of TCTP, the initial plan and actual results were as follows: It was confirmed that expenditure was made according to the initial plan. JICA TICA Planned value ((%)) 867,000 (52.60%) 780,353 (47.40%) Actual value ((%)) 616,075 (53.50%) 535,429 (46.50%) The execution rate (planned value vs. actual value) was 71.58% for JICA and 68.61% for TICA, for an overall calculation of 69.90%. The main reason for this difference is that the participation of three trainees from East Timor was ultimately canceled.	The difference between the budget and the actual results was largely due to the fact that the participation of three trainees from East Timor was ultimately canceled.	Documents provided include GI, Letter of Payment, Letter Budget, Summary of TCTP, etc.
	Project Period/Timing - Was the project duration appropriately set in accordance with the project plan? Was the project completed within the planned period? - Were the preconditions, timing, and methods of inputs (including procurement procedures) appropriately planned? - Compared with other training programs implemented by JICA and TICA, did this program	Project period: There was sufficient preparation time and the project was carried out as planned, although there were some issues. Timing and method This course includes a follow-up session in the third year, and it can be said that the course has devised inputs that improve the quality of output overall.		- Interview with training organization - Evaluation Report prepared by the training implementing organization

Evaluation Criteria	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource
	demonstrate any advantages in terms of the content or method of input relative to the achieved outputs?			
Efficiency rating: Although the number of participants in the training was not as expected, the planned output (completion of the training provided) was largely achieved. Based on the above, the efficiency rating is judged to be ③ (high).				
Sustainability	Institutional Aspect - Has a network been established (e.g., between returned trainees and JICA/TICA or training instructors)? - Has a network been established among the returned trainees?	The results of the ex-trainee survey show that communication is most frequently between ex-trainees from the same country. The main means of communication are online and face-to-face. The main purpose of communication is to exchange new ideas.	The factor that will make this sustainable is that the need for sustainable water management using digital technologies, including AI, will likely only increase in the future, not decrease.	Survey of former trainees
	Financial Aspect From the perspective of sustaining the training effects, have adequate budgetary measures been ensured?	In the survey of returning trainees, there were no comments regarding funding issues, which is thought to be due to the fact that the application of new technologies such as AI and smartphone-based water quality measurement has not yet been realized.	-	Survey of former trainees
	Technical Aspect Are the technologies introduced through the training accepted by the trainees and	- There was a comment requesting follow-up training, and follow-up sessions for trainees in specific countries are planned for the third year. - However, it was pointed out that follow-up after the participants' return home is necessary to grasp the	-	- Survey of former trainees - Interview with the

Evaluation Criteria	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource
	their organizations, and can they be continuously implemented?	socio-economic effects, and it is hoped that a follow-up system will be established by the end of the three-year training period.		training implementing organization
	Action Plan Have the trainees who developed action plans implemented and continued their activities after returning to their home countries?	The final action plan has not yet been created. However, frequent communication between participants from the same country is expected to contribute to the implementation of the action plan.	-	- Survey of former trainees - TICA interview results
	Contributing / Inhibiting Factors What factors have contributed to or hindered the sustainability and dissemination of the training outcomes?	One of the driving factors was that the theme of the course was suited to the coming era of sustainable water management using digital technologies such as AI. Demand for the use of new technologies such as AI and big data will likely increase in the water sector in ASEAN countries. It is commendable that the course was developed and offered in anticipation of this need. One of the obstacles is that these technologies are still new and ASEAN countries do not seem to have the capacity to master them on their own (although it seems certain that they will become essential in the future). Furthermore, it must be pointed out that there were some limitations on communication between MWA and TICA.	-	TICA interview results
Sustainability Rating: A network has been formed among returning trainees. In addition, follow-up training is planned after the completion of the two-year training, enhancing sustainability in terms of both structure and technology. However, it is not possible at this stage to judge the financial and technical sustainability after the follow-up training. Therefore, sustainability is judged to be ③ (high).				
Overall evaluation results: Based on the above, the "relevance and consistency" of this course is very high (④), "effectiveness and impact" is high (③), "efficiency" is high (③), and "sustainability" is high (③). There were many successful examples of knowledge utilization by returning trainees, but no examples were identified that showed great promise for continued utilization at the organizational level. Therefore, the overall rating is A (highly satisfactory).				

Evaluation Criteria	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource
Overall rating: A (highly satisfactory)				

Lesson learned:

1. It can be pointed out that there are limitations in communication between MWA and TICA. TICA staff are always busy, and they were unable to respond in a timely manner to inquiries from MWS. As a result, the participation of three Timor-Leste trainees was not realized. Now that Timor-Leste has become a full member of ASEAN, it is important to treat it in the same way as other ASEAN member states.
2. This is a new TCTP course on utilizing digital technology, and will likely serve as a model case for future TCTP programs. In terms of applying digital technology, Thailand appears to be more advanced than Japan in some areas (e.g., automated services using facial recognition), and there is room for TICA to take the lead over JICA.
3. Since the trainees come from various countries, follow-up in only one country may not be sufficient, so future projects should implement a stronger follow-up system to monitor outcomes. Also, by including more countries in the follow-up survey, more comprehensive information can be collected and used for future third-country training courses.

Suggestions:

The TCTP training itself can be said to have brought together cutting-edge themes into one training course, and as demand is expected to continue, it should be continued in the future. However, there is an opinion that individual training is needed to use AI, big data, and digital devices (such as water quality measurement using smartphones) in accordance with the circumstances of each country, and the possibility of responding to this should be considered.

TICA/JICA Joint Evaluation on Third Country Training Programme (TCTP)
Evaluation Results Table

5	Emergency Medical Service (EMS) Leadership and Management Training Course for Regional Training for Pre-Hospital Emergency Care in CLMV

Evaluation Criteria	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource
Relevance	Consistency with the Development Plan Is the training content consistent with the partner country's development policies and development plans (at the national, regional, and sectoral levels)?	Following the massive earthquake off the coast of Sumatra, Indonesia, in 2004 and the unprecedented damage it caused, the Association of Southeast Asian Nations (ASEAN) launched region-wide initiatives to strengthen disaster risk reduction and disaster response within the region. In 2005, the ASEAN Agreement on Disaster Management and Emergency Response (AADMER) was adopted, and in 2011, the ASEAN Coordinating Centre for Humanitarian Assistance on disaster management (AHA Centre) was established. Furthermore, ASEAN has continued to strengthen regional cooperation for effective disaster response through the adoption of key frameworks, including the ASEAN Declaration on Enhancing Cooperation in Disaster Management in 2013 and the ASEAN declaration "One ASEAN, One Response: ASEAN Responding to Disasters as One" in 2016.	The program is considered to be aligned with ASEAN regional cooperation frameworks.	ARCH Project Ex-Ante Evaluation Sheet
	Consistency with the Development Needs Was the training consistent with the needs of the target groups in the partner countries?	In the CLMV countries, there is a shortage of medical professionals responsible for emergency medical services, and pre-hospital care is currently provided by personnel with limited training. In response to this situation, JICA and the Government of Thailand launched the Project for Strengthening Disaster Health Management Capacity in the ASEAN Region (ARCH Project) in 2016, aiming to reduce capacity gaps in emergency medical services (EMS) and strengthen systems through human resource development. The National Institute for Emergency Medicine (NIEM) has been implementing pre-hospital care training for more than a decade in collaboration with domestic and international stakeholders. This training program seeks to develop	The training was designed in response to the shortage of emergency medical personnel in the CLMV countries and was based on clear needs for strengthening emergency medical systems in each country. Accordingly, it was well aligned with the development needs of the partner	- R/D - Interviews with Training Implementing Organization

Evaluation Criteria	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource									
		personnel with basic EMS knowledge and instructional capacity who can serve as core human resources within EMS systems in their respective countries. (RD) To identify the needs of target countries, NIEM refers to the Basic Survey conducted for this purpose. This survey was likely carried out around 2015 by JICA and NIEM and identified gaps in emergency medical care during disasters in ASEAN countries, which led to the launch of the ARCH Project. Mr. Ikeda, then Director of the JICA Thailand Office and an ARCH expert, together with Mr. Dangfun, who was recruited as ARCH staff, planned EMS training (TCTP) for CLMV countries in parallel with the ARCH Project. (NIEM interview notes)	countries.										
	Appropriateness of the Project Plan and Approach - Was the training content appropriate in relation to the needs of the trainees? - Were the roles and responsibilities between the Japanese and Thai appropriately divided to ensure effective training content? - Was the logic between inputs and outputs properly designed to lead to the achievement of the outcomes and overall objectives?	- In response to the question “To what extent was the training content aligned with your job responsibilities? (Ex-trainee survey, Question 1e),” all three respondents answered that it was aligned. (Google survey of trainees) - Based on the RD and related documents, the evaluation team developed the logic shown in the table below. Through completing the EMS training course and acquiring the knowledge and skills required as instructors, participants were expected to conduct training in their home countries, promote the dissemination and institutionalization of EMS across the CLMV countries, and ultimately strengthen regional cooperation and collaboration. <table border="1"> <tr> <td>Output=></td><td>Initial Outcome =></td><td>Intermed.Outcome =></td><td>Final Outcome =></td><td>(Further)</td></tr> <tr> <td></td><td></td><td></td><td></td><td></td></tr> </table>	Output=>	Initial Outcome =>	Intermed.Outcome =>	Final Outcome =>	(Further)						Given that respondents indicated that the training content was aligned with their job responsibilities, the implementation modalities of the training—such as lectures, practical sessions, training materials, and participant selection—can be considered generally appropriate. However, it should be noted that the number of respondents was limited.
Output=>	Initial Outcome =>	Intermed.Outcome =>	Final Outcome =>	(Further)									

Evaluation Criteria	Evaluation Questions	Results					Difference and Factor Analysis / Judgment	Resource
		Participants completed the training course with certificates.	Participants acquire EMS knowledge and the necessary skills to become instructors.	Participants conduct EMS training as instructors.	EMS training is becoming widely adopted in each CLMV country. Regional collaboration among these countries is strengthened.	A reliable EMS system is established in the CLMV countries, strengthening the healthcare sector across the region.		
Coherence	(1) Consistency with Japan's ODA Policy Is the training consistent with Japan's aid policy and the Ministry of Foreign Affairs' country assistance policy?	- The "Country Development Cooperation Policy for the Kingdom of Thailand" clearly states that Japan and Thailand will develop third-country cooperation projects through consultations on issues facing the ASEAN and Mekong regions as well as the international community, and identifies Third Country Training Programmes (TCTP) as a key scheme for such cooperation. - Japan and Thailand have been implementing training programs for ASEAN countries and other third countries under the Japan-Thailand Partnership Programme (JTPP), a framework for third-country cooperation established in 1994 and currently in Phase 3, in collaboration with JICA and TICA. - The "Vision Statement on ASEAN-Japan Friendship and Cooperation," adopted at the ASEAN-Japan Commemorative Summit in 2013, expresses a commitment to promoting human resource development and contributing to overcoming socio-economic and environmental challenges by strengthening cooperation to eradicate poverty and address issues arising from climate change, disasters, urbanization, and aging societies.					The implementation of Third Country Training Programmes in ASEAN countries is aligned with Japan's aid policy and foreign policy.	- R/D - Country Development Cooperation Policy for the Kingdom of Thailand - ARCH Project Ex-Ante Evaluation Sheet
	(2) Internal Coherence Was coordination carried out with other JICA projects, as well as with Japan and other	JICA provided financial support and experts for the TCTP course. For example, Professor Eiji Tanaka, an EMS specialist, participated as an expert; his initial invitation costs were not included in the budget and were therefore covered by NIEM. (NIEM interview notes)					No specific collaboration was reported.	Interviews with Implementing Organization

Evaluation Criteria	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource
	development cooperation agencies?			
	(3) Coherence with Thai Policy ● Is the training consistent with Thailand's aid policies and strategies?	● As described in the section on "Alignment with Japan's ODA Policy," TCTP is implemented under the framework of the Japan-Thailand Partnership Programme (JTPP). ● TICA's mission is to promote development cooperation based on Thailand's foreign policy and the "Sufficiency Economy Philosophy (SEP)." One of its objectives is to strengthen Thailand's position as an emerging donor while enhancing its role as a hub for learning and sharing best practices on sustainable development. TCTP is considered to be implemented in line with this mission and these objectives.	TCTP is implemented as part of the cooperative framework between Thailand and Japan and is aligned with Thailand's foreign policy.	● TICA website
Relevance Sub-Rating : With regard to the appropriateness of the implementation approach, the division of roles between the Thai and Japanese sides was appropriately considered, and the sub-rating was therefore assessed as ④ Very High Coherence Sub-Rating : While alignment is confirmed for items (1) and (3), no direct collaboration with JICA's internal or external projects is observed under item (2). Therefore, the sub-rating is assessed as ③ High Relevance and Coherence Rating: Therefore, the rating of relevance and coherence is ③ High				
Effectiveness	Contents of Outcomes ● Were the goals at the time of participation achieved? ● Did the trainees acquire the knowledge and skills provided in the training?	● All three respondents reported that they had obtained a certificate of completion (Ex-trainee survey, Question 1b). ● Regarding both the "degree of improvement in knowledge and skills through the training" and "general skills," respondents overall answered that these had "improved to some extent." (Ex-trainee survey, Questions 1c and 1d) ● Trainee outcomes were measured through post-course evaluations, which revealed statistical results regarding the knowledge acquired and the confidence gained by trainees. (NIEM interview notes) ● According to a post-training questionnaire conducted by NIEM, participants reported that they had acquired knowledge and skills through the training. At the same time, they indicated areas for	Based on the acquisition of certificates of completion and the results of self-assessments, it can be considered that participants acquired a certain level of knowledge and skills.	● Annual Evaluation Report ● Follow-up Survey ● Interviews with Training Implementing Organization

Evaluation Criteria	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource
		improvement, including the allocation of lecture hours and training duration, as well as the enhancement of practical exercises.		
	Satisfaction with TCTP To what extent were the participants satisfied with the training content?	- Regarding satisfaction with the training, all three respondents answered “very satisfied” with the instructors’ knowledge and skills, the training content, and the training facilities. Overall satisfaction with the training was rated as “generally satisfied.” (Ex-trainee survey, Question 1d) - An examination of trainee satisfaction shows that high ratings were consistently given to the training content and materials across all years.	Overall, a high level of satisfaction was confirmed.	Follow-up Survey
	Causal Relationship What factors contributed to or hindered the achievement of the training objectives?	A key factor contributing to the achievement of course outcomes was the quality of the instructors. The instructors were leading physicians and trainers in the field of emergency medical services (EMS) from countries such as Japan, Taiwan, and Thailand, providing trainees with a valuable opportunity to participate in courses that are normally difficult to access. (NIEM interview notes)	The deployment of instructors with sufficient expertise was therefore a major contributing factor. No constraining factors were reported.	Interviews with Training Implementing Organization
Impact	Prospect of Impact / Causal Relationship - Has any impact been observed or is it expected to occur as a result of the training implementation? - Are there any success cases that can serve as good practices for other countries or other training courses? (<i>The number of cases is not limited.</i>) - Have the external conditions required to achieve from outcomes to impacts been appropriately identified? Is the external condition	- In response to the question “Have you applied what you learned from the training after returning to your country?”, all three respondents answered “yes.” Specific examples included sharing knowledge with colleagues, developing new tools, and formulating new strategies. (Ex-trainee survey, Questions 1g and 1h) - Regarding the question “Were you promoted after participating in the training?”, two respondents answered “no change” and one answered “promoted.” Those who responded indicated that participation in TCTP contributed to their promotion. (Ex-trainee survey, Questions 4a and 4b) - Success cases: After completion of the first course, some ex-trainees returned to participate in the second course or recommended specialized courses—such as Pre-Hospital Trauma Life Support (PHTLS) training—to friends and colleagues. PHTLS is a highly specialized course, offered to TCTP	After completing the training, all participants applied the knowledge and skills they had acquired in their workplaces. In addition, there were cases in which participation in TCTP contributed to promotion. However, due to the lack of systematic follow-up, there are limitations in assessing overall trends and long-term effects.	Follow-up Survey

Evaluation Criteria	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource												
	expected to be met? ● Are there any factors that may hinder achieve impacts? ● Are positive impacts expected because of the program? Regarding potential negative impacts, are measures in place to mitigate them? ● Are impacts on Japan expected to be achieved? ● Are impacts on Thailand expected to be achieved? ● Are impacts on the target countries expected to be achieved?	trainees in Thailand by a limited number of institutions in collaboration with Phramongkutklao Hospital. The training fee is approximately 10,000 baht per participant, and a certificate is issued upon completion. Furthermore, ex-trainees were able to evaluate and compare the courses they attended (e.g., noting that one course was better than another), indicating a deep understanding of the training content and active engagement in learning. (NIEM interview notes)														
	Other Impact (e.g., impacts on the training organizations or instructors).	Through participation in TCTP, NIEM has strengthened its capacity to build networks in the nursing and medical fields.	Thereby contributing to the strengthening of networks among training implementing organization.	● Interview with Implementing Organization												
Effectiveness/ Impact Rating : The training demonstrates effectiveness, as evidenced by the acquisition of certificates of completion, self-assessment results, and high levels of participant satisfaction, indicating that participants reliably acquired a certain level of knowledge and skills. Furthermore, all participants applied their learning in their workplaces after returning to their home countries, and spillover effects were observed, including contributions to promotion and the strengthening of networks of the training implementing organization (NIEM), suggesting that a certain level of impact has been generated. However, systematic follow-up has not been conducted, the response rate from ex-trainees remains low, and the available information is limited. Based on these considerations, the rating for Effectiveness and Impact is assessed as ③ (High).																
Efficiency	Project Plan ● Were the necessary inputs, in terms of both quantity and quality, appropriately planned to produce the planned outputs?	● Regarding the number of participants, the RD set a maximum of 24 participants; however, the actual number ranged from 16 to 20 participants each year. <table><tr><td></td><td>Plan (RD)</td><td>Actual</td></tr><tr><td>2023(1)</td><td>24 persons</td><td>16 persons</td></tr><tr><td>2023(2)</td><td>24 persons</td><td>16 persons</td></tr><tr><td>2024</td><td>24 persons</td><td>20 persons</td></tr></table> ● Planned vs. Actual Budget		Plan (RD)	Actual	2023(1)	24 persons	16 persons	2023(2)	24 persons	16 persons	2024	24 persons	20 persons	● The number of participants fell below the planned level, and budget execution data were not available.	● R/D ● Annual Eval. Report
	Plan (RD)	Actual														
2023(1)	24 persons	16 persons														
2023(2)	24 persons	16 persons														
2024	24 persons	20 persons														

Evaluation Criteria	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource																	
		The planned budget is based on the RD; however, actual budget data were not available at the time of the evaluation. <table><tr><td></td><td></td><th>Plan(RD)</th><th>Actual</th></tr><tr><td rowspan="4">Total</td><td>JICA</td><td>2,220,700</td><td>To be confirmed</td></tr><tr><td>TICA</td><td>2,041,880</td><td>To be confirmed</td></tr><tr><td>APCD</td><td>113,000</td><td>To be confirmed</td></tr><tr><td>Total</td><td>THB4,375,580</td><td>To be confirmed</td></tr></table>			Plan(RD)	Actual	Total	JICA	2,220,700	To be confirmed	TICA	2,041,880	To be confirmed	APCD	113,000	To be confirmed	Total	THB4,375,580	To be confirmed		
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Total		THB4,375,580	To be confirmed																		
Project Period/Timing	- Was the project duration appropriately set in accordance with the project plan? Was the project completed within the planned period? - Were the preconditions, timing, and methods of inputs (including procurement procedures) appropriately planned? - Compared with other training programs implemented by JICA and TICA, did this program demonstrate any advantages in terms of the content or method of input relative to the achieved outputs?	Regarding the implementation period, while the plan envisaged a three-year period from 2022 to 2024, the training was implemented as scheduled three times between 2023 and 2024. According to the Record of Discussions (RD), four days of on-site training per year were planned; in practice, on-site training was conducted for 4 to 16 days. <table><tr><th>Plan (RD)</th><th>Actual</th></tr><tr><td rowspan="3">Approximately 4 days each year during JFY2022-2024, on-site</td><td>4days_ 8-11 May 2023(exclusive of travelling dates); On-site</td></tr><tr><td>16 days_ 4-24 February 2024 (exclusive of travelling dates); On-site</td></tr><tr><td>10 days_ 16-27 September 2024 (exclusive of travelling dates); On-site</td></tr></table>	Plan (RD)	Actual	Approximately 4 days each year during JFY2022-2024, on-site	4days_ 8-11 May 2023(exclusive of travelling dates); On-site	16 days_ 4-24 February 2024 (exclusive of travelling dates); On-site	10 days_ 16-27 September 2024 (exclusive of travelling dates); On-site	The number of training sessions was implemented as planned, and the training period was longer than originally planned	- R/D - Annual Eval. Report											
Plan (RD)	Actual																				
Approximately 4 days each year during JFY2022-2024, on-site	4days_ 8-11 May 2023(exclusive of travelling dates); On-site																				
	16 days_ 4-24 February 2024 (exclusive of travelling dates); On-site																				
	10 days_ 16-27 September 2024 (exclusive of travelling dates); On-site																				
Implementation Process	- Reaching eligible or target candidates through diplomatic channels via Thai embassies in each country can be difficult and time-consuming, as the process relies on official government routes. - Although financial support from TICA and JICA follows TICA’s financial regulations (including those of the Ministry of Finance), NIEM—being a statutory organization with legal personality rather than a	NIEM reported challenges related to the trainee selection coordination process, financial management, communication in English, and	Interviews with Training Implementing Organization																		

Evaluation Criteria	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource
		government agency or state-owned enterprise—found it difficult for staff to manage JICA/TICA budgets under these rules. In particular, NIEM requested specific guidelines from TICA, but none were provided. ● As TCTP is an international cooperation program, communication in English is essential, which posed a significant burden on staff. In the first course, it was particularly difficult to involve staff from other departments; in subsequent courses, proactive engagement and persuasion were required from the outset. ● NIEM instructors were required to handle financial management themselves, which hindered smooth communication with other instructors, and they were not fully informed about the support provided by TICA/JICA to instructors. ● While the concept of TCTP itself is sound, its procedures are often complex and time-consuming. For example, there is a lack of clear guidelines on general information (GI) and financial preparations. It would be beneficial for JICA, TICA, and NIEM to convene prior to project commencement to confirm and share a common understanding of relevant guidelines (NIEM interview notes).	coordination among relevant stakeholders.	
Efficiency Rating : This training program faced constraints in conducting a quantitative assessment of efficiency, as the number of participants fell below the planned level and budget execution data were not available. While the planned number of training sessions was implemented and the training period was set longer than originally planned, several operational challenges were identified, including coordination in trainee selection, financial management, communication in English, and coordination among relevant stakeholders. Based on these considerations, the efficiency rating is assessed as② Moderately low.				
Sustainability	Institutional Aspect ● Has a network been established (e.g., between returned trainees and JICA/TICA or training instructors)?	● All three respondents reported that they maintain regular communication with Thai instructors and fellow trainees from their own countries (Ex-trainee Survey, Question 3a).	Due to the limited number of respondents, detailed information on post-training networks remains unavailable.	● Follow-up Survey

Evaluation Criteria	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource
	Has a network been established among the returned trainees?			
	Financial Aspect From the perspective of sustaining the training effects, have adequate budgetary measures been ensured?	None		
	Technical Aspect Are the technologies introduced through the training accepted by the trainees and their organizations, and can they be continuously implemented?	None		
	Action Plan Have the trainees who developed action plans implemented and continued their activities after returning to their home countries?	- Due to the absence of a post-training follow-up mechanism, NIEM is unable to confirm whether trainees implemented their action plans in their home countries (NIEM interview notes). - In response to the question “Have you implemented your action plan?”, two respondents answered “Yes,” while one responded “Not sure.” Some respondents commented that they had conducted domestic training activities after returning to their home countries (Ex-trainee Survey, Question 1i)	As no systematic follow-up has been conducted, detailed information on the implementation status of the action plans remains unavailable.	- Follow-up Survey - Interviews with Training Implementing Organization
	Contributing / Inhibiting Factors What factors have contributed to or hindered the sustainability and dissemination of the training outcomes?	None		

Sustainability Rating: In conclusion, while continued communication with Thai instructors and fellow trainees was confirmed for a limited number of

Evaluation Criteria	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource
		participants, the small number of respondents made it difficult to sufficiently capture the actual situation of post-training network formation. In addition, due to the absence of a systematic follow-up mechanism after the completion of the training, information on the implementation status of action plans and the sustained utilization of training outcomes was limited. Based on these constraints, the sustainability rating is provisionally assessed as ② Moderately low		
		Overall Evaluation Results Based on the above analysis, the relevance and coherence of the course are assessed as very high, while its effectiveness and impact are assessed as high. Some challenges are identified in terms of efficiency, and partial challenges are also observed with regard to sustainability. Therefore, the overall rating of the course is assessed as B(satisfactory). Overall Rating: B(satisfactory)		
		Lesson learned: It is desirable to establish a follow-up forum after the implementation of TCTP to share information on operational challenges and coordination issues among the relevant organizations. In particular, regular exchanges among the training implementing organization (NIEM), the supporting agency (TICA), and JICA to review training progress, challenges, and areas for improvement would enable early identification of operational issues and facilitate improvements for subsequent courses. In addition, continuous capacity development—including support for English communication and training management for course coordinators and instructors—would be effective. There is a need to develop clear guidelines to establish a shared understanding among JICA, TICA, and the implementing organization (NIEM) regarding TCTP operations and financial management. In particular, sharing detailed manuals and explanatory materials in advance on procedures for financial processing, contracting, and expenditure management would enable staff of each organization to carry out their duties more smoothly and transparently.		
		Suggestions: None		

TICA/JICA Joint Evaluation on Third Country Training Programme (TCTP)
Evaluation Results Table

6	International Road Infrastructure Development for ASEAN and BIMSTEC Networks (Phase 2)

Evaluation Criteria	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource
Relevance	Consistency with the Development Plan ● Is the training content consistent with the partner country's development policies and development plans (at the national, regional, and sectoral levels)?	● BIMSTEC (Bay of Bengal Initiative for Multi-Sectoral Technical and Economic Cooperation) is an economic and technical cooperation framework among seven countries bordering the Bay of Bengal (India, Bangladesh, Sri Lanka, Nepal, Bhutan, Myanmar, and Thailand). It is currently advancing cooperation across 13 sectors, including the connectivity sector led by Thailand. ● ASEAN is promoting the strengthening of physical connectivity, such as road networks, and institutional connectivity to address disparities within the region and support the deepening of the ASEAN Community. Since 2010, it has been developing the "ASEAN Master Plan on Connectivity (MPAC)."	It is consistent with the regional-level policies and plans of ASEAN and BIMSTEC.	● ASEAN and BIMSTEC policy documents
	Consistency with the Development Needs ● Was the training consistent with the needs of the target groups in the partner countries?	● BIMSTEC member countries account for 3.8% of global trade and derive 60% of their combined GDP from trade. However, intra-regional trade constitutes only 5% of BIMSTEC's total trade volume. While developing road networks is crucial for promoting intra-regional logistics, significant disparities exist among member countries in infrastructure development. For instance, only India and Thailand possess a Class 1 network under the Asian Highway system. (BIMSTEC Master Plan for Transport Connectivity, 2022) ● Within ASEAN, significant progress has been made on the ASEAN Highway Network, one of the infrastructure projects aimed at promoting physical connectivity outlined in MPAC 2010. However, as living standards rise and urbanization advances across member countries, the need for continued infrastructure investment remains substantial. Furthermore, the necessity for sustainable infrastructure development that does not harm the environment has become increasingly evident. (MPAC 2025)	The need to develop road infrastructure within the ASEAN and BIMSTEC regions is significant and aligns with the content of this training course.	● ASEAN and BIMSTEC policy documents

Evaluation Criteria	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource										
	Appropriateness of the Project Plan and Approach - Was the training content appropriate in relation to the needs of the trainees? - Were the roles and responsibilities between the Japanese and Thai appropriately divided to ensure effective training content? - Was the logic between inputs and outputs properly designed to lead to the achievement of the outcomes and overall objectives?	- In the Ex-Trainee Survey (1.e), when asked “To what extent did the training content align with your job responsibilities?”, 65% of respondents answered “Very high” and 30% answered “Somewhat high,” indicating that the majority of trainees perceived the training as meeting their job needs. - The program design was compiled by the Department of Highway (DOH) based on discussions with JICA, ITCA, and others. DOH staff served as the primary instructors, with additional instructors invited from the Thai Ministry of Transport, universities, and private companies, depending on the theme. While there were no Japanese instructors in Batches 1 and 2, JICA experts served as instructors for some sections (Tunnel Equipment and Operation) in Batch 3. (Terminal Evaluation Sheet (Draft)) - The course logic developed by the evaluators based on the RD, etc., is as follows. <table border="1"> <thead> <tr> <th>Output =></th><th>Initial Outcome =></th><th>Intermed.Outcome =></th><th>Final Outcome =></th><th>(Further)</th></tr> </thead> <tbody> <tr> <td>Participants completed the training course with certificate.</td><td>Knowledge and understanding is obtained on international road networks; issues related to planning, management and maintenance of road projects; and highway and bridge design, road safety and other engineering issues.</td><td> - Gained knowledge and experiences are applied to the participant countries’ road development projects. - Knowledge sharing and collaboration in international road development projects are promoted among the participant countries. </td><td>International road network development is promoted/improved in ASEAN and BIMSTEC countries.</td><td>(Mobility and economic activity in the regions become more active.)</td></tr> </tbody> </table>	Output =>	Initial Outcome =>	Intermed.Outcome =>	Final Outcome =>	(Further)	Participants completed the training course with certificate.	Knowledge and understanding is obtained on international road networks; issues related to planning, management and maintenance of road projects; and highway and bridge design, road safety and other engineering issues.	- Gained knowledge and experiences are applied to the participant countries’ road development projects. - Knowledge sharing and collaboration in international road development projects are promoted among the participant countries.	International road network development is promoted/improved in ASEAN and BIMSTEC countries.	(Mobility and economic activity in the regions become more active.)	95% of the ex-trainees on this course acknowledged a high degree of alignment with their job responsibilities. Furthermore, when planning the training content, input from the Japanese side was considered and implemented as necessary. The logic of aiming for knowledge sharing and collaboration among participants from different countries to promote connectivity between nations was appropriate.	- Ex-trainee (Follow-up) Survey - Annual Evaluation Report
Output =>	Initial Outcome =>	Intermed.Outcome =>	Final Outcome =>	(Further)										
Participants completed the training course with certificate.	Knowledge and understanding is obtained on international road networks; issues related to planning, management and maintenance of road projects; and highway and bridge design, road safety and other engineering issues.	- Gained knowledge and experiences are applied to the participant countries’ road development projects. - Knowledge sharing and collaboration in international road development projects are promoted among the participant countries.	International road network development is promoted/improved in ASEAN and BIMSTEC countries.	(Mobility and economic activity in the regions become more active.)										

Evaluation Criteria	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource
Coherence	Consistency with Japan's ODA Policy Is the training consistent with Japan's aid policy and the Ministry of Foreign Affairs' country assistance policy?	- The "Country Assistance Policy for Thailand" sets forth the basic policy of "promoting cooperation that addresses contemporary challenges and drives regional development based on a comprehensive and strategic partnership." It identifies key areas of focus, including addressing common regional challenges within ASEAN and the Mekong region, such as enhancing connectivity and implementing third-country training programs. - Under the Japan-Thailand Partnership Program (JTPP) (currently in Phase 3), a framework for third-country cooperation launched in 1994, Japan and Thailand conduct training for third countries, including ASEAN nations, through JICA and TICA. - Although Japan is not a member of BIMSTEC or ASEAN, it places importance on realizing connectivity across the Indian Ocean and Pacific Ocean as part of its efforts to realize a "Free and Open Indo-Pacific (FOIP)" and supports the initiatives of both organizations through bilateral ODA and other means. With ASEAN, Japan continues its support through the "Japan-ASEAN Comprehensive Connectivity Initiative."	The enhancement of connectivity, including the regional road network targeted by this course, aligns with both Japan's development cooperation policy toward Thailand and its support policy for BIMSTEC and ASEAN.	- Country Assistance Policy for Thailand - Documents related to cooperation with ASEAN
	Internal Coherence Was coordination carried out with other JICA projects, as well as with Japan and other development cooperation agencies?	- No other projects directly linked to the implementation of this course were identified, except for the following. - The DOH implemented the same course (Phase 1) from 2017 to 2019, before the implementation of this course. Additionally, in parallel with this course, DOH has been implementing a TCTP course on Road Asset Management (RAM) since 2024. While both courses target the ASEAN and BIMSTEC regions, this course focuses on road infrastructure development, and the RAM course focuses on road asset maintenance and management, intending to complement each other in content. (From DOH interview)	The training content is planned with the intention of coordinating with another TCTP course being conducted during the same period.	Training implementing organization interview
	Coherence with Thai Policy Is the training consistent with Thailand's aid policies and strategies?	- As stated under "Consistency with Japan's ODA Policy," the TCTP is implemented under the JTPP framework. - TICA's mission is to promote development cooperation based on Thailand's foreign policy and the Sufficient Economy Policy (SEP), and to foster good relations with foreign countries, particularly neighboring nations. It also lists as one of its objectives strengthening Thailand's role as an emerging donor and as a hub for learning and sharing best practices on sustainable development. - Thailand is a full member of both ASEAN and BIMSTEC and is promoting the enhanced connectivity advocated by both	The TCTP aligns with the Thailand-Japan cooperation framework and Thailand's foreign and development cooperation policies. The	- TICA website - ASEAN and BIMSTEC policy documents

Evaluation Criteria	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource
		organizations.	course content also aligns with Thailand's policies.	
Relevance Sub-Rating: Regarding appropriateness as a means, the division of roles between the Thai and Japanese sides was considered, and sub-rating was judged as ④ Very High. Coherence Sub-Rating: (1) and (3) are consistent, and (2) involves other TCTP courses designed to coordinate with this course, so the sub-rating is judged as ④ Very High. Relevance and Coherence Rating: Therefore, the rating of relevance and coherence is ④ Very High.				
Effectiveness	Contents of Outcomes	• A completion assessment test was administered immediately after each subject in this course. The passing score for each test was 60 points. All trainees in all batches achieved scores above this threshold. (Terminal Evaluation Sheet (Draft)) • Regarding the "Certificate of Completion" (Ex-trainee Survey 1.b), all respondents (100%) reported having obtained it. • Regarding the "Degree of Knowledge/Skill Improvement through Training" (Ex-trainee Survey 1.c), over 90% of ex-trainees highly evaluated the improvement in the following themes: "Management of Road Improvement Projects," "International Road Network Development and Management Systems," "Road Traffic Safety," and "Road Project Planning," stating they improved significantly or somewhat. • Regarding the "Degree of Improvement in General Knowledge and Skills" (Ex-trainee Survey 1.d), overall evaluations were high. Over 90% of ex-trainees responded that they had improved significantly or somewhat in the following areas: "Program/Project Development," "Operational Management and Implementation," "Leadership," "Networking," and "Strategy Formulation."	Based on the trainees' knowledge acquisition after completing this course and the evaluation of the trainees' own knowledge and skill improvement, the training objectives (initial outcomes) are deemed to have been achieved.	• Terminal Evaluation Sheet (Draft) • Follow-up Survey
	Satisfaction with TCTP	• According to the Ex-trainee Survey 1.f, satisfaction was particularly high for "Instructor Knowledge and Skills," "Training Content," and "Training Methods (lectures, group discussions, OJT, etc.)." Next, "Training Facilities and Operations (transportation, lodging, meals)" and "Training Length" received above-average ratings. On the other hand, regarding "Post-Training Follow-up/Support," approximately 35% of respondents indicated they were not very satisfied or not satisfied at all. Multiple comments in the open-ended responses of	Overall, ex-trainees expressed high levels of satisfaction. However, a certain percentage of	• Follow-up Survey

Evaluation Criteria	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource
		the Ex-trainee Survey also pointed out the lack of follow-up support after returning home. Other noteworthy comments included operational issues such as inconvenience during lunchtime due to the lack of restaurants offering halal food near the training venue, and the distance between the training venue and the hotel.	ex-trainees indicated that they expect some form of follow-up support.	
	Causal Relationship What factors contributed to or hindered the achievement of the training objectives?	Training providers cite three key contributing factors: curriculum, instructors, and participant motivation. First, the curriculum was designed from a learner-centered perspective based on the training program's objectives and participant needs. Second, competent instructors with specialized knowledge broke down complex concepts and difficult theories, conveying them in concise forms that enhanced understanding and learning efficiency. Third, this course attracted numerous interested applicants, and participants demonstrated strong engagement throughout the training period. (Terminal Evaluation Sheet (Draft))		- Training implementing organization interview - Evaluation Report
Impact	Prospect of Impact/ Causal Relationship - Has any impact been observed or is it expected to occur as a result of the training implementation? - Are there any success cases that can serve as good practices for other countries or other training courses? (<i>The number of cases is not limited.</i>) - Have the external conditions required to achieve from	- In response to the question "Did you utilize what you learned from the training after returning home?" (Ex-trainee Survey 1.g), 86% answered "Yes," while the remainder selected "Don't know/No response." (Specific application examples are described later). - Regarding the question "How did you utilize the knowledge gained from the training?" (Ex-trainee Survey 1.h), "Shared with colleagues" was high at 90%, and "Made better decisions" was high at 68%. - Regarding the question "Did you receive a promotion after participating in the training, and to what extent did the TCTP contribute to your promotion?" (Ex-trainee Survey 4.a), 52% of respondents answered "No promotion," 26% answered "Promoted to some extent," and 22% answered "No response/Don't know." Free-response comments indicated that while participation itself was not directly linked to promotion, the knowledge gained contributed to professional career development. - Key examples of knowledge application, as per the Ex-trainee Survey free-response section, are as follows: 1) As an instructor at an educational institution, I utilized this training for academic discussions with colleagues, developing teaching materials, and exploring new course content incorporating practical case studies and international perspectives. The quality of my lectures improved, enabling me to help students better understand practical application examples	After acquiring knowledge and skills, many ex-trainees seek to share them with colleagues and apply them to their own work.	- Sending Organization Survey - Follow-up Survey

Evaluation Criteria	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource
	outcomes to impacts been appropriately identified? Is the external condition expected to be met? • Are there any factors that may hinder achieve impacts? • Are positive impacts expected because of the program? Regarding potential negative impacts, are measures in place to mitigate them? • Are impacts on Japan expected to be achieved? • Are impacts on Thailand expected to be achieved? • Are impacts on the target countries expected to be achieved?	alongside road infrastructure theory. (Indonesia) 2) Participating in the training significantly broadened my knowledge. The network I built helped me understand and compare situations in other countries, and in some areas, it is helping me understand what might happen in my own country in the future. (Malaysia) 3) After returning home, I was able to obtain PE (Professional Engineer) status. (Malaysia) 4) I conducted briefings on the importance of removing obstacles during road travel and on safety for construction workers. (Bhutan) 5) Successful applications include structural pavement design for roads and bridges, slope stabilization, shape design, and signage implementation. (Bhutan) 6) My primary role involves international contract management. Since many construction project contracts are based on FIDIC forms, the relevant knowledge gained from the training significantly enhanced my professional capabilities. (Thailand)		
	Other Impact (e.g., impacts on the training institutions or instructors).	• By undertaking the implementation of TCTP training, DOH expanded its network of external instructors and trainees. DOH staff gained experience in managing international training programs, budget management, and acquiring new knowledge and skills. Staff needed to learn skills to manage the implementation of the three-week course and resolve issues. They also improved their ability to interact with	This has a positive impact on expanding the training organization's network with	•

Evaluation Criteria	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource																																														
		trainees from diverse linguistic, cultural, and traditional backgrounds. (DOH interview) DOH instructors learned to effectively organize their knowledge and convey it to trainees, enhancing their communication skills. This also led to improvements in their English proficiency. (DOH interview)	external personnel and enhancing the diverse skills of staff and instructors.																																															
Effectiveness/ Impact Rating: Through the implementation of this project, it can be said that the project goal of knowledge acquisition by trainees has been achieved. Regarding the higher-level objectives, many ex-trainees are sharing this knowledge with colleagues and applying it to their own work, with several instances of impact already observed. For the DOH, the project also achieved operational experience in running international training programs and the expansion of its network. Therefore, the effectiveness and impacts of the course are ④ Very High.																																																		
Efficiency	Project Plan Were the necessary inputs, in terms of both quantity and quality, appropriately planned to produce the planned outputs?	- The annual enrollment for RD was set at 25 participants, with each course (GI) having a similar enrollment target. Actual participant numbers ranged from 18 to 21. Among the 12 target countries, Bangladesh and the Philippines had no applicants across all batches. (Annual Evaluation Reports) <table><tr><td></td><td>Plan (GI)</td><td>Actual</td></tr><tr><td>2023 (Batch 1)</td><td>25 persons</td><td>18 persons</td></tr><tr><td>2023 (Batch 2)</td><td>25 persons</td><td>20 persons</td></tr><tr><td>2024 (Batch 3)</td><td>25 persons</td><td>21 persons</td></tr></table> - Budget Plan/Actual Comparison: For RD, the initial year's course expenditure plan (provisional) was THB 3,259,700, of which JICA's share was THB 1,627,800 (50%) and TICA's share was THB 1,631,900 (50%). The planned and actual amounts for each course implementation are as follows. (Unit: THB) <table><tr><td></td><td></td><td>Plan</td><td>Actual</td></tr><tr><td rowspan="3">2023 (Batch1)</td><td>JICA</td><td>1,095,200</td><td>1,041,876</td></tr><tr><td>TICA</td><td>1,084,422</td><td>370,103</td></tr><tr><td>Total</td><td>2,179,622</td><td>1,411,979</td></tr><tr><td rowspan="3">2023 (Batch 2)</td><td>JICA</td><td>1,076,450</td><td>966,426</td></tr><tr><td>TICA</td><td>1,060,160</td><td>539,150</td></tr><tr><td>Total</td><td>2,136,610</td><td>1,505,576</td></tr><tr><td rowspan="3">2024 (Batch 3)</td><td>JICA</td><td>1,129,484</td><td>1,113,882</td></tr><tr><td>TICA</td><td>1,051,300</td><td>520,930</td></tr><tr><td>Total</td><td>2,180,784</td><td>1,634,811</td></tr></table> (Source: JICA, DOH)		Plan (GI)	Actual	2023 (Batch 1)	25 persons	18 persons	2023 (Batch 2)	25 persons	20 persons	2024 (Batch 3)	25 persons	21 persons			Plan	Actual	2023 (Batch1)	JICA	1,095,200	1,041,876	TICA	1,084,422	370,103	Total	2,179,622	1,411,979	2023 (Batch 2)	JICA	1,076,450	966,426	TICA	1,060,160	539,150	Total	2,136,610	1,505,576	2024 (Batch 3)	JICA	1,129,484	1,113,882	TICA	1,051,300	520,930	Total	2,180,784	1,634,811	Participation numbers fell short of the planned recruitment targets for each batch by 4 to 7 people. While the delayed course start date due to COVID-19 may have partially contributed, this suggests that demand levels were relatively low in some target countries. Regarding the training budget, the actual amount spent by the Thai side for each batch was about 50% below the planned amount.	
	Plan (GI)	Actual																																																
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Evaluation Criteria	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource
		Regarding the quality of inputs, as stated in the section “Effectiveness: Causal Relationship” above, the curriculum was designed from a participant-centered perspective, and appropriate instructors were selected for each topic. Furthermore, when DOH invited external instructors, efforts were made to ensure they understood the expected training outcomes, and the use of diverse training methods was encouraged to foster participatory learning environments. (Terminal Evaluation Sheet (Draft))	This is thought to be due to the impact of the number of participants falling short of the planned number. Regarding the quality of inputs, efforts to enhance quality can be seen in curriculum design and training methods.	
	Project Period/Timing - Was the project duration appropriately set in accordance with the project plan? Was the project completed within the planned period? - Were the preconditions, timing, and methods of inputs (including procurement procedures) appropriately	- Regarding the implementation period and frequency, the initial plan (RD) was for JPY2021-2023 (3 sessions over 3 years). However, due to the impact of the COVID-19 pandemic, no sessions were held in JPY2021. Instead, 2 sessions were held in JPY2022 and 1 session in JPY2023, totaling 3 sessions. - Regarding the duration of each batch training session, the RD planned for three weeks per session. The actual duration (including travel days) matched the plan.	Although the implementation period was delayed due to the impact of the COVID-19 pandemic, the three training sessions were conducted as scheduled within the originally planned implementation period. The duration of each training session was also as planned.	

Evaluation Criteria	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource
	planned? Compared with other training programs implemented by JICA and TICA, did this program demonstrate any advantages in terms of the content or method of input relative to the achieved outputs?			
	Implementation Process	[Overall Process (DOH)] - Following coordination within the Ministry of Foreign Affairs' TCTP framework, the DOH's International Road Cooperation Bureau submits a training proposal to the Human Resource Development Cooperation Group (HRDCG). The HRDCG is responsible for curriculum design, team planning, instructor selection, and arrangements for venues, hotels, etc. The HRDCG team implements the program and manages interactions with instructors during the course period. After completion, HRDCG prepares an evaluation report for JICA, TICA, and the International Road Cooperation Bureau. [Recruitment and Implementation Process] - Compared to other training programs offered by DOH outside of TCTP, TCTP eligibility criteria are extremely strict. HRDCG creates a qualification template for trainees and inputs all applicant data. Any discrepancies indicate that the applicant's qualifications do not meet the specified standards. For other training courses, HRDCG does not need to verify qualifications as strictly as for the TCTP course. - Application documents submitted via the Thai Embassy may not reach the appropriate personnel. In such cases, DOH utilizes its network of past trainees to directly convey information to relevant parties. However, since official documents from TICA to the Thai Embassy are prepared in Thai, sending them to individuals who do not understand		

Evaluation Criteria	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource
		the language is difficult. - During the recruitment phase, some countries face challenges in approaching potential participants. JICA provides support by utilizing local networks in these situations. Furthermore, in some countries where there is no Thai Embassy, delays may occur in visa procedures and other processes. - Both TICA and JICA provide funding to the TCTP. The DOH receives and manages a budget of approximately 2 million baht from JICA and TICA. TICA supports trainee recruitment through Thai embassies in each country. TICA handles arrangements such as air tickets and airport transfers. [Monitoring, Evaluation, and Follow-up] - As mentioned above, after the three-year training period, HRDCG prepares a final evaluation report using a form provided by JICA to summarize the project's outcomes. - However, there is no mechanism for continuous follow-up after the trainees return home. Consequently, it is also difficult to identify success stories among the ex-trainees.		
Efficiency Rating: Although the number of trainees fell short of the planned target, the inputs were considered appropriate relative to the outputs produced. Furthermore, efforts to enhance the quality of inputs were evident, and the output of training completion was largely achieved. Therefore, the efficiency of the course is ③ High.				
Sustainability	Institutional Aspect - Has a network been established (e.g., between returned trainees and JICA/TICA or training instructors)? - Has a network been established among the returned trainees?	- DOH maintains contact with some trainees via LINE and Facebook. However, as mentioned above, it does not conduct follow-up surveys with trainees after their return home. (From DOH Hearing) - The Ex-trainee Survey (3.a) revealed that ex-trainees most frequently reported high communication frequency with "other trainees from their home country." Next, communication frequency was moderately high with "trainees from the same batch, including those from other countries." In contrast, the most common response regarding communication with "Japanese instructors," "Thai instructors," and "Thai training implementing organizations" was that they had no or almost no contact, with communication frequency being low on average. - The primary means of communication among ex-trainees are online platforms and SNS such as WhatsApp and Facebook. Communication topics vary widely, ranging from everyday matters to work-related information exchange and discussions.	While there is an SNS-based network between the training organization (DOH) and trainees, there is no mechanism for proactive networking or follow-up. On the other hand, among ex-trainees, relatively active	

Evaluation Criteria	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource
		- Survey responses highlighted the following notable examples of communication among ex-trainees: - Regarding the Friendship Bridge under construction on the Thailand-Malaysia border, both responsible officials at last year's (2024) bilateral meeting were graduates of this course. (Malaysia) - Information was obtained about Nepal's road maintenance system, which is implemented using a method similar to the road maintenance management system planned for introduction in Bhutan. (Bhutan)	spontaneous communication occurs through SNS and other means.	
	Financial Aspect From the perspective of sustaining the training effects, have adequate budgetary measures been ensured?	- The training implementing organization does not conduct any special follow-up activities for trainees after the program concludes. - The Ex-trainee Survey (open-ended responses) included requests to establish alumni networks for ex-trainees. It also included proposals to incorporate follow-up activities and opportunities for collaborative research among ex-trainees into the training program.	No particular activities have been conducted since the training.	
	Technical Aspect Are the technologies introduced through the training accepted by the trainees and their organizations, and can they be continuously implemented?	- As stated in "Impact," the Ex-trainee Survey found that 86% utilize what they learned after returning home, with many concrete examples cited. Many ex-trainees also share knowledge with colleagues, thereby contributing to their home organizations. - Regarding the ongoing application of knowledge in the ex-trainees' home countries and organizations, survey responses indicated instances where acquired content, such as road maintenance methods, was being implemented locally. However, sufficient information could not be gathered to assess the situation across all participating countries.	At the ex-trainee level, it is generally expected that the knowledge acquired will continue to be utilized going forward. Sufficient information was not obtained to assess the likelihood of continued technology utilization at the organizational level of the	

Evaluation Criteria	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource
			trainee's home organization.	
	Action Plan Have the trainees who developed action plans implemented and continued their activities after returning to their home countries?	In response to the question "Did you implement the action plan?" (Ex-trainee Survey 1.i), approximately 41% answered "Yes," 14% answered "No," and the remainder answered "Don't know." Specific examples of "Yes" responses included the individual activities mentioned in the "Impact" section, as well as promoting the introduction of measures concerning toll gates on expressways and introducing road safety audits. Budget constraints were cited as a reason for the "No" responses.	Only about 40% of ex-trainees reported implementing action plans, but examples exist where specific measures were successfully carried out. Budget constraints were cited as a reason for the inability to implement, based on the limited responses provided.	
	Contributing / Inhibiting Factors What factors have contributed to or hindered the sustainability and dissemination of the training outcomes?	- As stated in "Effectiveness: Causal Relationship," the training implementing organization cites three contributing factors to achieving training objectives: curriculum, instructors, and participant motivation. (Terminal Evaluation Sheet (Draft)) - On the other hand, to sustain training outcomes, it is essential to first understand the work situation of trainees after their return. However, the Ex-trainee Survey and DOH interviews indicate that the lack of networking activities and follow-up for this course is likely to become an obstacle going forward.		
Sustainability Rating: On the institutional aspect, while voluntary networks have formed primarily among ex-trainees, there is no mechanism to maintain these relationships. In terms of the financial aspect, there is no specific budgetary support to ensure activities that guarantee sustainability. In terms of the technical aspect, while continued knowledge utilization is anticipated at the ex-trainee level and some examples exist of promoting measures at the organizational level of their home organizations, sufficient information to assess the overall prospects for technology utilization could not be obtained. Therefore, the sustainability of the training course effects is ② Moderately low.				
Overall Evaluation Results: Relevance and Coherence of this course are assessed as very high, and its effectiveness and impact are assessed as very high.				

Evaluation Criteria	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource
The efficiency of the course is assessed as high, while some challenges remain in terms of sustainability. Overall, the course is rated A (Highly satisfactory).				
Overall Rating: A(Highly satisfactory)				

Lesson learned:

- The Ex-trainee Survey results of this course indicate that only about 40% reported implementing their action plans. While some cited “budget constraints” as a reason for the inability to implement or continue, no other specific reasons were provided. To address this, mechanisms promoting organizational support could be considered, such as requiring applicants for TCTP courses to discuss and review the anticipated content of their action plans with their home organizations before training.
- For TCTP courses like this one, which include countries with predominantly Muslim populations, it is crucial to plan accommodations and schedules with careful consideration of the availability and convenience of halal food options during the stay (such as providing multiple options).
- Feedback from the open-ended section of the Ex-trainee survey suggested proposing separate TCTP training targeting management and director-level personnel within organizations, in addition to the current participant level, to facilitate the utilization and dissemination of training content within participants’ organizations and at the institutional level in their respective countries. As of 2025, a TCTP course on Road Asset Management, implemented in parallel with this course, is ongoing. While both this course and the RAM course aim to enhance road connectivity in the BIMSTEC and ASEAN regions, they have been designed to address two distinct yet critical challenges: infrastructure construction and operation/maintenance. However, from the perspective of realizing the long-term impact of TCTP, the idea of segmented training for different participant levels, as proposed, is something that could be considered for TCTP.

Suggestions:

- For all batches during the three-year implementation period of this course, the number of trainees did not meet the recruitment target. Furthermore, there were no applicants at all from two of the 12 target countries. TICA and DOH should reconfirm the needs situation in each of the 12 countries. Furthermore, TICA proposes to verify the specific recruitment processes used in these two countries during the course’s recruitment phase and identify any areas for improvement.
- Cases were confirmed where ex-trainees applied knowledge acquired in this course, with some of these being promoted as policy measures. However, the Ex-trainee Survey and DOH interviews revealed that no activities were conducted to actively maintain a network between DOH and ex-trainees, nor were other follow-up activities implemented. When continuing the TCTP in the future, strengthening such follow-up activities is expected to further enhance training effectiveness. The survey included proposals such as establishing an alumni network and incorporating opportunities for joint research by ex-trainees within the training program. However, strengthening the ex-trainee network function and implementing follow-up activities are not necessarily tasks that DOH can undertake alone. Therefore, TICA and JICA should provide support, sharing the objective of implementing follow-up activities, including future collaboration with their respective project activities.

FY2025 Thematic Evaluation: Joint Evaluation of Third Country Training in Thailand
Course-specific evaluation results table

7	Rice Production Technologies for Food Security and Sustainability of African Countries

Evaluation Questions	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource
Relevance	Consistency with the Development Plan Is the training content consistent with the partner country's development policies and development plans (at the national, regional, and sectoral levels)?	Consistency with the development policies and plans of the sending countries of the trainees. - The country-specific development cooperation policies and business expansion plans of the African countries surveyed almost always include sub-goals and programs for supporting agricultural development. - According to GI, it states: "Self-sufficiency through rice production is seen as integrating rice production as a complete process that is safe for producers and consumers. The application of alternative technologies will support rice production and post-harvest management to ensure food safety." (GI Onsite 2023)	A major regional factor is that African countries have made improving the productivity of rice, their staple food, a priority issue in their development policies.	- R/D-GI - Country Development Cooperation Policy and Project Development Plan - Sending Organization Survey
	Consistency with the Development Needs Was the training consistent with the needs of the target groups in the partner countries?	Prior to the start of this TCTP period, a survey of development needs in Africa was conducted, and the identified development needs are consistent with the project. - Prior to the launch of the TCTP in 2022-2024 , we had been running a similar TCTP course since 2014, but at the time we were unaware of the lifestyles of African farmers . Therefore , we started the course with the aim of including a wide range of production techniques and methods in each topic, from seed technology to post-harvest, so that African countries could choose the ones that were most applicable to them. (Interview notes from the training organization) - Before the training began, detailed discussions were	Thorough prior research is a major factor in achieving high consistency.	- Field survey notes - Sending Organization Survey - Survey of former trainees

Evaluation Questions	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource
		held with TICA and JICA regarding the topics. TICA and JICA suggested some topics, and training on accounting, logistics, supply chains, etc. was added. (Interview notes from the training organization)		
	Appropriateness of the Project Plan and Approach - Was the training content appropriate in relation to the needs of the trainees? - Were the roles and responsibilities between the Japanese and Thai appropriately divided to ensure effective training content? - Was the logic between inputs and outputs properly designed to lead to the achievement of the outcomes and overall objectives?	in advance , and the path to achieving these objectives was examined, and the relationship between the means and the objectives was found to be appropriate. - After creating and examining a logic model, it was possible to explain that the intervention theory (the relationship between intervention and outcome) was appropriate. - The GI clearly specifies the implementation procedures and the division of roles of each organization. - Looking at the results of the survey of returning trainees, the answer to the question "To what extent is the TCTP training appropriate for your work?" (Q1e) was 3.9 on a four-point scale, which means it was "highly appropriate." - Recently , he has been giving a lecture for a Japanese expert at the Kenya CARD Secretariat (JICA interview) .	A major factor was that Japan and Thailand had the knowledge and technology to improve rice productivity and increase production.	- Annual Evaluation Report - Survey of former trainees - TICA/JICA Office/Training Organization Interview
Coherence	Consistency with Japan's ODA Policy Is the training consistent with Japan's aid policy and the Ministry of Foreign Affairs' country assistance policy?	It can be said that there is a high degree of consistency with Japan's aid policy. The " Country Assistance Policy for Thailand " states that the major goal is to " address contemporary issues based on a comprehensive strategic partnership and promote cooperation that will lead regional development ." One of the intermediate goals is also stated as " (3) Implementation of third-country cooperation. Through discussions with Thailand on issues facing the ASEAN/Mekong region and the international community, we will develop third-country cooperation projects in which the two countries should collaborate. "	The fact that Japan's aid policy for developing countries has always included increasing food production contributes to the high level	- R/D - Country Assistance Policy for Thailand

Evaluation Questions	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource
			of consistency.	
	Internal Coherence Was coordination carried out with other JICA projects, as well as with Japan and other development cooperation agencies?	JICA and TICA are jointly sending follow-up survey teams to target African countries (late 2025), which is consistent with cooperation with related organizations.	JICA and TICA were also interested in further deepening their cooperation.	● TICA/JICA Office/Training Organization Interview
	Coherence with Thai Policy Is the training consistent with Thailand's aid policies and strategies?	In the TICA interview, when asked, "What was the overall impact on TICA and Thai training implementing organizations?", the following answers were given, which show that Thailand's aid policy and TCTP were consistent. - TICA's capacity as an emerging donor to implement international organizations and development projects has been strengthened. - Thai training implementing organizations have begun to serve as regional hubs in areas such as agriculture and health.	This is largely because increasing rice production has traditionally been an area in which Thailand can contribute as a development donor.	● TICA Office/Training Organization Interview
Relevance sub-rating: (1) It was clearly stated in each country's development plan, (2) a needs survey was conducted in advance to properly understand local needs, and (3) the division of roles between the Thai and Japanese sides was taken into consideration, so the sub-rating was determined to be ④. Consistency sub-rating: Consistency is ensured with (1) Japanese policies, (2) collaboration with Japanese projects and organizations, and (3) Thai policies, so the sub-rating is determined to be ④. Relevance and consistency Rating: Based on the above, the Relevance and consistency rating is assessed as ④ (very high).				
Effectiveness	Contents of Outcomes Were the goals at the time of	<Output level> There is evidence that a sufficient number of trainees have participated and obtained certificates of	It can be said that the appropriateness	● Survey of former trainees

Evaluation Questions	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource
	participation achieved? Did the trainees acquire the knowledge and skills provided in the training?	completion. - A total of 65 people have participated over the past three years (2022-2024), which is well within our expectations. In addition, 23 people responded to the returnee survey, which was a high response rate (35%). - According to the responses to the survey of returning trainees, the completion rate of the certificate is 100%, which proves its high effectiveness. <Initial outcome level> can be judged to be highly effective . - According to the survey of former trainees, the average score for "acquisition of knowledge and skills in the field" was 3.7 on a four-point scale, close to "very much progressed," indicating high effectiveness. - Introductory knowledge 3.7 - Rice planting 3.9 - Rice Production: 3.8 - Post-harvesting: 3.8 - Economic and Financial Analysis 3.5 - According to the survey of former trainees, the average score for "acquisition of general knowledge and skills" was 3.6 on a four-point scale, close to "very much progressed," indicating high effectiveness. Looking at individual topics, strategic planning, program/project management, staffing and training, finance, general management, business-level leadership, organizational-level leadership, building networks both within and outside the organization, and others all had average scores of 3.4 to 3.8 on a four-point scale.	ss of the training content contributed to the high recognition of its effectiveness .	Interview with training organization

Evaluation Questions	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource
	Satisfaction with TCTP To what extent were the participants satisfied with the training content?	According to a survey of returning trainees (n=22), the average satisfaction level of trainees was 3.5 on a four-point scale, which is between "very satisfied" and "somewhat satisfied," indicating high effectiveness overall. The average values for individual items are as follows (four-point scale), and there appears to be room for improvement in "post-training follow-up" (average 3.1) and "training duration (number of days)" (average 3.3). - Instructor knowledge and skills (4.0) - Training Contents (3.9) - Training methods (classroom, group discussion, OJT) (3.9) - Training facilities (transportation, accommodation, meals) (3.8) - Training duration (days) (3.3) - Follow-up after training (3.1)	Insufficient follow-up of training is a limiting factor	- Survey of former trainees - Interview with training organization
	Causal Relationship What factors contributed to or hindered the achievement of the training objectives?	Regarding the effectiveness of the training, there was a high level of satisfaction with the content, instructors, and methods of the training, which can be said to be the greatest factor contributing to the achievement of the training goals. However, there were issues with the follow-up system, such as communication and support after the training, which appears to be one of the factors hindering the realization of effectiveness.	-	
Impact	Prospect of Impact/Causal Relationship - Has any impact been observed or is it expected to occur as a result of the training implementation? - Are there any success cases that can serve as good practices for other countries or other training courses? (<i>The number of cases is not limited.</i>)	<Intermediate outcome level> Regarding the situation where the acquired knowledge is applied in each workplace after returning home (which is the intermediate outcome), it is clear that while it is being applied in some form, the rate at which the action plans created at the end of the training are realized remains low. the survey of ex-trainees (Q1g), when asked "Do you apply the knowledge and skills you acquired after returning home?", 96% answered that they did,	Regarding intermediate outcomes, while the knowledge gained is being applied in some way in the field, realizing the	- Survey of former trainees - Sending Organization Survey

Evaluation Questions	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource
	● Have the external conditions required to achieve from outcomes to impacts been appropriately identified? Is the external condition expected to be met? ● Are there any factors that may hinder achieve impacts? ● Are positive impacts expected because of the program? Regarding potential negative impacts, are measures in place to mitigate them? ● Are impacts on Japan expected to be achieved? ● Are impacts on Thailand expected to be achieved? ● Are impacts on the target countries expected to be achieved?	which is a high application rate. ● According to the survey of ex-participants (Q1h), 100% of respondents answered "I shared it with my colleagues" in response to the question "How did you apply it?". However, only about half of respondents answered "I used it for decision-making" (52.2%) , "I developed new strategies and ways of working" (47.8%) , and "I served as a lecturer both inside and outside the organization" (52.2%) . ● According to the survey of ex-trainees (Q1i), in response to the question "Was the Action Plan implemented?", 21.7% answered "Yes," while 73.9% answered "No," indicating a low implementation rate. The reason for this was that many people felt that financial resources were needed in addition to the skills and knowledge acquired in the training. <Final outcome level> It is expected that the acquired knowledge will be applied in the field after returning home, and that it will then have a long-term effect (the final outcome, so to speak). The ultimate outcome of this TCTP is expected to be improved rice productivity and increased production, but it was found that several final outcomes leading up to this have already been achieved. ● the survey of returning trainees (Q2b) , 80% of respondents cited "improved productivity" and 85% cited "new ideas" as success cases (good practices). ● Many concrete success stories (13 cases) were reported, including cases where the technology was applied to agricultural practices, as well as cases where irrigation was implemented and rice productivity was improved. ● At the macro level, Africa's rice production has increased slightly as follows:	action plan requires not only the knowledge gained in the training but also a budget, and it can be said that the biggest limiting factor is the inability to secure that budget. On the other hand, the final outcome was that budget constraints were overcome through ingenuity, resulting in the realization of irrigation and increased rice production. These	

Evaluation Questions	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource
		Fiscal year 2021/22 2024/25 Increase/decrease Africa as a whole 24,120 25,423 +5.4% (Sub-Saharan) 20,078 21,778 +8.4% (Source) https://www.statista.com/statistics/1294234/production-volume-of-rice-in-africa/ <Addition: Individual level promotion> Along with the realization of initial, intermediate, and final outcomes, personal promotion within the organization by ex-participants is also an important statement of effectiveness. Many ex-participants have experienced promotion, and many of them stated that their promotion was due to their participation in TCTP. ● According to the survey of ex-trainees (Q4a) , of the 23 respondents, more than half (n=25) had been promoted by one rank or more, while about a quarter (n=6) had not been promoted . ● According to the survey of former trainees (Q4b) , many of the respondents who were promoted stated that their participation in the TCTP training "very much" or "contributed considerably" to their promotion. On the other hand, the qualitative comments obtained this time were from respondents who were not promoted, suggesting dissatisfaction with their current positions .	success cases show that the motivation and ingenuity of the returning trainees, as well as the support of their superiors, were the driving factors behind these successes. It is clear that TCTP has a significant impact on promotion, and that participation in TCTP (and the knowledge and skills gained) is a factor that promotes promotion.	

Evaluation Questions	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource
	Other Impact (e.g., impacts on the training implementing organizations or instructors).	● The training organization was able to utilize its experience gained from working with TCTP over the past 10 years when conducting the training program in collaboration with KOICA . ● In addition, TCTP has been able to form and maintain networks with various agricultural-related organizations in the country , such as seed production companies and large rice milling companies , for visits by trainees . ●		● Interview with training organization
Effectiveness/Impact Rating: The project's effectiveness can be judged to be very high at the output level, initial outcome level, and intermediate outcome level. However, the final macro-level outcome was a slight increase in rice production in Africa as a whole and in the Sub-Saharan region, and the causal relationship with the success cases of improved rice productivity reported in the returned trainee survey is unclear, making it unrated. Therefore, the effectiveness/impact rating is judged to be ③ (high), but it should be noted that the contribution to the final outcome of improved rice productivity and increased production overall is unclear.				
Efficiency	Project Plan ● Were the necessary inputs, in terms of both quantity and quality, appropriately planned to produce the planned outputs?	(1) I confirmed this through the Letter of Payment and Letter Budget, and was able to confirm that the funds were spent as originally planned. Japan (JICA) Thailand (TICA) KU 2022 610,700 615,825 - (49.79%) (50.21%) 2023 4,271,060 3,749,567 412,600 (50.65%) (44.46%) (4.89%) 2024 2,751,860 2,284,989 142,500 (53.13%) (44.12%) (2.75%) (2) According to the results of the TICA interviews, KU, the training organization, also implements training programs other than TCTP . Comparing these programs, the following characteristics of JICA/TICA's TCTP can be identified: ● an organization called ECDP , consulting companies commissioned by the governments of Indonesia,	A facilitating factor is accurate accounting in accordance with JICA and TICA rules. A restricting factor is the difference in fiscal year periods and accounting rules between JICA and TICA.	● GI, Letter of Payment, Letter Budget, and other provided materials

Evaluation Questions	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource
		Bangladesh, and Sri Lanka request that we provide training. We create and send the curriculum. Each country comes to our center to receive the training. The difference between JICA's TCTP and other training programs is that with TCTP, there is a clear plan, and it is known when and how much it will cost. In contrast, with on-demand training, there is often no clear plan, and it is held whenever there is a free moment.		
	Project Period/Timing - Was the project duration appropriately set in accordance with the project plan? Was the project completed within the planned period? - Were the preconditions, timing, and methods of inputs (including procurement procedures) appropriately planned? - Compared with other training programs implemented by JICA and TICA, did this program demonstrate any advantages in terms of the content or method of input relative to the achieved outputs?	Project period: There was sufficient preparation time and the project was carried out as planned. Timing and method The most recent batch was delayed until January 2025. Thailand is in the dry season, which made field preparation extremely difficult. There was nothing to see even when visiting the outside. The best time for training participants is the rainy season, from June to October. The delay was due to the time it took to decide on the budget plan and announce the recruitment.	The driving factor was the ample time KU spent preparing.	- Interview with training organization - Evaluation Report prepared by the training implementing organization
Efficiency Rating: The number of participants was generally as planned, and training costs were also spent as planned. Although the timing of each batch had to be adjusted due to the impact of COVID-19 and other factors, the planned number of training sessions were held. However, there were years when training sessions had to be held at times that were not necessarily optimal due to budget adjustments and other factors. Based on the above, the efficiency is judged to be ③ "High."				
Sustainability	Institutional Aspect Has a network been established	According to the survey of ex-trainees (Q3a-c), communication is most frequently with trainees and	Stated in the lift.	Survey of former

Evaluation Questions	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource
	(e.g., between returned trainees and JICA/TICA or training instructors)? Has a network been established among the returned trainees?	former trainees from the same country. The main means of communication is online, with WhatUp and Facebook being the primary methods. The main purpose of communication is to exchange new ideas and say hello. (Average values have not been calculated. Analysis is based on the answers to the following three questions.) - Only one follow-up was conducted for the previous TCTP . In 2015 , three countries were visited to follow up on the progress of participants after they returned home . However , there was no budget available and no follow-up was conducted after that . Some of the countries' action plans were excellent. In 2025, follow-up visits were conducted to the JICA Thailand office, Kenya, and Mozambique. In this evaluation, actual application cases by returned participants from Mozambique were confirmed and reported as success cases.		trainees
	Financial Aspect From the perspective of sustaining the training effects, have adequate budgetary measures been ensured?	According to a survey of returning trainees, many participants expressed the opinion that sustainability requires not only the skills and knowledge acquired through training, but also financial resources.	-	Survey of former trainees
	Technical Aspect Are the technologies introduced through the training accepted by the trainees and their organizations, and can they be continuously implemented?	Survey of returning trainees: There were requests for follow-up training.	-	Survey of former trainees
	Action Plan Have the trainees who developed action plans implemented and	The following information was collected as part of understanding the implementation status of the action plan. According to the survey of returning trainees (Q2b),	-	- Survey of former trainees - Interview

Evaluation Questions	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource
	continued their activities after returning to their home countries? ●	numerous examples (13 cases) were reported as success stories. Applications to agricultural practices were also reported. There were also reports of irrigation being implemented and rice productivity being improved. Meanwhile, the following explanations were given as a result of interviews with training organizations: ● <Monitoring and evaluation of TCTP> Although it is difficult to carry out an ex-post evaluation, it was considered to carry out a follow-up evaluation in an African country around the end of 2025 to confirm the action plan, and this was carried out in Kenya and Mozambique. ● <Contact with former TCTP trainees> As mentioned above, we have some contact with some countries, and we hold online meetings and exchange emails when former trainees have questions. We also create social media groups for each batch to maintain our network. We do not hold alumni reunions.		results of training organizations
	Contributing / Inhibiting Factors ● What factors have contributed to or hindered the sustainability and dissemination of the training outcomes?	The following information was obtained from the interviews with the training organizations. ● The following issues have become clear from 10 years of experience with the TCTP in Africa (over which 6-7 courses have been implemented) : 1) Seed production issues. There are problems with the purity of rice seeds in Africa. 2) Rice varieties are not suitable for Africa . Further improvements are needed. 3) Mechanization. Machinery for large-scale farming has been introduced mainly with European support, but spare parts are sometimes unavailable. Agricultural machinery suitable for Africa from companies like Kubota should be introduced.	-	●Interview results of training organizations

Sustainability rating: In terms of the system, a voluntary network has been formed , the training implementing organization has conducted follow-ups (on-site surveys), and many success stories have been reported in terms of the technology. However, in terms of finances, there

Evaluation Questions	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource
	are issues with the financial resources required to implement the action plan. Based on the above, the sustainability rating is judged to be ③ (high).			
	Overall evaluation results: Based on the above, the "relevance and consistency" of this course is very high (④), "effectiveness and impact" is high (③), "efficiency" is also high (③), and "sustainability" is also high (③). Therefore, the overall rating is A (highly satisfactory).			
	Overall rating: A (highly satisfactory)			

Lesson learned:

1. TICA interview results: Issues and areas for improvement in the implementation process

- Thailand's fiscal year starts in October, which is different from Japan's, so it was difficult to make plans at first.
- Regarding the selection stage, there are some countries in East Africa that do not have Thai embassies, making announcements difficult and time-consuming.
- Even though GI targets 10 countries, there are some countries that have not applied.

2. Lessons learned from the results of the survey of ex-trainees

- This is a matter that concerns the entire agricultural (rice) sector, and there are limits to how much impact the TCTP can have on its own. An initiative separate from training is needed that aims to reflect the results in national policies and the national budget.

Suggestions:

The TCTP training itself has a valid purpose, has been implemented as planned, and has shown a definite improvement in the knowledge and skills of trainees, so it should be continued in the future. As the sector is agriculture, it should be implemented with the belief that continuous, steady training will achieve long-term outcomes.

On the other hand, one possible approach would be to focus on breakthrough technologies such as CARD and aim to change the situation all at once. One possible idea would be to provide financial support for training aimed at developing a large number of human resources in a short, intensive period, not only in Thailand, but also in other countries, with returning trainees serving as instructors.

TICA/JICA Joint Evaluation on Third Country Training Programme (TCTP)
Evaluation Results Table

8	Skill Development for Material Processing for Mekong Countries

Evaluation Criteria	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource
Relevance	Consistency with the Development Plan Is the training content consistent with the partner country's development policies and development plans (at the national, regional, and sectoral levels)?	- RD states that as the ASEAN Economic Community (AEC) commences operations, the acceleration of intra-regional investment will drive efforts to establish new production bases in CLMV countries. At the ASEAN level, the Initiative for ASEAN Integration (IAI) is being advanced as a framework to address economic and development disparities among member states and specifically support capacity building in the CLMV countries. The IAI works in conjunction with plans such as the ASEAN Strategic Action Plan for SME Development 2016–2025 to enhance the productivity of regional SMEs and support technology adoption. - Countries targeted by this course are also advancing the development of supporting industries aimed at integrating into regional supply chains. For example, Vietnam has established various support measures for supporting industry development, including tax incentives, fostering key industries, and developing technology and human resources.	It is consistent with the policies and development plans at the ASEAN regional level and of participating countries.	- R&D, GI - ASEAN and national policy documents
	Consistency with the Development Needs Was the training consistent with the needs of the target groups in the partner countries?	One bottleneck hindering the integration of CLMV countries' downstream industries into value chains and advanced manufacturing sectors is the shortage of skilled personnel and technology. Strengthening vocational training (TVET), fostering collaboration between businesses and educational institutions, and expanding technical education are key challenges. Comparing the value added per manufacturing worker, CLMV countries in 2020 ranged from approximately USD 4,000 to USD 9,500, below the ASEAN average (USD 10,000–12,000) (based on 2015 prices, WDI).	Within the ASEAN region, the CLMV countries continue to face challenges in meeting their high demand for manufacturing development, making this initiative well-aligned with their development needs.	World Bank and other statistical data
	Appropriateness of the Project Plan and	In the Ex-trainee Survey (1.e), when asked “To what extent did the training content align with your job responsibilities?”, although	The training content was	- GI - Ex-trainee

Evaluation Criteria	Evaluation Questions	Results					Difference and Factor Analysis / Judgment	Resource		
	Approach	responses were limited to 5 individuals, 20% answered “Very high” and 80% answered “Somewhat high,” indicating that all trainees perceived the training as meeting their job needs. - Regarding program structure, this course design involved conducting common lectures on “technical training teaching methods” for each batch. Subsequently, trainees were divided into 3-5 groups based on individual technical fields, with training proceeding in parallel. The technical fields for the first batch were “Plastic Injection Mold Design,” “PLC Programming,” and “CNC Programming and Operation.” Subsequent batches saw appropriate additions and replacements of fields, such as “Welding Technology” and “Agricultural Machinery.” - The course was implemented through cooperation between BSID (later DIIT) and the Thai-German Institute (TGI), with TGI instructors serving as lecturers for each field. No input from the Japanese side regarding the program content was confirmed, though Japanese companies were occasionally visited as factory sites. - The course logic, created by the evaluator based on RD, etc., is as follows.					structured to focus on acquiring specialized skills in each field, and accordingly, TGI, as a technical training institution, conducted the training for each field. For this course targeting staff from institutions responsible for supporting downstream industries in various countries, the logic of directly improving the capacity of these support institutions as an outcome is also appropriate.	(Follow-up) Survey ● Annual Evaluation Report		
	- Was the training content appropriate in relation to the needs of the trainees? - Were the roles and responsibilities between the Japanese and Thai appropriately divided to ensure effective training content? - Was the logic between inputs and outputs properly designed to lead to the achievement of the outcomes and overall objectives?									
	<table><tr><th>Output =></th><th>Initial Outcome =></th><th>Intermed. Outcome =></th><th>Final Outcome =></th><th>(Further)</th></tr><tr><td>Participants completed the training course with certificate.</td><td>Participants’ skills and techniques in Material processing are upgraded.</td><td>Capacity and skills of organizations responsible for skill development for supporting industries are improved.</td><td>Supporting industries’ skill level is improved in CLMV. Investment in production bases is increased in CLMV.</td><td>Sustainable economic development in Mekong Region is realized.</td></tr></table>								Output =>	Initial Outcome =>
Output =>	Initial Outcome =>	Intermed. Outcome =>	Final Outcome =>	(Further)						
Participants completed the training course with certificate.	Participants’ skills and techniques in Material processing are upgraded.	Capacity and skills of organizations responsible for skill development for supporting industries are improved.	Supporting industries’ skill level is improved in CLMV. Investment in production bases is increased in CLMV.	Sustainable economic development in Mekong Region is realized.						
Coherence	Consistency with Japan’s ODA Policy Is the training consistent with	The “Country Assistance Policy for Thailand” sets forth the basic policy of “promoting cooperation that addresses contemporary challenges and drives regional development based on a comprehensive and strategic partnership.” It identifies key areas of focus, including addressing common regional challenges within					The strengthening of manufacturing in the Mekong region that this	● R/D, GI ● Country Assistance Policy for Thailand		

Evaluation Criteria	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource
	Japan's aid policy and the Ministry of Foreign Affairs' country assistance policy?	ASEAN and the Mekong region, such as enhancing connectivity and implementing third-country training programs. • Under the Japan-Thailand Partnership Program (JTPP) (currently in Phase 3), a framework for third-country cooperation launched in 1994, Japan and Thailand conduct training programs for third countries, including ASEAN nations, through JICA and TICA. • In 2018, during the implementation of this course, the "Tokyo Strategy 2018 for Japan-Mekong Cooperation" was adopted at the Japan-Mekong Regional Countries Summit, the cooperation framework between Japan and the Mekong countries. This strategy identified industrial connectivity as a pillar alongside hard connectivity and soft connectivity, expressing commitment to promoting investment in Mekong industries and initiatives such as business matching with Japanese companies.	course aims to achieve is consistent with both Japan's development cooperation policy toward Thailand and its policy toward the Mekong region.	• Documents related to Mekong cooperation
	Internal Coherence • Was coordination carried out with other JICA projects, as well as with Japan and other development cooperation agencies?	• No information was obtained regarding other JICA projects directly linked to the implementation of this course. • TGI, which implements this course in collaboration with DIIT, is an institution established as a joint project between the German and Thai governments for vocational training and technical education. Positioned as one of Thailand's educational institutions responsible for industrial development, it conducts activities that extend beyond basic technologies to incorporate advanced technology fields and promote collaboration with private companies.	No information was obtained regarding direct coordination with other JICA projects.	• Training implementing organization interview
	Coherence with Thai Policy • Is the training consistent with Thailand's aid policies and strategies?	• As stated under "Consistency with Japan's ODA Policy," the TCTP is implemented under the JTPP framework. • TICA's mission is to promote development cooperation based on Thailand's foreign policy and the Sufficiency Economy (SEP) philosophy, and to foster good relations with foreign countries, particularly neighboring nations. It also aims to strengthen Thailand's role as an emerging donor and as a hub for learning and sharing best practices on sustainable development.	The TCTP aligns with the Thailand-Japan cooperation framework and Thailand's foreign and development cooperation policies.	• TICA website

Relevance Sub-Rating: (1)(2)(3) are addressed, but no specific division of roles between Thailand and Japan is recognized; therefore, the sub-rating is judged as ③ High.

Coherence Sub-Rating: While consistent in (1) and (3), the technical training institution established jointly with the German government provides the training in (2), leading to the sub-rating of ④ Very High.

Evaluation Criteria	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource
Relevance and Coherence Rating: Therefore, the rating of relevance and coherence is ④ Very High.				
Effectiveness	Contents of Outcomes - Were the goals at the time of participation achieved? - Did the trainees acquire the knowledge and skills provided in the training?	- According to the evaluation reports prepared by the training implementing agencies at the conclusion of each batch, the average level of knowledge acquisition among trainees was as follows: Batch 1 (FY2015): Pre-tests and post-tests were administered for each subject group, showing a significant increase in scores across all groups. Batch 3 (FY2017): Self-assessments showed 77% rated their knowledge acquisition as "Very High" or "High," with the remainder at "Moderate." Batch 4 (FY2018): All trainees rated their knowledge acquisition as "Very High" or "High" in self-assessments. Batch 5 (FY2019): Self-assessments showed 90% rated their knowledge acquisition as "very high" or "high," with the remainder at "moderate." *The evaluation report for the 2nd batch was unavailable. - Regarding the "Certificate of Completion" (Ex-trainee Survey 1.b), all survey respondents reported obtaining it. - Regarding the "Degree of Knowledge/Skill Improvement through Training" (Ex-trainee Survey 1.c), all respondents highly rated the improvement in the technical field they participated in, stating it was "very high" or "somewhat high." - Regarding the "Degree of Improvement in General Knowledge and Skills" (Ex-trainee Survey 1.d), the overall evaluation was high. Respondents reported a significant or moderate improvement in all items, including "Operational Management and Implementation," "Staffing and Internal Training," "Strategy Formulation," "Leadership," "Networking," and "Program/Project Development."	Based on the trainees' knowledge acquisition levels before and after this course, as well as the evaluation of the ex-trainees' own knowledge and skill improvement, the training objectives (initial outcomes) are deemed to have been achieved.	- Annual Evaluation Report - Follow-up Survey
	Satisfaction with TCTP To what extent were the participants satisfied with the training content?	According to the Ex-trainee Survey 1.f, "Instructor Knowledge and Skills," "Training Content," and "Training Facilities/Operations (Transportation, Accommodation, Meals)" received particularly high satisfaction ratings. "Training Methods (Lectures, Group Discussions, OJT, etc.)" and "Post-Training Follow-up/Support" also received high evaluations. On the other hand, regarding "Training Length," some respondents (20%) answered that they were "not very satisfied." Overall satisfaction among respondents was also very high.	Although the number of survey respondents was limited, ex-trainees generally expressed high satisfaction.	Follow-up Survey

Evaluation Criteria	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource
	Causal Relationship What factors contributed to or hindered the achievement of the training objectives?	- Contributing factors included: ① effective curriculum design, ② instructors' precise and specialized knowledge, and ③ trainees' high motivation and enthusiasm. Regarding ③, some trainees participated in another batch covering a different field after completing the initial training. (From DIIT interview) - Although not recognized as a clear impediment, comments indicated that securing at least one month for the training period is desirable to provide trainees with comprehensive knowledge and strengthen networking among them. (From DIIT interview)	As stated above, the training objectives (initial outcomes) are deemed to have been achieved. To further enhance the level of achievement, there is room to consider extending the training period.	Training implementing organization interview
Impact	Prospect of Impact / Causal Relationship - Has any impact been observed or is it expected to occur as a result of the training implementation? - Are there any success cases that can serve as good practices for other countries or other training courses? (<i>The number of cases is not limited.</i>) - Have the external conditions required to achieve from outcomes to impacts been appropriately identified? Is the	- In response to the question "Did you utilize what you learned from the training after returning home?" (Ex-trainee Survey 1.g), 80% answered "Yes," while the remainder selected "Don't know/No response." No specific examples of application were provided in the survey's open-ended comment section. - Regarding the question "How did you utilize the knowledge gained from the training?" (Ex-trainee Survey 1.h), "Shared with colleagues" was 100%, while "Developed new strategies or work methods" and "Utilized as a trainer in internal/external training" were both 80%, indicating high rates. - Regarding the question "Did you receive a promotion after participating in the training, and to what extent did TCTP contribute to your promotion?" (Ex-trainee Survey 4.a), 20% of respondents answered that they had received a promotion to some extent, while another 20% answered that they had not received a promotion. Regarding the question "To what extent did participation in the training contribute to your promotion?" (Ex-trainee Survey 4.b), 20% also responded that it "had a significant impact." This indicates that for ex-trainees who were promoted, the experience and knowledge gained through the training were perceived as providing significant benefits.	After acquiring knowledge and skills, many respondents aim to share them with colleagues or apply them to their own work. However, due to the limited number of respondents and the lack of information on specific application cases, it is not possible to determine the overall trend among participants or the quality (specific content) of knowledge utilization.	Follow-up Survey

Evaluation Criteria	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource
	external condition expected to be met? • Are there any factors that may hinder achieve impacts? • Are positive impacts expected because of the program? Regarding potential negative impacts, are measures in place to mitigate them? • Are impacts on Japan expected to be achieved? • Are impacts on Thailand expected to be achieved? • Are impacts on the target countries expected to be achieved?			
	Other Impact (e.g., impacts on the training institutions or instructors).	• For DIIT, taking overall responsibility for implementing this course has provided valuable experience in operating an international training program in collaboration with other institutions. It also enables expansion of networks to other countries and domestic organizations. The training programs DIIT currently implements are primarily short sessions of 2-3 days for manufacturers, whereas the TCTP program is longer-term. (From DIIT interview) • DIIT did not serve as an instructor but was responsible for coordinating with external organizations like TGI to secure suitable instructors. (From DIIT interview)	It has been recognized that this course contributes to the training organization gaining international training implementation experience.	•

Evaluation Criteria	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource																																																						
Effectiveness/ Impact Rating: Through the implementation of this project, the project objective of knowledge acquisition by trainees has been largely achieved. Based on the limited responses from ex-trainees, many respondents are sharing this knowledge with colleagues and applying it to their own work, indicating a positive impact on the training implementing organization as well. Therefore, the effectiveness and impacts of the course are ③ High.																																																										
Efficiency	Project Plan Were the necessary inputs, in terms of both quantity and quality, appropriately planned to produce the planned outputs?	The maximum number of participants for RD was set at 20 per year, and the same recruitment quota applied to each course (GI). Actual enrollment ranged from 14 to 20 participants per batch. <table><tr><td></td><td>Plan (GI)</td><td>Actual</td></tr><tr><td>Batch 1(JFY 2015)</td><td>20 persons at maximum</td><td>14 persons</td></tr><tr><td>Batch 2 (JFY 2016)</td><td>20 persons at maximum</td><td>19 persons</td></tr><tr><td>Batch 3 (JFY 2017)</td><td>20 persons at maximum</td><td>20 persons</td></tr><tr><td>Batch 4 (JFY 2018)</td><td>20 persons at maximum</td><td>17 persons</td></tr><tr><td>Batch 5 (JFY 2019)</td><td>20 persons at maximum</td><td>20 persons</td></tr></table>		Plan (GI)	Actual	Batch 1(JFY 2015)	20 persons at maximum	14 persons	Batch 2 (JFY 2016)	20 persons at maximum	19 persons	Batch 3 (JFY 2017)	20 persons at maximum	20 persons	Batch 4 (JFY 2018)	20 persons at maximum	17 persons	Batch 5 (JFY 2019)	20 persons at maximum	20 persons	Participation numbers fell short of the planned figures by up to 30% in some batches during certain years, but generally remained close to the planned values. While some figures for the training budget were unavailable, the actual amounts for each batch remained within the planned amounts.																																					
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		Budget Plan/Actual Comparison: For RD, the initial year's course expenditure plan (provisional) was THB 2,241,498, of which JICA's share was THB 1,524,958 (68%); TICA's share was THB 716,540 (32%). The planned amounts for each batch implementation are as follows (Unit: THB). <table><tr><td></td><td></td><td>Plan</td><td>Actual</td></tr><tr><td rowspan="3">Batch 1 (JFY 2015)</td><td>JICA</td><td>1,524,958</td><td>1,109,218</td></tr><tr><td>TICA</td><td>716,540</td><td>n.a.</td></tr><tr><td>Total</td><td>2,241,498</td><td>n.a.</td></tr><tr><td rowspan="3">Batch 2 (JFY 2016)</td><td>JICA</td><td>1,863,000</td><td>1,736,874</td></tr><tr><td>TICA</td><td>n.a.</td><td>n.a.</td></tr><tr><td>Total</td><td>n.a.</td><td>n.a.</td></tr><tr><td rowspan="3">Batch 3 (JFY 2017)</td><td>JICA</td><td>1,477,520</td><td>1,383,820</td></tr><tr><td>TICA</td><td>1,176,400</td><td>1,149,780</td></tr><tr><td>Total</td><td>2,653,920</td><td>2,533,600</td></tr><tr><td rowspan="3">Batch 4 (JFY 2018)</td><td>JICA</td><td>614,500</td><td>469,739</td></tr><tr><td>TICA</td><td>818,120</td><td>728,811</td></tr><tr><td>Total</td><td>1,432,620</td><td>1,198,550</td></tr><tr><td rowspan="3">Batch 5 (JFY 2019)</td><td>JICA</td><td>1,061,220</td><td>1,055,222</td></tr><tr><td>TICA</td><td>655,500</td><td>607,700</td></tr><tr><td>Total</td><td>1,716,720</td><td>1,665,920</td></tr></table> (Source: JICA, DIIT)			Plan	Actual	Batch 1 (JFY 2015)	JICA	1,524,958	1,109,218	TICA	716,540	n.a.	Total	2,241,498	n.a.	Batch 2 (JFY 2016)	JICA	1,863,000	1,736,874			TICA	n.a.	n.a.	Total	n.a.	n.a.	Batch 3 (JFY 2017)	JICA	1,477,520	1,383,820	TICA	1,176,400	1,149,780	Total	2,653,920	2,533,600	Batch 4 (JFY 2018)	JICA	614,500	469,739	TICA	818,120	728,811	Total	1,432,620	1,198,550	Batch 5 (JFY 2019)	JICA	1,061,220	1,055,222	TICA	655,500	607,700	Total	1,716,720	1,665,920
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	Project Period/Timing - Was the project duration appropriately set in accordance with the project plan? Was the project completed within the planned period? - Were the preconditions, timing, and methods of inputs (including procurement procedures) appropriately planned? - Compared with other training programs implemented by JICA and TICA, did this program demonstrate any advantages in terms of the content or method of input relative to the achieved outputs?	The project period proceeded as planned, with five training batches conducted over the five years of JFY2015-2019.	The project period and number of training sessions were implemented according to the plan.	
	Implementation Process	[Recruitment and Implementation Process] Cooperative Framework: TCTP operates based on a Memorandum of Understanding (MOU) signed by JICA, TICA, and DIIT. JICA and TICA	The training implementing organization has	

Evaluation Criteria	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource
		provide the budget, while DIIT is responsible for program planning and monitoring. (DIIT interview) • TICA recruits trainees through diplomatic channels and provides DIIT with a list of eligible candidates for each course. It also provides financial support and manages the trainee reception process, including air tickets, transfers, and insurance. While the recruitment and selection process is time-consuming, TICA's support is crucial. (DIIT interview) • JICA provides financial support and attends the opening ceremony, trainees' final presentation session, and closing ceremony. JICA representatives occasionally attended training sessions as well. (DIIT interview) • Evaluation reports after each batch completion noted that during the recruitment phase, participants learned about the training late and struggled to obtain permission from their organizations within the short timeframe. The issuance timing of the GI should be significantly advanced (at least three months before the training start date). (End-of-batch reports) • Cases occurred where the GI was sent to institutions unrelated to the course content, suggesting the need for TICA to clearly specify target institutions when sending the GI to the Thai Embassy. (End-of-batch reports) [Monitoring, Evaluation, and Follow-up] • At the end of each batch, feedback on evaluations of trainees (satisfaction, self-assessment of knowledge acquisition, expected utilization, etc.) was required. Responses regarding necessary technical fields for future training were also requested, presumably used by the training implementing organization to consider training fields for subsequent batches. • The training implementing organization recognizes the absence of a follow-up system as a significant challenge. This makes it difficult to evaluate and identify the program's long-term outcomes, the extent to which trainees are applying the knowledge acquired in their home countries, and specific success stories. While some trainees from Myanmar, Laos, and Vietnam have shared examples of knowledge transfer via LINE or Facebook, a formal system is needed. (DIIT interview) • This course concluded in 2020, and five years have now passed since its completion. Conducting an evaluation five years after	repeatedly pointed out that the timing of GI issuance should be advanced to ensure sufficient recruitment periods. This may have also contributed to some batches failing to meet participant quotas. A key issue is the lack of follow-up activities for ex-trainees, resulting in insufficient understanding of their post-training status.	

Evaluation Criteria	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource
		project completion poses challenges for data collection. Key personnel involved at the time may have retired or transferred, and relevant data is often scattered. Any future ex-post evaluations should be conducted at an earlier stage. (DIIT interview)		
Efficiency Rating: While the lack of sufficient recruitment time may have partially affected the output (number of graduates), the planned targets were largely achieved, and the inputs were commensurate with the results. The overall training period and number of sessions were also carried out as planned. Therefore, the efficiency of the course is ③ High.				
Sustainability	Institutional Aspect	- As mentioned above, the training implementing organization maintains contact with some ex-trainees via LINE or Facebook, but there is no follow-up system utilizing networking. (DIIT interview) - The Ex-trainee Survey (3.a) revealed that 2 out of 5 respondents reported frequent communication with “Thai instructors,” “Thai training implementing organization,” and “other trainees from their home country.” Contact frequency with other groups or individuals was relatively low. Communication primarily occurs online.	While there are SNS-based networking tools available between the training organization (DIIT) and trainees, there are no established utilization mechanisms or follow-up activities. Spontaneous communication occurs between ex-trainees and the training organization, as well as among trainees from the same country; however, it is important to note that the number of respondents is limited.	•
	Financial Aspect	The training implementing organization does not conduct follow-up	No activities have	

Evaluation Criteria	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource
	From the perspective of sustaining the training effects, have adequate budgetary measures been ensured?	activities with trainees after the training.	been conducted following the training, and no special budgetary measures have been implemented by the organizations involved in the TCTP.	
	Technical Aspect Are the technologies introduced through the training accepted by the trainees and their organizations, and can they be continuously implemented?	- As stated in "Impact," the Ex-trainee Survey found that 4 out of 5 respondents reported utilizing what they learned after returning home. "Sharing with colleagues" was 100%, while "Developing new strategies or work methods" and "Utilizing as a trainer in internal/external training" both reached 80%. Specific examples were not provided. - Reports from the end of each batch indicate that multiple trainees commented on their intention to share knowledge with colleagues after returning home and to utilize it in training sessions they themselves conduct as trainers. (End-of-batch reports) - On the other hand, as mentioned above, the training implementing organization recognizes as an issue the lack of a follow-up mechanism to grasp the application status of knowledge acquired by ex-trainees or to identify specific success stories. (DIIT interview)	At the ex-trainee level, the continued application of acquired knowledge is expected to a certain degree. Sufficient information was not obtained to assess the likelihood of continued technology application at the organizational level of the trainee's home organization.	
	Action Plan Have the trainees who developed action plans implemented and continued their activities after returning to their	All five respondents answered "Yes" to the question "Did you implement the action plan?" (Ex-trainee Survey 1.i). Specific details were not provided in the responses and remain unknown.	Survey responses indicate that there are no significant constraints to implementing action plans within respondents'	

Evaluation Criteria	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource
	home countries?		organizations. However, it should be noted that the number of respondents represents only a small fraction of all training participants.	
	Contributing / Inhibiting Factors ● What factors have contributed to or hindered the sustainability and dissemination of the training outcomes?	● For contributing and inhibiting factors affecting the manifestation of training effects, refer to the section on “Effectiveness: Causal Relationships.” ● Regarding the sustainability and dissemination of outcomes, it is difficult to determine the factors involved because sufficient information could not be obtained on the current utilization status among ex-trainees and their home organizations. However, as an indirect influencing factor, it can be noted that the absence of follow-up surveys to assess the current situation means there is no mechanism in place to consider and implement additional support for sustaining outcomes or to improve program design for future course implementation.		
Sustainability Rating: In terms of the institutional aspect, while there are means of networking between the training implementing organization and ex-trainees, there is no follow-up mechanism, including proactive relationship maintenance. In terms of the financial aspect, there is no specific budgetary support to ensure activities that guarantee sustainability. In terms of the technical aspect, while a certain degree of continued knowledge utilization is expected at the ex-trainee level, sufficient information was not obtained to assess the prospects for technology utilization at the organizational level of their respective organizations. Therefore, the sustainability of the training course effects is ② Moderately low.				
Overall Evaluation Results: Relevance and Coherence of this course are assessed as high, and its effectiveness and impact are assessed as high. The efficiency of the course is assessed as high, while some challenges remain in terms of sustainability. Overall, the course is rated B (satisfactory).				
Overall Rating: B(satisfactory)				

Lesson learned:

- Five years have passed since the completion of this course in 2020. In the Ex-trainee Survey conducted as part of this ex-post evaluation, the number of responses obtained (5 out of 90 total returning trainees) was extremely limited. Furthermore, due to personnel changes at the training implementing organization, it was not possible to collect information directly from the individuals responsible for this course at that time. Lessons learned for future consideration when conducting surveys on the current status of

TCTP ex-trainees or implementing ex-post evaluation include: examining the appropriate timing for ex-post evaluation (e.g., considering that training years differ by batch, but aiming for 1-2 years after program completion without too much delay); and exploring regular communication and networking activities with ex-trainees to improve response rates during ex-post evaluation.

- The final reports for each batch of this course frequently suggest that notifications to GI target institutions should be made earlier during the recruitment phase. It is crucial to ensure an adequate period (e.g., at least three months before the training start date) to allow potential candidates sufficient time to fully consider applying for the TCTP training course, obtain permission from their home organizations, and prepare application documents. Furthermore, the training implementing agency, TICA, and JICA should discuss in advance and ensure that the GI is promptly delivered to appropriate target institutions that match the course content, and that this is reliably communicated to the Thai Embassy in the target country.

Suggestions:

- This course has not implemented activities to maintain an active network between DIIT and ex-trainees, nor has it conducted other follow-up activities. DIIT recognizes this as an issue. When continuing the TCTP in the future, it is expected that such follow-up activities will be strengthened to further enhance training effectiveness. However, since strengthening the network function of ex-trainees and implementing follow-up activities cannot necessarily be done solely by the training implementing organization, TICA and JICA should provide support with a shared purpose for implementing follow-up activities, such as future collaboration with their respective project activities.

FY2025 Thematic Evaluation: Joint Evaluation of Third Country Training in Thailand
Course-specific evaluation results table

9	Workshop on Investment Promotion Policy and Enhancing Industrial Competitiveness for Mekong and South Asian Countries

Evaluation Criteria	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource
Relevance	Consistency with the Development Plan Is the training content consistent with the partner country's development policies and development plans (at the national, regional, and sectoral levels)?	- For the Mekong and South Asian countries, promoting foreign direct investment (FDI) is a top priority for sustainable economic growth, and at the same time, it is Thailand's responsibility to narrow the economic gap between member countries in the ASEAN region. - On the other hand, Thailand, which has already achieved economic growth through the promotion of FDI, is an ideal model case and source of information for the Mekong and South Asian countries on promoting FDI. - The development policies and plans of the Mekong and South Asian countries all list sustainable economic growth through the promotion of FDI as one of their key priorities, so the implementation of this training is highly consistent. The training was limited to eight countries x three people = 18 people (Cambodia, Laos, Myanmar, Vietnam, Bangladesh, Pakistan, and Sri Lanka).	There was a strong need to learn from Thailand, which had previously been successful in promoting FDI.	- R/D-GI - Country Development Cooperation Policy and Project Development Plan
	Consistency with the Development Needs Was the training consistent with the needs of the target groups in the partner countries?	As stated in the GI, the invited trainees were director-level government officials with over 10 years of experience in FDI-related work, and there was a great need to learn from the policy guidance of the Board of Investment of Thailand (BOI).	The key to its success was that it targeted officials from government policy agencies rather than private companies.	- R/D-GI - Field survey notes

Evaluation Criteria	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource
	Appropriateness of the Project Plan and Approach - Was the training content appropriate in relation to the needs of the trainees? - Were the roles and responsibilities between the Japanese and Thai appropriately divided to ensure effective training content? - Was the logic between inputs and outputs properly designed to lead to the achievement of the outcomes and overall objectives?	- The GI clearly outlined the implementation procedures and the division of roles among each organization, which can be said to have been appropriate. - Verification of the logic model created from GI and course reports showed that the logic of promoting BOI through guiding policies of government agencies equivalent to investment agencies in each country, thereby realizing expansion of trade and GDP and ultimately improving national welfare, was very reasonable. - The number of responses to the ex-trainee survey was small (n=3), and the reason for this low number is unclear, but the average response to the question in the ex-trainee survey (Q1e), "How relevant was the training to your work?", was 4.0 (answers were on a 4-point scale from 1 to 4), meaning "very relevant." There were no free-form comments, but from the results of the terminal evaluation, it can be inferred that the comprehensive curriculum, which combined lectures and site visits, was well-received.	-	- Annual Evaluation Report - Survey of trainees from your country - TICA/JICA Office/Training Organization Interview
Coherence	Consistency with Japan's ODA Policy Is the training consistent with Japan's aid policy and the Ministry of Foreign Affairs' country assistance policy?	"Country Assistance Policy for Thailand" states that its major goal is to "address contemporary issues based on a comprehensive strategic partnership and promote cooperation that will drive regional development." One of the intermediate goals is also stated as " (3) Implementation of third-country cooperation. Through discussions with Thailand on issues facing the ASEAN/Mekong region and the international community, we will develop third-country cooperation projects in which the two countries should collaborate. " This training, which is targeted at the Mekong and ASEAN countries, is in line with this policy.	The key to the success of the training was that it directly reflected the intention to expand support to the Mekong and ASEAN regions using Thailand as a base.	- R/D - Country Assistance Policy for Thailand

Evaluation Criteria	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource
	Internal Coherence Was coordination carried out with other JICA projects, as well as with Japan and other development cooperation agencies?	The program includes a site visit to Kubota, a Japanese agricultural machinery manufacturer, and an opportunity to see cutting-edge mechanized agriculture.	-	- Exit Survey - Interview with training organization
	Coherence with Thai Policy Is the training consistent with Thailand's aid policies and strategies?	This is in line with TICA's objective of supporting developing countries in cooperation with foreign governments based on the Thai government's foreign policy.	-	- G.I. - TICA Office/Training Organization Interview
Relevance sub-rating: (1) It was clearly stated in each country's development plan, (2) the participation conditions for the targeted participants were very appropriate, and (3) the division of roles between the Thai and Japanese sides was taken into consideration, so the sub-rating was determined to be ④. Consistency sub-rating: Consistency is ensured with (1) Japanese policies, (2) collaboration with Japanese projects and institutions, and (3) Thai policies, so the sub-rating is determined to be ④. Relevance and consistency Rating: Based on the above, the relevance and consistency rating is assessed as ④ (very high).				
Effectiveness	Contents of Outcomes - Were the goals at the time of participation achieved? - Did the trainees acquire the knowledge and skills provided in the training?	<Output level> - Participation record: With a quota of 18 trainees, 18 people from six countries (Cambodia, Laos, Myanmar, Bangladesh, Sri Lanka, and Nepal) participated in 2023, and 17 people from five countries (Cambodia, Myanmar, Bangladesh, Sri Lanka, and Nepal) participated in 2024, which can be considered sufficient. However, there have been comments pointing out the lack of participants from some ASEAN member countries. - Certificate of Completion: All participants successfully completed the training course and were awarded a certificate of completion. 100% of the respondents (n=3) to the post-training survey reported receiving a certificate of completion, demonstrating the program's high effectiveness.	was first implemented in 2024. The outcome indicator for the pre-training stage was zero trainees, so the post-training stage was to steadily develop returning trainees. The	- Survey of former trainees - Interview with training organization

Evaluation Criteria	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource
		<Initial outcome level> ● Acquisition of knowledge and skills in the field: The average response in the survey of ex-trainees was 3.4, which far exceeded the response of "progressed by some degree." The breakdown by item was as follows (n=3): - Overview of the Thai economy and cooperation with ASEAN and the Mekong region 3.3 - BOI Introduction (i) - Investment Promotion Policy 3.7 - BOI Introduction (ii) - 3.7 to attract investment and obtain incentives - BOI introduction (iii) - Domestic direct investment 3.3 - Customs Regulations, Procedures and Import Duties 3.0 - Import and export procedures under Free Trade Agreements (FTAs) 3.0 - IEAT Investment Promotion: Privileges, Incentives and Promotion 3.0 - Long-term visas, work permits and procedures 3.7 - Experiences of Multinational Corporations Investing in ASEAN 3.0 ● Acquisition of general knowledge and skills: The average response score in the survey of former trainees was 3.0, indicating "progressed by some degree." The average responses for strategy formulation, program/project development, personnel allocation/training, budget formulation, general management/execution, leadership for individual projects, and leadership for the organization as a whole (ministry/agency) ranged from 2.71 to 3.0, while the two highest scores for policy formulation and networking with people inside and outside the	key to this was the implementation of the TCTP training.	

Evaluation Criteria	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource
	Satisfaction with TCTP To what extent were the participants satisfied with the training content?	organization were 3.7. - In the course evaluation at the end of the training, the percentage of participants who were "very satisfied" was 55.56 % in 2023 and 94.12% in 2024, which was very high and showed a significant improvement in the second year. It can be said that there was a high level of satisfaction with the training at the end of the training. - According to the survey of ex-trainees (n=3), the average response was 3.3, exceeding "somewhat satisfied." The average individual responses were as follows: Training facilities (transportation, accommodation, meals) and the duration of the training were the most highly rated, with issues arising from follow-up and support after the training. - Instructor knowledge and skills: 3.7 - Training Contents 3.7 - Training Methods 3.7 - Training facilities (transportation, accommodation, meals) 4.0 - Training period 4.0 - Post-training follow-up and support 3.0 - In the terminal evaluation survey, there were comments that some of the instructors were not good enough at the content and in English. Careful selection of instructors is recommended.	One of the reasons for this was the high level of satisfaction with the training facilities (transportation, accommodation, meals).	- Survey of former trainees - Interview with training organization
	Causal Relationship What factors contributed to or hindered the achievement of the training objectives?	Contributing factors include the clear objectives of the training and the opportunity to learn from practical examples of success stories in Thailand.	-	

Evaluation Criteria	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource
Impact	Prospect of Impact/Causal Relationship - Has any impact been observed or is it expected to occur as a result of the training implementation? - Are there any success cases that can serve as good practices for other countries or other training courses? <i>(The number of cases is not limited.)</i> - Have the external conditions required to achieve from outcomes to impacts been appropriately identified? Is the external condition expected to be met? - Are there any factors that may hinder achieve impacts? - Are positive impacts expected because of the program? Regarding potential negative impacts, are measures in place to mitigate them? - Are impacts on Japan expected to be achieved? - Are impacts on Thailand expected to be achieved? - Are impacts on the target countries expected to be achieved?	<Intermediate outcome level> - According to a survey of returning trainees, all respondents (n=3) answered that they applied the knowledge and skills they acquired to their work after returning home (100%), which indicates an extremely high degree of application. - As for how they are applying the training, the survey of former trainees found that the most common answer was "I shared it with my colleagues" (100%), followed by "I urged my managers and superiors to make changes" (66.7%). This result of utilization shows the recognition that superiors' understanding is important for promoting FDI. - According to a survey of former trainees, when asked "Has the Action Plan been implemented?", two out of three people who responded answered "Yes," while one person said "I'm not young/I don't want to answer." Qualitative comments included, "While we are carrying out our usual activities, the budget for dissemination is limited," and "We are planning to apply the SEZ (Special Economic Zone) concept and build a new SEZ (still in the draft stage)." <Final outcome level> - According to interviews with training implementing organizations, there have been cases where one-on-one matching sessions with Thai investors have led to participants investing in their home countries. While this is separate from the content of this training, it can be considered one of the outcomes. - In response to a question in the survey of returning trainees asking about "success cases," two out of three respondents said they had "new ideas: using the knowledge gained to form and lead new ideas" and "improved productivity: improving work," but no specific	The impact is due to the fact that the knowledge gained is digital technology, including AI, and that it is technology that is expected to be in demand in the long term .	- Survey of former trainees - Interview with training organization

Evaluation Criteria	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource
		examples that could be called "success cases" were reported. <Addition: Individual level promotion> ● According to the survey of ex-trainees, of the three respondents , two answered "I don't want to answer/I don't know," and one answered "No change." However, one person said that participating in the TCTP training made a big contribution to their promotion, and two said it "made some contribution . "		
	Other Impact ● (e.g., impacts on the training implementing organizations or instructors).	● According to interviews with training organizations, the implementation of TCTP not only allows them to expand their network with participating countries, but also allows them to keep up to date with the latest market conditions in each country that are not listed on their websites. ●	-	● Interview with training organization
The trainees achieved knowledge and skills acquisition , and are applying this knowledge to their work after returning home and sharing it with their colleagues. However, the number of respondents was small, and no specific case examples could be obtained. As a secondary impact, there were cases where a matching session with Thai investors, which the trainees participated in apart from the training content, led to investment in the trainees' countries. Based on the above, the effectiveness and impact are rated as ③ (high).				
Efficiency	Project Plan ● Were the necessary inputs, in terms of both quantity and quality, appropriately planned to produce the planned outputs?	● According to the Settlement for Training Expenses, the initial plan and actual results were as follows. It was confirmed that the project was carried out within the initial plan. The plan included contingency funds, including those related to COVID-19, but this is likely the reason why not much was spent. There is no information on the sharing of expenses between JICA and TICA. Planned value Actual value ((%) 2023(JFY2022) 649,900. ⁰⁰ 474,584. ²⁰ (73.02%) 2024(JFY2023) 439,178. ⁰⁰ 345,562. ²⁰ (78.68%)	The difference between the budget and the actual results was largely due to the fact that the participation of three trainees from	● Provided materials such as Settlement for Training Expenses

Evaluation Criteria	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource
			East Timor was ultimately canceled.	
	Project Period/Timing - Was the project duration appropriately set in accordance with the project plan? Was the project completed within the planned period? - Were the preconditions, timing, and methods of inputs (including procurement procedures) appropriately planned? - Compared with other training programs implemented by JICA and TICA, did this program demonstrate any advantages in terms of the content or method of input relative to the achieved outputs?	- There was ample time for preparation and the event was carried out as planned. - In particular, there was solid cooperation with related government ministries and agencies in Thailand, and cooperation with the local branches of the BOI also seemed to be smooth.	The main reason for this was that we had enough time to prepare in advance, including the course content.	- Interview with training organization - Evaluation Report prepared by the training implementing organization
Efficiency rating: The number of trainees was lower than planned, which reflected the expenditures being lower than planned. Advance preparations were also smooth and the program was completed within the scheduled period, so the efficiency is judged to be high (③).				
Sustainability	Institutional Aspect	- The results of the survey of ex-trainees (n=3) showed that ex-trainees from the same country frequently communicate with each other via email. - Furthermore, some respondents mentioned that they had the opportunity to host a visit from a delegation from the Thai BOI. - The BOI also explained that through the TCTP it had the opportunity to obtain the latest information, including FDI, from each participating country.	The dispatch of BOI delegations has resulted in networking with training implementing organizations.	Survey of former trainees
	Financial Aspect	The survey of returning trainees (n = 3) reported		Survey of

Evaluation Criteria	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource
	From the perspective of sustaining the training effects, have adequate budgetary measures been ensured?	that there were financial constraints on disseminating the knowledge gained.		former trainees
	Technical Aspect Are the technologies introduced through the training accepted by the trainees and their organizations, and can they be continuously implemented?	It was pointed out that follow-up after the participants return home is necessary to grasp the socio-economic effects of promoting FDI. It is hoped that a follow-up system will be established by the end of the three-year training program.	-	- Survey of former trainees - Interview with the training implementing organization
	Action Plan - Have the trainees who developed action plans implemented and continued their activities after returning to their home countries?	The results of the survey of ex-trainees (n=3) show that efforts are being made to implement the action plans. However, as mentioned above, the lack of a formal follow-up system remains an issue.	-	- Survey of former trainees - TICA interview results
	Contributing / Inhibiting Factors What factors have contributed to or hindered the sustainability and dissemination of the training outcomes?	The facilitating factors were that the theme was FDI promotion, which made it easy to organize specific lectures on promotion measures and systems, and that it was easy to obtain cooperation from private companies through site visits, etc. One hindering factor was that, although it was a very unusual case, the instructor's English skills were insufficient, so careful selection of instructors is recommended in the future.	-	TICA interview results
Sustainability Rating: Based on the small number of survey responses, there is frequent communication between ex-participants. It was confirmed that ex-participants maintain networks by hosting delegations from training organizations to their home countries. However, there is no systematic networking or follow-up system among the training implementing organizations. Also, due to the limited number of respondents, it was not possible to obtain sufficient information on technical and financial aspects. Based on the above, sustainability is judged moderately low (②).				
Overall evaluation results: Relevance is very high (④), effectiveness & impact, and efficiency are all high (③). Sustainability is moderately				

Evaluation Criteria	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource
low(②). For these reasons, the overall rating is satisfactory (B).				
Overall rating: B (satisfactory)				

Lesson learned:

1. It was found that there was a high demand for one-on-one meetings (matching meetings between trainees from each country and Thai companies). Although this is not directly related to the content of the TCTP training, it provides a practical opportunity for trainees to immediately apply the knowledge and experience they gained in the training after returning to their home countries.
2. There are some ASEAN member countries that have not sent participants to this training, such as Vietnam and Indonesia. If these countries decide that they no longer need training on FDI promotion, that is fine, but it seems necessary to confirm this in order to maintain ASEAN's regional unity, including promoting investment within the ASEAN region.
3. the ex-trainee survey was 3 out of 14 training participants, which was extremely low compared to other TCTP courses. This low number of responses may have affected the results of this analysis, so it is necessary to consider why this was the case.

Suggestions:

1. The TCTP training itself can be said to have brought together an advanced theme into a single training course, and as demand is expected to continue to grow, it should be continued in the future.
2. There is a high demand for one-on-one meetings (matching meetings between trainees from various countries and Thai companies), and the time and frequency of these meetings should be increased.
3. A follow-up system should be established after trainees return home (to check whether they are actually using the knowledge and experience they gained after returning home). One possible solution would be to hold an online social gathering once a year. It would also be worth considering a physical meeting if budget allows.
4. According to comments from training organizations, the recruitment and application period for participants should be longer, such as one to two months, as two to three weeks is too short for trainees to arrange their vacations during the training period and apply for visas.
5. Similarly, according to comments from training organizations, JICA and TICA officials currently only attend the opening and closing ceremonies, but would like to be able to attend training more frequently and provide feedback and advice for improvement.
6. The budget for BOI staff (travel expenses, etc.) is not included in the overall budget, which limits opportunities for on-site visits and research. BOI has offices not only in Bangkok but also in the south and north of Thailand, so the BOI would like trainees to visit the north, such as Chiang Mai, but this is not possible due to budgetary constraints for accompanying staff, so the budget for staff should be increased.

TICA/JICA Joint Evaluation on Third Country Training Programme (TCTP)
Evaluation Results Table

10	Strengthening Disability Inclusive Risk Reduction in the ASEAN Region

Evaluation Criteria	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource
Relevance	Consistency with the Development Plan ● Is the training content consistent with the partner country's development policies and development plans (at the national, regional, and sectoral levels)?	● According to the GI, the importance of Disability-Inclusive Disaster Risk Reduction (DIDRR) is highlighted in the following international policy frameworks: the Sustainable Development Goals (SDGs), the Sendai Framework, Article 11 of the UNCRPD, Incheon Strategy Goal 7, and, most recently, the ASEAN Enabling Masterplan 2025.	The program is consistent with international frameworks related to the ASEAN region and DIDRR.	● R/D
	Consistency with the Development Needs ● Was the training consistent with the needs of the target groups in the partner countries?	● A United Nations survey conducted in 2013 found that 71% of persons with disabilities did not have a personal disaster preparedness plan, while 13% reported that they had no one to assist them during evacuation. In addition, only 14% had experience participating in community-level disaster preparedness planning, highlighting the challenge that the voices of persons with disabilities were not adequately reflected in such plans.	Establishing systems to mainstream disability inclusion in disaster risk reduction (DRR) in the ASEAN region is an urgent challenge, and the demand for this training is high.	● R/D
	Appropriateness of the Project Plan and Approach ● Was the training content appropriate in relation to the needs of the trainees? ● Were the roles and responsibilities between the Japanese and Thai appropriately divided to ensure effective training content?	● In response to the question "To what extent was the training content aligned with your job responsibilities? (Ex-trainee survey, Question 1e)," approximately 70% of respondents answered "very high," and about 20% answered "somewhat high." This indicates that the training was perceived as highly relevant and useful for their own work and organizations. In particular, multiple respondents commented that the knowledge acquired on Disability-Inclusive Disaster Risk Reduction (DIDRR) was directly applicable to their practical work. (Google survey of trainees) ● In addition to financial support from Japan, technical assistance was provided through	The training was assessed as being consistent with participants' job responsibilities and useful for their work. In addition, technical support from Japan, participant selection and operational support by TICA, and cooperation from relevant Thai institutions were in	● Annual Evaluation Report ● Ex-trainee Follow-up Survey ● Interviews with TICA, JICA Offices, and Training Implementing Organization

Evaluation Criteria	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource										
	Was the logic between inputs and outputs properly designed to lead to the achievement of the outcomes and overall objectives?	resource persons, which contributed significantly to improving the quality of the training. TICA also supported the effective implementation of the training not only through financial assistance, but also by facilitating participant recruitment via diplomatic channels and providing inputs into training preparation and content. Furthermore, Thai institutions, including the Department of Empowerment of Persons with Disabilities and the Department of Disaster Prevention and Mitigation, shared their knowledge and experiences with the trainees. (APCD interview notes) Based on the RD and related documents, the evaluation team developed the logic shown in the table below. It was assumed that trainees from ASEAN countries would acquire knowledge on DIDRR as well as trainer skills through the training, and that, after returning to their home countries, they would contribute to the incorporation of DIDRR perspectives into disaster preparedness plans and policies. <table border="1"> <thead> <tr> <th>Output =></th><th>Initial Outcome =></th><th>Intermed.Outcome =></th><th>Final Outcome =></th><th>(Further)</th></tr> </thead> <tbody> <tr> <td>e.g.) # certified Participants completed the training course with certificate</td><td>e.g.) Skills obtained - Participants gain knowledge on DIDRR in the ASEAN region. - Participants understand the DIDRR trainer knowledge and</td><td>e.g.) Application of skills -Participants share the knowledge on DIDRR with their workplaces, families, and communities. -Participants act as DIDRR trainers in their home countries</td><td>e.g.) Production ↑ & Income ↑ Disaster management plans and policies reflecting the DIDRR will be developed.</td><td>e.g.) Life ↑ DIDRR becomes a standard and persons with disabilities and their families can participate in all disaster risk reduction activities and live safely in their communities.</td></tr> </tbody> </table>	Output =>	Initial Outcome =>	Intermed.Outcome =>	Final Outcome =>	(Further)	e.g.) # certified Participants completed the training course with certificate	e.g.) Skills obtained - Participants gain knowledge on DIDRR in the ASEAN region. - Participants understand the DIDRR trainer knowledge and	e.g.) Application of skills -Participants share the knowledge on DIDRR with their workplaces, families, and communities. -Participants act as DIDRR trainers in their home countries	e.g.) Production ↑ & Income ↑ Disaster management plans and policies reflecting the DIDRR will be developed.	e.g.) Life ↑ DIDRR becomes a standard and persons with disabilities and their families can participate in all disaster risk reduction activities and live safely in their communities.	place. Through these support arrangements, trainees acquired both technical knowledge and trainer skills, and were expected to apply them to disaster preparedness plans and policies after returning to their home countries. Accordingly, the training can be considered appropriate as a means of achieving the intended objectives.	
Output =>	Initial Outcome =>	Intermed.Outcome =>	Final Outcome =>	(Further)										
e.g.) # certified Participants completed the training course with certificate	e.g.) Skills obtained - Participants gain knowledge on DIDRR in the ASEAN region. - Participants understand the DIDRR trainer knowledge and	e.g.) Application of skills -Participants share the knowledge on DIDRR with their workplaces, families, and communities. -Participants act as DIDRR trainers in their home countries	e.g.) Production ↑ & Income ↑ Disaster management plans and policies reflecting the DIDRR will be developed.	e.g.) Life ↑ DIDRR becomes a standard and persons with disabilities and their families can participate in all disaster risk reduction activities and live safely in their communities.										

Evaluation Criteria	Evaluation Questions	Results					Difference and Factor Analysis / Judgment	Resource
			procedures					
Coherence	(1) Consistency with Japan's ODA Policy Is the training consistent with Japan's aid policy and the Ministry of Foreign Affairs' country assistance policy?	The "Country Development Cooperation Policy for the Kingdom of Thailand" clearly states that Japan and Thailand will promote triangular cooperation projects through consultations on issues facing the ASEAN and Mekong regions as well as the international community, and identifies Third Country Training Programmes (TCTP) as a key scheme for such cooperation. Japan and Thailand have been implementing training programs for ASEAN countries and other third countries under the Japan-Thailand Partnership Programme (JTPP), a framework for triangular cooperation established in 1994 and currently in Phase 3, in collaboration with JICA and TICA.					The implementation of Third Country Training Programmes in ASEAN countries is aligned with Japan's ODA policy and foreign policy.	- R/D - Country Development Cooperation Policy for the kingdom of Thailand
	(2) Internal Coherence Was coordination carried out with other JICA projects, as well as with Japan and other development cooperation agencies?	Japan Overseas Cooperation Volunteers (JOCVs) dispatched to APCD conduct follow-up activities for ex-trainees. In addition to financial support from Japan, APCD also receives technical assistance from resource persons. (APCD interview) This TCTP represents APCD's third program under the scheme. The first program focused on "Youth Leader Development" (2014-2016), and the second addressed "Social Participation and Independent Living through Disability Sports" (2017-2019). (RD)					The program is linked to Japan's support schemes, including follow-up activities for ex-trainees conducted by Japan Overseas Cooperation Volunteers (JOCVs) dispatched to APCD, as well as past TCTP initiatives.	- R/D - Interviews with Training Implementing Organization
	(3) Coherence with Thai Policy Is the training consistent with Thailand's aid policies and strategies?	- As described in the section on "Alignment with Japan's ODA Policy," TCTP is implemented under the framework of the Japan-Thailand Partnership Programme (JTPP). - TICA's mission is to promote development cooperation based on Thailand's foreign policy and the "Sufficiency Economy Philosophy (SEP)." One of					TCTP is implemented as part of the cooperative framework between Thailand and Japan and is aligned with Thailand's foreign	TICA website

Evaluation Criteria	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource
		its objectives is to strengthen Thailand's position as an emerging donor while enhancing its role as a hub for learning and sharing best practices on sustainable development. TCTP is considered to be implemented in line with this mission and these objectives.	policy.	
Relevance Sub-Rating : The program is aligned with development challenges in the ASEAN region, and, in terms of the appropriateness of the approach, the division of roles between the Thai and Japanese sides has been appropriately considered, the sub-rating is assessed ④ Very High Coherence Sub-Rating : While alignment is confirmed for items (1) and (3), concrete collaboration is also observed under item (2), as Japan Overseas Cooperation Volunteers (JOCVs) dispatched to APCD conduct follow-up activities for ex-trainees. Based on these findings, the sub-rating is assessed as ④ Very High Relevance and Coherence Rating: Therefore, the rating of relevance and coherence is ④ Very High				
Effectiveness	Contents of Outcomes - Were the goals at the time of participation achieved? - Did the trainees acquire the knowledge and skills provided in the training?	- All respondents reported that they had obtained a certificate of completion (Ex-trainee survey, Question 1b). - Regarding the degree of improvement in knowledge and skills through the training, many trainees gave high ratings to "the concept and situation of Disability-Inclusive Disaster Risk Reduction (DIDRR) in ASEAN countries," "good practices on DIDRR in ASEAN countries and Japan," and "facilitation skills and the use of social media for DIDRR." In contrast, "knowledge and procedures as a DIDRR trainer" may have been challenging for some participants, or perceived as less directly relevant to their job responsibilities. (Ex-trainee survey, Question 1c) - With respect to general skills, many respondents answered that their skills had "improved to some extent" or "improved significantly," particularly in areas such as strategy formulation, program/project development, human resource deployment and training, budgeting, and implementation management, indicating that many participants perceived a certain level of skill enhancement. On the other hand, while many respondents reported improvement in leadership, some indicated that it had "not improved much" or "not improved at all." (Ex-trainee survey, Question 1d)	The training achieved a certain level of results, as all participants obtained certificates of completion and completed the planned learning curriculum. Many trainees perceived improvements in their knowledge and skills, particularly in areas such as the concepts and good practices of Disability-Inclusive Disaster Risk Reduction (DIDRR) and facilitation skills.	Ex-trainee Follow-up Survey
	Satisfaction with TCTP	Regarding satisfaction with the training, the majority of	The survey results	Ex-trainee Follow-

Evaluation Criteria	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource
	To what extent were the participants satisfied with the training content?	respondents reported being “very satisfied” with the instructors’ knowledge and skills, the training content, and the training methods (such as lectures, group discussions, and on-the-job training). Overall satisfaction with the training was high, with approximately 94% of respondents indicating that they were satisfied. Many cited the opportunities for networking and cross-cultural exchange as key positive aspects. On the other hand, several suggestions for improvement were also raised, including the need to provide advance information on airport transfer schedules, to slightly extend the training period to allow for deeper case study discussions, and to strengthen support for maintaining networks after the training. (Ex-trainee survey, Question 1d)	indicated a high level of satisfaction.	up Survey
	Causal Relationship What factors contributed to or hindered the achievement of the training objectives?	(1) Human networks: Even after the training, participants continue to engage proactively with positive attitudes toward persons with disabilities in their work. (2) Perception of persons with disabilities in DIDRR: Participants developed a strong belief that, in the context of Disability-Inclusive Disaster Risk Reduction (DIDRR), persons with disabilities are not merely recipients of assistance, but partners who can support others and work together as members of a team. (3) Growing urgency of DIDRR: The concept of DIDRR is increasingly recognized as an urgent issue for everyone. Ensuring that all people in the community are protected and safe is now regarded as a life skill that should be learned by all. (4) Strong networks maintained after the training: Strong bonds have been maintained among trainees through Google Spaces even after the training. The course consists of three two-week training sessions over a three-year period. During the training, participants spend extensive time together from morning to evening and work collaboratively on assignments, which has contributed to strong commitment and sustained engagement after the	s a key success factor of the training, the program was implemented continuously over a three-year period, during which strong trust was built among participants through collaborative work and interaction. On the other hand, personnel transfers after returning to their home countries, as well as the lack of adequate budgets and institutional mechanisms for follow-up, were identified as constraining factors that hinder the sustainability of	Interviews with Training Implementing Organization

Evaluation Criteria	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource
		completion of the program. ☒ Constraining factors: On the other hand, constraining factors identified include the transfer of ex-trainees to different positions after returning to their home countries, as well as the absence of dedicated budgets and systems for follow-up activities. (APCD interview)	learning and the effective utilization of networks.	
Impact	Prospect of Impact / Causal Relationship - Has any impact been observed or is it expected to occur as a result of the training implementation? - Are there any success cases that can serve as good practices for other countries or other training courses? <i>(The number of cases is not limited.)</i> - Have the external conditions required to achieve from outcomes to impacts been appropriately identified? Is the external condition expected to be met? - Are there any factors that may hinder achieve impacts? - Are positive impacts expected because of the program? Regarding potential negative impacts, are measures in place to mitigate them? - Are impacts on Japan expected to be achieved?	- In response to the question “Have you applied what you learned from the training after returning to your country?” approximately 70% of respondents answered “yes,” while 20% answered “no.” Several participants reported that they shared the knowledge gained from the training with their supervisors and colleagues and advocated for incorporating DIDRR perspectives into organizational plans, thereby promoting institutionalization within their organizations. There were also cases in which participants leveraged donor support to implement projects related to disability-inclusive climate change adaptation. Conversely, those who answered “no” cited personnel transfers after returning to their home countries as the main reason for not having opportunities to apply the learning. (Ex-trainee survey, Question 1g) - Regarding the question “How did you apply what you learned from the training?”, 100% of respondents indicated that they shared the learning with colleagues, while 60% reported using it to support better decision-making and another 60% reported making proposals to their supervisors. (Ex-trainee survey, Question 1h) - In response to the question “Were you promoted after participating in the training, and to what extent did TCTP contribute to your promotion?”, approximately 70% of respondents reported that they had been promoted. While 20% answered that TCTP contributed “little or not at all” or that they were “not sure,” the remaining respondents	After returning to their home countries, many trainees have applied their learning in their workplaces and communities by sharing knowledge with supervisors and colleagues and promoting the integration of DIDRR perspectives into organizational plans. In some cases, trainees leveraged donor support to launch concrete initiatives, such as disability-inclusive climate change adaptation projects. In countries such as the Philippines, Viet Nam, and Indonesia, ex-trainees have also contributed to strengthening community disaster resilience, including for persons with disabilities, through	- Ex-trainee Follow-up Survey - Interviews with Training Implementing Organization

Evaluation Criteria	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource
	- Are impacts on Thailand expected to be achieved? - Are impacts on the target countries expected to be achieved?	indicated that TCTP had contributed to their promotion to some extent. (Ex-trainee survey, Questions 4a and 4b) - Three success cases were identified. (1) In the Philippines, an ex-trainee from the National Commission of Senior Citizens has been disseminating DIDRR knowledge and serving as a resource person promoting DIDRR within the government sector after completing TCTP. (2) In Viet Nam, an ex-trainee serving as the head of a disability organization has been actively promoting DIDRR concepts at the community level. His organization also collaborated with the Center for Technical and Disaster Prevention Policy (under the Ministry of Agriculture and Rural Development) to collect relevant information and data. (3) In Indonesia, an ex-trainee affiliated with the NGO <i>YAKKUM Emergency Unit</i> has been raising awareness and promoting DIDRR concepts by emphasizing that appropriate preparedness can minimize disaster impacts. (APCD interview) - An example of collaboration between YAKKUM Emergency Unit and disability organizations in Central Sulawesi was also reported. Drawing on the knowledge and perspectives gained through the training, they jointly produced an innovative video introducing earthquake preparedness for persons with disabilities and their families. (Ex-trainee survey, Questions 2a and 2b)	DIDRR dissemination activities and the development of training and awareness-raising materials.	
	Other Impact (e.g., impacts on the training institutions or instructors).	None		

Effectiveness/ Impact Rating : The training was implemented continuously over a three-year period with largely the same group of trainees, which proved effective in building strong trust among participants. After returning to their home countries, many trainees applied the knowledge and skills they acquired in their workplaces and communities by integrating DIDRR perspectives into organizational plans, sharing and disseminating knowledge,

Evaluation Criteria	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource																					
developing training materials, and, in some cases, launching concrete initiatives with donor support. Given these practical outcomes, the rating for Effectiveness and Impact is assessed as ④ (Very High).																									
Efficiency	Project Plan Were the necessary inputs, in terms of both quantity and quality, appropriately planned to produce the planned outputs?	- While the RD set the maximum number of participants at 40, the actual number of participants ranged from 16 to 23 per year, as shown below.<table><tr><th>Plan</th><th>Actual</th></tr><tr><td rowspan="3">40 persons at maximum</td><td>23 persons</td></tr><tr><td>16 persons</td></tr><tr><td>21 persons</td></tr></table> - Comparison of planned and actual budgets The planned budget as stated in the RD is shown below. However, APCD’s expenditures could not be confirmed based on the available financial documents. Unit:THB<table><tr><th></th><th>Plan(RD)</th><th>Actual</th></tr><tr><td>JICA</td><td>2,220,700</td><td>4,288,450</td></tr><tr><td>TICA</td><td>2,041,880</td><td>No data</td></tr><tr><td>APCD</td><td>113,000</td><td>1,596,311</td></tr><tr><td>Total</td><td>4,375,580</td><td>5,884,761</td></tr></table>	Plan	Actual	40 persons at maximum	23 persons	16 persons	21 persons		Plan(RD)	Actual	JICA	2,220,700	4,288,450	TICA	2,041,880	No data	APCD	113,000	1,596,311	Total	4,375,580	5,884,761	The number of participants fell below the planned level. In addition, actual budget data for the training were not available, making it impossible to conduct a financial analysis.	- R/D, G/I - Materials provided by the training implementing organization
	Plan	Actual																							
40 persons at maximum	23 persons																								
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	Project Period/Timing - Was the project duration appropriately set in accordance with the project plan? Was the project completed within the planned period? - Were the preconditions, timing, and methods of inputs (including procurement procedures) appropriately planned? - Compared with other training programs implemented by JICA and TICA, did this program demonstrate any	- Regarding the implementation period, the plan set out in the RD covered 2021–2023 (three years), while actual implementation took place from 2022 to 2024. The RD planned for 14 days of onsite training each year. In practice, the training was conducted over 13–14 days onsite, with part of the first year delivered online. Although minor adjustments were made due to the COVID-19 pandemic, the training was implemented largely as planned. - A key significance of the TCTP course lies in its continuity as a three-year program. The course consists of two weeks of training each year over a three-year period, with largely the same group of trainees participating throughout. This continuity has enabled trainees to build strong commitment and networks with one another while carrying out activities in their respective countries. This is a distinctive feature of TCTP that is difficult to achieve through other training programs. In addition,	Despite the impact of the COVID-19 pandemic, the training was implemented largely as planned by incorporating online components. Moreover, TCTP has a comparative advantage over other training programs in that its continuous implementation over a three-year period fosters trust among participants and deepens learning.	- R/D,G/I - Materials provided by the training implementing organization - Interviews with the training implementing organization																					

Evaluation Criteria	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource
	advantages in terms of the content or method of input relative to the achieved outputs?	TCTP is characterized by the joint involvement of persons with and without disabilities in decision-making, training delivery, and participation. In many training programs, activities tend to be planned and implemented <i>for</i> persons with disabilities by persons without disabilities. In contrast, TCTP emphasizes the equal engagement of both groups, regardless of disability status.(APCD interview)		
	Implementation Process	● At the recruitment stage, TCTP benefits from the use of Thailand's diplomatic channels, as this eliminates the need for implementing organization to send official invitations directly to embassies in each target country. However, these formal channels require compliance with various administrative procedures, which can make the process time-consuming. ● Although eligibility requirements for applicants are clearly stated in the GI, internal dynamics within target-country governments sometimes result in the nomination of candidates who do not fully meet these requirements. For example, in the case of Myanmar, although a candidate with a disability who was considered suitable by the implementing organization was identified, a different government official was ultimately nominated. ● In some cases, ex-trainees are transferred to different departments after returning to their home countries, which limits their ability to apply what they learned during the training. (APCD interview notes)	While TCTP ensures a high level of credibility through its official recruitment process via diplomatic channels, the procedures are time-consuming and do not always result in the selection of the most suitable candidates.	● Interviews with the training implementing organization
Efficiency Rating : The number of participants in the training was lower than planned, while the training costs exceeded the planned budget (134% of the original plan). The cost-sharing ratio between JICA and TICA was approximately 7:3. Despite the constraints posed by the COVID-19 pandemic, the training was implemented largely as planned through the effective use of online modalities and was conducted continuously over a three-year period. While the recruitment procedures required considerable time, the program incorporated measures to enhance the quality of inputs, such as the joint involvement of persons with and without disabilities in course management. Based on these considerations, the Efficiency rating is assessed as ③ (High).				
Sustainability	Institutional Aspect	● In addition to providing financial support, TICA contributes to training preparation by facilitating	● From the perspective of	● Ex-trainee Follow-up Survey

Evaluation Criteria	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource
	● Has a network been established (e.g., between returned trainees and JICA/TICA or training instructors)? ● Has a network been established among the returned trainees?	participant recruitment through diplomatic channels and providing inputs to the training content. On the Thai side, resources are also mobilized from two government agencies—the Department of Empowerment of Persons with Disabilities and the Department of Disaster Prevention and Mitigation—as well as from non-governmental organizations, to share new knowledge with trainees. (APCD interview) ● As a networking mechanism for ex-trainees, a closed online community using Google Spaces has been established. (APCD interview) ● Overall, networking and communication among stakeholders after the completion of TCTP (Third Country Training Programme) are limited. Many respondents answered that they communicate either “only when necessary (rare)” or “once or twice a year (annually or biannually),” indicating that only a small number of cases maintain regular and continuous interaction after the training. In particular, networks with Japanese and Thai instructors, as well as with the training implementing organizations in Thailand, were limited. In contrast, connections among trainees from the same country were relatively well maintained, suggesting that geographical and linguistic proximity influence the sustainability of networks. (Ex-trainee survey, Question 3a) ● In response to this situation, trainees proposed various improvement measures. These included requests such as: “I would like to interact more with instructors and other trainees, but there are few opportunities. Regular online meetings or platforms for experience sharing would be helpful”; “Webinars or Q&A sessions led by instructors after the training would help us continue updating our knowledge”; “Opportunities for study meetings among participants from the same country or region would facilitate the sharing of practical challenges and information”; and “Opportunities to showcase field-	institutional sustainability, a key strength of TCTP lies in the fact that TICA has established a certain institutional foundation through financial support, recruitment via diplomatic channels, and collaboration with relevant agencies and NGOs. On the other hand, mechanisms for maintaining networks and sharing knowledge after the completion of the training have not been sufficiently institutionalized, and continuous interaction with instructors and participants from other countries remains limited.	● Interviews with Training Implementing Organization

Evaluation Criteria	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource
		level success cases and activity reports would be motivating for participants and useful for others.” (Ex-trainee survey, Question 3b)		
	Financial Aspect From the perspective of sustaining the training effects, have adequate budgetary measures been ensured?	While post-training follow-up is conducted in some cases, it depends on the availability of budget and is therefore implemented on an ad hoc basis. For example, under a DIDRR training project implemented in collaboration with UNESCAP, a post-training visit was conducted to the Philippines to follow up on the subsequent activities of three ex-trainees. (APCD interview notes)	The need for a dedicated budget for post-training follow-up has been identified	Interviews with Training Implementing Organization
	Technical Aspect Are the technologies introduced through the training accepted by the trainees and their organizations, and can they be continuously implemented?	The knowledge gained through the training has been shared within organizations by many participants and has contributed to efforts toward institutionalization, such as improving plans and decision-making and making proposals to supervisors. On the other hand, opportunities to apply the learning are limited in some cases due to external factors such as personnel transfers. To ensure more sustainable use of the knowledge, it is therefore important to establish mechanisms for organization-wide sharing and institutionalization of training outcomes.	From the perspective of technical sustainability, it is noteworthy that many trainees have shared the knowledge they acquired within their organizations and used it to improve planning and decision-making. However, in some cases, personnel transfers have prevented knowledge from being fully institutionalized, indicating that the establishment of organization-wide mechanisms for knowledge sharing remains a key challenge going forward.	- Ex-trainee Follow-up Survey - Interviews with Training Implementing Organization
	Action Plan Have the trainees who	After returning to their home countries, APCD conducts monitoring through Google Spaces and requests ex-trainees to share updates on their	After completing the training, approximately 60% of	- Ex-trainee Follow-up Survey - Interviews with

Evaluation Criteria	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource
	developed action plans implemented and continued their activities after returning to their home countries?	activities in each country. To enhance motivation, APCD introduces all submitted activities on its website, regardless of scale. This approach has encouraged ex-trainees to share their activities more proactively. However, given that many ex-trainees are busy, APCD recognizes the need to strengthen its outreach efforts. (APCD interview) ● Regarding follow-up two to three years after the training, such activities are conducted in some cases but depend on the availability of budget and are therefore implemented on an ad hoc basis. For example, under a DIDRR training project implemented in collaboration with UNESCAP, a post-training visit was conducted to the Philippines to follow up on the activities of three ex-trainees. (APCD interview) ● In response to the question “Did you implement your action plan?”, approximately 60% of respondents answered “yes,” while the remaining 40% answered “no” or “not sure.” Many participants began implementing their action plans soon after returning to their home countries. Specific actions included conducting trainers’ training (ToT) for disaster-related stakeholders and promoting understanding of disability inclusion through staff training. While some trainees were unable to implement all components of their action plans, many reported reflecting DIDRR principles in their daily work, such as giving appropriate consideration to colleagues with disabilities and encouraging their active participation in activities. (Ex-trainee survey, Question 1i)	participants implemented their action plans and worked to promote disability inclusion through training for disaster-related stakeholders and staff training. On the other hand, in some cases implementation was limited due to heavy workloads and budget constraints, indicating that strengthening continuous follow-up mechanisms remains a key challenge.	Training Implementing Organization
	Contributing / Inhibiting Factors ● What factors have contributed to or hindered the sustainability and	(1) Sustained networks: Positive engagement with persons with disabilities has continued even after the training, resulting in the formation of strong human networks. (2) Understanding of the role of persons with disabilities in DIDRR: Awareness has been fostered	As shown on the left	

Evaluation Criteria	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource
	dissemination of the training outcomes?	that persons with disabilities are not merely beneficiaries of support, but partners who support one another and work together with others. (3) Recognition of the importance of DIDRR: The idea that everyone should be protected during disasters has become more widespread, and knowledge of DIDRR is increasingly recognized as an essential life skill. (4) Strong bonds and commitment: Through the continuous implementation of the training over three years and ongoing interaction via Google Spaces, strong bonds among participants and sustained learning have been fostered. (APCD interview)		
Sustainability Rating: Through the continuous implementation of the training over three years and interaction via Google Spaces, strong trust has been built among participants, and awareness of the importance of Disability-Inclusive Disaster Risk Reduction (DIDRR), as well as the perception of persons with disabilities as partners, has been increasingly internalized. On the other hand, the maintenance of networks and post-training follow-up depend on budget availability and personnel transfers, indicating that further institutionalization is needed to ensure the sustained use of outcomes. Based on these considerations, the Sustainability rating is assessed as ② (Moderately Low).				
Overall Evaluation Results Based on the above, the course demonstrates very high “Relevance and Coherence” and very high “Effectiveness and Impact.” “Efficiency” is assessed as high, while “Sustainability” has some remaining challenges. Accordingly, the overall rating is assessed as A (highly satisfactory).				
Overall Rating: A (highly satisfactory)				

Lesson learned:

Streamlining diplomatic channels:

The ability to utilize Thailand's diplomatic channels under TCTP is a major advantage, as it eliminates the need to send direct requests to embassies in each target country. However, because these formal channels require compliance with various systems and procedures, the process from application to final nomination tends to be time-consuming. To address this issue, it is recommended that the Thai side initiate coordination with training implementing organizations and relevant ministries at an early stage and consider mechanisms to simplify procedures where possible.

Ensuring transparency and eligibility in candidate selection:

Although eligibility criteria are clearly specified in the GI, internal circumstances within target-country governments sometimes result in the nomination of candidates who do not fully meet these criteria. For example, there was a case in which a candidate with a disability—considered the most suitable—was not selected, and another government official was nominated instead. To prevent such mismatches, it is advisable for the Thai side to emphasize the importance of adherence to eligibility criteria to target-country governments and, where necessary, to establish a process to jointly verify candidate suitability with the training implementing organizations.

Enhancing training design:

To sustain and enhance training outcomes, it is desirable to establish a mechanism that allows the same participants to attend all phases of the training. At the same time, cases were observed in which training outcomes were not fully sustained due to participants being transferred or changing jobs after returning to their home countries. In this context, allowing flexibility for up to three participants per country could help ensure continuity of learning at the organizational level in each participating country.

Strengthening networks and follow-up:

Strengthening alumni networks—through joint projects, regular follow-up, and peer-learning opportunities—is essential to visualize and sustain long-term impacts at the regional level. At present, however, APCD's follow-up activities depend on the availability of budget and are not implemented systematically. Given that the recent survey generated valuable feedback from trainees, the introduction of planned and continuous follow-up mechanisms is strongly recommended.

Suggestions:

It is important to further enrich practical tools and case studies and to strengthen content that can be applied at the community and policy levels. In addition, learning should be deepened by introducing new topics, such as disaster risk reduction measures addressing climate change, and by sharing the latest developments and good practices from participating countries.

Future training programs should also include government officials and representatives of organizations of persons with disabilities to strengthen the linkage between policy and practice. Moreover, providing opportunities for site visits to DIDRR-related activities in Japan and for cultural exchange would contribute not only to deeper learning but also to the formation of international networks.

FY2025 Joint Evaluation of Third Country Training Programme (TCTP) in Thailand

Ex-trainees Survey Result Report

**#1 Modernization of Power Distribution System
in ASEAN Countries**



(Source) <https://image.mfa.go.th/mfa/0/GH2PYnujXi/%E0%B8%82%E0%B9%88%E0%B8%B2%E0%B8%A7/412A4169.jpg>

Basic statistics of this survey

Target participants (trainees)	75 (60 except Myanmar)
Number of participants filled the survey	30 (Response rate 50%)
Date of notification to the participants	1_A request email sent : July 26, 2025 2_Follow-up email1 : July 03, 2025 3_Follow-up email with personal name : July09 Due date: July 11, 2025

Complied date: Aug 20, 2025 by RS

Update date 1 : Aug 26, 2025 by RS

1. Knowledges and skills you obtained and satisfaction

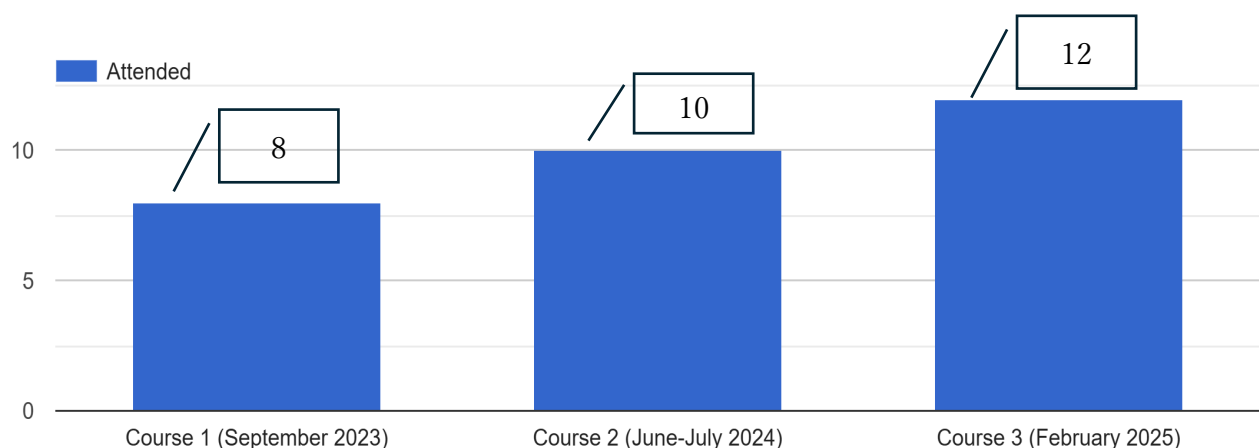
Question 1 a. Please indicate the sessions of the training program you attended.

Course 1 (September 2023)

Course 2 (June-July 2024)

Course 3 (February 2025)

Question 1 a. Please indicate the sessions of the training program you attended.



Please share your comment. (10 comments)

- I attended the course 2 (June-July 2024).
- The training was conducted in a warm and welcoming atmosphere. It provided valuable opportunities to build connections between organizations, which I take great pride in. It was an honor to participate in this program.
- Course take 1 month and full time which is a bit long for those who far from family. Overall is great and well organized. I prefer the course to take place at Nov or Feb for cooler weather during site visit
- The good training program to share knowledge about transmission & distribution systems and technologies from each country.
- I got many knowledge to develop in my job
- Good lectures
- helpful and fantastic course
- The course offered a comprehensive curriculum covering power system basics to modern grid operations, particularly SCADA, EMS, and DMS, directly aligned with your interest areas.

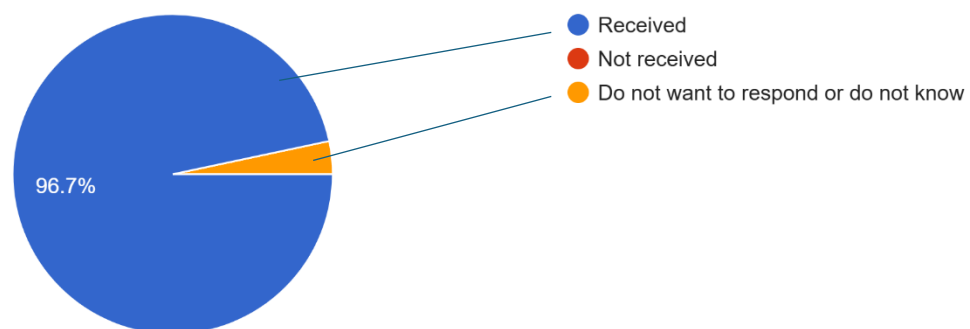
Moreover, the participants diversity promoted regional knowledge sharing, helping ASEAN utilities learn best practices from each other and from Thailand's MEA.

- This training is considered a training in various engineering fields in the field of electrical engineering. It is considered that it should be continued because it is a training to create knowledge and understanding of new technologies in engineering, including the exchange of cultures from abroad.
- This course has provided me more knowledge and enjoyable.
- I participated in the face-to-face course on the aforementioned subject in 2023 for a period of 45 days

Question 1 b. After completion of the training, did you receive a certificate (Certificate of Completion) from the Thai side (TICA, the training implementing agency, or JICA Thailand Office)?"

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30 件の回答

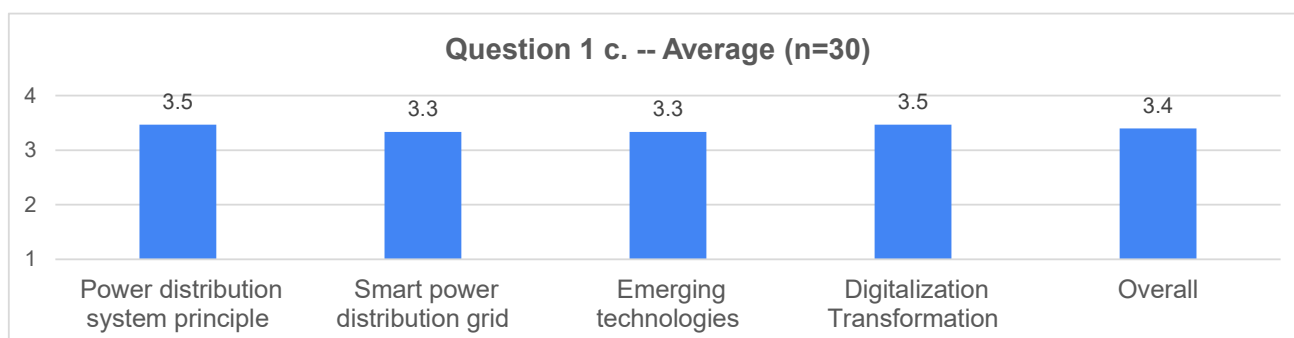
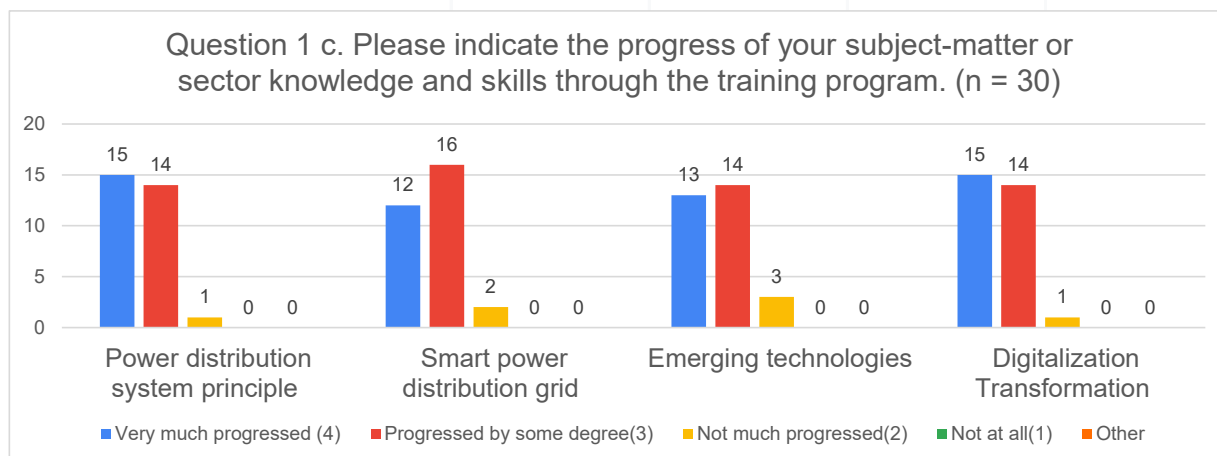


If you did not receive it, please explain the reason. (n=2)

- -

Question 1 c. Please indicate the progress of your subject-matter or sector knowledge and skills through the training program.

Subject-matter or setor -> knowledge & skills ↓Level of progress	Power distribution system principle	Smart power distribution grid	Emerging technologies	Digitalization Transformation
Very much progressed (4)	15	12	13	15
Progressed by some degree(3)	14	16	14	14
Not much progressed(2)	1	2	3	1
Not at all(1)	0	0	0	0
Other	0	0	0	0
n	30	30	30	30
Average	3.5	3.3	3.3	3.5
Stdev	0.6	0.6	0.7	0.6



Please share your comment. (n=5)

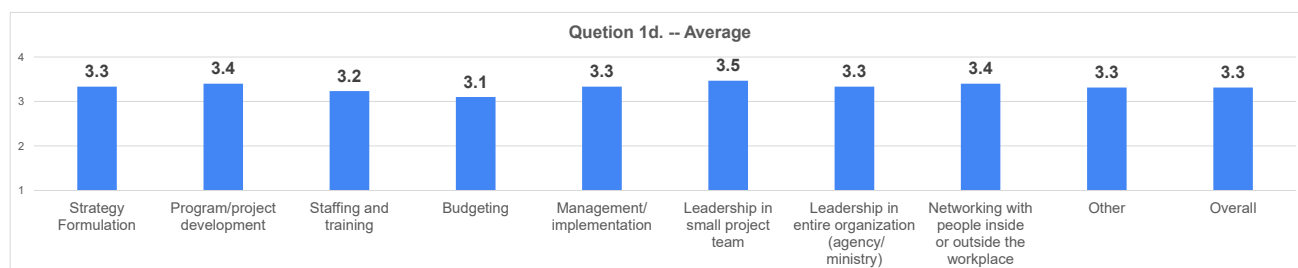
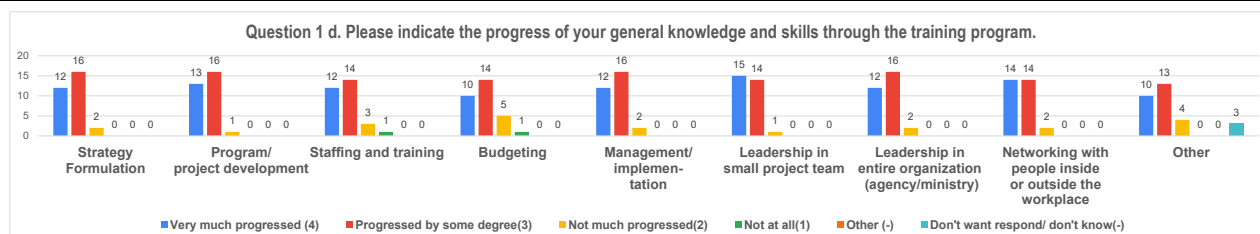
-
- Power distribution system principle should have more sites visiting such as visiting some HV substations and HV sky lines, MV cables.
- The courses are good. But the schedule is very tight. The schedule is too much for 2 weeks.
- Some topics take a long time to understand in depth, such as: Digitalization Transformation
- I learned quite a lot in terms of experience sharing but not the technology advancement and adoption.

Analysis of the study team

The overall average of the level of progress is 3.4, which is between “very much progressed (4)” and “Progressed by some degree (3)”. It indicates each subject-matter knowledge and skills are well progressed. The narrative comments also show general progress of their knowledge.

Question 1 d. Please indicate the progress of your general knowledge and skills through the training program.

General knowledge &-> skills Level of progress	Strategy Formulation	Program/ project development	Staffing and training	Budgeting	Management/ implemen- tation	Leadership in small project team	Leadership in entire organization (agency/ministry)	Networking with people inside or outside the workplace	Other
Very much progressed (4)	12	13	12	10	12	15	12	14	10
Progressed by some degree(3)	16	16	14	14	14	16	14	14	13
Not much progressed(2)	2	1	3	5	2	1	2	2	4
Not at all(1)	0	0	1	1	1	0	0	0	0
Other (-)	0	0	0	0	0	0	0	0	0
Don't want respond/ don't know(-)	0	0	0	0	0	0	0	0	3
n	30	30	30	30	30	30	30	30	267
Average	3.3	3.4	3.2	3.1	3.3	3.5	3.3	3.4	3.3
Stdev	0.6	0.6	0.8	0.8	0.6	0.6	0.6	0.6	0.7



Please share your comment. (n=2)

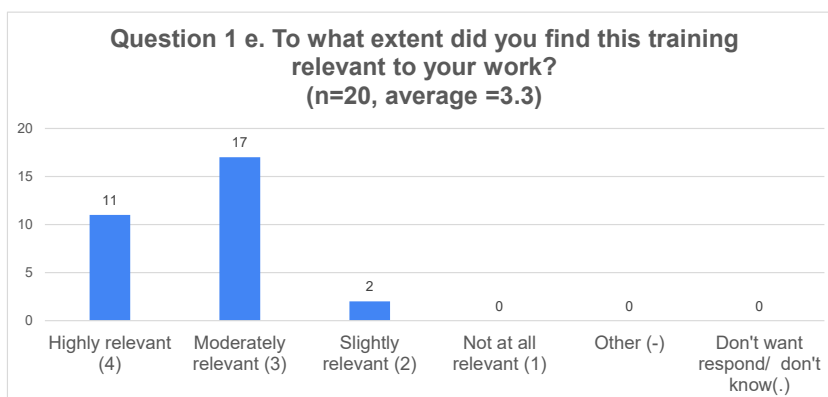
-
- Networking with neighboring countries is the great part. I am now still in touch with some of them to share our knowledge, experience and friendship.

Analysis of the study team

The overall average of the level of progress is 3.3, slightly more than “Progressed by some degree (3)”. It indicates each general knowledge and skills are well progressed. It is noted that the narrative comments show great appreciation for networking with participants from neighboring countries.

Question 1 e. To what extent did you find this training relevant to your work?

	Question 1 e. To what extent did you find this training relevant to your work?
Highly relevant (4)	11
Moderately relevant (3)	17
Slightly relevant (2)	2
Not at all relevant (1)	0
Other (-)	0
Don't want respond/ don't know(.)	0
n	30
Average	3.3
Stdev	0.6



Please share your comment. (n=5)

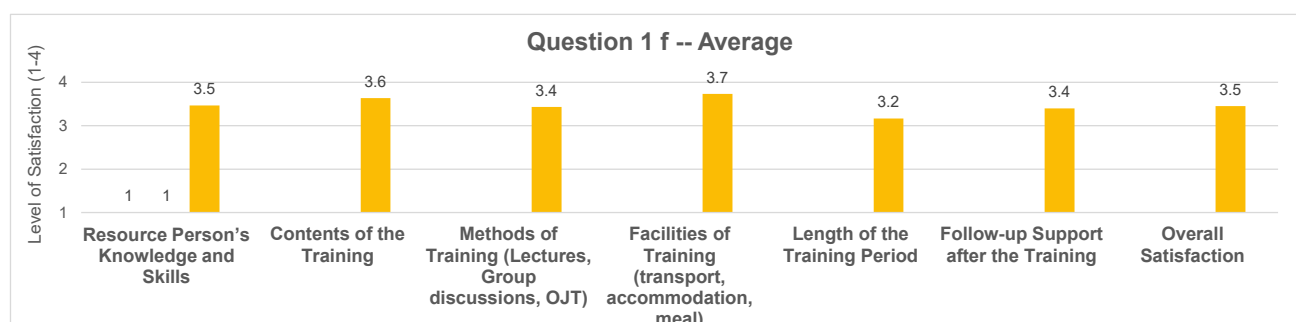
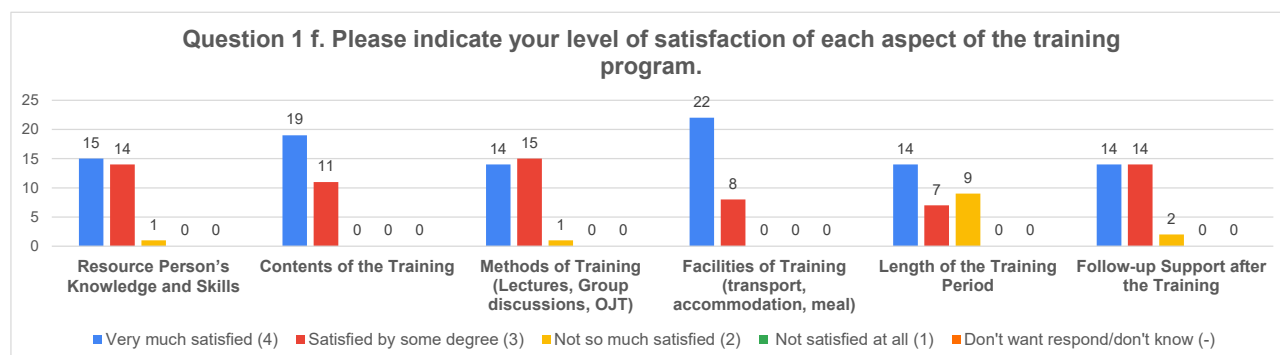
- This is the only abroad course that provide for my country relevant to my work.
- -
- I've learnt a lot from this training, but it would be great if there were a participant from the regulator side.
- This training is directly related to the work under care and can be used to develop further activities very well.
- This training provide me to explore deeply in technical and management skill.

Analysis of the study team

The average is 3.3, which is more than “Moderately relevant” but below “Highly satisfactory”. Nearly 60 % respondents marked that TCTP is highly relevant to their work and nearly 40 % marked moderately relevant. The narrative comments, although the number of comments are not many, indicate no problem indicated. The survey result is evaluated that the training is generally relevant.

Question 1 f. Please indicate your level of satisfaction of each aspect of the training program.

Aspect of the training-> prpgram ↓Level of progress	Resource Person's Knowledge and Skills	Contents of the Training	Methods of Training (Lectures, Group discussions, OJT)	Facilities of Training (transport, accommodation, meal)	Length of the Training Period	Follow-up Support after the Training
Very much satisfied (4)	15	19	14	22	14	14
Satisfied by some degree (3)	14	11	15	8	7	14
Not so much satisfied (2)	1	0	1	0	9	2
Not satisfied at all (1)	0	0	0	0	0	0
Don't want respond/don't know (-)	0	0	0	0	0	0
n	30	30	30	30	30	30
Average	3.5	3.6	3.4	3.7	3.2	3.4
Standard Deviation	0.6	0.5	0.6	0.4	0.9	0.6



Please share your comment. (n=6)

-
- This training is good, but 2 weeks is very short for catch up all the training courses.
- Some subject are too long that make the lecturers go quickly to complete
- The training should last approximately 1 month so that the observers can learn the entire course.
- Im very satisfied.
- The training period should be extend to 2 months

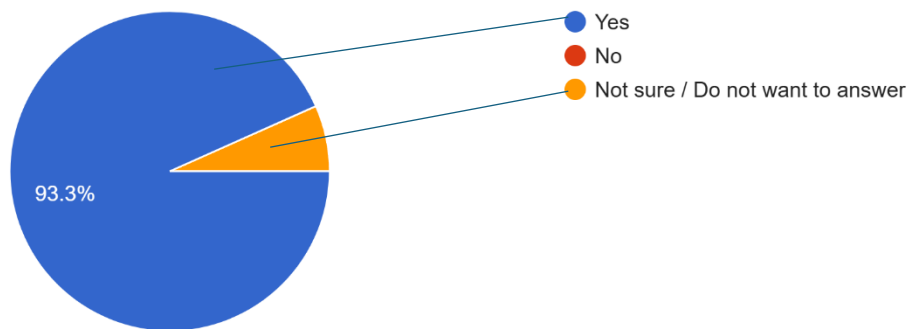
Analysis of the study team

The overall average of the level of setistaction is 3.5, which is more than “Satisfied by some degree (3)” but less than “Satisfied very much (4)”. The facilities of Training (transport, accommodation, meal) are highly satisfied. The narrative comments indicate the length of the training should be longer, which is suggested by multiple participants.

Question 1 g. Have you been able to apply the knowledge and skills learnt from the training courses in your work?

Question 1 g. Have you been able to apply the knowledge and skills learnt from the training courses in your work?

30 件の回答



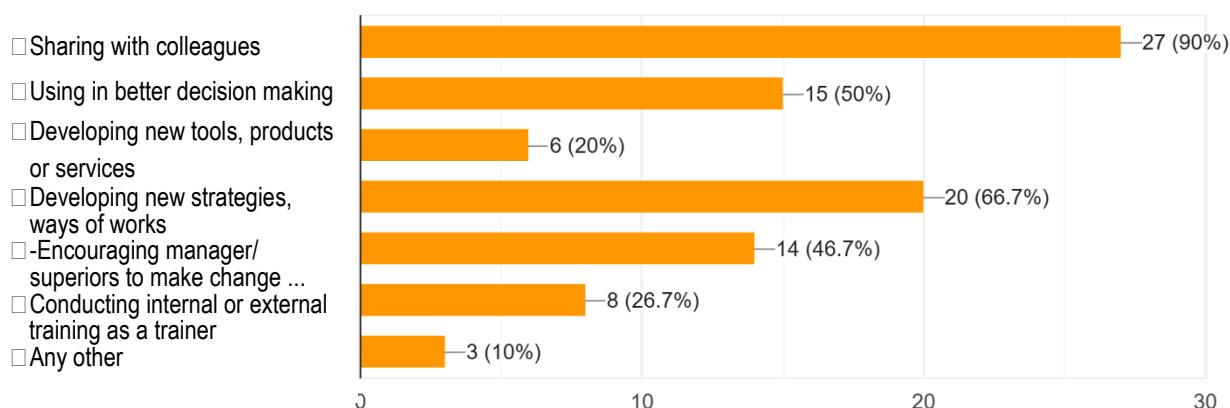
Please share your comment. (n=8)

- Especially in project-related tasks
- We won't get much understand all at once, but this course provides overall view of the knowledge. When we get the training again somewhere else, we get familiar and understand the concept.
- Yes of course, some of my colleges hadn't joint. So I had shared to them.
- -
- Currently, we are working on the development of EV charging stations to accommodate the growing number of EVs in my country, so it is very helpful to learn about what is being implemented in Thailand.
- The knowledge in SCADA, Strategy and foundation of smart network future in section
- Definitely use the knowledge that learned from this triaing course.
- I have applied Economic engineering in my current work

Question 1 h. How have you applied the gained knowledge and skills learnt from the training ? (Multiple answers allowed)

Question 1 h. How have you applied the gained knowledge and skills learnt from the training ?
(Multiple answers allowed)

30 件の回答



Please share your comment. (n=1)

-

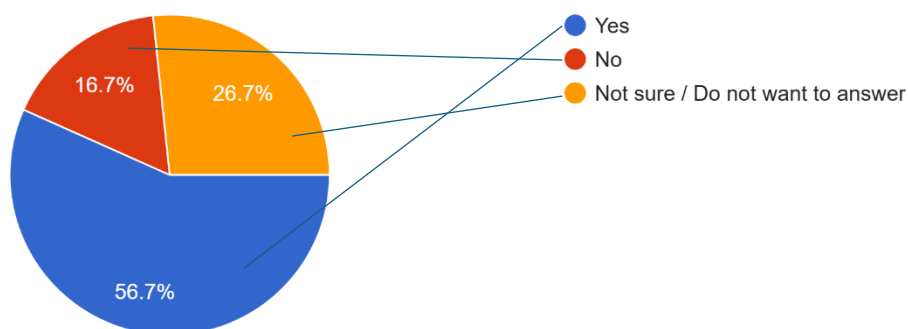
Analysis of the study team

Most participants (90 %) have shared their knowledges and skills with their colleagues. It is a good outcome after the outputs, i.e., knowledge and skills are obtained, are achieved. It indicates the Theory of Change (ToC) set before this study is well followed. The further outcome, i.e., more efficient and effective power distribution and the final outcome, improvement of life of the customers, should be closely monitored.

Question 1 i. Did you implement your action plan after returning to your country?

Question 1 i. Did you implement your action plan after returning to your country?

30 件の回答



If you answered 'Yes', please describe the implementation status. If you answered 'No', please explain the reasons (e.g. lack of equipment, limited budget, insufficient technical skills or knowledge, or lack of understanding/support from your organization). (n=17)

- My Organization will implement the Grid Visibility project. I have joined the smart grid team to evaluate the hosting capacity of the grid.
- Yes, I have applied the knowledge gained to improve work processes, making them more efficient. For example, I have used the training to analyze problems, manage costs, and enhance project management.
- Limited budget and support from my organization.
- lack of equipment and some limit technical skills
- Operation & Maintenance are proceeding according to the action plan.
- I need to study more about smart RMU , FRTU that had install in power system in MEA.
- -
- Well preparation before starting new projects
- lack of support from my organization -- my scope of work is not closely related to smart grid technology, so I rarely use it in my work.
- I noted main points of each lesson and reported to my manager. I also planned new methods, new ideas from lesson to improve our works.
- Currently, I've implemented the knowledge from the EVs course in my organization, which is very helpful.
- Achieve
- แผนดำเนินการ ต้องรออนุมัติจากฝ่ายบริหารขององค์กร
- I shared my knowledge within the organization.
- In progress.
- I have shared the knowledge that I have gained from training to my colleague
- I am currently conducting a project focused on minimizing SF₆ gas leakage and losses during maintenance activities.

Analysis of the study team

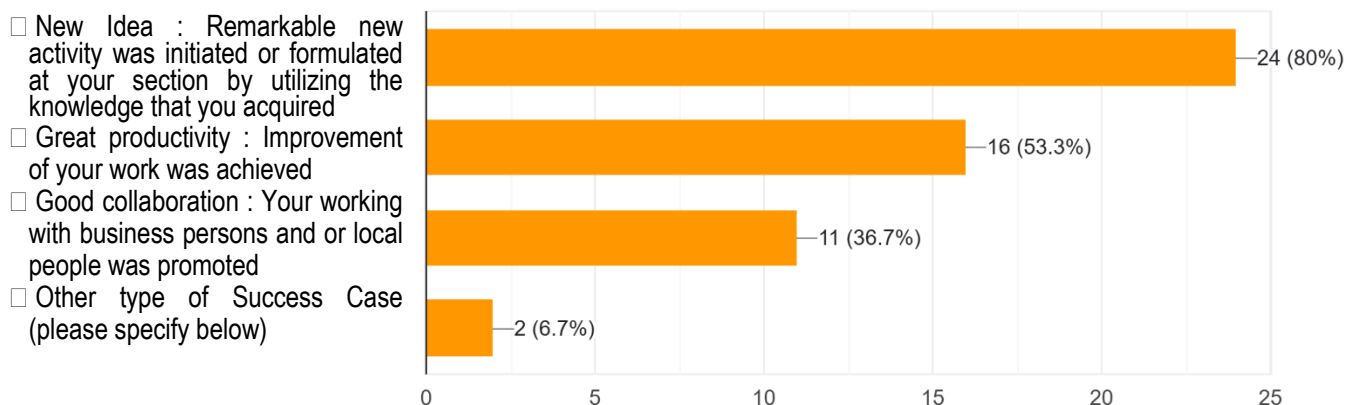
Nearly 60 % of participants have implemented their Action Plan. It can be evaluated that this is high ratio of implementation. The narrative comments indicate some of them have chances to apply their skill and knowledge, and lack of support and limited funds are mentioned.

2. "Success Case" (Good practice)

Question 2 a: Please indicate the type of "Success Case" (good practice) in which TCTP contributed to your work. (Multiple choices acceptable)

Question 2 a: Please indicate the type of "Success Case" (good practice) in which TCTP contributed to your work. (Multiple choices acceptable)

30 件の回答



Question 2 b: Please explain your "Success Case" (Good practice) in detail. (n=13)

- The training course helped me better understand the development level of countries in Southeast Asia, and at the same time helped me gain more skills in teamwork, team leadership as well as general information exchange.
- After I shared my experience of the training with my colleagues, they can see the necessity of the grid visibility.
- I have been able to apply the knowledge gained from the training in my work, which has helped improve coordination with relevant agencies. This has led to smoother communication and more effective collaboration in project implementation.
- Benchmark MEA transmission & distribution systems with those of neighboring countries and be able to apply the best practices of neighboring countries to MEA action plan and O&M work.
- In Thailand had pilot project about Low Voltage Management, after in Cambodia also have that project too. From experience in Pilot project in Thailand, I got better work for this sector.
- -
- Project planning

- I don't have any successful cases
- changing the ways of planning.
- For solar rooftop, it has already been achieved. However, it's beneficial to learn more about Thailand and other countries' perspectives. For EV, it's a new idea. So it's very helpful.
- A remarkable new initiative was implemented in my section by applying the knowledge and skills acquired through the training. This idea introduced a more efficient workflow, which addressed an existing challenge and brought noticeable improvement in team performance. As a result of the new approach, I achieved a significant increase in work efficiency by reducing processing time, lowering errors, and increasing output. This improvement has helped my section deliver results more effectively and within shorter timeframes.
- Knowledge can be applied to design microgrid systems in the power distribution area, including the application of new technologies with AI in decision making.
- As part of the SF₆ gas leakage reduction project, I have implemented an SF₆ regeneration process that enables the reuse of old SF₆ gas in the system. As a result, I have not needed to purchase any new SF₆ gas to date.

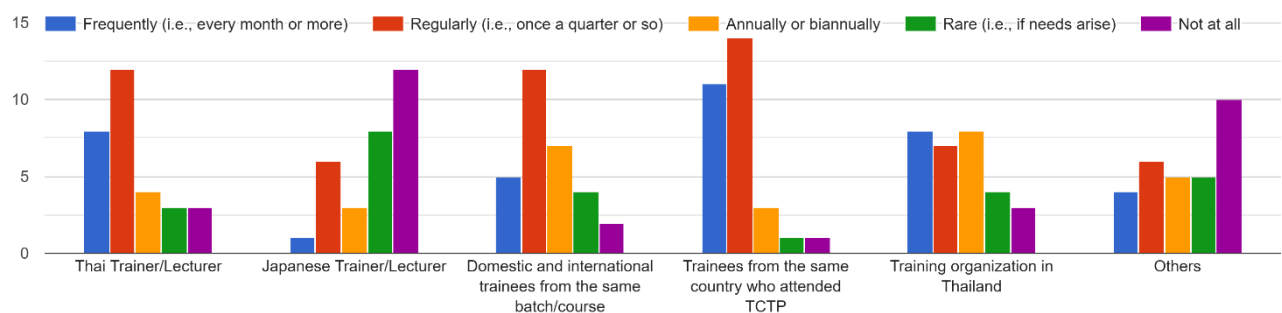
Analysis of the study team

New idea (80%), great productivity (53%), and good collaboration (37%) are reported. We can say it is a great result of applications. The narrative comments include some good detailed “success cases”, which we can examine and identify the “success factors” to contribute to make the application and further outcomes, in addition to the training contents.

3. Networking/communication after the training program

Question 3 a: Please indicate the level of your networking/communication with stakeholders of the training program.

Question 3 a: Please indicate the level of your networking/communication with stakeholders of the training program.



Please share how do you usually network with others? (e.g., face-to-face, online, formal events, informal meetings). (n of comments=14)

- I often keep in touch with old friends from the course via the Line app.
- Online
- I had the opportunity to meet colleagues from various countries such as Laos, Myanmar, Cambodia, and Vietnam. We continue to stay in touch and communicate online regularly.
- We meet face to face and work together via any media with trainees from the same country. and usually keep contact online with Thai Lecture/Organizer and international participant.
- Online thru FB or Line
- On-Line
- Normally I work face to face and online (Telegram, WhatsApp..).
- Online
- face-to-face and informal meetings
- we discuss on class and text messages online
- It's online networking
- Online meeting and chat with LINE App.
- On communication chat
- Line App
-

Question 3 b: Please explain the reason why you have communicated with other stakeholders after the training program. (n of comments =17)

- Because after 1 month of studying together, we all considered each other as close friends, so we still keep in touch.
- In Thailand, the utilities may share some experience on the impact Distributed Energy Resources (DERs) that now exponential growth.
- To exchange information on various work-related matters.
- In this field people have work together both daily job and international event like HAPUA annually.
- To discuss technical issues in the related field
- Exchange data & information
- For cooperation and exchange ideas.
- Friends
- asking for more information
- It's useful for me to discuss details about the same problems and solutions, new knowledges that we have on work. And it's a good relationship.
- To keep in touch and sharing the updated information in each countries.
- Facilitate applicants for the newly provided training course
- Friendship and exchange some information
- Chatting casually about life and various projects that have been implemented after the training.
- Ask something about work
- Friendship
- Communication helps me understand how other trainees apply their knowledge to their work.

Question 3 c: Please share the remarkable or good events that happened due to maintaining the communication with other stakeholders (e.g., exchange the new knowledge or experience). (n of comments =16)

- Recently when Myanmar had an incident in their country, we kept in regular contact and exchanged necessary information.
- In Thailand, EGAT MEA & PEA arrange the annual meeting to make a collaboration for the grid planning.
- We exchanged knowledge about the electrical systems of each country, as the infrastructure varies between nations. This communication also helped us stay updated on the latest technologies used in each country.
- Exchange Good Practices or Troubleshooting.
- Very nice and friendly
- Share experiences with each other.
- New environment training

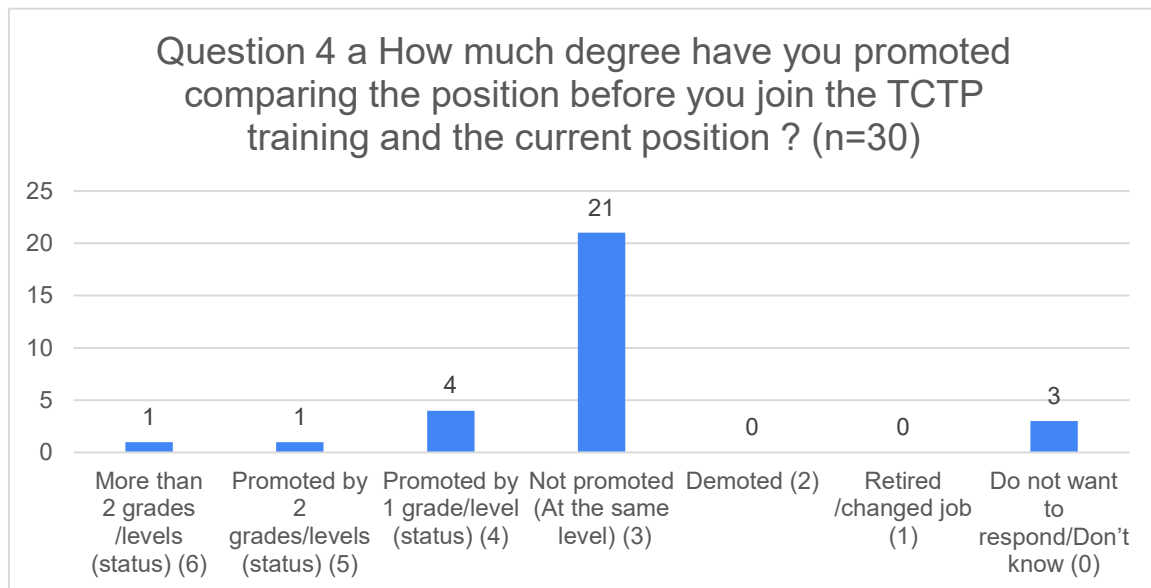
- I gained new knowledge from them
- some good ideas and experiences we have.
- We get the reliable and updated information
- Training for applicants has been newly announced
- Culture, lifestyle, experiences and Knowledge
- The participants' projects encountered problems such as needing to refer to the installation locations of various systems and they contacted us to inquire and provided answers until the problem was solved.
- Share experience about new ideas for work
- Knowledge and experience sharing
- We just sharing a little about work, family not too much about knowledge

Analysis of the study team

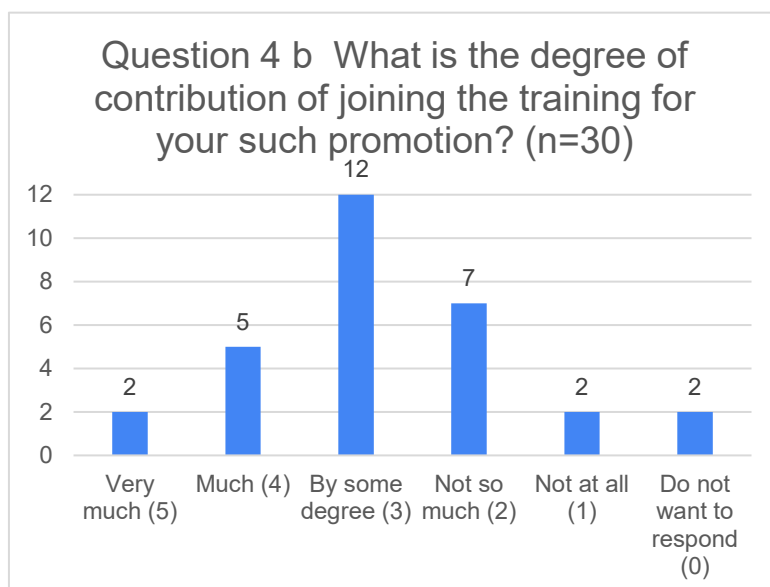
Frequent communication and useful exchange of information have been made among trainees. It is not only among the trainees from the same country but also internationally wide communication and exchange among ASEAN countries have been held and continued. It would be the best practice of communication after training. They exchange problems and issues they face daily that are similar among the neighboring counties in the region.

4. Promotion and contribution of the training program

Question 4 a How much degree have you promoted comparing the position before you join the TCTP training and the current position ? (n=30)



Question 4 b What is the degree of contribution of joining the training for your such promotion? (n= 30)



Please share your comment (n=4)

- The training helped increase my connections and knowledge, which contributed to my promotion.
- -

- i am still same level.
- Promotion does not refer to this training.

Analysis of the study team

According to 30 respondents, almost two third (n=21) have not received promotion. Only 6 (n=6) have been promoted. Participants responded the degree of contribution is some degree. The narrative comments indicate the purpose of and benefit they gained from training are not promotion.

5. Your comments and suggestions

Question 5: To further promote modernization of power distribution system in your country and in the ASEAN countries, please share your comments or suggestions about TCTP. (n=21)

- There should be more in-depth training courses for those who have attended TCTP, possibly organized in some other Southeast Asian countries.
- This training is a good opportunity to learn about a smart grid implementation in ASEAN and also Japan.
- The TCTP program has been highly effective in enhancing technical knowledge and fostering regional cooperation. To further advance the modernization of power distribution systems in our country and across ASEAN, I recommend increasing practical workshops, promoting more knowledge exchange among participating countries, and incorporating emerging technologies such as smart grids and renewable energy integration. Additionally, continuous support and follow-up after the training would be beneficial to ensure sustainable implementation of the knowledge gained.
- Participant from all country should the same level of knowledge or rank in their organization. 2-5 years of experience is the best for them. English Proficiency is needed for all participant and Trainer.
- Please add more real practical and I would suggest for more assignments
- Good
- It is a good course, and I have gained more knowledge about distribution. In my opinion, if possible, this course should also include content about the transmission system and perhaps invite participants from more countries to join.
- Smart meters should be fully implemented.
- The course is great for sharing experiences with countries and countries.
- -
- Distribution protection, improved efficiency on distribution line

- add more details about smart meter and how to implement it technically
- i think it's better to have more visiting MV-HV lines, MV-HV subs and reviewing distribution networks energy for large customers.
- I have only one comment, which is to increase the training duration, because two weeks are very short for all these courses.
- Should include electricity regulatory and policy framework in the training course
- Time should be more longer to complete the program normally, or some subject should be cut to fit with program duration. Anyways, EV is increasing in many ASEAN countries, and Energy management of EV should be a part of program.
- I would like to see more and more diverse off-site training.
- I would like to apply AI technology to assist in the analysis of power sytem faults.
- It is a great program to share knowledge and experience from neighboring utilities
- The training should provide more case study and actual work to the trainee
- Training topics should be focused and detail-oriented with more practical implementation content than theory.

Analysis of the study team

The comments and suggestions on TCTP for the implementation agencies (TICA and JICA), can be summarized as follows.

- Include practical workshops and off site training more.
- Participants should be the same level of knowledge or rank in their organization.
- English proficiency is needed for all participant and Trainers.
- Include trainees from some other Southeast Asian countries.
- Two weeks are very short and it should be longer, like one or two months.
- AI component should be included.

Final question: Contact information

- Your name (n=30)
- Your phone number (mobile or landline) * (n=30)
*The study team may contact you directly by phone if your case is selected as the best "Success Case".
- Your email address (n=30)
- Name and contact information of the person responsible for sending you to TCTP (n=30)
- (b) E-mail address of the person (n=19)

***** Confidentiality is strictly secured. Thank you very much for your cooperation for this survey!! *****

FY2025 Joint Evaluation of Third Country Training Programme (TCTP) in Thailand

Ex-trainees Survey Result Report

#2 Renewable Energy Technologies and Knowledge Transfer for Strengthening and Achieving ASEAN's Sustainable Development Goals

Renewable Energy Technologies and Knowledge Transfer for Strengthening and Achieving ASEAN's Sustainable Development Goals



Basic statistics of this survey

Target participants (trainees)	38 (37 except Myanmar)
Number of participants filled the survey	22 (Response rate 59%)
Date of notification to the participants	1_A request email sent : July 17, 2025 2_Follow-up email1 : July 23, 2025 3_Follow-up email with personal name : July30 Due date: Aug 01, 2025

Complied date: Aug 20, 2027 by RS

1. Knowledges and skills you obtained and satisfaction

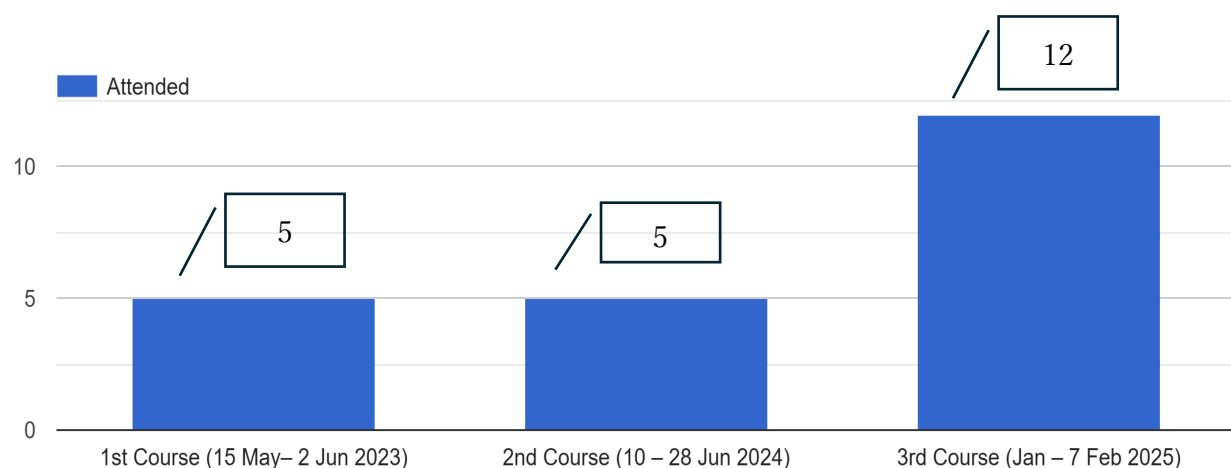
Question 1 a. Please indicate the sessions of the training program you attended.

1st Course (15 May– 2 Jun 2023)

2nd Course (10 – 28 Jun 2024)

3rd Course (Jan – 7 Feb 2025)

Question 1 a. Please indicate the sessions of the training program you attended.



Please share your comment. (10 comments)

- Biodiesel production technologies, standard and utilization
- I am attending the 3rd course early of this year and have such a great experience in this 3 week program.
- I like the module and training provided by the organizers. Thank you for this great opportunities!
- comprehensive training, supported by wonderful local hospitality, I have enjoyed my visit to Thailand
- It is a very good topic and useful for use in work.
- As a postgraduate student, I may not hold a formal professional position yet, but participating in the TCTP training has significantly increased my understanding of renewable energy technologies, policy frameworks, and international collaboration. I would say my knowledge and readiness to contribute to policy discussions or future implementation efforts have improved by at least 70–80% compared to before I joined the program. The training gave me

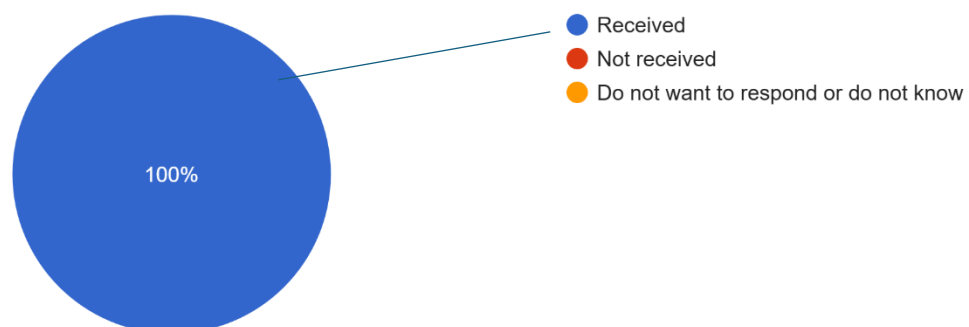
exposure to real-world applications and connected me with professionals across Asia-Pacific, which has greatly broadened my perspective.

- Good Informative Training
- The organization of the program is excellent, the team invited speakers from reputable institutions
- Great introduction to the renewable energy that is actually have high potential in our ASEAN region. Meeting with the delegates from various country in this region give a wider insights to the potential and factor and challenges that happened for the country that is already apply the renewable energy initiatives. Some renewable energy need to have a intercountry solution to make it more encouraging out citizens to switch to the renewable energy technology usage. Apart from that, maybe a few module could be made more specific and deeper understanding to give a applicable solution to the delegates, not just the surface one.
- This is an excellent program that offers knowledge transfer in a diverse renewable energy areas and sustainable development goals.

Question 1 b. After completion of the training, did you receive a certificate (Certificate of Completion) from the Thai side (TICA, the training implementing agency, or JICA Thailand Office)?"

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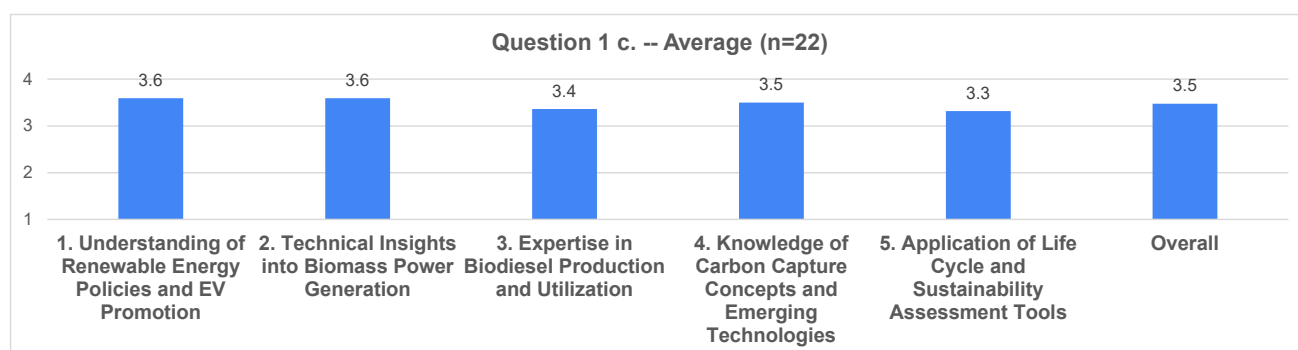
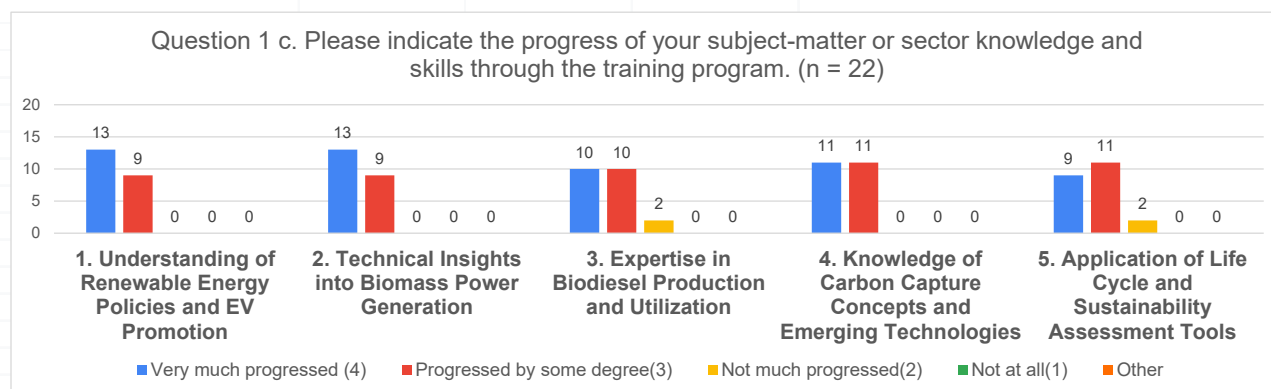
22 件の回答



If you did not receive it, please explain the reason. (n=0)

Question 1 c. Please indicate the progress of your subject-matter or sector knowledge and skills through the training program.

Subject-matter or setor -> knowledge & skills	1. Understanding of Renewable Energy Policies and EV Promotion	2. Technical Insights into Biomass Power Generation	3. Expertise in Biodiesel Production and Utilization	4. Knowledge of Carbon Capture Concepts and Emerging Technologies	5. Application of Life Cycle and Sustainability Assessment Tools	Overall
Level of progress						
Very much progressed (4)	13	13	10	11	9	56
Progressed by some degree(3)	9	9	10	11	11	50
Not much progressed(2)	0	0	2	0	2	4
Not at all(1)	0	0	0	0	0	0
Other	0	0	0	0	0	0
Average	3.6	3.6	3.4	3.5	3.3	3.5
Stdev	0.5	0.5	0.7	0.5	0.6	0.6



Please share your comment. (n=6)

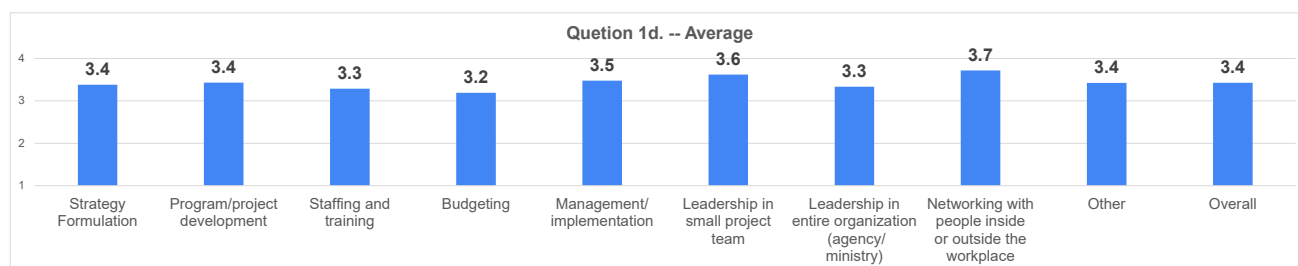
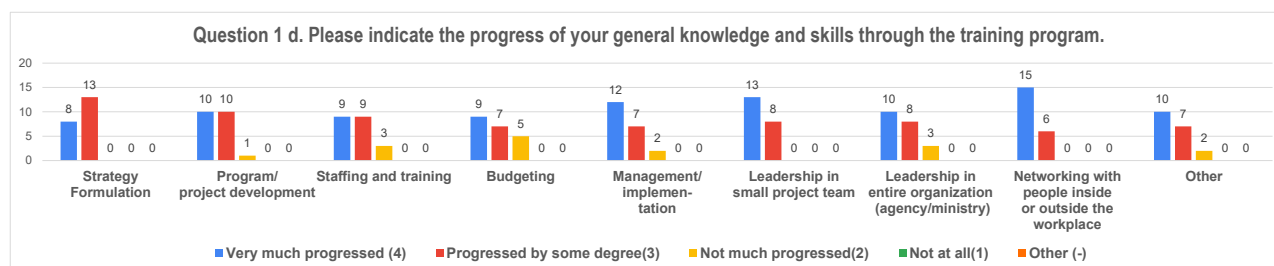
- Converting agricultural products into sustainable energy
- All the courses provided during the program have improved my knowledge to understand more on renewable energy and sustainability
- Overall the subject-matter or sector knowledge and skills has been expanding after attending the training program
- More Knowledge and idea but need more practice and implementation
- I have previous experience on these topics, but there was always new things for me during the sessions
- My knowledge have been rapidly improved from this program based on the related topic discussed especially on the usage of EV and biodiesel production.

Analysis of the study team

The overall average of the level of progress is 3.5, which is between “very much progressed (4)” and “Progressed by some degree (3)”. It indicates each subject-matter knowledge and skills are well progressed. The narrative comments also show general progress of their knowledge of renewable energy.

Question 1 d. Please indicate the progress of your general knowledge and skills through the training program.

General knowledge & skills Level of progress	Strategy Formulation	Program/ project development	Staffing and training	Budgeting	Management/ implementation	Leadership in small project team	Leadership in entire organization (agency/ministry)	Networking with people inside or outside the workplace	Other
Very much progressed (4)	8	10	9	9	12	13	10	15	10
Progressed by some degree(3)	13	10	9	7	7	8	8	6	7
Not much progressed(2)	0	1	3	5	2	0	3	0	2
Not at all(1)	0	0	0	0	0	0	0	0	0
Other (-)	0	0	0	0	0	0	0	0	0
n	21	21	21	21	21	21	21	21	19
Average	3.4	3.4	3.3	3.2	3.5	3.6	3.3	3.7	3.4
Stdev	0.5	0.6	0.7	0.8	0.7	0.5	0.7	0.5	0.7



Please share your comment. (n=4)

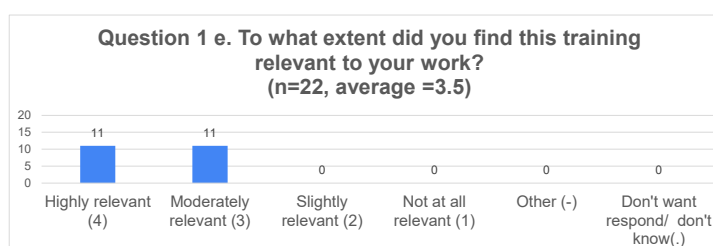
- The knowledge gained can be used to explain the importance of renewable energy in the agricultural sector.
- Not yet apply
- all good
- In overall, this training has improved some

Analysis of the study team

The overall average of the level of progress is 3.4, slightly more than “Progressed by some degree (3)”. It indicates each general knowledge and skills are well progressed. The narrative comments show some appreciation.

Question 1 e. To what extent did you find this training relevant to your work?

Question 1 e. To what extent did you find this training relevant to your work?	
Highly relevant (4)	11
Moderately relevant (3)	11
Slightly relevant (2)	0
Not at all relevant (1)	0
Other (-)	0
Don't want respond/ don't know(.)	0
n	22
Average	3.5
Stdev	0.5



Please share your comment. (n=7)

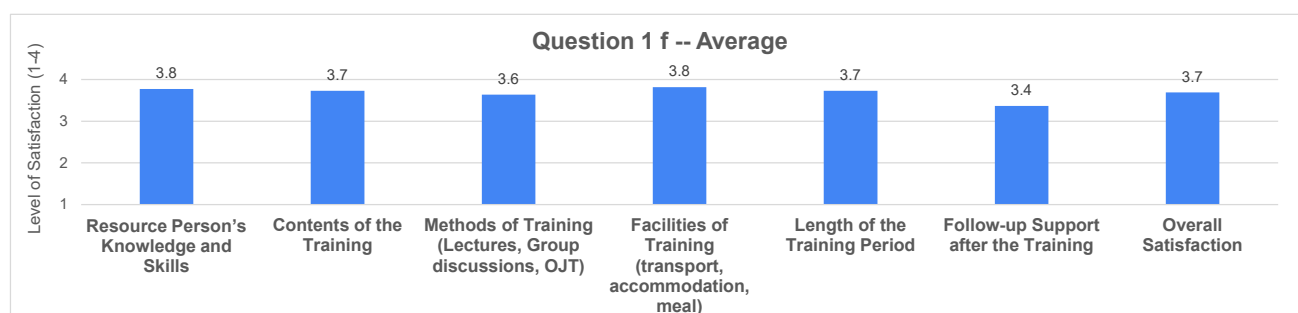
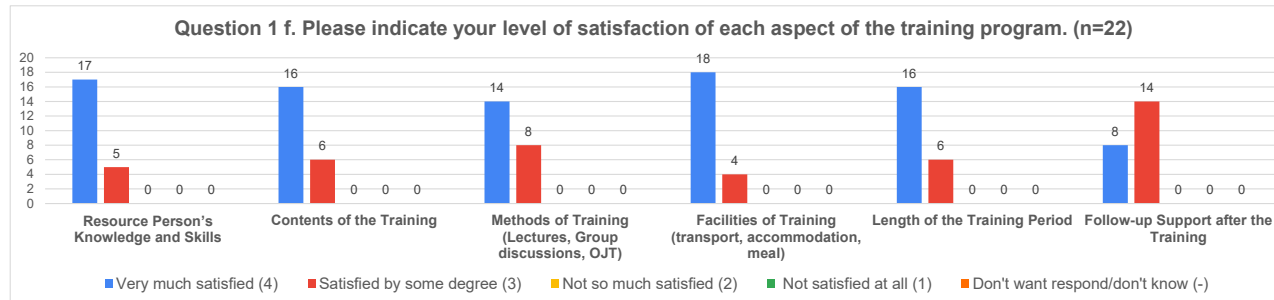
- In Thailand, there is a specific agency for renewable energy, and the Department of Agricultural Extension is the agency that supports the mission.
- I am also working in research and development focuses on sustainability and fabrication of biomaterial. This course gives a broader insight of the renewable energy and the importance of it to support the country development.
- my work is related to urban planning and environment
- I have been working on Biomass Roadmap Development for my company, SD Guthrie, for palm biomass. Hence this training learnings on biomass valorization and Renewable Energy has been very purposeful, especially insights from other SEA countries.
- Im a researcher in the biomass and bioenergy in Malaysia, so its highly relevant
- Very related to the sustainability
- My field is on the biomaterial and biotechnology. This training open up more ideas for me to dive in into more diverse field and area related to renewable energy and SDG.

Analysis of the study team

The average is 3.3, which is more than “Moderately relevant” but below “Highly satisfactory”. Nearly Exactly 50 % respondents marked that TCTP is highly relevant to their work and other 50 % marked moderately relevant. The narrative comments indicate very relevant and no negative one. The survey result is evaluated that the training is generally relevant.

Question 1 f. Please indicate your level of satisfaction of each aspect of the training program.

Aspect of the training-> prgram	Resource Person's Knowledge and Skills	Contents of the Training	Methods of Training (Lectures, Group discussions, OJT)	Facilities of Training (transport, accommodation, meal)	Length of the Training Period	Follow-up Support after the Training	Overall
Level of progress							
Very much satisfied (4)	17	16	14	18	16	8	106
Satisfied by some degree (3)	5	6	8	4	6	14	48
Not so much satisfied (2)	0	0	0	0	0	0	0
Not satisfied at all (1)	0	0	0	0	0	0	0
Don't want respond/don't know (-)	0	0	0	0	0	0	0
n	22	22	22	22	22	22	154
Average	3.8	3.7	3.6	3.8	3.7	3.4	3.7
Standard Deviation	0.4	0.5	0.5	0.4	0.5	0.5	0.5



Please share your comment. (n=5)

- I was very impressed with this training course.
- All during the training is well supported and full of knowledge transfer between all country involved.
- The entire programme has been arranged very well, with excellent hospitality from TICA and JICA.
- very good organizing team, helping and accommodative
- Everything prepared during the program so good. Big thanks to the organizer and trainers for organizing such wonderful program.

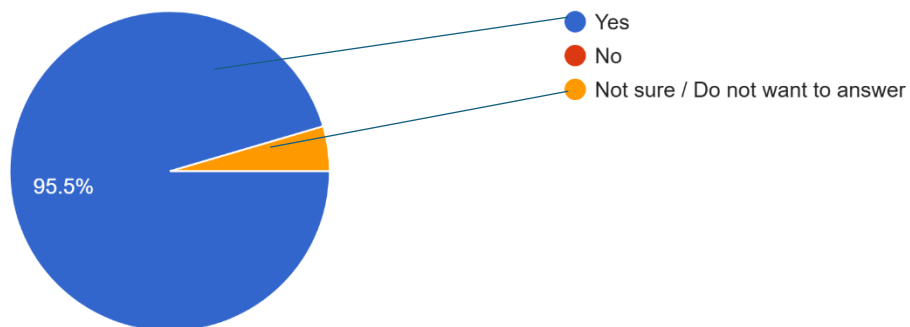
Analysis of the study team

The overall average of the level of progress is 3.7, which is nearly “Very much satisfied (4)”. Especially, the Resource Person’s Knowledge and Skills ad the facilities of Training (transport, accommodation, meal) are highly satisfied. The average of all other aspects are also high.

Question 1 g. Have you been able to apply the knowledge and skills learnt from the training courses in your work?

Question 1 g. Have you been able to apply the knowledge and skills learnt from the training courses in your work?

22 件の回答



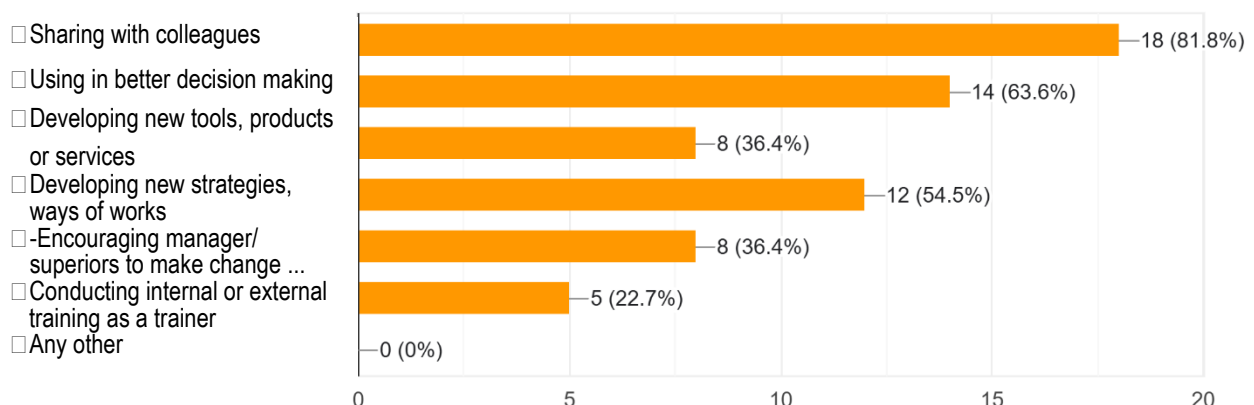
Please share your comment. (n=5)

- Can use both solar energy and palm oil energy.
- Recently, My team are proposing a project with the collaboration with others country related to hydrogen field. The knowledge gained from this TCTP program able to give me more understanding throughout the discussion and proposing a better idea.
- utilize the experience and knowledge to support my work
- Not yet apply
- I used some of the notes as my teaching materials in UKM
-

Question 1 h. How have you applied the gained knowledge and skills learnt from the training ? (Multiple answers allowed)

Question 1 h. How have you applied the gained knowledge and skills learnt from the training ?
(Multiple answers allowed)

22 件の回答



Please share your comment. (n=5)

- The importance of using palm oil in terms of renewable and clean energy
- I am sharing some knowledge related to microalgae which also being learned during the training and give some idea on the new upcoming project related to renewable energy.
- utilize it with the experience and knowledge to support my work
- I used the materials as part of my teaching especially on the bioenergy
- Yes, the knowledge can help in our discussion and brainstorming the idea for the new project. Besides, this program also improves the soft skills in interacting with others.

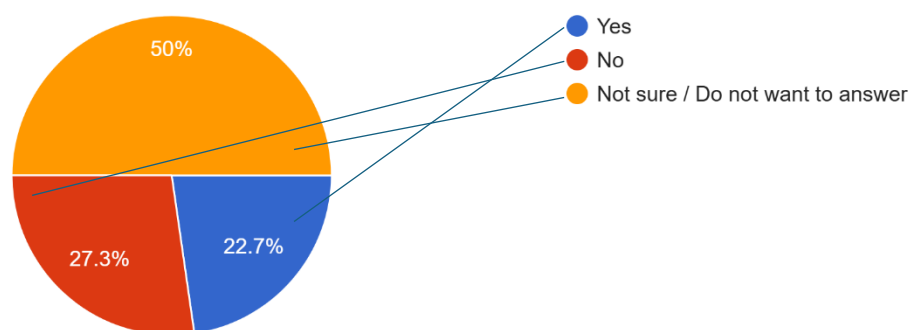
Analysis of the study team

Most participants (82 %) have shared their knowledges and skills with their colleagues. It is a good outcome after the outputs, i.e., knowledge and skills are obtained, are achieved. It indicates the Theory of Change (ToC) set before this study is well followed. The further outcome, i.e., use and ratio of renewable energy, and the final outcome, i.e., improvement of life of the customers, should be closely monitored.

Question 1 i. Did you implement your action plan after returning to your country?

Question 1 i. Did you implement your action plan after returning to your country?

22 件の回答



If you answered 'Yes', please describe the implementation status. If you answered 'No', please explain the reasons (e.g. lack of equipment, limited budget, insufficient technical skills or knowledge, or lack of understanding/support from your organization). (n=10)

- The action plan is in the collaboration with some other countries. We are lack in budget and technical skill for the implementation process, till now the action plan is still not execute yet.
- it was not mandatory, just sharing between colleagues informally
- Multi level communication with managers in charge, knowledge sharing, process improvement
- Yes, I implemented my action plan through a structured knowledge transfer process. After returning to my country, I organized internal workshops and training sessions to share the skills, tools, and insights I gained. The sessions were tailored to the needs of my team and other relevant departments, aiming to build local capacity and encourage practical

application. The knowledge transfer process is still ongoing, with plans to scale it further across the organization.

- The reasonable budget is limited to carried out the action plan.
- lack of equipment, limited budget, insufficient technical skills or knowledge, or lack of understanding/support from my organization
- Yes
- I used some of the knowledge i learnt and incorporated my research area and university teaching course.
- No. Need more time to implement. some of the renewable energy initiative has been done earlier by various expertise
- The action plan is not implemented yet due to limited budget and insufficient technical skills and knowledge.

Analysis of the study team

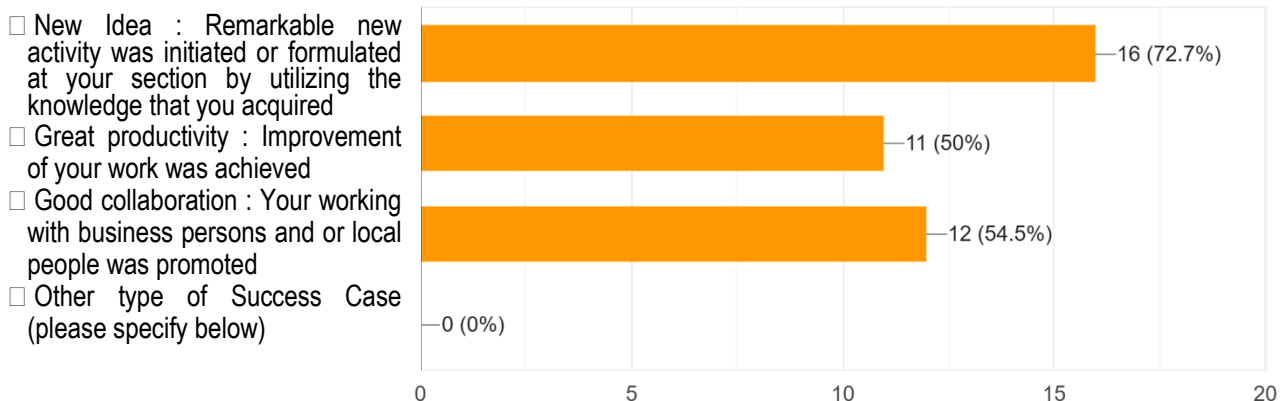
Only 23 % of participants have implemented their Action Plan. Half of participants (50%) responded “not sure / do not want to answer”. The narrative comments indicate the plan is not mandate and limitation of resources as well as need collaboration with other countries.

2. "Success Case" (Good practice)

Question 2 a: Please indicate the type of "Success Case" (good practice) in which TCTP contributed to your work. (Multiple choices acceptable)

Question 2 a: Please indicate the type of "Success Case" (good practice) in which TCTP contributed to your work. (Multiple choices acceptable)

22 件の回答



Question 2 b: Please explain your "Success Case" (Good practice) in detail. (n=10)

- I have start to collaborate and share some knowledge with other for a good project which support the sustainability goals.
- Use the idea of OTEC technology learnt during the training, as the project proposal for APEC-ACABT YES Challenge 2024 with the title of "Acceleration of Rural and Costal Electrification Process in Sabah via Implementation of Ocean Thermal Energy Conversion (OTEC) Technology". My group won the first place in that competition at Chiang Mai, Thailand.
- Knowledge gain in Hydrogen energy, quality of biodiesel and engine adequacy, 2 stage biomass gasification were used in technology scouting for my roadmap establishment.
- After participating in the TCTP program, I introduced a new knowledge-sharing initiative within my department to enhance data literacy and analytical skills. Using the knowledge and tools I acquired, I designed hands-on training sessions focused on practical data analysis, visualization techniques, and reporting best practices. This initiative not only improved the team's technical capacity but also encouraged a culture of continuous learning and peer support. As a result, several team members began applying these new skills in their day-to-

day work, leading to more insightful reports and faster decision-making. The success of this initiative has inspired further knowledge transfer activities across departments.

- Manage to expand more on microalgae study base on the exposure learnt from this course
- As a student, I have started implementing parts of my action plan within my capacity. After returning from the TCTP program, I shared what I learned with my peers and lecturers through informal discussions and a small sharing session. I also began exploring opportunities to integrate renewable energy topics into my academic research and community engagement activities. Additionally, as I am involved in startup development, I see great potential to apply the knowledge from TCTP in shaping sustainable solutions within my company. Moving forward, I am committed to expanding these efforts and contributing to real-world implementation in both academic and entrepreneurial contexts.
- Enlarge Potential of Department on Energy Field
- I can share some ideas and information from this training to colleagues.
- Improve decision making various field, to include renewable energy demand in various project and considerations
- Currently, I am working as research scientist in one of the university in Malaysia. The knowledge I gained from the training has significantly improved my understanding especially related to the biodiesel and hydrogen production. For example, this month my team are proposing a new grant for the hydrogen utilization in collaboration with some other countries and I able to share some of the knowledge gained from this program with the other during the brainstorming session. This remarks the benefit and transfer of knowledge from the TCTP program.

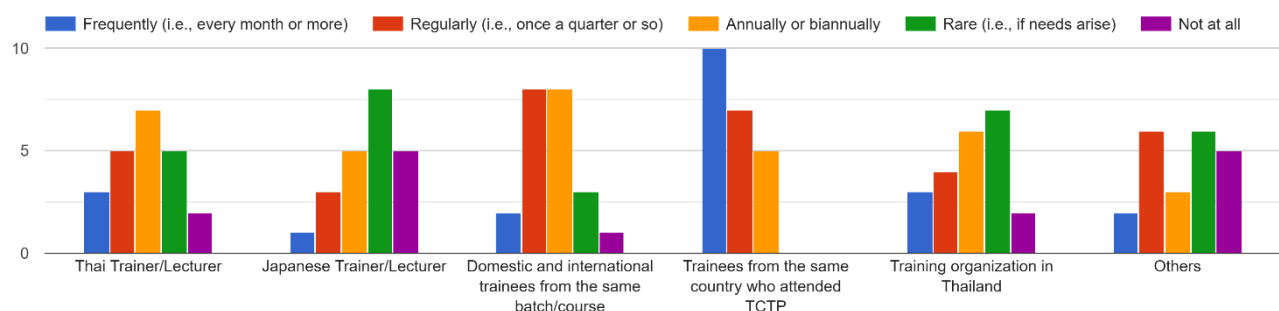
Analysis of the study team

New idea (73%), great productivity (50%), and good collaboration (54%) are reported. We can say it is a great application. The narrative comments include some good real success cases”, which we can examine and identify the “success factors” to contribute to make the application and further outcomes. One of success factor is good collaboration with colleagues in the team, as well as the opportunity available of applying new knowledge obtained the training.

3. Networking/communication after the training program

Question 3 a: Please indicate the level of your networking/communication with stakeholders of the training program.

Question 3 a: Please indicate the level of your networking/communication with stakeholders of the training program.



Please share how do you usually network with others? (e.g., face-to-face, online, formal events, informal meetings). (n of comments = 20)

- face to face
- informal meetings
- online
- face-to-face and online Informal meeting
- I am frequently meeting with the trainee from the same country since we are in the same department and conducting the similar project. With the trainee in another country, most of it in online.
- Online platforms, informal meeting
- Face-to-face and online
- the committee maintain the line group for us, the last communication is related to the Bangkok earthquake
- Online, social media
- Online
- face to face in Universiti Kebangsaan Malaysia
- Online via line application
- Online, face to face
- face-to-face and formal events
- Facebook page

- Mostly online for internationals, for other Malaysians, mixed mode
- online, events, informal meetings
- We are connecting online with the other country trainees and for the same country, we often meet for the program or event in online and face to face

Question 3 b: Please explain the reason why you have communicated with other stakeholders after the training program. (n of comments =18)

- To gain more knowledge and understanding on renewable energy
- Meet, chat and network
- For the program or ensure the connection is still ongoing.
- Build relationships, share documents, and work support.
- To keep connected
- no idea
- To know their progress, their well being, latest development in the area of RE.
- I stayed in touch with stakeholders to share implementation experiences, get feedback, and explore collaboration opportunities.
- On the research work discussion
- I have to consult about my work related with other stakeholders, particularly Thai Lecturer and trainee, to improve my responsible work.
- For create the course, Survey for the need skill from graduated student
- Involved multiple programs and events related to renewable energy
- Same field
- asked for some questions related training contents
- -
- To collaborate in research and other academic activities
- Sharing current activities
- To ensure that we are always connected to each other and become friends. This will help in future collaboration too.

Question 3 c: Please share the remarkable or good events that happened due to maintaining the communication with other stakeholders (e.g., exchange the new knowledge or experience). (n of comments =17)

- -
- exchange the new knowledge, idea on research and development
- Caring for fellow trainees upon arrival in Thailand
- Exchange some knowledge and update each other progress in work and personal
- Exchange new knowledge, work support, and collaboration
- Update current works and exchange ideas
- no idea

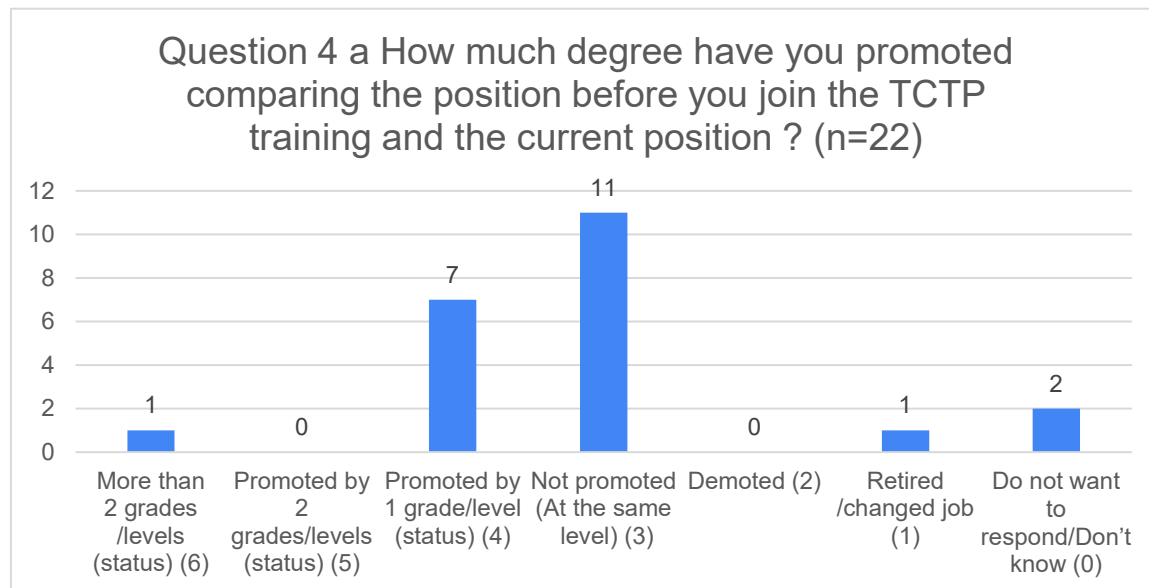
- Exchange the new knowledge or experience, collaboration
- Through ongoing communication, I learned practical tips from others—like data automation—which I adapted to improve our own process. It also helped build a strong support network.
- exploring the possibility to apply research grant together
- We have a chance to exchange the new knowledge together.
- Due to join several of their events, allowing me to actively contribute to raising awareness on renewable energy to the community
- update knowledge and idea
- exchange the new experience
- Expanding my researcher network
- Most of the time, we exchange our experience in any related work and also some knowledge that connect between each other

Analysis of the study team

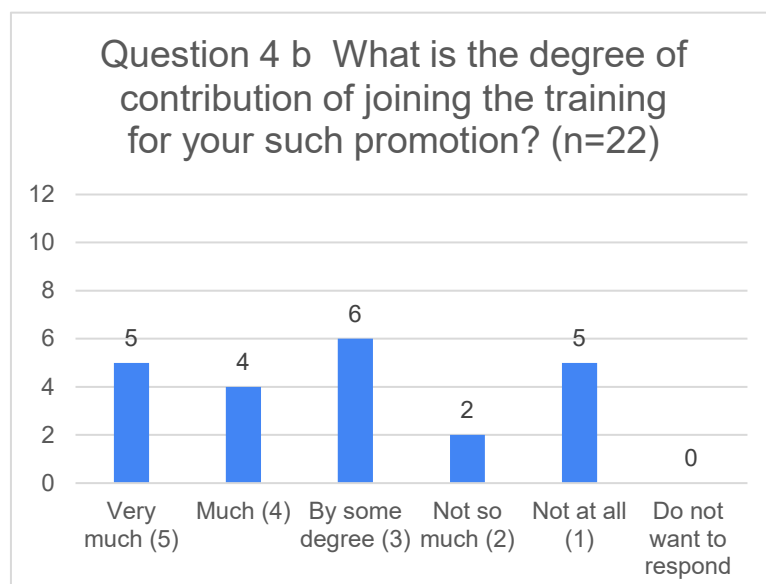
Great frequency and useful exchange of information has been made among trainees. Especially communication with the trainees from the same country reach 100%, which is very high. It indicates collaboration with colleagues in his/her country is promoted. Also, communication with participants from neighboring countries are frequent and the purpose of it is to exchange new knowledge across over the country border.

4. Promotion and contribution of the training program

Question 4 a How much degree have you promoted comparing the position before you join the TCTP training and the current position ? (n=22)



Question 4 b What is the degree of contribution of joining the training for your such promotion? (n= 22)



Please share your comment (n=3)

- understand much more on renewable energy
- I'm already in this field, having more collaboration made some of my work easier, especially from Japan.

- I join this program while I am graduate research assistant and at the end of my training in Thailand, I am officially graduated and got the offer letter for the new position.

Analysis of the study team

According to 22 respondents, exactly a half (n=11) have not receive promotion. Nearly another half, total 8 have received promotion. This is a good ratio compared with other training courses. The degree of contribution of the training on their promotion is generally good. The narrative comments indicate the purpose of and benefit they gained from training are not promotion.

5. Your comments and suggestions

Question 5: To enhance the transfer of technology and knowledge related to renewable energy policies and implementation in your country, please share your comments or suggestions about TCTP.

- Can give opportunity for the former participants to share or become speakers if they are able to do it.
- the delegation should be more than 5 countries, or it should be all ASEAN member joined this workshop to have broad understanding
- The technology is sufficient to be utilized and some technologies are more advanced and can be learned from this training.
- We don't have the direct power in the decision-making of the policy. But the most potential thing we can do is by sharing the input gained from TCTP. However, we don't have the right channel to do that yet.
- Maybe can add some more hands on on the carbon capture experiments
- To further support the transfer of technology and knowledge on renewable energy, I suggest TCTP consider establishing a post-training follow-up platform where participants can continue discussions, share local implementation updates, and access expert support.
- The module maybe need to include the latest progress/technology/new researches and methods to implement the knowledge in a business way or to the government way. How to make a potential business with the technology will drive the more interest
- TCTP arranged an excellent training course on renewable energy. This course covered the concept and challenge on various biofuel production. Moreover, they didn't only transfer the knowledge in lecture class, but they also provided a chance to us for observing the real production process through site visit in many places. Thus, I was more clearly understanding the whole technologies they taught, and saw a channel to adapt it in my work.
- the training are well prepared and fruitful with interested contents.
- More training and knowledge sharing on the importance of renewable energy will open up more chances for the implementation. Most of the company are started to shift to renewable

technology, approaching those company together with the government agencies and educator will enhance the implementation of renewable energy.

- To discuss more about real case studies, participation from industry and policy related inputs.
- TCTP is a valuable initiative for regional collaboration. To enhance its impact, I suggest including localized case studies, promoting practical sessions, and fostering post-training exchange among participants.
- It is a course that creates opportunities for access to new energy technologies.
- Creating an active TCTP alumni network and online platform can help foster continuous exchange of new technologies, funding opportunities, and policy updates among past participants
- Good Training and informative training to upgrade and create new field in the department

Analysis of the study team

The TCTP training was highly valued for its well-prepared content, effective combination of lectures and site visits, and relevance to participants' work. Suggestions for improvement include updating modules with the latest technologies, adding more hands-on experiments and real case studies, and involving industry and policymakers. Participants also emphasized the importance of broader regional participation (ideally all ASEAN members) and the creation of post-training platforms or alumni networks to share updates, policy inputs, and business opportunities. Overall, TCTP is seen as a valuable initiative for regional collaboration, with potential to enhance its impact through stronger continuity, practical applications, and linkages with business and policy.

Final question: Contact information

- **Your name (n=22)**
- **Your phone number (mobile or landline) * (n=22)**
*The study team may contact you directly by phone if your case is selected as the best "Success Case".
- **Your email address (n=22)**
- **Name and contact information of the person responsible for sending you to TCTP (n=30)**
- **(b) E-mail address of the person (n=19)**

***** Confidentiality is strictly secured. Thank you very much for your cooperation for this survey!! *****

FY2025 Joint Evaluation of Third Country Training Programme (TCTP) in Thailand

Ex-trainees Survey Result Report

#3 Energy Resilience Assessment: Towards Climate Adaptable Energy Systems

Energy Resilience Assessment: Towards Climate Adaptable Energy Systems



Basic statistics of this survey

Target participants (trainees)	30 (25 except Myanmar)
Number of participants filled the survey	3 (Response rate 12%)
Date of notification to the participants	1_A request email sent : July 17, 2025 2_Follow-up email1 : July 23, 2025 3_Follow-up email with personal name : July 30 Due date: Aug 1, 2025

Complied date: Sep. 22, 2025 by RS

Update date Oct. 10, 2025 -

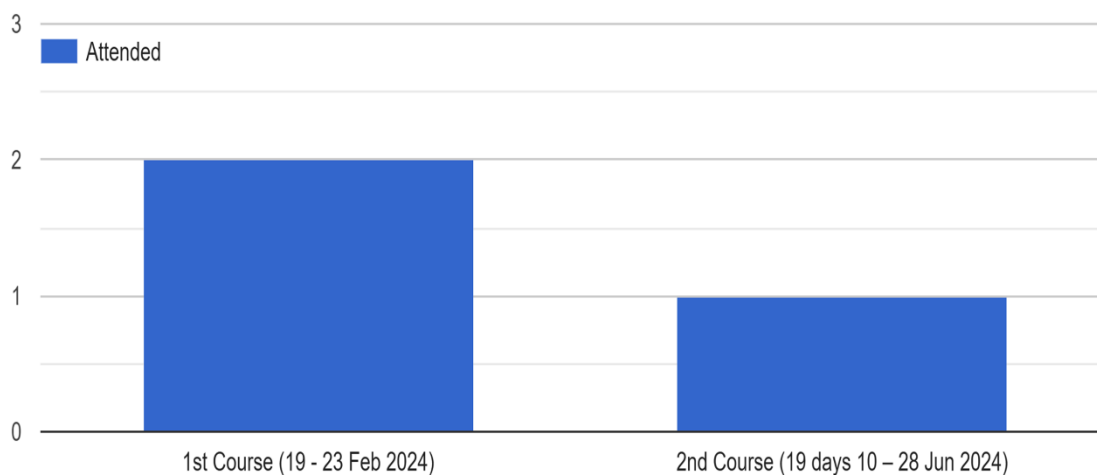
1. Knowledges and skills you obtained and satisfaction

Question 1 a. Please indicate the sessions of the training program you attended.

1st Course (19 - 23 Feb 2024)

2nd Course (19 days 10 – 28 Jun 2024)

Question 1 a. Please indicate the sessions of the training program you attended.

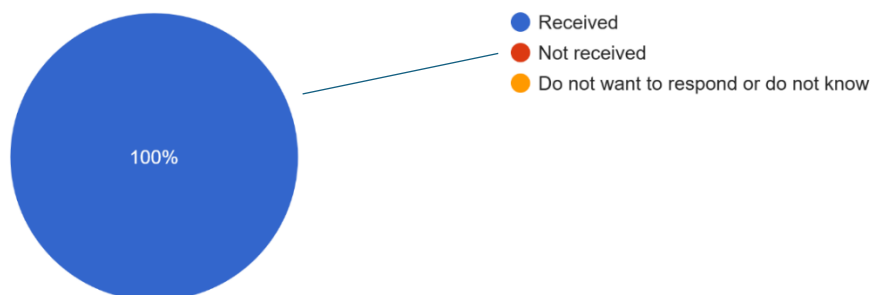


Please share your comment. (0 comments)

Question 1 b. After completion of the training, did you receive a certificate (Certificate of Completion) from the Thai side (TICA, the training implementing agency, or JICA Thailand Office)?"

Question 1 b. After completion of the training, did you receive a certificate (Certificate of Completion) from the Thai side (TICA, the training implementing agency, or JICA Thailand Office)?"

3 件の回答

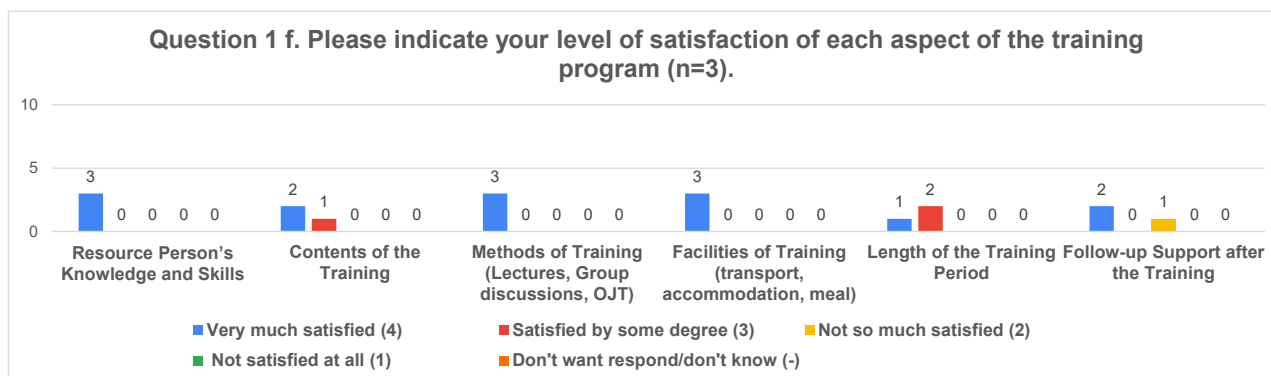


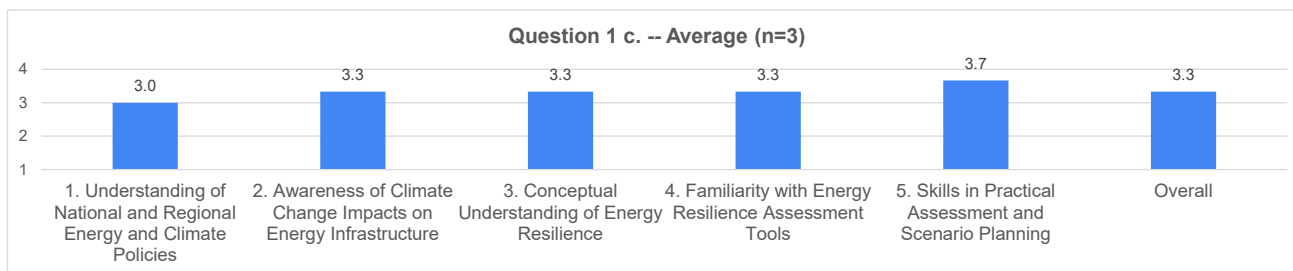
If you did not receive it, please explain the reason. (n=0)

• -

Question 1 c. Please indicate the progress of your subject-matter or sector knowledge and skills through the training program.

Aepect of the training-> prpgram ↓Level of progress	Resource Person's Knowledge and Skills	Contents of the Training	Methods of Training (Lectures, Group discussions, OJT)	Facilities of Training (transport, accommodation, meal)	Length of the Training Period	Follow-up Support after the Training	Overall
Very much satisfied (4)	3	2	3	3	1	2	1
Satisfied by some degree (3)	0	1	0	0	2	0	2
Not so much satisfied (2)	0	0	0	0	0	1	0
Not satisfied at all (1)	0	0	0	0	0	0	0
Don't want respond/don't know (-)	0	0	0	0	0	0	0
n	3	3	3	3	3	3	3
Average	4.0	3.7	4.0	4.0	3.3	3.3	3.3
Standard Deviation	0.0	0.6	0.0	0.0	0.6	1.2	0.6





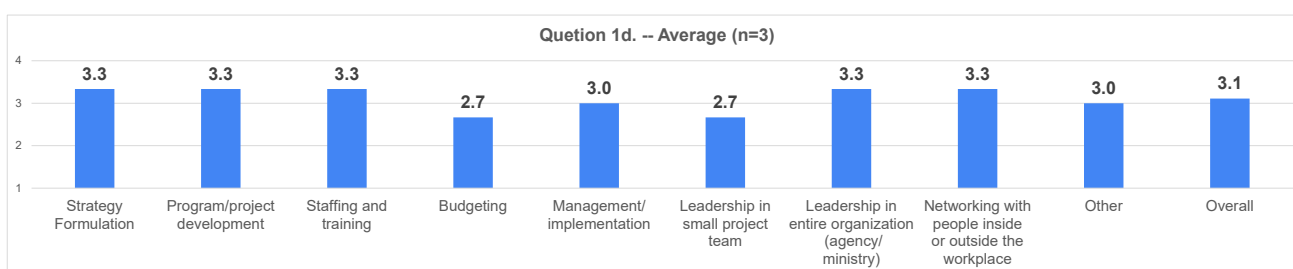
Please share your comment. (n=1)

- There are some interesting tools that need to be implemented in the existing RE system and if possible make the standard to be implemented into RE system as well as the certification scheme.

Analysis of the study team

The overall average of the level of progress is 3.3, which is slightly more than “Progressed by some degree (3)”. It indicates each subject-matter knowledge and skills are progressed by some degree.

Question 1 d. Please indicate the progress of your general knowledge and skills through the training program.



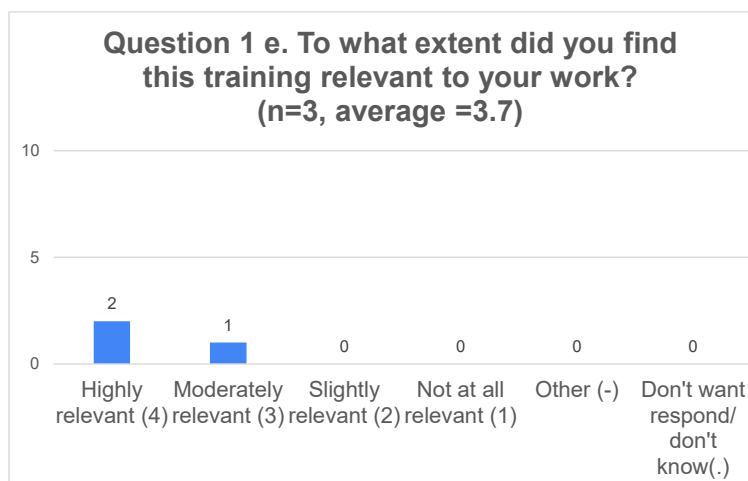
Please share your comment. (n=0)

Analysis of the study team

The overall average of the level of progress is 3.1, slightly more than “Progressed by some degree (3)”. It indicates each general knowledge, and skills are progressed by some degree.

Question 1 e. To what extent did you find this training relevant to your work?

	Question 1 e. To what extent did you find this training relevant to your work?
Highly relevant (4)	2
Moderately relevant (3)	1
Slightly relevant (2)	0
Not at all relevant (1)	0
Other (-)	0
Don't want respond/ don't know(.)	0
n	3
Average	3.7
Stdev	0.6



Please share your comment. (n=1)

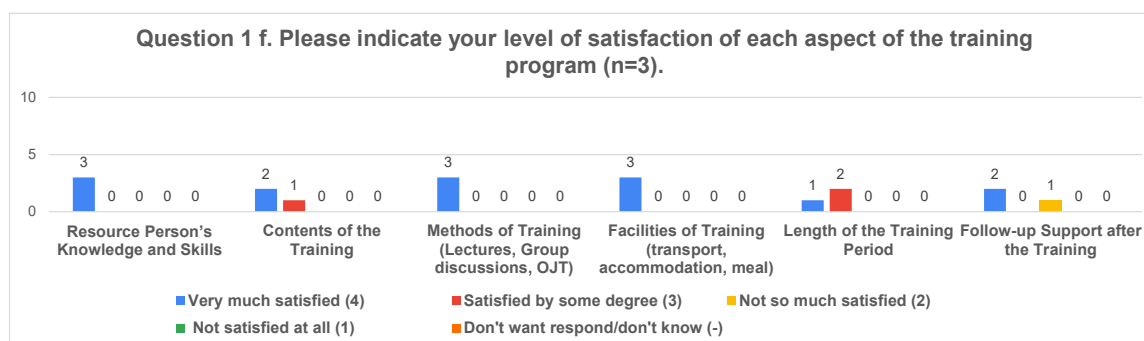
- When the RE tech is implemented then it should be monitored by these ERA tools.

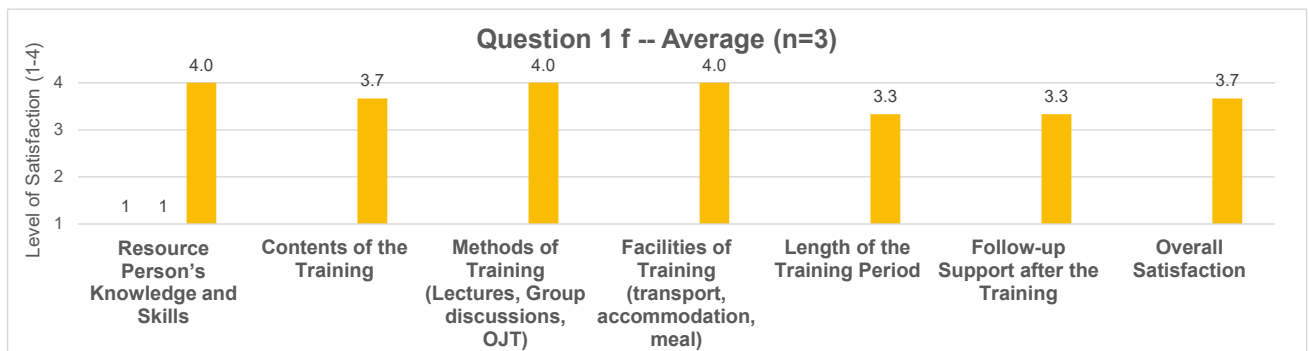
Analysis of the study team

The average is 3.7, which is more than “Moderately relevant” but below “Highly satisfactory” although n is only 3.

Question 1 f. Please indicate your level of satisfaction of each aspect of the training program.

Aspect of the training-> prpgram	Resource Person's Knowledge and Skills	Contents of the Training	Methods of Training (Lectures, Group discussions, OJT)	Facilities of Training (transport, accommodation, meal)	Length of the Training Period	Follow-up Support after the Training	Overall
Very much satisfied (4)	3	2	3	3	1	2	15
Satisfied by some degree (3)	0	1	0	0	2	0	5
Not so much satisfied (2)	0	0	0	0	0	1	1
Not satisfied at all (1)	0	0	0	0	0	0	0
Don't want respond/don't know (-)	0	0	0	0	0	0	0
n	3	3	3	3	3	3	21
Average	4.0	3.7	4.0	4.0	3.3	3.3	3.7
Standard Deviation	0.0	0.6	0.0	0.0	0.6	1.2	0.6





Please share your comment. (n=1)

- Excellent

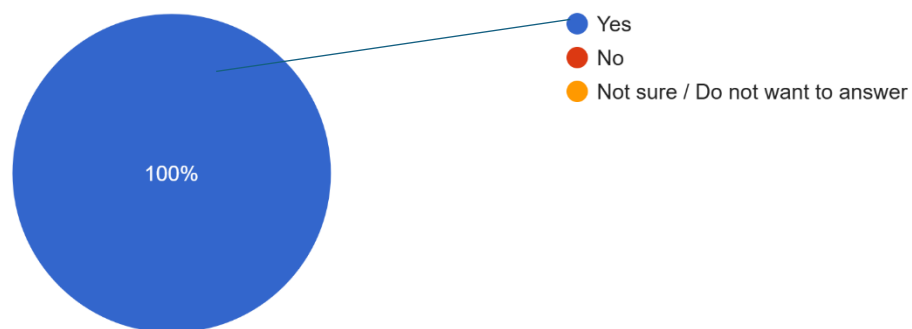
Analysis of the study team

The overall average of the level of satisfaction is 3.7, which is more than “Satisfied by some degree (3)” but less than “Satisfied very much (4)” although n is only 3.

Question 1 g. Have you been able to apply the knowledge and skills learnt from the training courses in your work?

Question 1 g. Have you been able to apply the knowledge and skills learnt from the training courses in your work?

3 件の回答



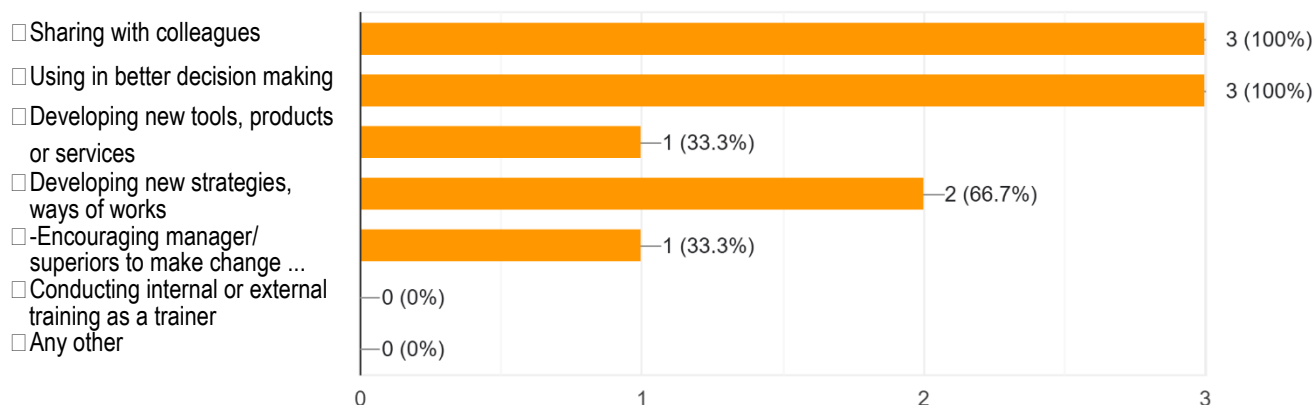
Please share your comments. (n=1)

- Sharing Knowledge and training

Question 1 h. How have you applied the knowledge gained and skills learnt from the training ? (Multiple answers allowed)

Question 1 h. How have you applied the gained knowledge and skills learnt from the training ?
(Multiple answers allowed)

3 件の回答



Please share your comment. (n=0)

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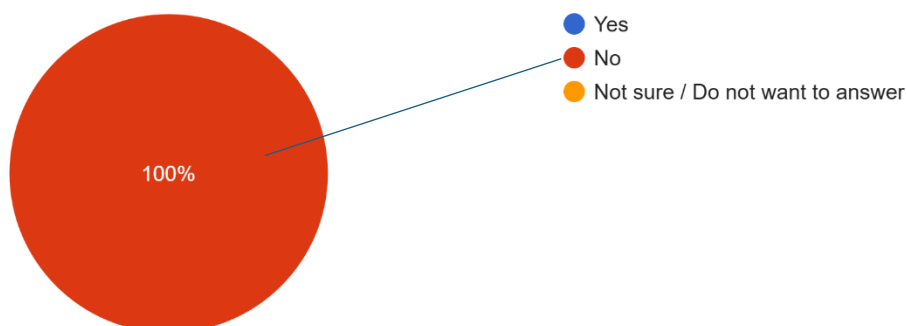
Analysis of the study team

All participants (100%) shared their knowledge and skills with their colleagues and used them in better decision making. It can be said that the outcome of acquiring knowledge and skills has been sufficiently achieved. The further outcome, i.e., more efficient, and effective power distribution and the outcome, improvement of life of the customers, should be monitored. One caution is n is only 3.

Question 1 i. Did you implement your action plan after returning to your country?

Question 1 i. Did you implement your action plan after returning to your country?

3 件の回答



If you answered 'Yes', please describe the implementation status. If you answered 'No', please explain the reasons (e.g. lack of equipment, limited budget, insufficient technical skills or knowledge, or lack of understanding/support from your organization). (n=17)

- Limited budget and lack of understanding/support from your organization
- Lack of teamwork
- Not yet met the agreement with the stakeholder, still ongoing negotiation.

Analysis of the study team

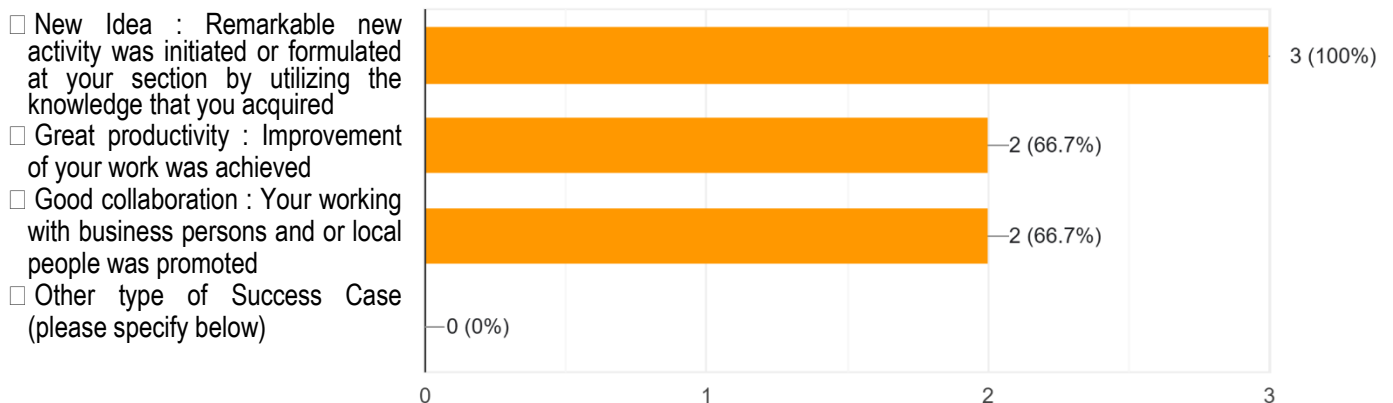
No participants have implemented their Action Plan (0%). The narrative comments indicate lack of budget, lack of teamwork, and no agreement with stakeholders.

2. "Success Case" (Good practice)

Question 2 a: Please indicate the type of "Success Case" (good practice) in which TCTP contributed to your work. (Multiple choices acceptable)

Question 2 a: Please indicate the type of "Success Case" (good practice) in which TCTP contributed to your work. (Multiple choices acceptable)

3 件の回答



Question 2 b: Please explain your "Success Case" (Good practice) in detail. (n=0)

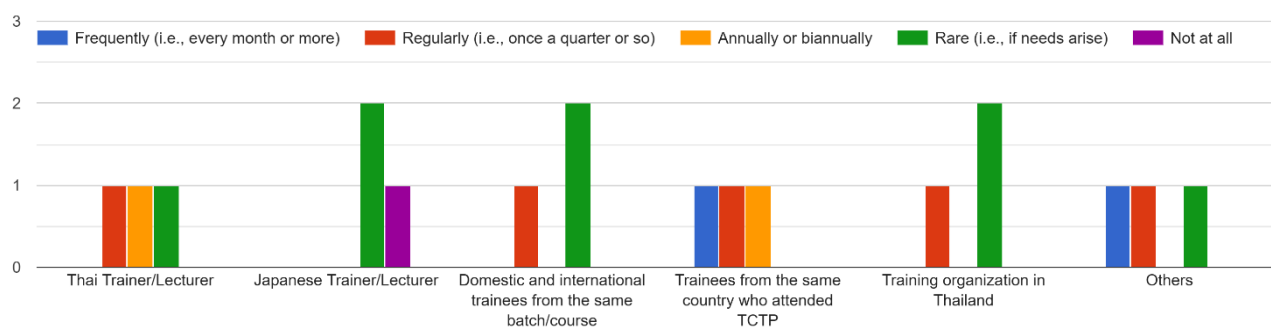
Analysis of the study team

New idea (100%), great productivity (67%), and good collaboration (67%) are reported although n is only 3. No detailed comment is provided.

3. Networking/communication after the training program

Question 3 a: Please indicate the level of your networking/communication with stakeholders of the training program.

Question 3 a: Please indicate the level of your networking/communication with stakeholders of the training program.



Please share how do you usually network with others? (e.g., face-to-face, online, formal events, informal meetings). (n of comments=1)

- Formal events

Question 3 b: Please explain the reason why you have communicated with other stakeholders after the training program. (n of comments =2)

- Need more cooperation
- To imlemneted the ERA concept into the existing RE system

Question 3 c: Please share the remarkable or good events that happened due to maintaining communication with other stakeholders (e.g., exchange the new knowledge or experience). (n of comments =2)

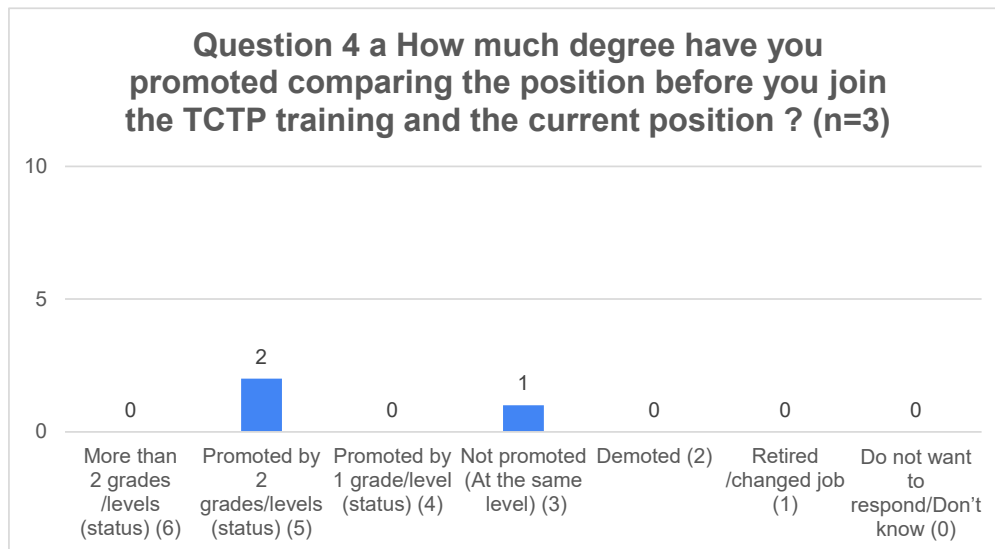
- Not yet
- Sharing knowledge within the RE enthusiast that there is a tool to measure the resiliency of the RE system.

Analysis of the study team

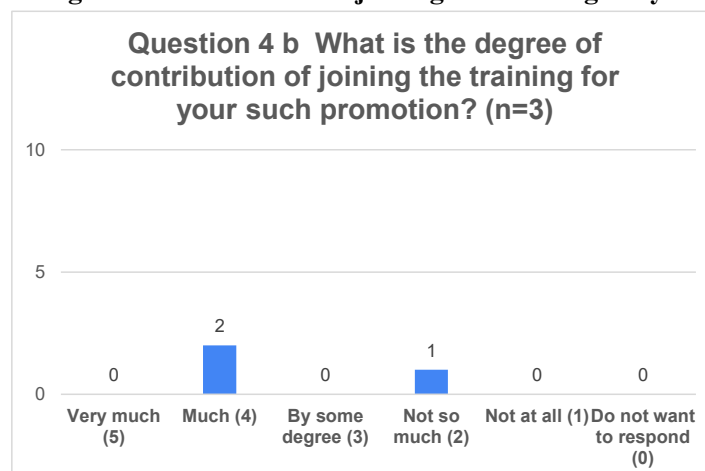
It is difficult to analyze or summarize due to the limited number of respondents (n=3).

4. Promotion and contribution of the training program

Question 4 a How much degree have you promoted comparing the position before you join the TCTP training and the current position? (n=3)



Question 4 b What is the degree of contribution of joining the training for your such promotion? (n= 3)



Please share your comment (n=1)

- Well recognized

Analysis of the study team

According to 3 respondents, two (n=2) have received two-degree promotion.

5. Your comments and suggestions

Question 5: To practically improve rice production in your country, please share your comments or suggestions about TCTP. (n=2)

- Make a demonstration project in Laos.
- Comments: TCTP provides a valuable platform for knowledge sharing and South-South cooperation. It aligns well with climate resilience goals, particularly in the energy sector, which require interdisciplinary and region-specific approaches.

Suggestions:

- (i) Promote tools such as GIS-based risk mapping and stress-testing scenarios under different climate futures.,
- (ii) Showcase successful resilience-enhancing projects from similar economies,
- (iii) Train participants to use or adapt international frameworks (e.g., IEA's energy resilience metrics, World Bank's Lifelines) to evaluate and prioritize investments for resilience,
- (iv) Expand discussions on how decentralized renewables (PV microgrids, hydrogen storage, etc.) can enhance resilience in climate-vulnerable areas,
- (v) Promote inter-agency collaboration (energy, disaster management, public works) in designing and using resilience assessments,
- (vi) Provide post-training mentorship or collaboration opportunities to support the implementation of resilience assessments,
- (vii) Create a TCTP alumni network focused on energy and climate resilience, enabling peer exchange and joint projects.

Analysis of the study team

- Well organized seven suggestions are made.

Final question: Contact information

- Your name (n=3)
- Your phone number (mobile or landline) * (n=3)
*The study team may contact you directly by phone if your case is selected as the best "Success Case".
- Your email address (n=3)
- Name and contact information of the person responsible for sending you to TCTP (n=3)
- (b) E-mail address of the person (n=3)

***** Confidentiality is strictly secured. Thank you very much for your cooperation for this survey!! *****

FY2025 Joint Evaluation of Third Country Training Programme (TCTP) in Thailand

Ex-trainees Survey Result Report

**#4 Practice in Innovation & Digital Technology for
Sustainable Water Management**

**Practice in Innovation & Digital Technology
for Sustainable Water Management**



Basic statistics of this survey

Target participants (trainees)	17 (15 except Myanmar)
Number of participants filled the survey	7 (Response rate 47%)
Date of notification to the participants	1_A request email sent : July 28, 2025 2_Follow-up email1 : Aug. 07, 2025 3_Follow-up email with personal name : Aug. 08 Due date: Aug. 14, 2025

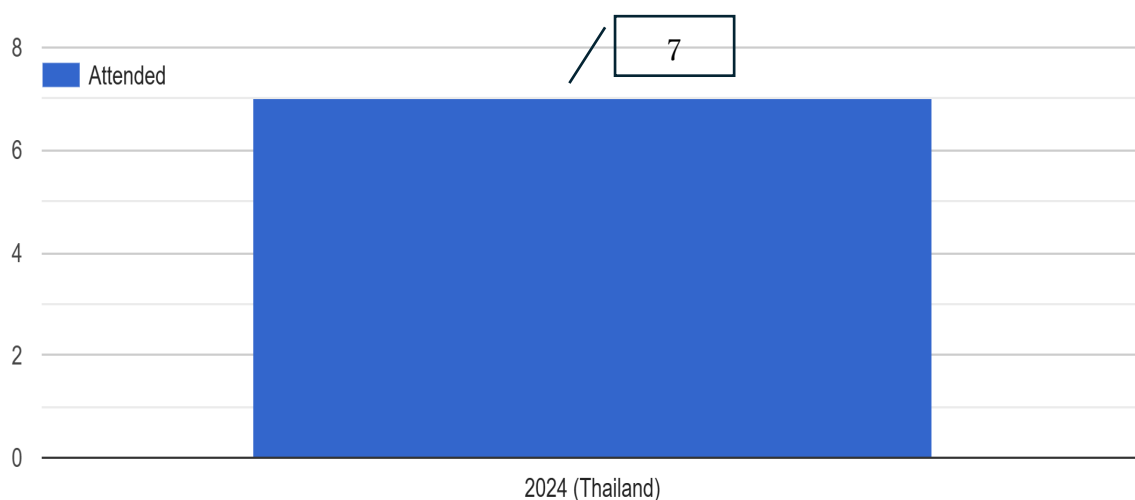
Complied date: Aug 29, 2025 by RS

1. Knowledges and skills you obtained and satisfaction

Question 1 a. Please indicate the sessions of the training program you attended.

2024 (Thailand)

Question 1 a. Please indicate the sessions of the training program you attended.



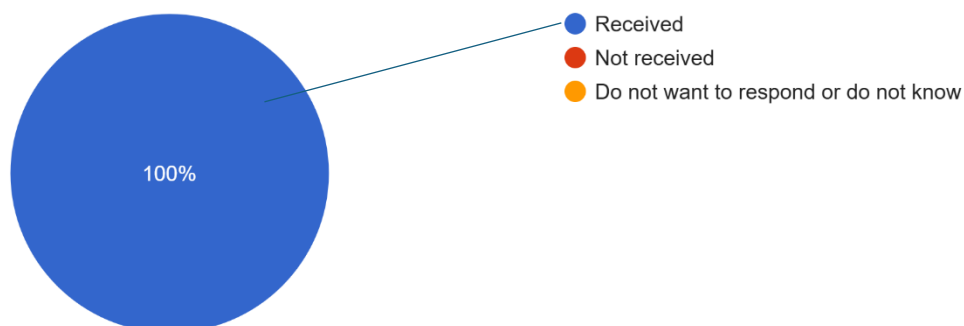
Please share your comment. (2 comments)

- 1, 2, 3, 4, 5, 6, 7, 8.
- i attended 8 sessions of training program.

Question 1 b. After completion of the training, did you receive a certificate (Certificate of Completion) from the Thai side (TICA, the training implementing agency, or JICA Thailand Office)?"

Question 1 b. After completion of the training, did you receive a certificate (Certificate of Completion) from the Thai side (TICA, the training implementing agency, or JICA Thailand Office)?"

7 件の回答

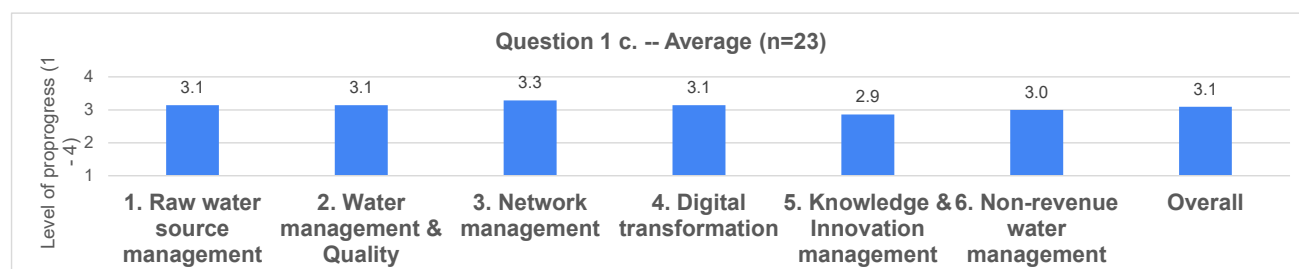
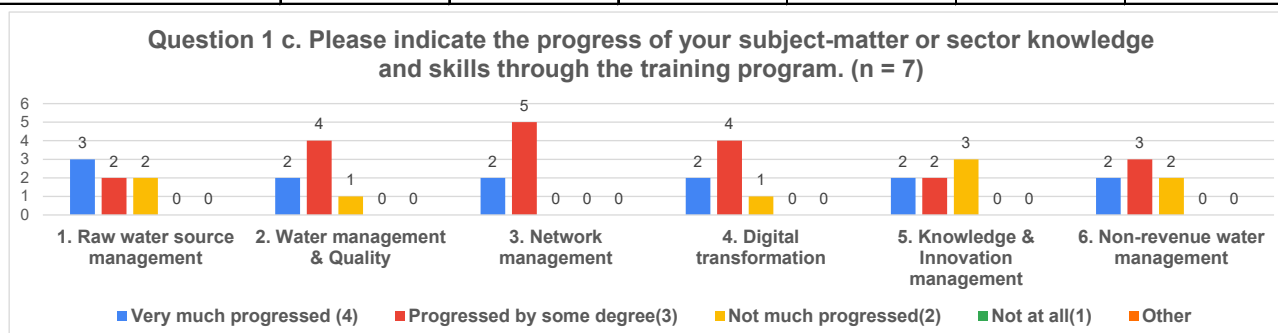


If you did not receive it, please explain the reason. (n=2)

- Not Applicable
- no comment

Question 1 c. Please indicate the progress of your subject-matter or sector knowledge and skills through the training program.

Subject-matter or sector -> knowledge & skills	1. Raw water source management	2. Water management & Quality	3. Network management	4. Digital transformation	5. Knowledge & Innovation management	6. Non-revenue water management
↓ Level of progress						
Very much progressed (4)	3	2	2	2	2	2
Progressed by some degree(3)	2	4	5	4	2	3
Not much progressed(2)	2	1	0	1	3	2
Not at all(1)	0	0	0	0	0	0
Other	0	0	0	0	0	0
n	7	7	7	7	7	7
Average	3.1	3.1	3.3	3.1	2.9	3.0
Stdev	0.9	0.7	0.5	0.7	0.9	0.8



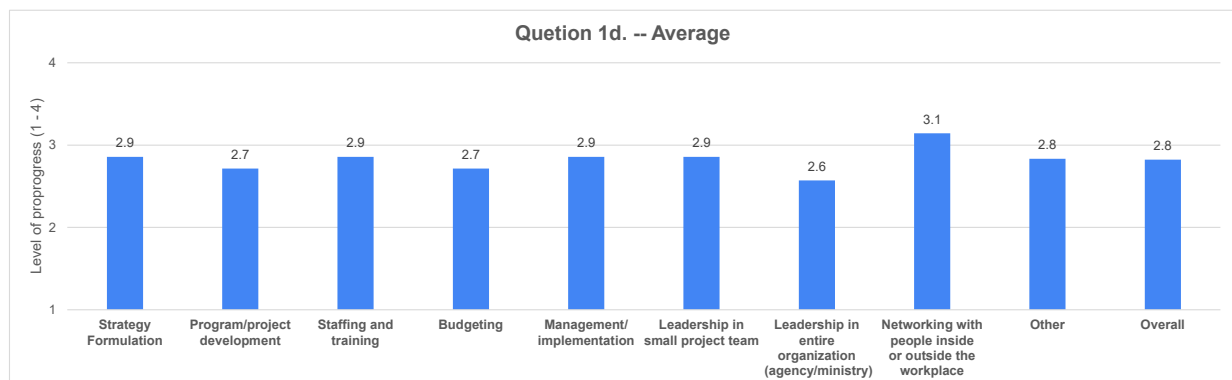
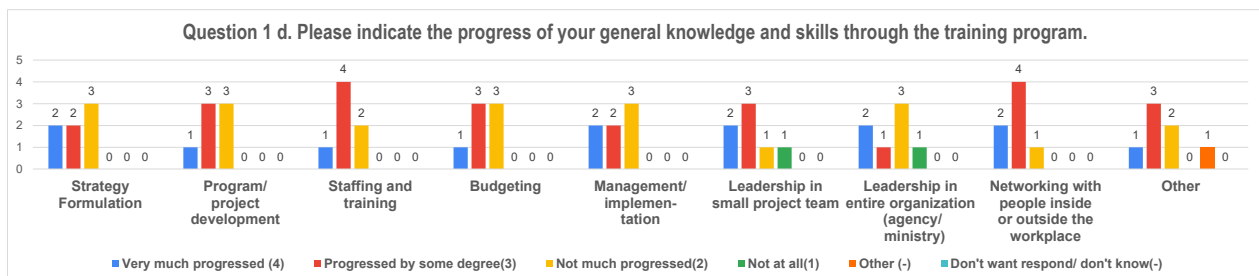
Please share your comment. (n=0)

Analysis of the study team

The overall average of the level of progress is 3.1, just slightly more than “Progressed by some degree (3)”. It indicates each subject-matter knowledge and skills are progressed by some degree. Some variation of the responses in each item.

Question 1 d. Please indicate the progress of your general knowledge and skills through the training program.

General knowledge & skills Level of progress	Strategy Formulation	Program/ project development	Staffing and training	Budgeting	Management/ implemen- tation	Leadership in small project team	Leadership in entire organization (agency/ ministry)	Networking with people inside or outside the workplace	Other
Very much progressed (4)	2	1	1	1	2	2	2	2	1
Progressed by some degree(3)	2	3	4	3	2	3	1	4	3
Not much progressed(2)	3	3	2	3	3	1	3	1	2
Not at all(1)	0	0	0	0	0	1	1	0	0
Other (-)	0	0	0	0	0	0	0	0	1
Don't want respond/ don't know(-)	0	0	0	0	0	0	0	0	0
n	7	7	7	7	7	7	7	7	6
Average	2.9	2.7	2.9	2.7	2.9	2.9	2.6	3.1	2.8
Stdev	0.9	0.8	0.7	0.8	0.9	1.1	1.1	0.7	0.8



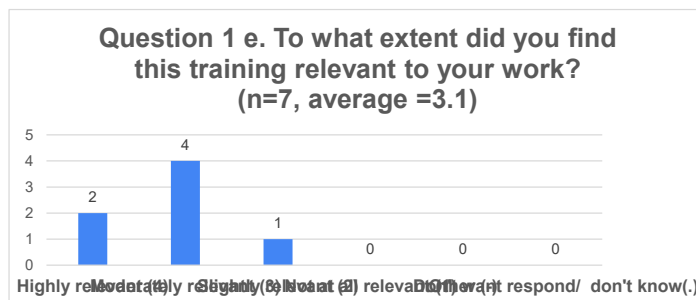
Please share your comment. (n=0)

Analysis of the study team

The overall average of the level of progress is 2.8, which is less than “Progressed by some degree (3)”. It indicates each general knowledge and skills are progressed by less than some degree. No narrative comment is provided.

Question 1 e. To what extent did you find this training relevant to your work?

	Question 1 e. To what extent did you find this training relevant to your work?
Highly relevant (4)	2
Moderately relevant (3)	4
Slightly relevant (2)	1
Not at all relevant (1)	0
Other (-)	0
Don't want respond/ don't know	0
n	7
Average	3.1
Stdev	0.7



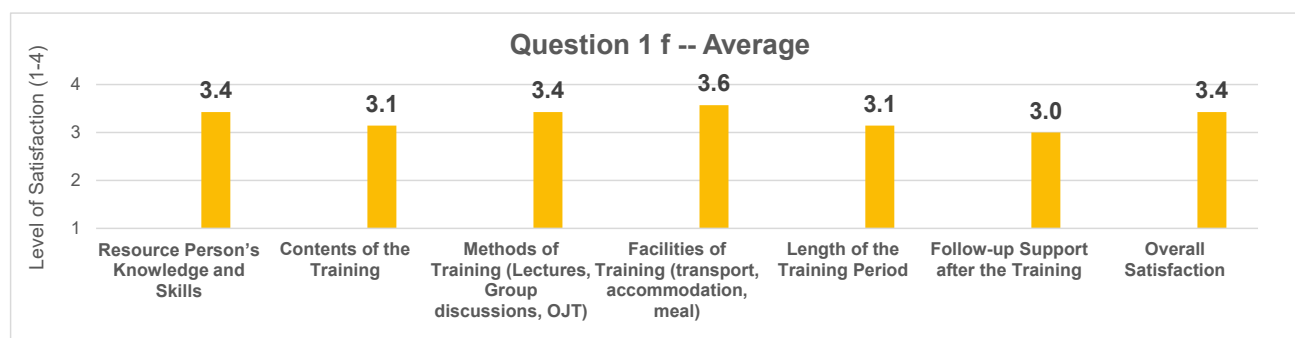
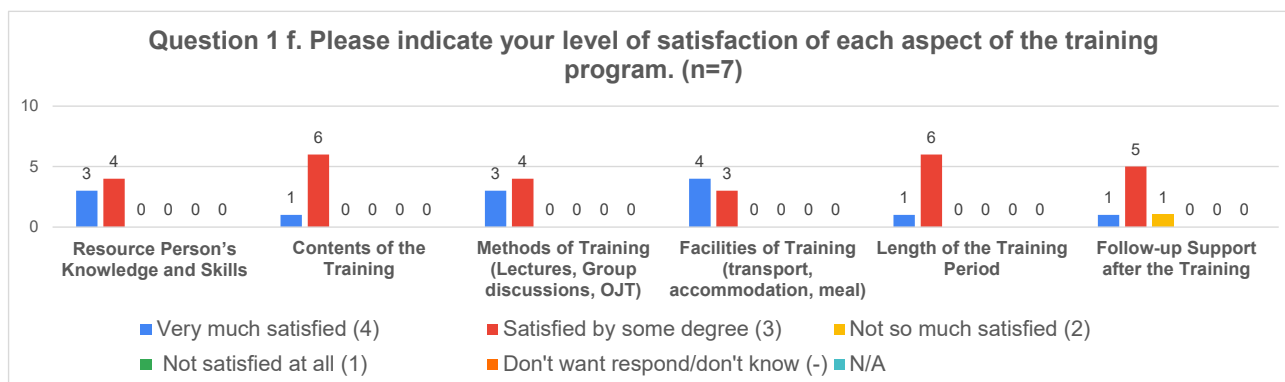
Please share your comment. (n=0)

Analysis of the study team

The average is 3.1, which is slightly higher than “Moderately relevant”. No narrative comment, is provided.

Question 1 f. Please indicate your level of satisfaction of each aspect of the training program.

Aspect of the training-> prpgram ↓ Level of progress	Resource Person's Knowledge and Skills	Contents of the Training	Methods of Training (Lectures, Group discussions, OJT)	Facilities of Training (transport, accommodation, meal)	Length of the Training Period	Follow-up Support after the Training	Overall
Very much satisfied (4)	3	1	3	4	1	1	16
Satisfied by some degree (3)	4	6	4	3	6	5	32
Not so much satisfied (2)	0	0	0	0	0	1	1
Not satisfied at all (1)	0	0	0	0	0	0	0
Don't want respond/don't know (-)	0	0	0	0	0	0	0
N/A	0	0	0	0	0	0	0
n	7	7	7	7	7	7	7
Average	3.4	3.1	3.4	3.6	3.1	3.0	3.4
Standard Deviation	0.5	0.4	0.5	0.5	0.4	0.6	0.5



Please share your comment. (n=0)

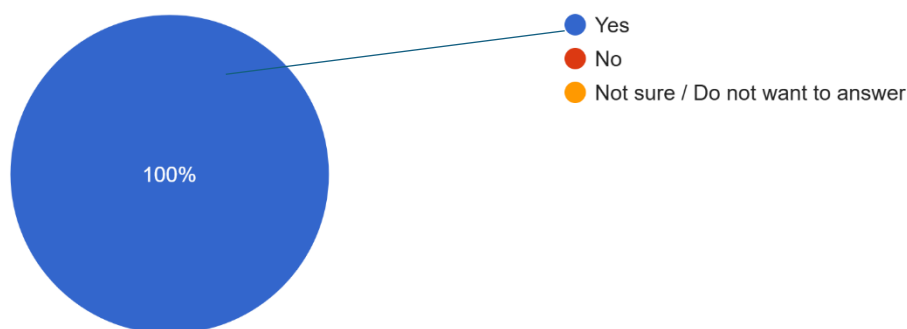
Analysis of the study team

The overall average of the level of progress is 3.4, which is more than “Satisfied by some degree (3)” but less than “Satisfied very much (4)”. The training contents, Resource persons (=lecturers), and methods (=mode) of training are generally highly satisfied. No narrative is provided.

Question 1 g. Have you been able to apply the knowledge and skills learnt from the training courses in your work?

Question 1 g. Have you been able to apply the knowledge and skills learnt from the training courses in your work?

7 件の回答

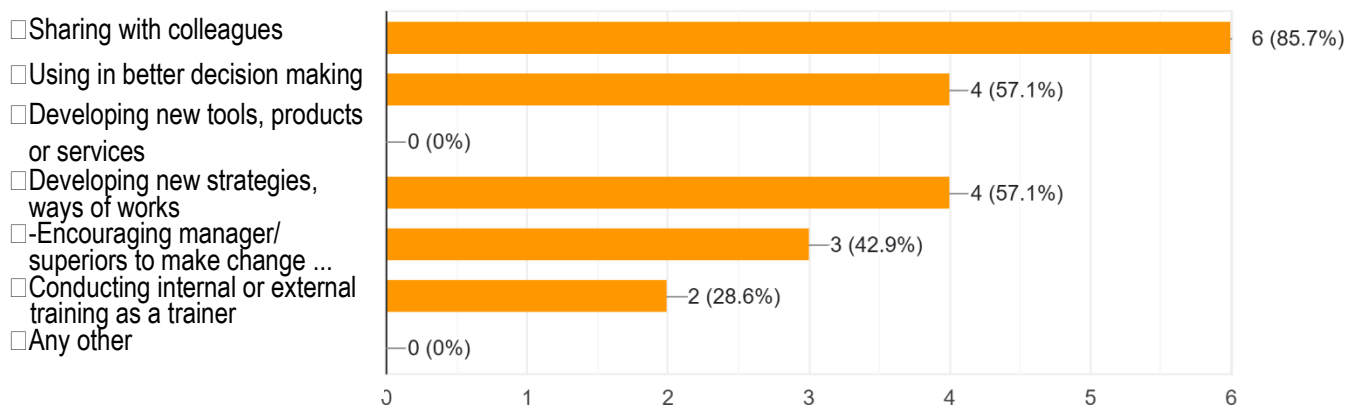


Please share your comment. (n=0)

Question 1 h. How have you applied the gained knowledge and skills learnt from the training ? (Multiple answers allowed)

Question 1 h. How have you applied the gained knowledge and skills learnt from the training ? (Multiple answers allowed)

7 件の回答



Please share your comment. (n=0)

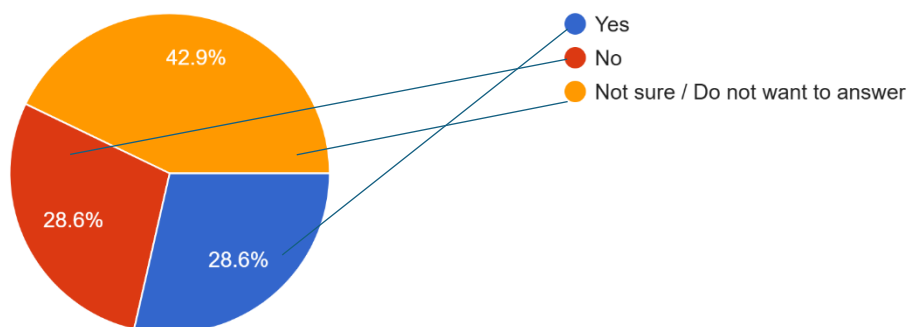
Analysis of the study team

Almost all (86 %) have shared their knowledges and skills with their colleagues. Remarkably, no one reported application for Developing new tools, products or service. It might be the reason of the nature of the course contents and their nature. No narrative comment is provided.

Question 1 i. Did you implement your action plan after returning to your country?

Question 1 i. Did you implement your action plan after returning to your country?

7件の回答



If you answered 'Yes', please describe the implementation status. If you answered 'No', please explain the reasons (e.g. lack of equipment, limited budget, insufficient technical skills or knowledge, or lack of understanding/support from your organization). (n=2)

- 100% Complete.
- My action plan don't relate to my job positon, if having a chance, I'll share it to my co-worker.

Analysis of the study team

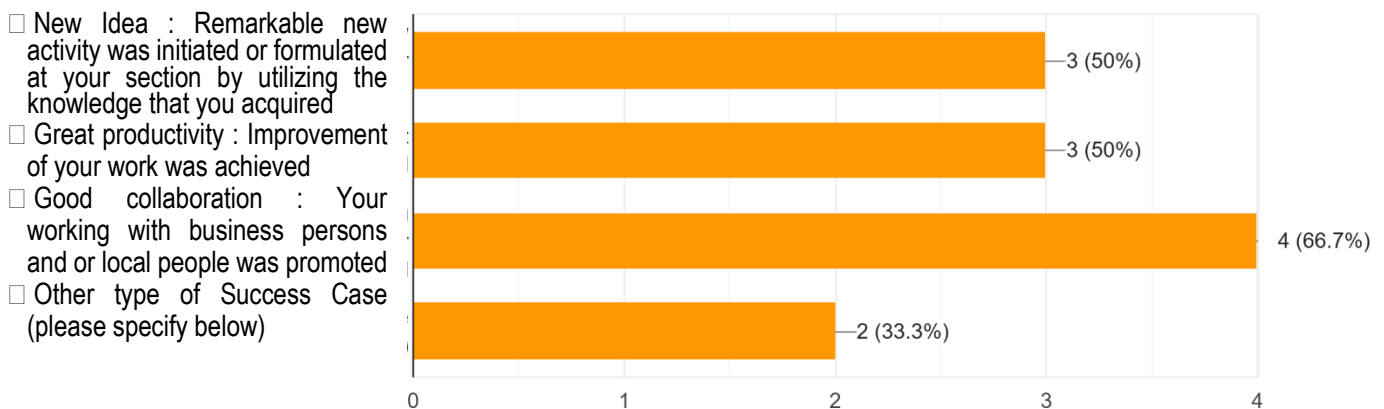
n=2 out of 7 (29 %) reported “yes” for implementation of the action plans. Another 2 (29%) reported “no” and the remaining participants (n=3) reported “not sure / Do not want to answer”. This is a mixed result.

2. "Success Case" (Good practice)

Question 2 a: Please indicate the type of "Success Case" (good practice) in which TCTP contributed to your work. (Multiple choices acceptable)

Question 2 a: Please indicate the type of "Success Case" (good practice) in which TCTP contributed to your work. (Multiple choices acceptable)

6 件の回答



Question 2 b: Please explain your "Success Case" (Good practice) in detail. (n=3)

- N/A
- no, thanks
- There are many related courses to my work and Thailand experience is the good practice with some part to follow.

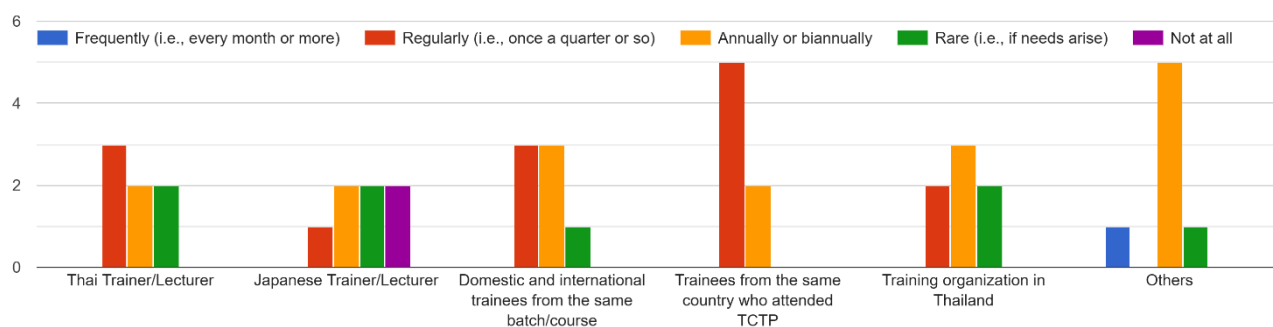
Analysis of the study team

Good collaboration (67%) is reported. The narrative comments do not show a certain success case.

3. Networking/communication after the training program

Question 3 a: Please indicate the level of your networking/communication with stakeholders of the training program.

Question 3 a: Please indicate the level of your networking/communication with stakeholders of the training program.



(Note) The average values cannot be calculated because the choices of response are not Likert-type scales.

Please share how do you usually network with others? (e.g., face-to-face, online, formal events, informal meetings). (n of comments=5)

- online
- Online social media
- Onlines, social media, email
- Offline, face to face

Question 3 b: Please explain the reason why you have communicated with other stakeholders after the training program. (n of comments =6)

- Seeking for the information and document from their countries.
- To connect, share knowledge and experiences after the training program, while also expanding and maintaining personal relationships.
- sharing knowledges, experiences
- To keep contact and exchange each other opinion or any new course
- I want to make information of solutions clear and how to apply these solutions in reality.

- During the training, a strong bond was formed with both the participants and the organizers. As a result, we have continued to stay in touch afterward, both professionally and personally, checking in on each other's well-being

Question 3 c: Please share the remarkable or good events that happened due to maintaining the communication with other stakeholders (e.g., exchange the new knowledge or experience). (n of comments =5)

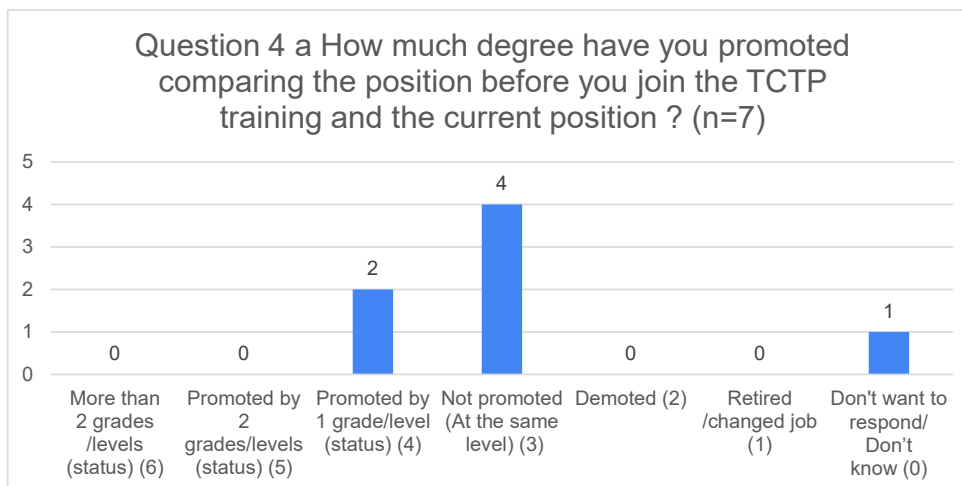
- Experience new idea and getting more information.
- I connected with a few friends who attended the training through Facebook and learned more about their lives and personalities.
- To visit Thai cultural tour
- Exchange cultures and technological information about water treatment plans among countries
- exchange the knowledge

Analysis of the study team

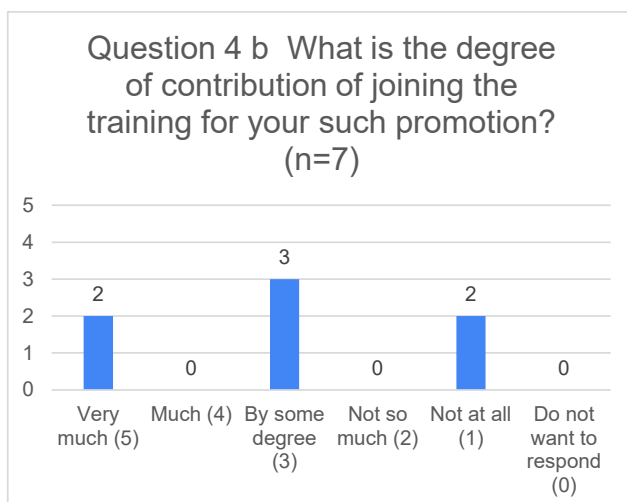
Communication with tainees and ex-traniees from the same country is most frequent. The mode is online. The main reasons of communicating are exchange of new ideas as well as greeting.

4. Promotion and contribution of the training program

Question 4 a How much degree have you promoted comparing the position before you join the TCTP training and the current position ? (n=7)



Question 4 b What is the degree of contribution of joining the training for your such promotion? (n= 7)



Please share your comment (n=0)

Analysis of the study team

According to 7 respondents, more than a half (n=4) have not made promotion. 2 respondents made 1 grade/level promotion and they evaluated the contribution of the training course on their promotion is “very much”.

5. Your comments and suggestions

Question 5: To lead to sustainability in water management with interesting technologies and innovations in your country, please share your comments or suggestions about TCTP. (n=5)

- To enhance such training, also to provide support for funding to the action plan for implementation
- Provide deep theory and practice of AI technology to apply in water supply, more theory and on-side practice of Non-revenue water work which is the crucial factor in water supply sector.
- Propose many water supply solutions to cope with climate change
- Please include more practice the course by specific subject
- Apply AI technology in water treatment plan.
- As a representative of MWA, I would like to propose the inclusion of study visits to provincial areas beyond MWA's service area, to broaden perspectives and enhance learning opportunities

Analysis of the study team

The comments and suggestions on TCTP for the implementation agencies (TICA and JICA), can be summarized as follows.

- Component on AI is necessary.
- More practical content is necessary.

Final question: Contact information

- **Your name (n=23)**
- **Your phone number (mobile or landline) * (n=23)**
*The study team may contact you directly by phone if your case is selected as the best "Success Case".
- **Your email address (n=23)**
- **Name and contact information of the person responsible for sending you to TCTP (n=23)**
- **(b) E-mail address of the person (n=20)**

***** Confidentiality is strictly secured. Thank you very much for your cooperation for this survey!! *****

FY2025 Joint Evaluation of Third Country Training Programme (TCTP) in Thailand

Ex-trainees Survey Result Report

#5 Emergency Medical Service (EMS) Leadership and Management Training Course for Regional Training for Pre-Hospital Emergency Care in CLMV



Basic statistics of this survey

Target participants (trainees)	30 (25 except Myanmar)
Number of participants filled the survey	3 (Response rate 12%)
Date of notification to the participants	1_A request email sent : July 17, 2025 2_Follow-up email1 : July 23, 2025 3_Follow-up email with personal name : July 30 Due date: Aug 1, 2025

Complied date: Sep. 22, 2025 by RS

Update date 1 :Oct. 10, 2025 -

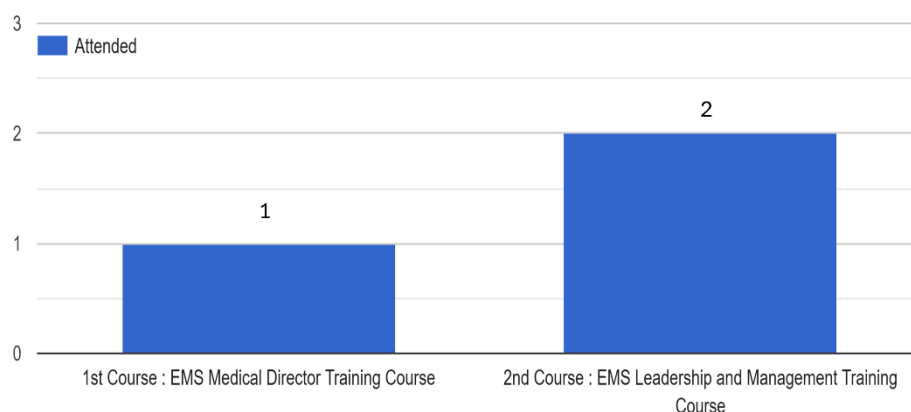
1. Knowledges and skills you obtained and satisfaction

Question 1 a. Please indicate the sessions of the training program you attended.

1st Course (19 - 23 Feb 2024)

2nd Course (19 days 10 – 28 Jun 2024)

Question 1 a. Please indicate the sessions of the training program you attended.

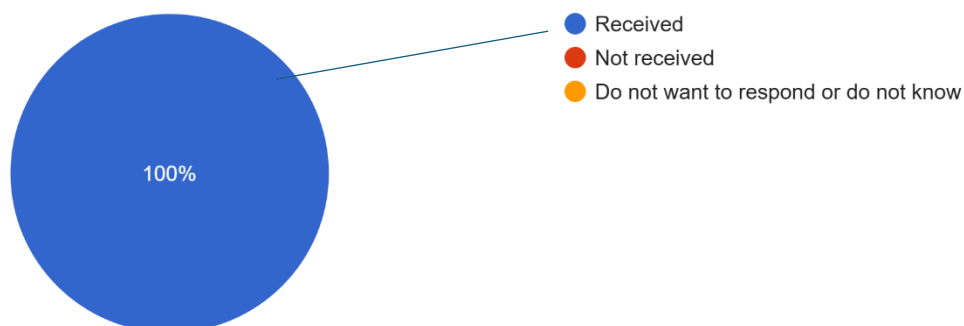


Please share your comment. (0 comments)

Question 1 b. After completion of the training, did you receive a certificate (Certificate of Completion) from the Thai side (TICA, the training implementing agency, or JICA Thailand Office)?"

Question 1 b. After completion of the training, did you receive a certificate (Certificate of Completion) from the Thai side (TICA, the training implementing agency, or JICA Thailand Office)?"

3 件の回答



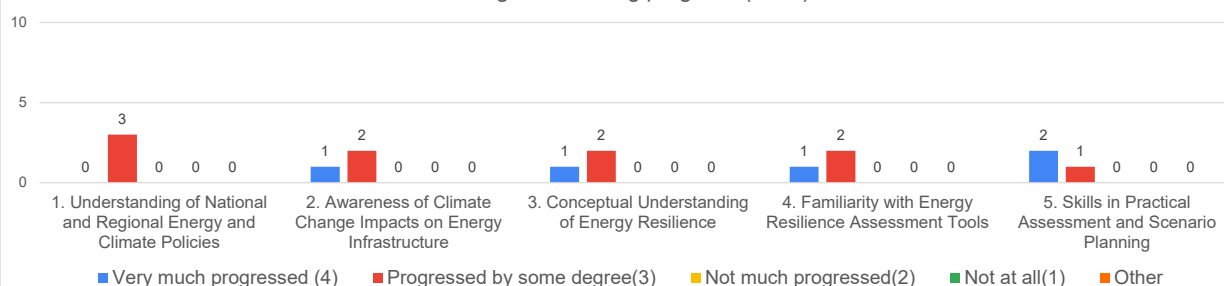
If you did not receive it, please explain the reason. (n=0)

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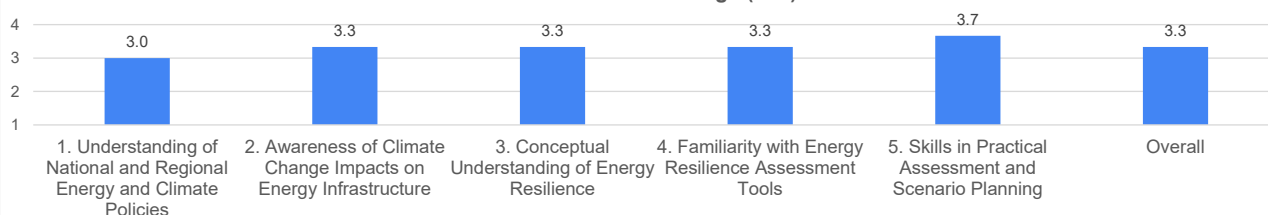
Question 1 c. Please indicate the progress of your subject-matter or sector knowledge and skills through the training program.

Subject-matter or sector -> knowledge & skills	1. Understanding of National and Regional Energy and Climate Policies	2. Awareness of Climate Change Impacts on Energy Infrastructure	3. Conceptual Understanding of Energy Resilience	4. Familiarity with Energy Resilience Assessment Tools	5. Skills in Practical Assessment and Scenario Planning	Overall
Level of progress						
Very much progressed (4)	0	1	1	1	2	5
Progressed by some degree(3)	3	2	2	2	1	10
Not much progressed(2)	0	0	0	0	0	0
Not at all(1)	0	0	0	0	0	0
Other	0	0	0	0	0	0
Average	3.0	3.3	3.3	3.3	3.7	3.3
Stdev	0.0	0.6	0.6	0.6	0.6	0.5

Question 1 c. Please indicate the progress of your subject-matter or sector knowledge and skills through the training program. (n = 3)



Question 1 c. -- Average (n=3)



Please share your comment. (n=1)

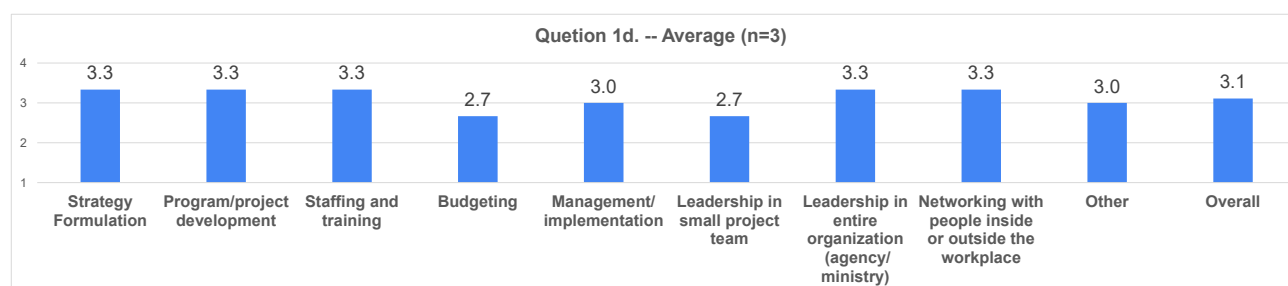
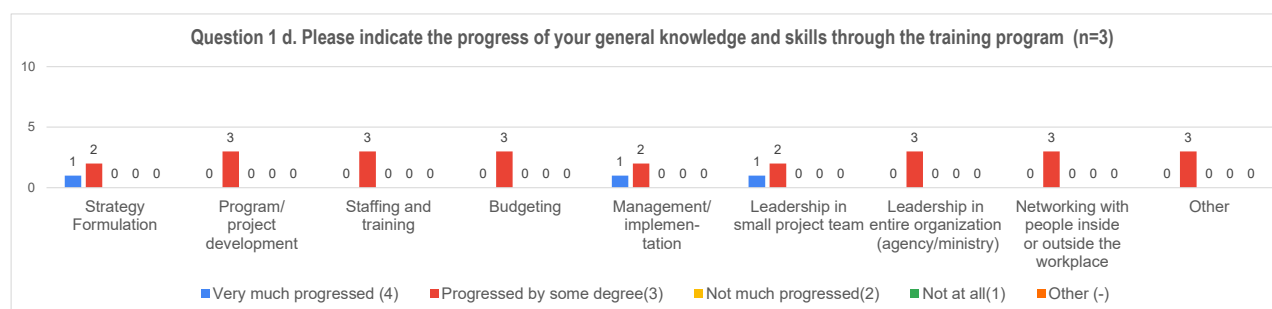
- Good

Analysis of the study team

The overall average of the level of progress is 3.3, which is slightly more than “Progressed by some degree (3)”. It indicates each subject-matter knowledge and skills are progressed by some degree.

Question 1 d. Please indicate the progress of your general knowledge and skills through the training program.

General knowledge &-> skills	Strategy Formulation	Program/ project development	Staffing and training	Budgeting	Management/ implementation	Leadership in small project team	Leadership in entire organization (agency/ministry)	Networking with people inside or outside the workplace	Other
Level of progress									
Very much progressed (4)	1	0	0	0	1	1	0	0	0
Progressed by some degree(3)	2	3	3	3	2	2	3	3	3
Not much progressed(2)	0	0	0	0	0	0	0	0	0
Not at all(1)	0	0	0	0	0	0	0	0	0
Other (-)	0	0	0	0	0	0	0	0	0
n	3	3	3	3	3	3	3	3	3
Average	3.3	3.0	3.0	3.0	3.3	3.3	3.0	3.0	3.0
Stdev	0.6	0.0	0.0	0.0	0.6	0.6	0.0	0.0	0.0



Please share your comment. (n=1)

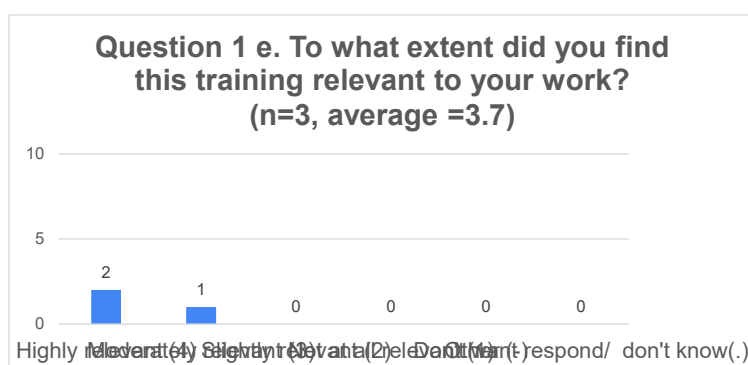
- Good

Analysis of the study team

The overall average of the level of progress is 3.1, slightly more than “Progressed by some degree (3)”. It indicates each general knowledge and skills are progressed by some degree.

Question 1 e. To what extent did you find this training relevant to your work?

	Question 1 e. To what extent did you find this training relevant to your work?
Highly relevant (4)	2
Moderately relevant (3)	1
Slightly relevant (2)	0
Not at all relevant (1)	0
Other (-)	0
Don't want respond/ don't know (-)	0
n	3
Average	3.7
Stdev	0.6



Please share your comment. (n=1)

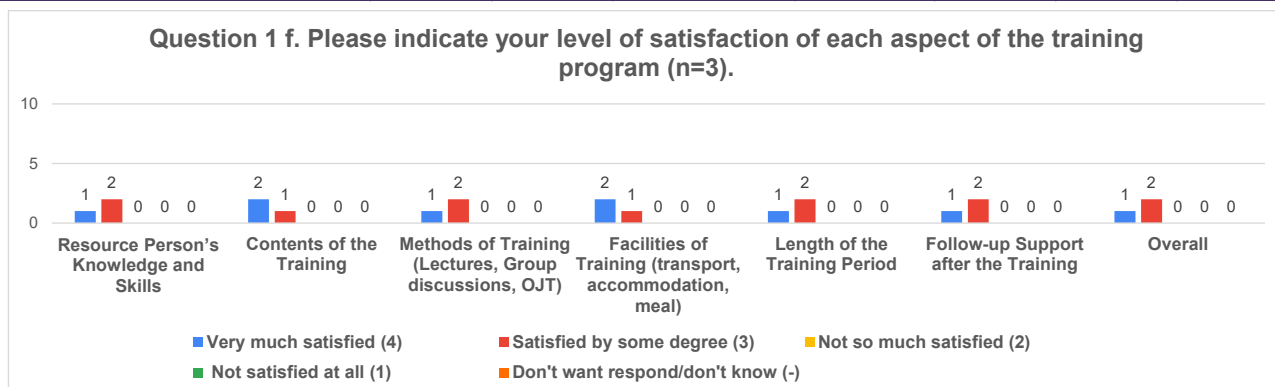
- More training is the best.

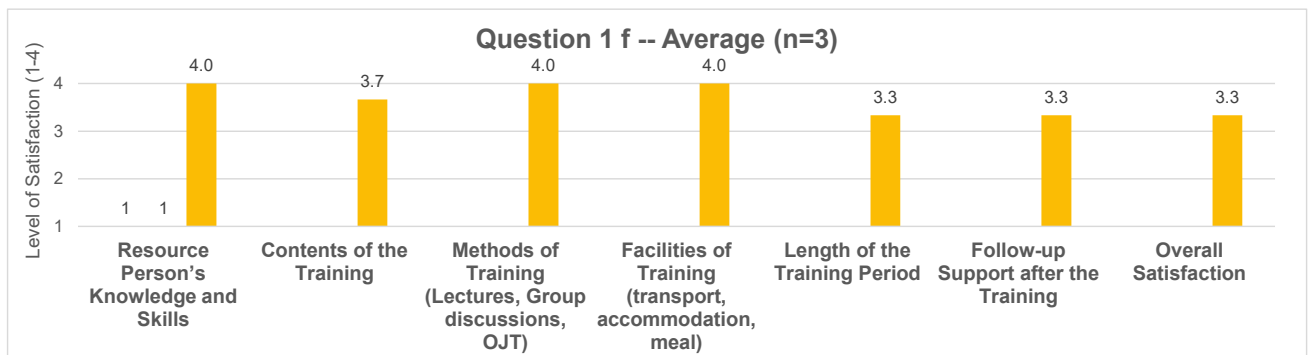
Analysis of the study team

The average is 3.7, which is more than “Moderately relevant” but below “Highly satisfactory” although n is only 3.

Question 1 f. Please indicate your level of satisfaction of each aspect of the training program.

Aspect of the training-> prpgram	Resource Person's Knowledge and Skills	Contents of the Training	Methods of Training (Lectures, Group discussions, OJT)	Facilities of Training (transport, accommodation, meal)	Length of the Training Period	Follow-up Support after the Training	Overall
↓ Level of progress							
Very much satisfied (4)	1	2	1	2	1	1	1
Satisfied by some degree (3)	2	1	2	1	2	2	2
Not so much satisfied (2)	0	0	0	0	0	0	0
Not satisfied at all (1)	0	0	0	0	0	0	0
Don't want respond/don't know (-)	0	0	0	0	0	0	0
n	3	3	3	3	3	3	3
Average	3.3	3.7	3.3	3.7	3.3	3.3	3.3
Standard Deviation	0.6	0.6	0.6	0.6	0.6	0.6	0.6





Please share your comment. (n=0)

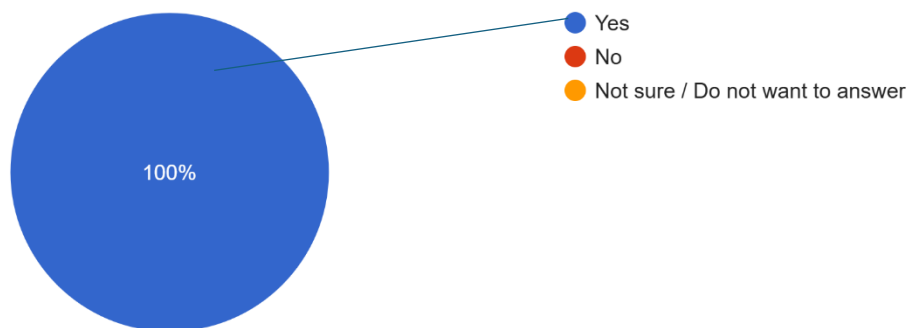
Analysis of the study team

The overall average of the level of satisfaction is 3.3, which is slightly more than “Satisfied by some degree (3)” although n is only 3.

Question 1 g. Have you been able to apply the knowledge and skills learnt from the training courses in your work?

Question 1 g. Have you been able to apply the knowledge and skills learnt from the training courses in your work?

3 件の回答

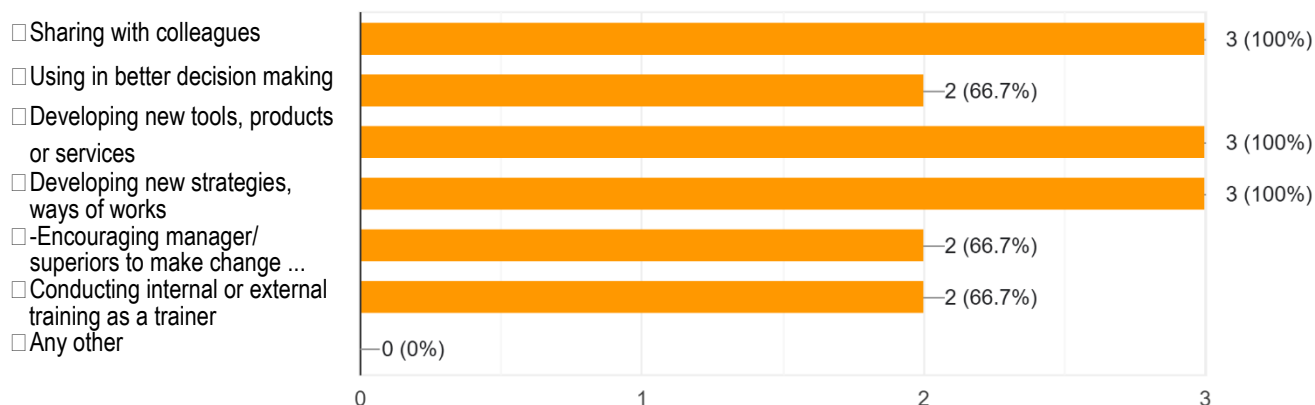


Please share your comment. (n=0)

Question 1 h. How have you applied the gained knowledge and skills learnt from the training ? (Multiple answers allowed)

Question 1 h. How have you applied the gained knowledge and skills learnt from the training ?
(Multiple answers allowed)

3 件の回答



Please share your comment. (n=0)

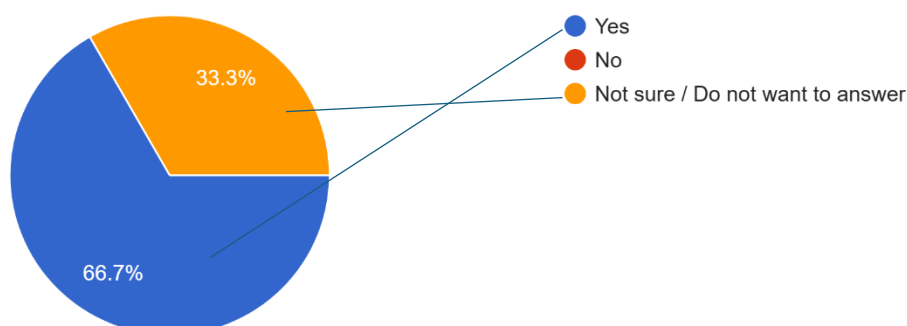
Analysis of the study team

All participants (100 %) responded (i) sharing their knowledges and skills with their colleagues, (ii) using in better decision making, and (iii) developing new tools, products or services. They are a good outcome after the outputs, i.e., knowledge and skills are obtained, are achieved. It indicates the Theory of Change (ToC) set before this study is well followed. The further outcome should be closely monitored. One caution is n is only 3.

Question 1 i. Did you implement your action plan after returning to your country?

Question 1 i. Did you implement your action plan after returning to your country?

3 件の回答



If you answered 'Yes', please describe the implementation status. If you answered 'No', please explain the reasons (e.g. lack of equipment, limited budget, insufficient technical skills or knowledge, or lack of understanding/support from your organization). (n=1)

- Make training programs in a hold country

Analysis of the study team

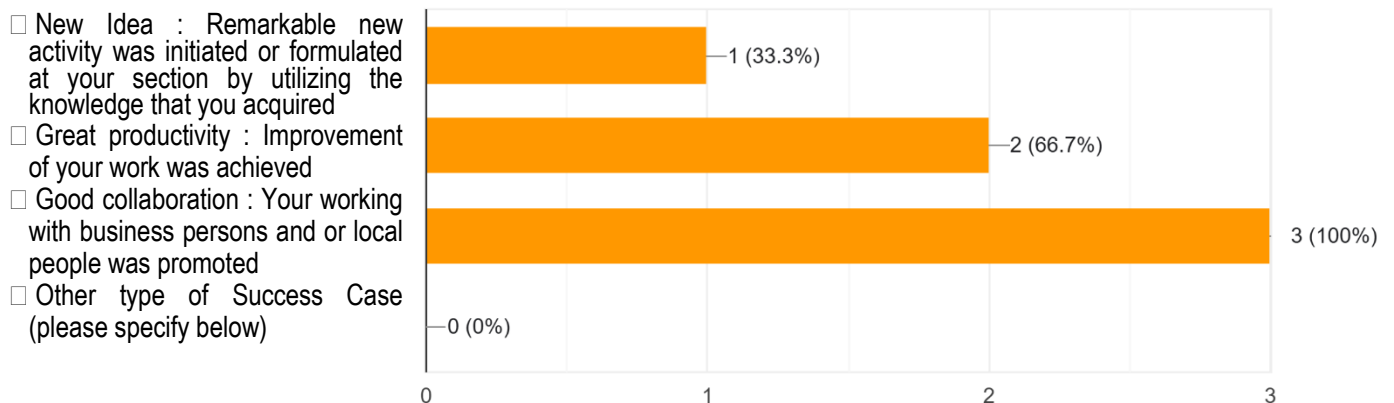
Two participants have implemented their Action Plan (67%). The narrative comments indicate training programs for a whole county has been conducted.

2. "Success Case" (Good practice)

Question 2 a: Please indicate the type of "Success Case" (good practice) in which TCTP contributed to your work. (Multiple choices acceptable)

Question 2 a: Please indicate the type of "Success Case" (good practice) in which TCTP contributed to your work. (Multiple choices acceptable)

3 件の回答



Question 2 b: Please explain your "Success Case" (Good practice) in detail. (n=1)

- Good collaborations with hospitals

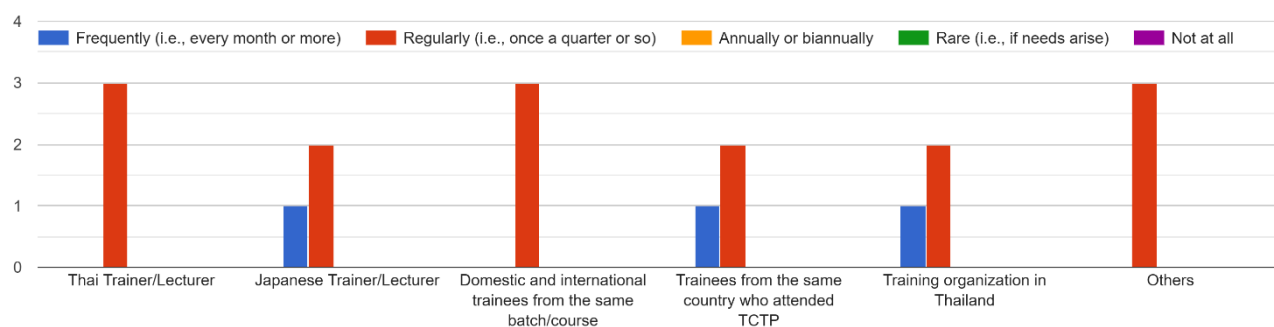
Analysis of the study team

Good collaboration (100%) is reported although n is only 3. An detailed comment indicates good collaboration with hospitals.

3. Networking/communication after the training program

Question 3 a: Please indicate the level of your networking/communication with stakeholders of the training program.

Question 3 a: Please indicate the level of your networking/communication with stakeholders of the training program.



Please share how do you usually network with others? (e.g., face-to-face, online, formal events, informal meetings). (n of comments=2)

- Online
- -

Question 3 b: Please explain the reason why you have communicated with other stakeholders after the training program. (n of comments =2)

- CCC needs to communicate to another hospital for transfers the patient
- For sharing and good relationships

Question 3 c: Please share the remarkable or good events that happened due to maintaining the communication with other stakeholders (e.g., exchange the new knowledge or experience). (n of comments =2)

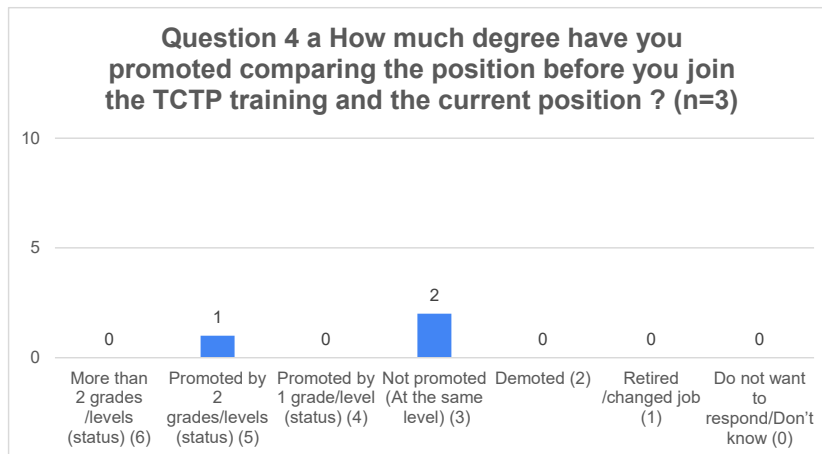
- For my hospital usually we skill practice go each other
- For sharing and good relationships

Analysis of the study team

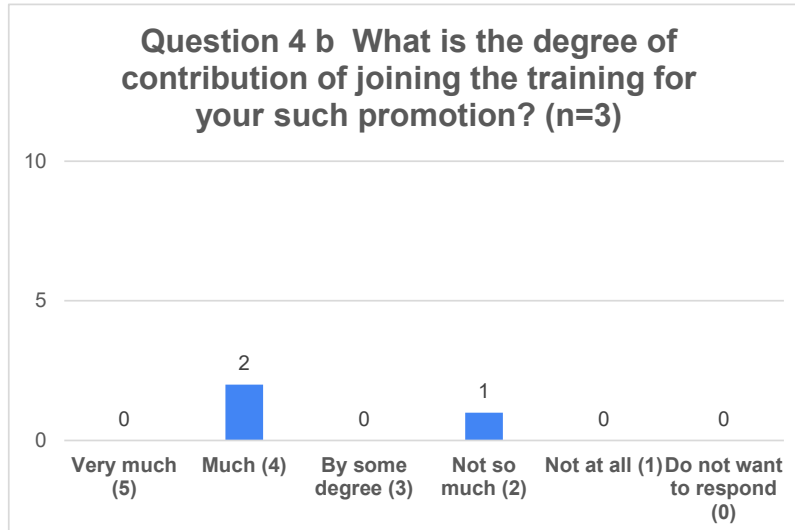
Networking and collaboration is regular conducted with other participants, especially with ex-trainees from the same country, although n is only 3.

4. Promotion and contribution of the training program

Question 4 a How much degree have you promoted comparing the position before you join the TCTP training and the current position ? (n=3)



Question 4 b What is the degree of contribution of joining the training for your such promotion? (n= 3)



Please share your comment (n=1)

- Sharing is the best

Analysis of the study team

According to 3 respondents, one (n=1) have received two degree promotion.

5. Your comments and suggestions

Question 5: To practically improve rice production in your country, please share your comments or suggestions about TCTP. (n=2)

- The EMS in my country has not been developed as it should, and there are currently many problems, we still lack of financial support, lack of man power and resources
- More shares more success

Analysis of the study team

- More resources for implementation is mentiioned.

Final question: Contact information

- **Your name (n=3)**
- **Your phone number (mobile or landline) * (n=3)**
*The study team may contact you directly by phone if your case is selected as the best "Success Case".
- **Your email address (n=3)**
- **Name and contact information of the person responsible for sending you to TCTP (n=3)**
- **(b) E-mail address of the person (n=3)**

***** Confidentiality is strictly secured. Thank you very much for your cooperation for this survey!! *****

FY2025 Joint Evaluation of Third Country Training Programme (TCTP) in Thailand

Ex-trainees Survey Result Report

**#6 International Road Infrastructure Development for
ASEAN and BIMSTEC Networks (Phase 2)**

**Third Country Training Programme
on International Road Infrastructure Development
for ASEAN and BIMSTEC Networks: Phase II**



Source: TICA website (<https://tica-scholarships.com/news/>)

Basic statistics of this survey

Target participants (trainees)	59 (52 except Myanmar)
Number of participants filled the survey	22 (Response rate 42%)
Date of notification to the participants	1_A request email sent : July 04, 2025 2_Follow-up email1 : July 07, 2025 3_Follow-up email with personal name : Aug15 Due date: Aug 17, 2025

Complied date: Aug 20, 2025 by RS

1st edit date: Aug 27, 2025 by RS

1. Knowledges and skills you obtained and satisfaction

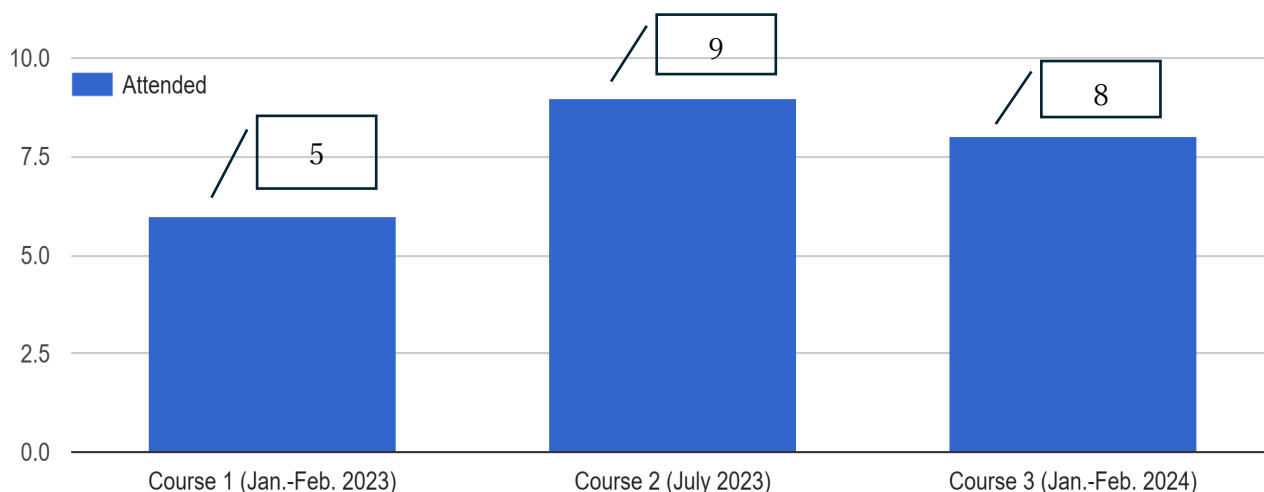
Question 1 a. Please indicate the sessions of the training program you attended.

Course 1 (Jan.-Feb. 2023)

Course 2 (July 2023)

Course 3 (Jan.-Feb. 2024)

Question 1 a. Please indicate the sessions of the training program you attended.



Please share your comment. (14 comments)

- in general the training is useful and advantage and can adopt to my works.
- Insightful course :)
- Good Training
- A very good course, where participant from different countries can share and learn the approach that has been applied in addressing road network issues
- The training was very fruitful.
- Well organized
- It's a very important course that helps to improve the knowledge and skills of engineers.
- Training was more fruitful.
- The International Road Infrastructure Development for ASEAN and BIMSTEC Networks (Phase 2) program was highly insightful and beneficial. Throughout the course, I gained valuable knowledge on international road network development, planning and design of road projects, highway safety, construction administration, and slope engineering. The training emphasized

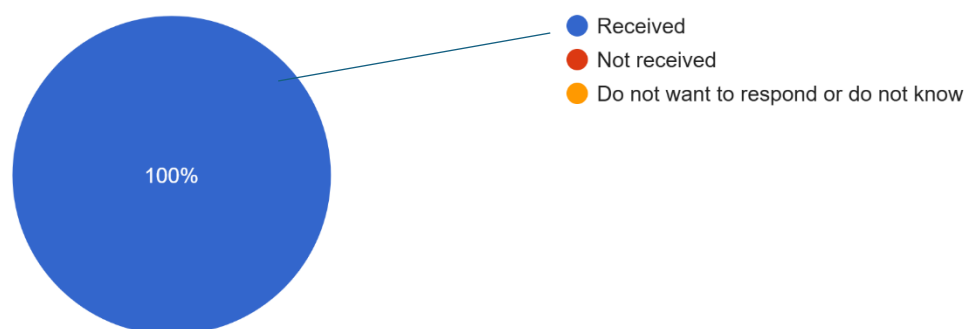
both theoretical concepts and practical applications, supported by technical visits that provided real-world perspectives. Key knowledge areas included regional connectivity frameworks, administrative systems for road management, highway geometric and structural design, and modern approaches to traffic safety and slope stability. These were complemented by sessions on road construction project administration, enhancing my understanding of project delivery, stakeholder coordination, and quality assurance. The program also improved my skills in infrastructure planning, technical analysis, and cross-border policy integration, critical for supporting sustainable and resilient road networks. The opportunity to engage with professionals from other ASEAN and BIMSTEC countries also enriched the learning experience through valuable knowledge sharing and collaboration. I am very satisfied with the overall program. The modules were well-organized, delivered by competent experts, and relevant to current infrastructure challenges. The balance between classroom instruction and technical field visits added depth to the training. This program has strengthened my capacity as a professional working in the field of transportation infrastructure and will be instrumental for future contributions in regional development.

- It was good experience and exposure for me
- The course content is relevant and informative to my profession.
- It's a very good training.
- Nil
- Training we received in Bangkok, Thailand through JICA and TICA is very useful for our day to day work and ongoing Project at field.

Question 1 b. After completion of the training, did you receive a certificate (Certificate of Completion) from the Thai side (TICA, the training implementing agency, or JICA Thailand Office)?"

Question 1 b. After completion of the training, did you receive a certificate (Certificate of Completion) from the Thai side (TICA, the training implementing agency, or JICA Thailand Office)?"

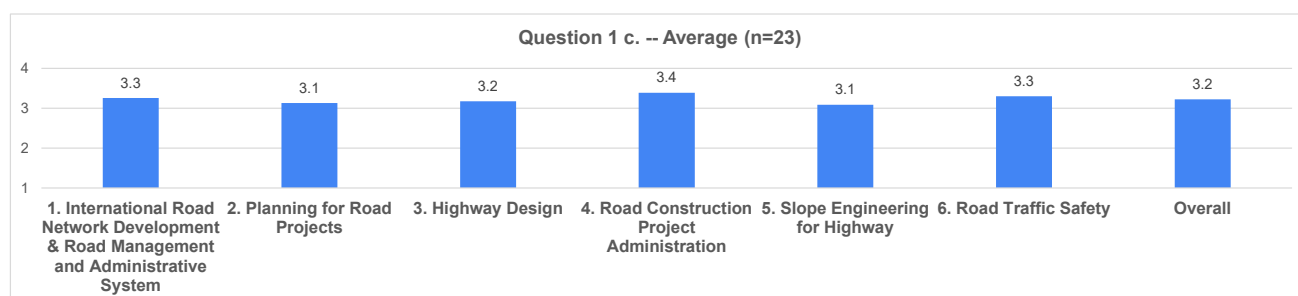
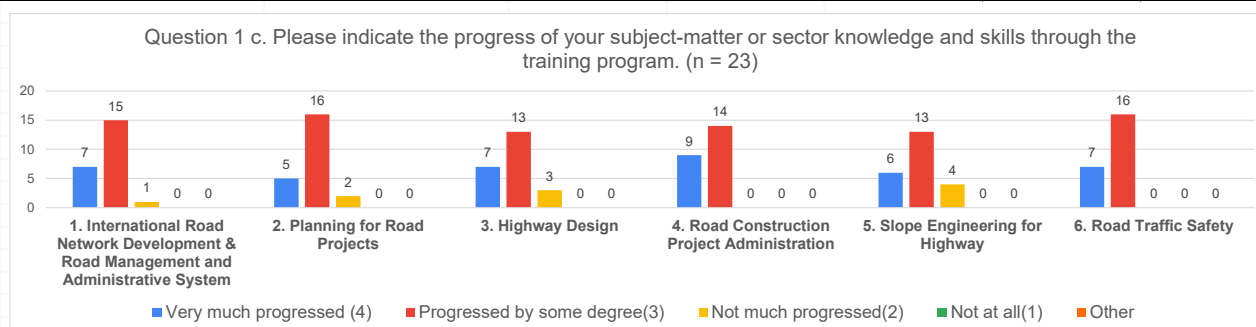
22 件の回答



If you did not receive it, please explain the reason. (n=0)

Question 1 c. Please indicate the progress of your subject-matter or sector knowledge and skills through the training program.

Subject-matter or sector -> knowledge & skills Level of progress	1. International Road Network Development & Road Management and Administrative System	2. Planning for Road Projects	3. Highway Design	4. Road Construction Project Administration	5. Slope Engineering for Highway	6. Road Traffic Safety
Very much progressed (4)	7	5	7	9	6	7
Progressed by some degree(3)	15	16	13	14	13	16
Not much progressed(2)	1	2	3	0	4	0
Not at all(1)	0	0	0	0	0	0
Other	0	0	0	0	0	0
Average	3.3	3.1	3.2	3.4	3.1	3.3
Stdev	0.5	0.5	0.7	0.5	0.7	0.5



Please share your comment. (n=7)

- Planning session was really insightful.
- Only manage to apply in a certain field of road emgineering.
- The International Road Infrastructure Development for ASEAN and BIMSTEC Networks (Phase 2) program has significantly advanced my sectoral knowledge and technical capacity. The training deepened my understanding of strategic road network development, integrated project planning, and administrative frameworks that support sustainable infrastructure across regions. My competencies in highway design, slope engineering, and road traffic safety have been strengthened through both theoretical learning and applied case discussions. The module on construction project administration provided valuable insight into managing complexity in road projects. Technical visits further enriched the experience by bridging classroom concepts with on-site realities.
- It was enrichment
- Since all the units covered during the course was relevant to my roles and responsibility, it has helped me expand my knowledge and make better decision during my profession.
- Develop new knowledge

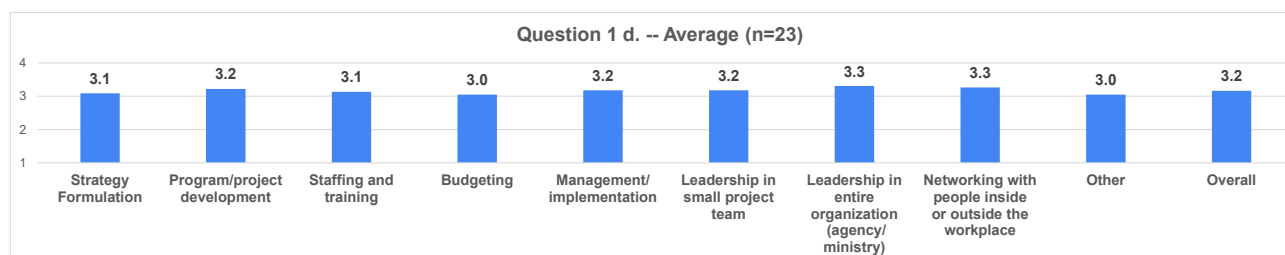
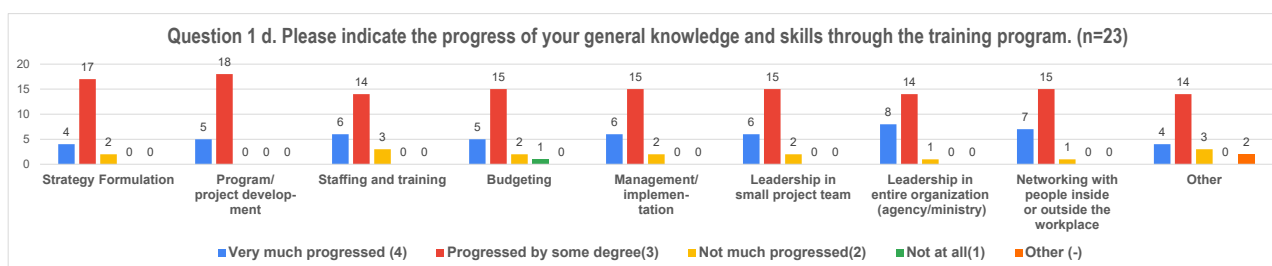
- Training was very useful the knowledge we had obtained further we shared with our younger Engineers working at our office.

Analysis of the study team

The overall average of the level of progress is 3.2, which is slightly more than “Progressed by some degree (3)”. The results also indicate each of subject-matter knowledge and skills is progressed by some degree. However, the narrative comments show the contents are very useful.

Question 1 d. Please indicate the progress of your general knowledge and skills through the training program.

General knowledge &-> skills Level of progress	Strategy Formulation	Program/ project develop- ment	Staffing and training	Budgeting	Management/ implemen- tation	Leadership in small project team	Leadership in entire organization (agency/ministry)	Networking with people inside or outside the workplace	Other
Very much progressed (4)	4	5	6	5	6	6	8	7	4
Progressed by some degree(3)	17	18	14	15	15	15	14	15	14
Not much progressed(2)	2	0	3	2	2	2	1	1	3
Not at all(1)	0	0	0	1	0	0	0	0	0
Other (-)	0	0	0	0	0	0	0	0	2
n	23	23	23	23	23	23	23	23	21
Average	3.1	3.2	3.1	3.0	3.2	3.2	3.3	3.3	3.0
Stdev	0.5	0.4	0.6	0.7	0.6	0.6	0.6	0.5	0.6



Please share your comment. (n=6)

- No comment
- The training program has significantly improved my general knowledge and skills, particularly in areas related to road project planning, highway design, and construction project administration. It has broadened my understanding of international practices and provided practical insights that enrich both my academic responsibilities and professional development. The combination of technical content and interactive learning methods has also enhanced my ability to deliver more comprehensive and updated material in teaching and research.
- The activity made us exchange views get to know people from different cultures
- The course has also provided us with general skills and knowledge through the group engagement, site visits and random involvement with international participants. Besides the

knowledge gained from the classroom lectures, I have also learned about other countries participating in the program through our country report presentation.

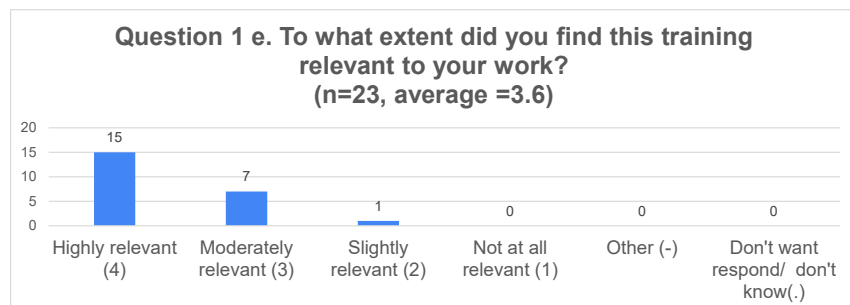
- There is a new technique.
- We really thanks to JICA and TICA for providing enlightened training opportunities.

Analysis of the study team

The overall average of the level of progress is 3.2, again slightly more than “Progressed by some degree (3)”. The results indicate each of general knowledge and skills is progressed to some extent. It should be noted that the narrative comments show great appreciation for networking with participants from neighboring countries.

Question 1 e. To what extent did you find this training relevant to your work?

	Question 1 e. To what extent did you find this training relevant to your work?
Highly relevant (4)	15
Moderately relevant (3)	7
Slightly relevant (2)	1
Not at all relevant (1)	0
Other (-)	0
Don't want respond/ don't know(.)	0
n	23
Average	3.6
Stdev	0.6



Please share your comment. (n=8)

- Some of the session is relevant to my job and can adopt to my work
- I became a very good speaker
- I found this training highly relevant to my work as an academic in the field of road and bridge engineering. The technical subjects, such as highway design, road project planning, and construction project administration, directly support my teaching and research activities. Although some managerial topics may be less applicable to my daily academic tasks, they have provided valuable context for understanding the broader scope of infrastructure development. Overall, the training has enriched my professional perspective and strengthened the quality of academic content I deliver.
- It was very relevant
- As I have been working for the the department of surface, mainly focusing on construction and maintenance of roads and bridges and procurement of works, all the units covered during the training program was very much relevant to my daily roles and responsibility that I need to perform at my organization.
- it was very fruitful and relevant and after almost 2 years, i donot exactly remember the lecture and its content but i clearly still remember are the site visits and the technological improvements i sae during the training session
- Very good

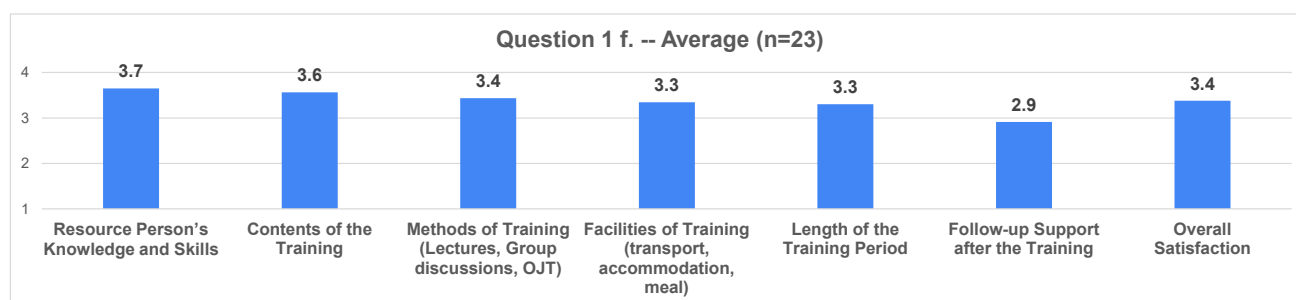
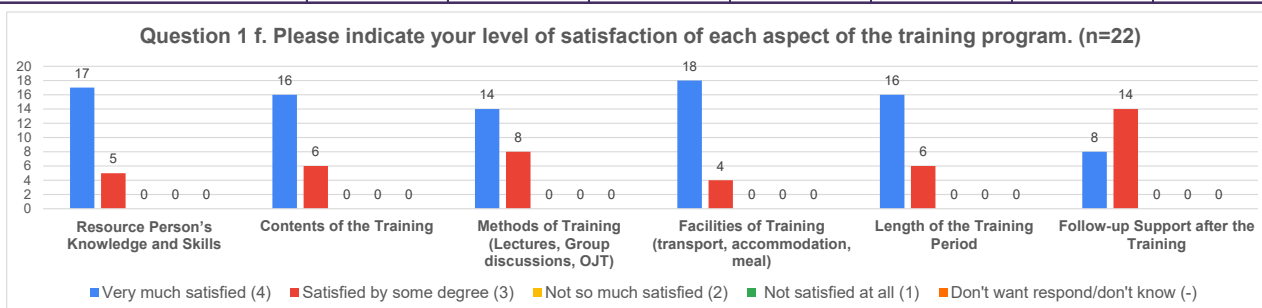
- The training provided by JICA and TICA was highly relevant for Engineers.

Analysis of the study team

The average is 3.6, which is more than “Moderately relevant” but below “Highly relevant”. Approximately 65 % of respondents marked that TCTP is highly relevant to their work and about 30 % marked moderately relevant. These indicate high relevancy even compared with other TCTP courses. The narrative comments also show high relevancy. The survey results concluded that the training is highly relevant.

Question 1 f. Please indicate your level of satisfaction of each aspect of the training program.

Aspect of the training-> prpgram ↓ Level of progress	Resource Person's Knowledge and Skills	Contents of the Training	Methods of Training (Lectures, Group discussions, OJT)	Facilities of Training (transport, accommodation, meal)	Length of the Training Period	Follow-up Support after the Training	Overall
Very much satisfied (4)	15	15	12	12	12	8	86
Satisfied by some degree (3)	8	6	9	8	7	7	54
Not so much satisfied (2)	0	2	2	2	3	6	17
Not satisfied at all (1)	0	0	0	1	1	2	4
Don't want respond/don't know (-)	0	0	0	0	0	0	0
n	23	23	23	23	23	23	161
Average	3.7	3.6	3.4	3.3	3.3	2.9	3.4
Standard Deviation	0.5	0.7	0.7	0.8	0.9	1.0	0.8



Please share your comment. (n=8)

- 1) There is no Halal food stall/ restaurant around training place and we have difficulty to get Halal food during lunch break that is only 1 hour duration. 2) The organiser is kind enough to offer 1 room as our praying room. We are thankful for the kind gesture. 3) The hotel is quite far away from the training hall and outside of the city centre. It is recommended to choose the hotel as close as possible to training place so we do not spend a lot of time to go through heavy traffic during peak hours.
- Length of the Training period was short. Minimum length 30 days is best.

- I am very much satisfied with all aspects of the training. The resource persons were highly competent, and the training contents were relevant and well-delivered. The methods used, lectures, group discussions, and OJT, were effective in enhancing understanding. Facilities including transport, accommodation, and meals were well-organized. The training period was adequate, and although follow-up support can still be improved, the overall experience was excellent and impactful.
- It was good one
- I have found the units are relevant to my profession and the length of training duration was well set. All of the resource person are knowledgeable and had worked to help us gain much knowledge as possible. Well coming to the training methods, it would be more beneficial if more technical site visits are involved and if there are few hands on trainings are incorporated. I have appreciated all the transport, meal and accommodation provided during the training session, however, it would benefit the participants if lunch and dinner was included in the package owing to very less DSA that was given to the participants.
- while there was not much follow up from the tica and i am not sure how wud it be possible for trainers to follow up but the group of student is still active on whatsapp and we communicate occasionally
- Very good
- JICA and TICA has reputed highly qualified lecturers with very experienced in Engineering field. We were fully satisfied with the knowledge we gained from the training.

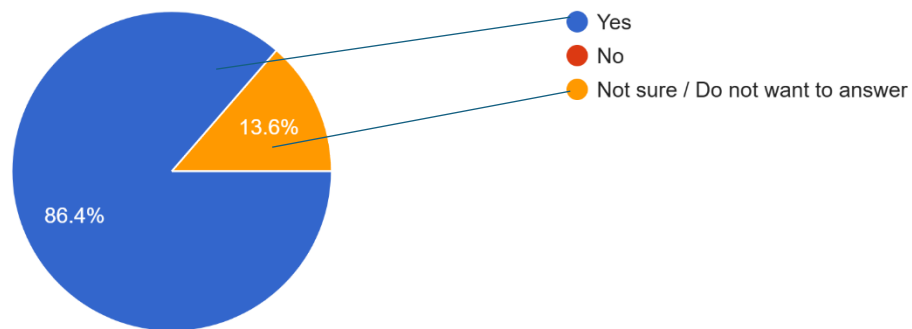
Analysis of the study team

The overall average of the level of satisfaction is 3.4, which is more than “Satisfied by some degree (3)” but less than “Satisfied very much (4)”. The respondents were highly satisfied with the resource person’s knowledge and skills (average score = 3.7). On the other hand, the follow-up and support after the training marks below 3.0 and this is relatively low score. A narrative comment indicates that no Haral food was available nearby and it made some participants in difficult situation in eating.

Question 1 g. Have you been able to apply the knowledge and skills learnt from the training courses in your work?

Question 1 g. Have you been able to apply the knowledge and skills learnt from the training courses in your work?

22 件の回答



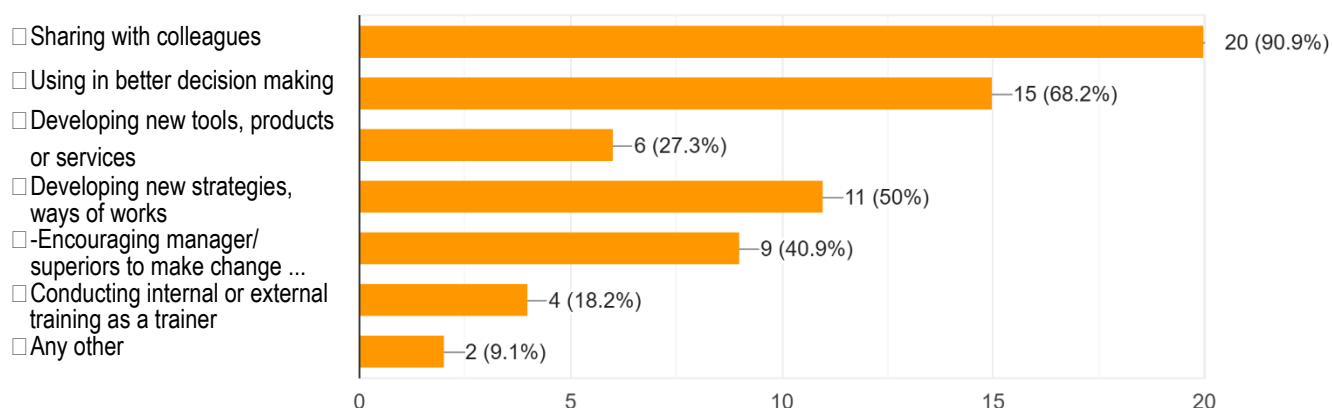
Please share your comment. (n=7)

- Currently I am in charge for road and bridge maintenance. A lot of the Japan and Thailand technology introduced during the training program is suitable to be used in our engineering practice such as the seamless toll payment at highway and pavement.
- Yes, I have been able to apply the knowledge and skills gained from the training in my academic work. Several topics, such as Planning for Road Projects, Highway Design, and Road Construction Project Administration, are highly relevant to my field. They have strengthened the substance of my teaching materials and supported the development of research topics related to road infrastructure. The training also provided practical insights that help bridge theoretical concepts with real-world applications in the classroom.
- i often use subject of International
- We have apprised our Department for Road safety Audit and now it has been initiated in the Department
- Most importantly I was able to use knowledge of road and bridge maintenance and geo technical lessons learned from the training.
- Very good
- The knowledge we had gained has been fully utilised at our ongoing project.

Question 1 h. How have you applied the gained knowledge and skills learnt from the training ? (Multiple answers allowed)

Question 1 h. How have you applied the gained knowledge and skills learnt from the training ?
(Multiple answers allowed)

22 件の回答



Please share your comment. (n=6)

- We do share the notes given to our colleague as we find it useful as reference.
- I have applied the knowledge and skills gained from the training in several ways. I have shared key insights with colleagues during academic discussions and internal meetings. The training has also supported better decision-making in the development of teaching materials and research focus, especially in the areas of road project planning and highway design. Additionally, I have adopted new strategies in delivering course content by integrating practical case studies and international perspectives. As a lecturer, I regularly conduct teaching and training sessions where I incorporate relevant concepts and examples obtained from the program to enrich students' learning experience.
- My work primarily involves the administration of international contracts. Many of the upcoming or ongoing construction projects are based on FIDIC contract forms. Therefore, the knowledge I have gained from the training has significantly enhanced my capabilities.
- I have shared the training materials and our experience from the training with my colleagues.
- Apply new knowledge to current real-world tasks
- The training we received has been shared with colleagues, better decisions making, develop new tools, new strategies, Encouraging our manager and further conducting internal training.

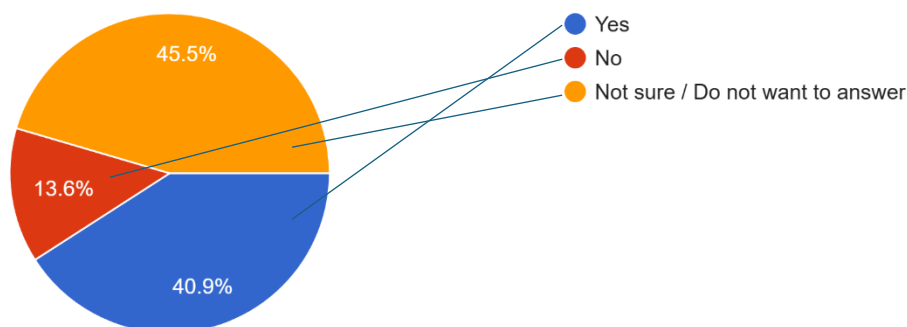
Analysis of the study team

Most participants (91 %) have shared their knowledges and skills with their colleagues. It is a good outcome after the outputs, i.e., knowledge and skills are obtained, are achieved. It indicates the Theory of Change (ToC) set before this study is well followed. Further outcomes and the final outcome, improvement of life of the customers, should be closely monitored.

Question 1 i. Did you implement your action plan after returning to your country?

Question 1 i. Did you implement your action plan after returning to your country?

22 件の回答



If you answered 'Yes', please describe the implementation status. If you answered 'No', please explain the reasons (e.g. lack of equipment, limited budget, insufficient technical skills or knowledge, or lack of understanding/support from your organization). (n=10)

- Yes
- An update knowledge for lecturing and employee sharing
- In a certain extent of emgineering, i have managed to apply the knowledge while delivering the career development course
- Yes. We are in the state to widen the toll payment option to debit/ credit card, the use of Automatic Number Plate Recognition (ANPR) at toll and also the amendment of a few of our standards which is still on-going.
- limited budget
- After returning to Indonesia, I have implemented parts of my action plan primarily through academic activities. I integrated relevant topics, such as road project planning, highway design, and construction project administration, into my teaching materials and classroom discussions. I also shared key takeaways from the training with fellow lecturers to support curriculum development in the field of road and bridge engineering. While broader institutional collaboration is still in progress, the training outcomes have already contributed to improving the quality and relevance of my academic work.
- -
- We have apprised our Department for Road safety Audit and now it has been initiated in the Department
- i am not sure of exact action plan, but i did try to implement the knowledge in my decision making and auggessations for policy enhancement.
- We had implemented the knowledge we received from the training awarded by JICA and TICA for our ongoing project.

Analysis of the study team

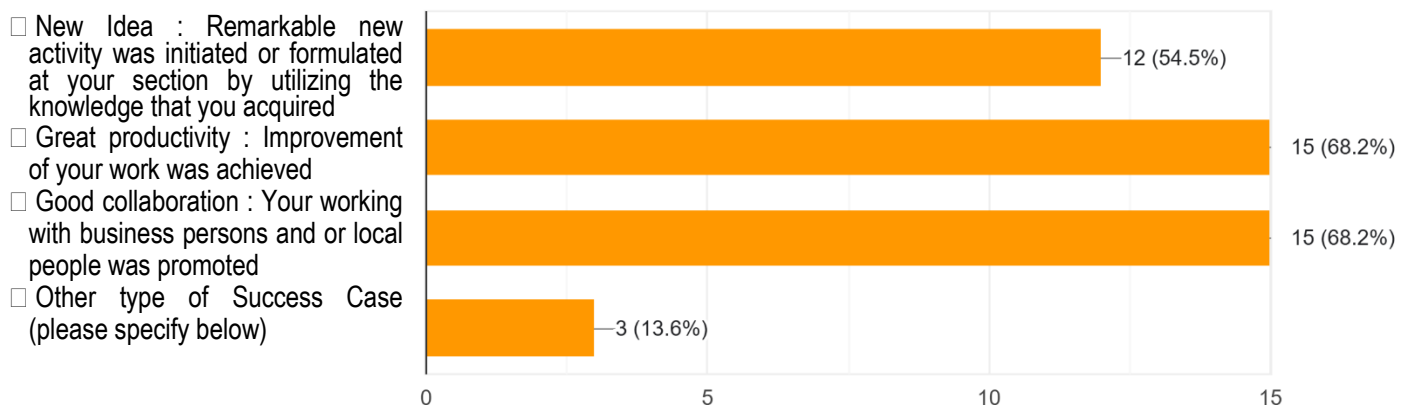
41 % of participants have implemented their Action Plan. This ratio is relatively lower than that of other TCTP training courses. However, the narrative comments indicate good implementation of the action plans. Some discrepancy is found here although any exact reason is not clear.

2. "Success Case" (Good practice)

Question 2 a: Please indicate the type of "Success Case" (good practice) in which TCTP contributed to your work. (Multiple choices acceptable)

Question 2 a: Please indicate the type of "Success Case" (good practice) in which TCTP contributed to your work. (Multiple choices acceptable)

22 件の回答



Question 2 b: Please explain your "Success Case" (Good practice) in detail. (n=11)

- Gain more knowledge
- it is very advantage
- I have managed to get my Professional Engineer status after i returned from the course, as i have become more fluent
- The experience and the opportunity boosts my knowledge at new height and the networking created during the training program helps me to see and compare what other countries are doing and what makes them ahead of us at some area.
- The training contributed to several types of success in my work. First, it inspired new ideas in developing course content and integrating practical, region-based case studies into the classroom, particularly in topics like road project planning and construction administration. Second, it led to greater productivity in my academic duties by enriching my teaching materials and helping me align them more closely with current international practices. Additionally, as another type of success, the training has strengthened the relevance and depth of my lectures, allowing students to better understand the practical application of theories in road infrastructure development.

- -
- Obstruction on sight distance were removed, worker were briefed on safety importance, helped me to loosen up a little and get along with new people which has helped me overall
- The knowledge gained from the training helped me better understand about the situation while coming to the road works, ultimately helping me with greater productivity at my work place.
- Better follow up on related technical work
- Nil
- Structural pavement design of roads and bridges, road and bridge slope stabilisation, Geometric design of roads, roads and bridges signage are some of the very success case.

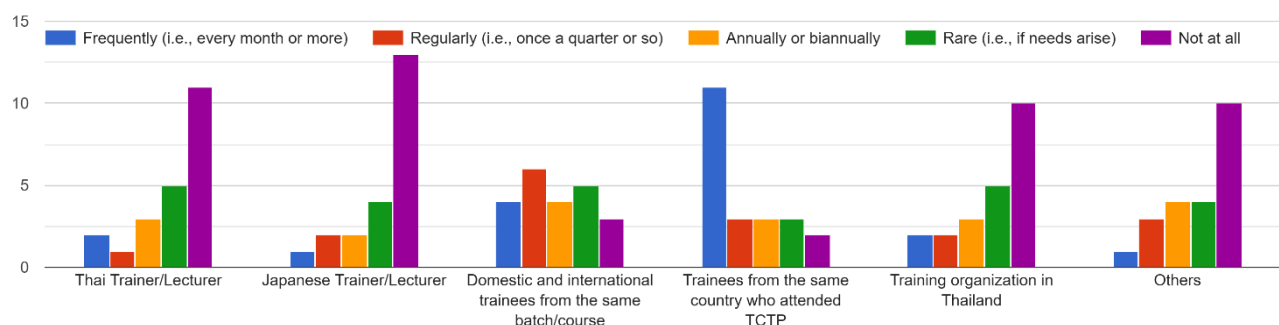
Analysis of the study team

New idea (55%), great productivity (68%), and good collaboration (68%) are reported. The productivity is relatively higher than other courses. The narrative comments include some good detailed “success cases”, which we can examine to identify the “success factors” and contribute to making the application and further outcomes, in addition to the training contents.

3. Networking/communication after the training program

Question 3 a: Please indicate the level of your networking/communication with stakeholders of the training program.

Question 3 a: Please indicate the level of your networking/communication with stakeholders of the training program.



Please share how do you usually network with others? (e.g., face-to-face, online, formal events, informal meetings). (n of comments = 11)

- online
- Face-to-face
- Through Facebook, and some of them also visited my country
- 1) We do not have Japanese trainer/ lecturer during training programme and therefore we have no access to them. All of our trainer/lecturer are from experts from Thailand. 2) We have our own chat groups among trainees and we will communicate through that.
- Informal meetings
- I usually network with others through online communication, such as messaging apps and email. Currently, I maintain regular contact with a fellow participant from the same country, who is also from the same institution and works in the same field. Although our communication is mostly informal, it has been useful for exchanging ideas, discussing academic developments, and staying connected after the training.
- -
- online in social media
- the participants are still in contact through whatsapp group and personal messenger/ whatapp.
- The training we received from JICA and TICA has helped us in our country, now we are implementing virtual meeting among with our Engineers from HQ and Regional offices.

Question 3 b: Please explain the reason why you have communicated with other stakeholders after the training program. (n of comments =12)

- Share knowledge
- Just to stay connected
- Just to keep use up to date with current news.
- none
- I have communicated with another stakeholder, specifically a colleague from the same institution and field, mainly to maintain academic collaboration and exchange ideas related to our shared interests in road and bridge engineering. Our communication helps sustain the knowledge gained from the training, supports mutual professional development, and allows us to discuss how to integrate relevant insights into teaching and research activities.
- -
- for knowing about the practice in their countries and knowing about how they are doing
- We usually discuss when we face challenges at our work place, and initiate the discussion to come up with the solutions.
- for friendship
- for research purpose/ sharing to knowledge and as a friend.
- face-to-face
- The training we obtained was very useful at our field and further enlighten among our Engineers.

Question 3 c: Please share the remarkable or good events that happened due to maintaining the communication with other stakeholders (e.g., exchange the new knowledge or experience). (n of comments =12)

- Exchange new knowledge
- Exchange the experience of how to deal with a certain issues
- Last year, Malaysia-Thailand have a closed discussion about the upcoming friendship bridge construction at our border and somehow the person in charge from both parties have attended this program.
- Exchange the new knowledge
- There is no remarkable or good events that happened
- Through ongoing communication with a colleague who also participated in the training, we have been able to exchange new knowledge and insights related to road infrastructure, particularly in planning and project administration. This exchange has enriched our teaching materials and sparked discussions on how to align our academic content with current international practices. It has also encouraged mutual support in developing ideas for future research and potential collaborative initiatives within our institution.
- -

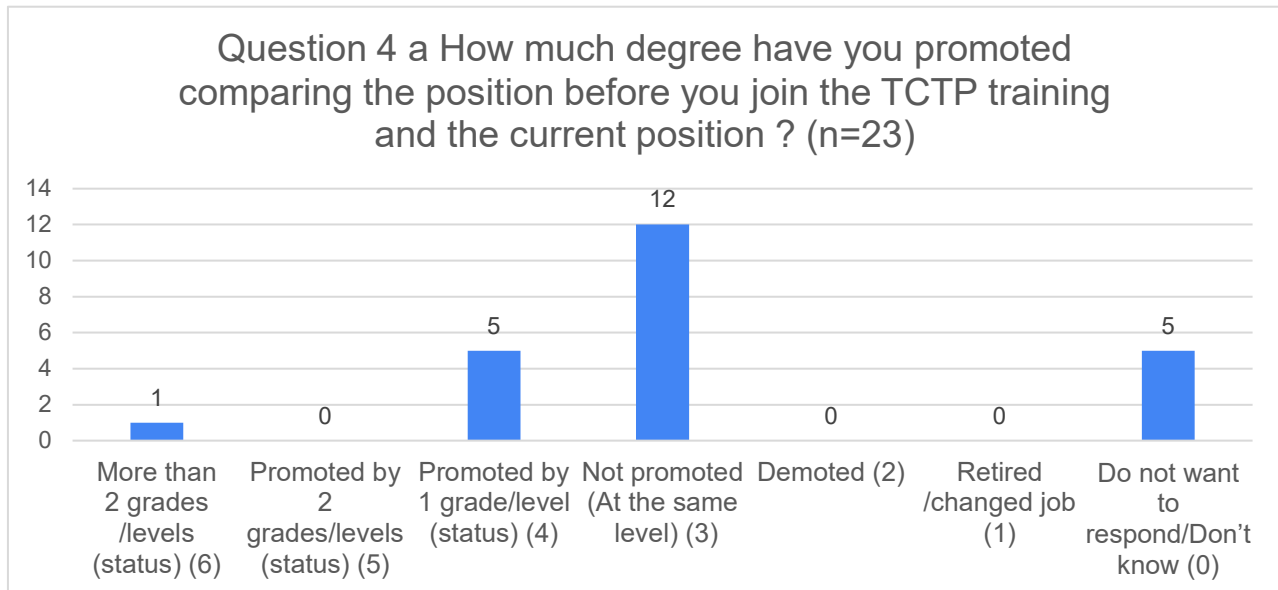
- got the idea of maintenance system being practised at Nepal, which is in similar manner going to be introduced in Bhutan
- We could share the ideas or knowledge that we have learned during the training programs, when a relevant topic comes up in meetings or at discussions.
- it helped me with my research and also to know how certain work/ practises are done in respective country
- exchange the new knowledge or experience
- We shared the knowledge gained from the training with our stakeholders implementing at field at ongoing project became easier.

Analysis of the study team

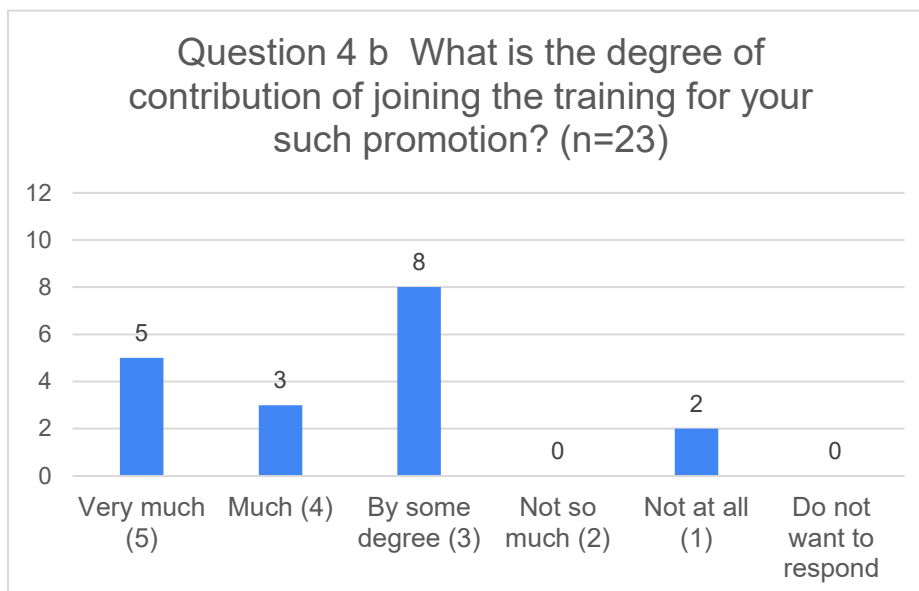
A large share of participants reported “Not at all” for communication with Japanese trainers, with Thai trainers and with the training institutions. They may indicate more follow-up and effort of communication by the training institution as well as TICA and JICA are necessary. On the other hand, communication with the trainees from the same country is very frequent, and it is a very good result of the training.

4. Promotion and contribution of the training program

Question 4 a How much degree have you promoted comparing the position before you join the TCTP training and the current position ? (n=23)



Question 4 b What is the degree of contribution of joining the training for your such promotion? (n= 23)



Please share your comment (n=5)

- I have yet to get promoted, since it is only a short time after returning from the course
- It am grateful that I was given the chance to attend the program.

- The training has contributed to my professional development by enhancing my technical knowledge and broadening my perspective on regional infrastructure issues. While it may not directly impact a specific promotion at the moment, it supports my long-term academic growth and enriches the content and context I deliver in teaching and research.
- I would say the promotion comes up based on the years served but the knowledge gained has helped me improve my working efficiency and skills.
- Working with my Engineers and stacked holder has improved very much.

Analysis of the study team

According to 23 respondents, almost a half (n=12) have not received promotion and 6 have received promotion. Participants responded its degree of contribution is “very much” (n=5) and “much” (n=3). A total of 8 participants, which is more than one third of all respondents, evaluated high contribution. It is good and rare among 11 TCTP course surveys.

5. Your comments and suggestions

Question 5: To further promote road infrastructure networks development among ASEAN and BIMSTEC countries, please share your comments or suggestions about TCTP. (n=14)

- Please provide better accommodation
- Timing of training not more than 10 days
- Very Important Training Program and need more collaboration and networking between ASEAN and BIMSTEC countries with more transport connectivity in land, water and air.
- Develop an alumni network
- 1) It is recommended to invite experts from Japan to share knowledge as they are well-known to be the best road engineer in the Asia and the global region. 2) The training may be improved if there is a hands-on session or visit to local quarries where the make special mix. 3) Some of the ASEAN and BIMSTEC countries are Muslim-majority and it is recommended to provide more options on Halal-meal on site instead depending on food delivery which will take some time and only open order after 11.00am or noon.
- Proposed that this try of training be held every year.
- Upgrade existing highways and construct missing links where connectivity gap. Reduce non tariff barriers. Share best practices and expertise in sustainable highway engineering, planning . Conduct Joint training programs, workshops etc. Strengthen institutions for implementation of highway projects

- To further promote road infrastructure network development among ASEAN and BIMSTEC countries, I believe the TCTP program should continue strengthening its role as a platform for technical knowledge exchange and regional collaboration. I suggest expanding the involvement of participants from both academic and professional backgrounds to foster integrated perspectives between theory and practice. It would also be valuable to include follow-up activities or joint research opportunities among alumni to sustain long-term engagement and collaborative innovation. Additionally, incorporating more case-based discussions and cross-country comparative studies could enhance the program's impact by showcasing diverse strategies and challenges in infrastructure development across the region.
- I hope similar training programs will continue to be organized in the future, as they provide valuable opportunities to learn new things.
- We need to have such activities more frequently and also need to have it for the Executive and Director level so that it gets sink into the system well
- The training should continue with more technical visits and hands on learning lessons incorporated.
- such training should be highly encouraged specially for growing engineers.
- Trainings are well organized and best to gain knowledge.
- The training we received from JICA and TICA will have huge impact, if implemented among ASAIN and BIMSTEC.

Analysis of the study team

The comments and suggestions on TCTP for the implementation agencies (TICA and JICA), can be summarized as follows.

- Well organized training.
- Need an alumni network
- Need provision of more Haral food options and better accommodation
- This training should continue to improve connectivity among AEAN and BIMSTEC countries.

Final question: Contact information

- Your name (n=22)
- Your phone number (mobile or landline) * (n=22)
*The study team may contact you directly by phone if your case is selected as the best "Success Case".
- Your email address (n=22)
- Name and contact information of the person responsible for sending you to TCTP (n=30)
- (b) E-mail address of the person (n=15)

***** Confidentiality is strictly secured. Thank you very much for your cooperation for this survey!! *****

FY2025 Joint Evaluation of Third Country Training Programme (TCTP) in Thailand

Ex-trainees Survey Result Report

#7 Rice Production Technologies for Food Security and Sustainability of African Countries

Rice Production Technologies for Food Security and Sustainability of African Countries



Basic statistics of this survey

Target participants (trainees)	65 (63 except Myanmar)
Number of participants filled the survey	23 (Response rate 37%)
Date of notification to the participants	1_A request email sent : July 26, 2025 2_Follow-up email1 : July 03, 2025 3_Follow-up email with personal name : July09 Due date: July 11, 2025

Complied date: Aug 22, 2025 by RS

1. Knowledges and skills you obtained and satisfaction

Question 1 a. Please indicate the sessions of the training program you attended.

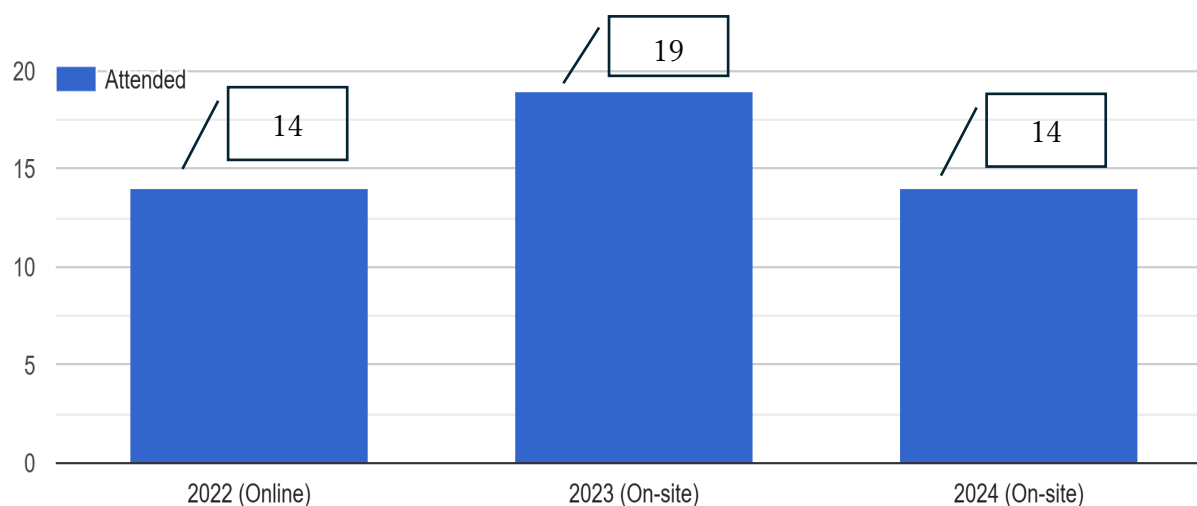
2022 (Online)

2023 (On-site)

2024 (On-site)

Please share your comment. (12 comments)

Question 1 a. Please indicate the sessions of the training program you attended.

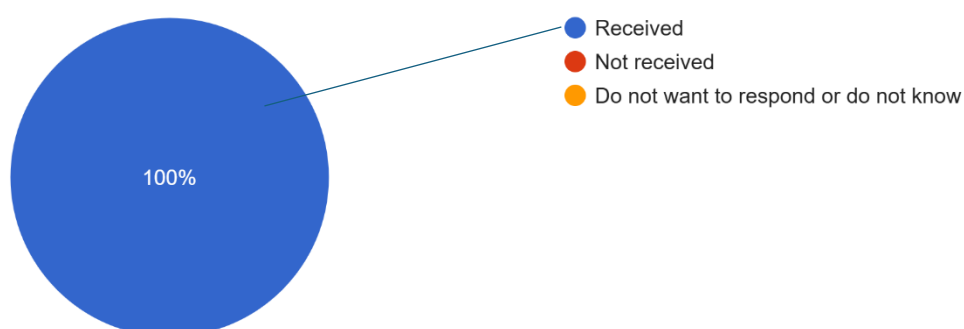


- It's a good session which has totally change my lifestyle to someone who love rice production and the training technology knowledge is helping my farmers to increase their production and productivity in yield and quality.
- 2023 onsite
- Very interesting course. It has impacted in me, a practical knowledge on Rice Production Technologies. It was indeed educative.
- I participated in a training session, it was phenomenal.
- The training was good
- Trains ware good in 2023
- No comments
- It was informing and has helped improved on my career activities back home
- I participated in 2023 on site in person.
- This training was very interesting and important because it allowed me to strengthen my skills in the knowledge needed to improve rice production in Burundi.
- Technology and Management of Rice Post-Harvest

- I participated in the face-to-face course on the aforementioned subject in 2023 for a period of 45 days

Question 1 b. After completion of the training, did you receive a certificate (Certificate of Completion) from the Thai side (TICA, the training implementing agency, or JICA Thailand Office)?"

Question 1 b. After completion of the training, did you receive a certificate (Certificate of Completion) from the Thai side (TICA, the training implementing agency, or JICA Thailand Office)?"
23 件の回答

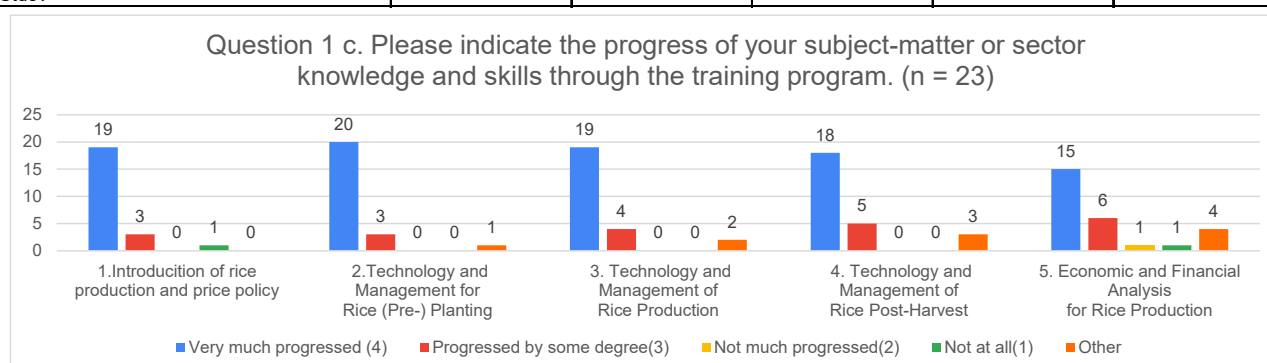


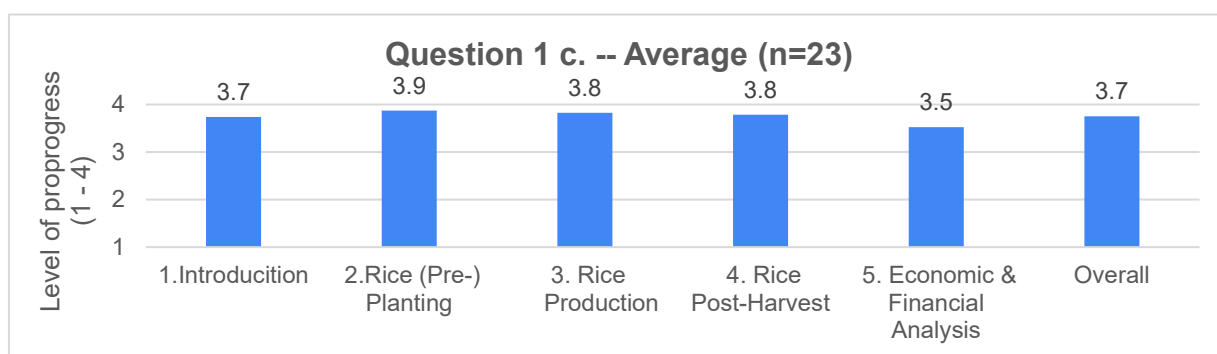
If you did not receive it, please explain the reason. (n=2)

- Not Applicable
- no comment

Question 1 c. Please indicate the progress of your subject-matter or sector knowledge and skills through the training program.

Subject-matter or sector -> knowledge & skills	1.Introduction of rice production and price policy	2.Technology and Management for Rice (Pre-) Planting	3. Technology and Management of Rice Production	4. Technology and Management of Rice Post-Harvest	5. Economic and Financial Analysis for Rice Production
↓Level of progress					
Very much progressed (4)	19	20	19	18	15
Progressed by some degree(3)	3	3	4	5	6
Not much progressed(2)	0	0	0	0	1
Not at all(1)	1	0	0	0	1
Other	0	1	2	3	4
n	23	23	23	23	23
Average	3.7	3.9	3.8	3.8	3.5
Stdev	0.7	0.3	0.4	0.4	0.8





Please share your comment. (n=10)

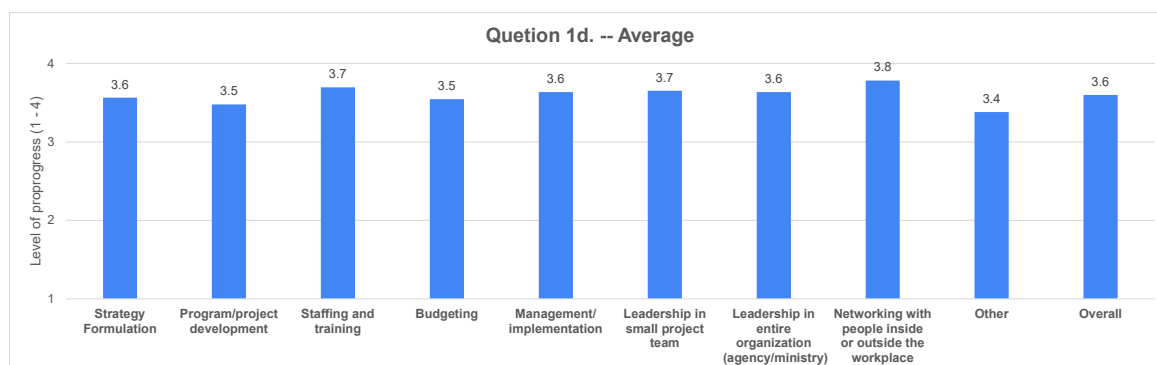
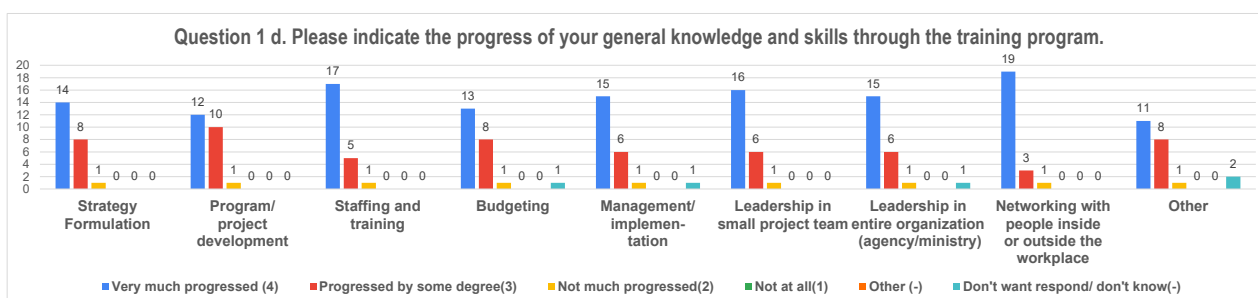
- Very interesting and is making impact in our rice production.
- Rice Production Programme is really improving in terms of overall benefits to the farmers and the nation in general on the aspect of attaining food security.
- Good
- no comment
- It has helped me in organizing training programs for my farmers and also an improvement in my agronomic field activity support to my local farmers
- It was great to have participated in the training, it opened up a lot of new vision for me.
- The training was moderately useful to me. There was not enough time to do practical work in the field and see the results of this work.
- The training was very interesting
- the lessons were well given and well outlined
- Really my knowledge is increased

Analysis of the study team

The overall average of the level of progress is 3.7, nearly “very much progressed (4)”. It indicates each subject-matter knowledge and skills are very much progressed. Some variation of the responses is observed on 5. Economic and Financial Analysis. The narrative comments also show general progress of their knowledge.

Question 1 d. Please indicate the progress of your general knowledge and skills through the training program.

General knowledge &-> skills Level of progress	Strategy Formulation	Program/ project development	Staffing and training	Budgeting	Management/ implemen- tation	Leadership in small project team	Leadership in entire organization (agency/ministry)	Networking with people inside or outside the workplace	Other
Very much progressed (4)	14	12	17	13	15	16	15	19	11
Progressed by some degree(3)	8	10	5	8	6	6	6	3	8
Not much progressed(2)	1	1	1	1	1	1	1	1	1
Not at all(1)	0	0	0	0	0	0	0	0	0
Other (-)	0	0	0	0	0	0	0	0	0
Don't want respond/ don't know(-)	0	0	0	1	1	0	1	0	2
n	23	23	23	22	22	23	22	23	20
Average	3.6	3.5	3.7	3.5	3.6	3.7	3.6	3.8	3.4
Stdev	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.5	0.8



Please share your comment. (n=9)

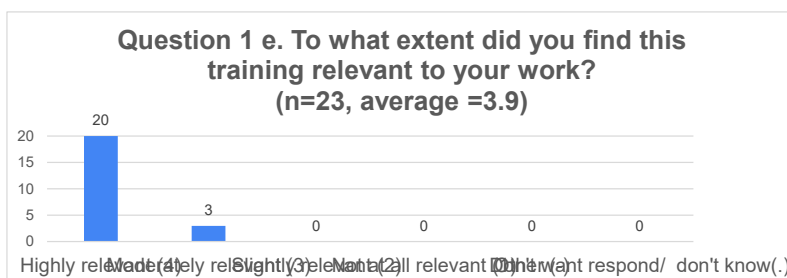
- Proper attention has being given to the Rice Value Chain in terms of capacity building programs, input and provision of machinery for the farmers both small, medium and large scale.
- The progress is good
- Beef cattle training was good
- no comments
- Improvement on my management of additional irrigation schemes
- his has allowed me to improve my rice farming skills.
- Organization and hospitality
- It was an excellent experience, I loved it a lot and I progressed a lot psychologically and professionally.
- So progress

Analysis of the study team

The overall average of the level of progress is 3.6, nearly “very much progressed (4)”. It indicates each general knowledge and skills are very much progressed. Networking inside or outside the workplace remarks the highest average. The narrative comments show some specific subject-matter items which was not expected.

Question 1 e. To what extent did you find this training relevant to your work?

	Question 1 e. To what extent did you find this training relevant to your work?
Highly relevant (4)	20
Moderately relevant (3)	3
Slightly relevant (2)	0
Not at all relevant (1)	0
Other (-)	0
Don't want respond/ don't know(.)	0
n	23
Average	3.9
Stdev	0.3



Please share your comment. (n=8)

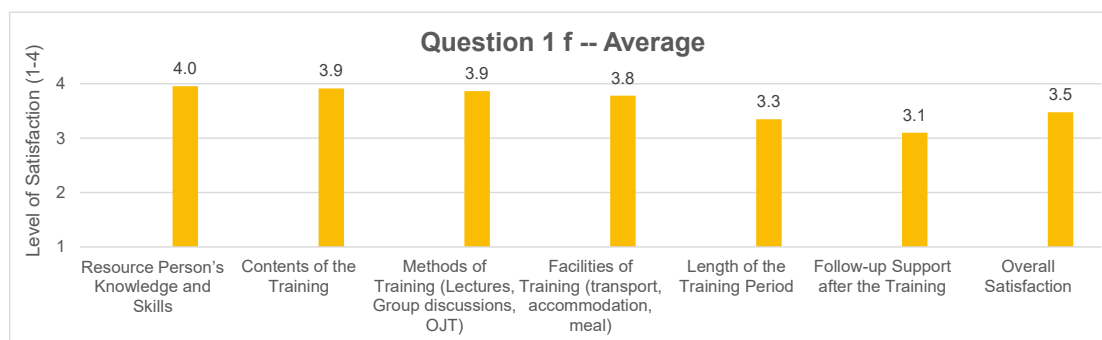
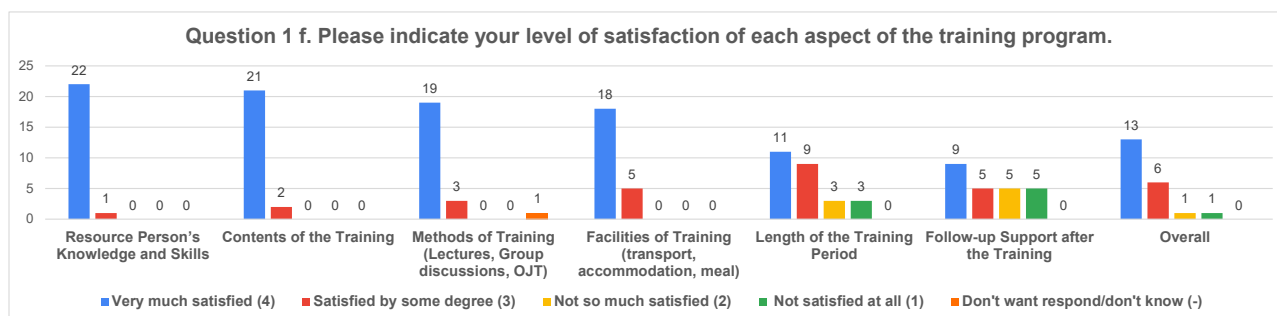
- It helps in the step down training of my subordinates and farmers generally.
- it is relevant because I am involved in teaching agricultural extension officers who go to teaching farmers rice cultivation, I am also involved in teaching farmers about rice cultivation in my area of work.
- no comments
- To a very high extent and has helped improved my managerial skills
- As a researcher at the Institute of Agricultural Sciences of Burundi (ISABU) working on rice, the topics studied were crucial.
- we were supervised by researchers from the university
- The training opened my eyes to new horizons and helped me see that it is possible to develop good results with few resources.
- This training was highly relevant with my work because I working at rice research program in my country

Analysis of the study team

The average is 3.9, which is almostly “Highly satisfactory”. This is very high average among all TCTP courses. The narrative comment, although the number of comments are not many, is no problem indicated. The survey result is evaluated that the training is highly relevant.

Question 1 f. Please indicate your level of satisfaction of each aspect of the training program.

Aspect of the training-> prpgram	Resource Person's Knowledge and Skills	Contents of the Training	Methods of Training (Lectures, Group discussions, OJT)	Facilities of Training (transport, accommodation, meal)	Length of the Training Period	Follow-up Support after the Training	Overall
Level of progress							
Very much satisfied (4)	22	21	19	18	11	9	13
Satisfied by some degree (3)	1	2	3	5	9	5	6
Not so much satisfied (2)	0	0	0	0	3	5	1
Not satisfied at all (1)	0	0	0	0	3	5	1
Don't want respond/don't know (-)	0	0	1	0	0	0	0
N/A	0	0	1	0	0	3	2
n	23	23	22	23	23	20	21
Average	4.0	3.9	3.9	3.8	3.3	3.1	3.5
Standard Deviation	0.2	0.3	0.4	0.4	0.7	1.0	0.8



Please share your comment. (n=10)

- There's a need for follow up to see what the countries that benefitted from the training are doing in terms of implementation of the knowledge gained from the training program.
- The length of training period on site should be increased to 3 months
- I don't appreciate all meal
- The training was good, but i need more training especially on economic and financial analysis
- Very satisfied with the course content
- Regarding follow-up support after the training, the Royal Thai Embassy had contacted us so that we could have a face-to-face meeting and subsequent alignment to provide feedback to associations that would be integrated into a project financed by the embassy, but until then they have not spoken out and a lot of time has passed.
- The training period was short considering the topics covered. There is no follow-up support for participants after this training.
- we were supervised by researchers from the university
- After finishing the course I had no assistance, I was only contacted by the Thai embassy talking about the possible training in Maputo but it never happened, they even entered my work area, they didn't contact me or inform me, I heard about it through gossip that was at my workplace.
- Overall this training is satisfied but if the length of the training period increase will be better.

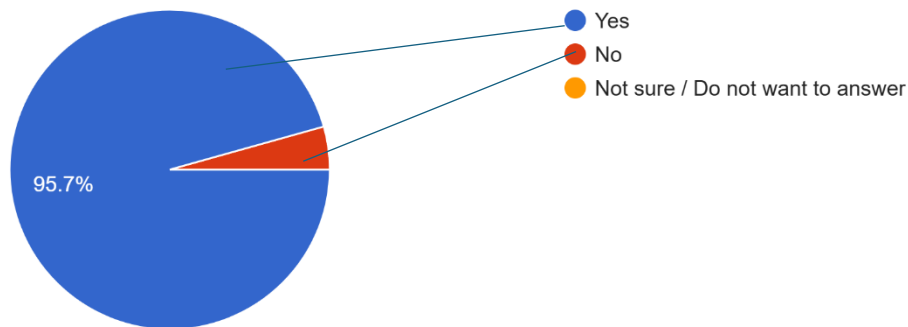
Analysis of the study team

The overall average of the level of progress is 3.5, which is more than “Satisfied by some degree (3)” but less than “Satisfied very much (4)”. The training contents, resource persons (=lecturers), and methods (=mode) of training are generally highly satisfied. The narrative comments indicate the length of the training should be longer and the more follow-up should be offered. There is a comment on meal but it is only one person wrote.

Question 1 g. Have you been able to apply the knowledge and skills learnt from the training courses in your work?

Question 1 g. Have you been able to apply the knowledge and skills learnt from the training courses in your work?

23 件の回答



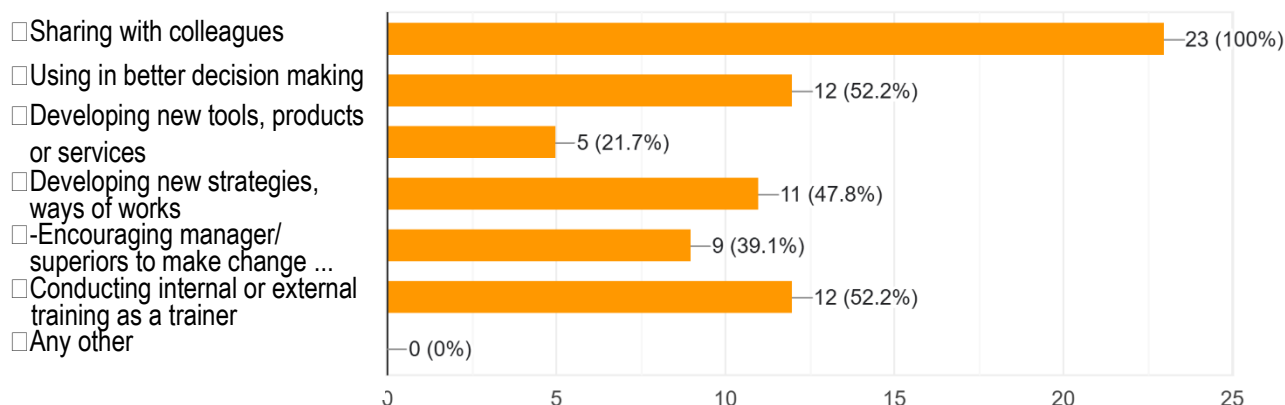
Please share your comment. (n=10)

- Helping my farmer's by giving them technical advice to improve their production and productivity and yield
- By implementing step down training for the rice farmers.
- I have been able to train farmers on cost benefit analysis and good agronomical practices for rice production
- I was selected to attend long course training outside the work area
- No comments
- In my daily field activities with the local farmers
- I only applied superficial knowledge, as there is a great lack of knowledge in that regard when it comes to machinery.
- By improving the way I conduct my rice research activities
- I share my experience with my colleagues
- I shared with colleagues, I took advantage of the days when we had meetings, gatherings to share, and I shared with farmers and associations

Question 1 h. How have you applied the gained knowledge and skills learnt from the training ? (Multiple answers allowed)

Question 1 h. How have you applied the gained knowledge and skills learnt from the training ?
(Multiple answers allowed)

23 件の回答



Please share your comment. (n=5)

- Very useful
- No comments
- I have organized training programs including rice field managements for local rice farmers
- I share my experience with my colleagues
- I shared with colleagues, I took advantage of the days when we had meetings, gatherings to share, and I shared with farmers and associations

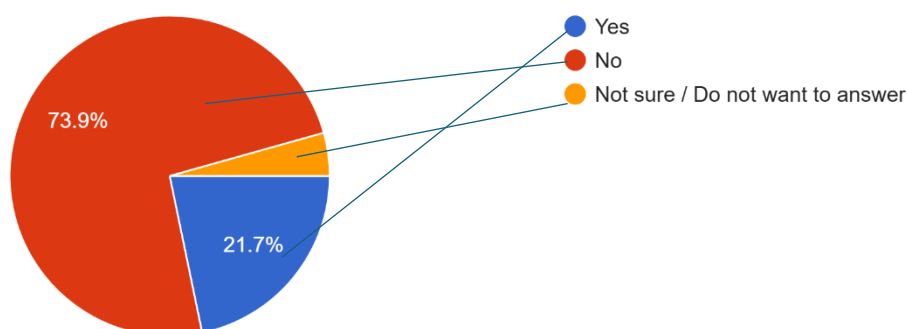
Analysis of the study team

All participants (100 %) have shared their knowledges and skills with their colleagues. It is a good outcome after the outputs, i.e., knowledge and skills are obtained, are achieved. It indicates the Theory of Change (ToC) set before this study is well followed. The further outcome, i.e., improvement of the rice production both in quantity and quality and the final outcome, improvement of life of the farmers, should be closely monitored.

Question 1 i. Did you implement your action plan after returning to your country?

Question 1 i. Did you implement your action plan after returning to your country?

23 件の回答



If you answered 'Yes', please describe the implementation status. If you answered 'No', please explain the reasons (e.g. lack of equipment, limited budget, insufficient technical skills or knowledge, or lack of understanding/support from your organization). (n=19)

- Lack of funding
- It need budget
- Completed
- Presently, farm machineries have been provided by the Federal Government of Nigeria through the Ministry for distribution to all the categories of farmers in the country.
- I could not implement it due to budget limitations; when I was in Thailand, we recognized this concern, that we would face some difficulties in implementing our plans due to the unavailability of money.
- Lack of equipment and budgets
- Limited budget, they are not financial resource
- I have been in long course training since that training,
- Due to unmobilized financial resources, the action plan has not yet been implemented. However, some areas of intervention of the plan
- Technical knowledge, understanding from superiors and support from the organization are what is needed, so I did not implement it precisely because of budget limitations and lack of appropriate equipment.
- lack of equipment and limited budget
- Limited budget
- I share my experience with my colleagues
- Lack of Financial Support
- In Burundi, we have a project of improvement techniques of rice cultivation we have opportunity to make a good practice.
- I had no resources to implement the competition and in 2024 in November I received a call from the embassy claiming that there was a plan to gather ideas and implement it but it did not materialize.
- We have a project with JICA in my SRDI company. Jica helps us to teach rice farmers on the good conduct of rice cultivator, gives agricultural inputs free in her jica

- Limited budget and war in my country
- Did not implement due to resource limitation

Analysis of the study team

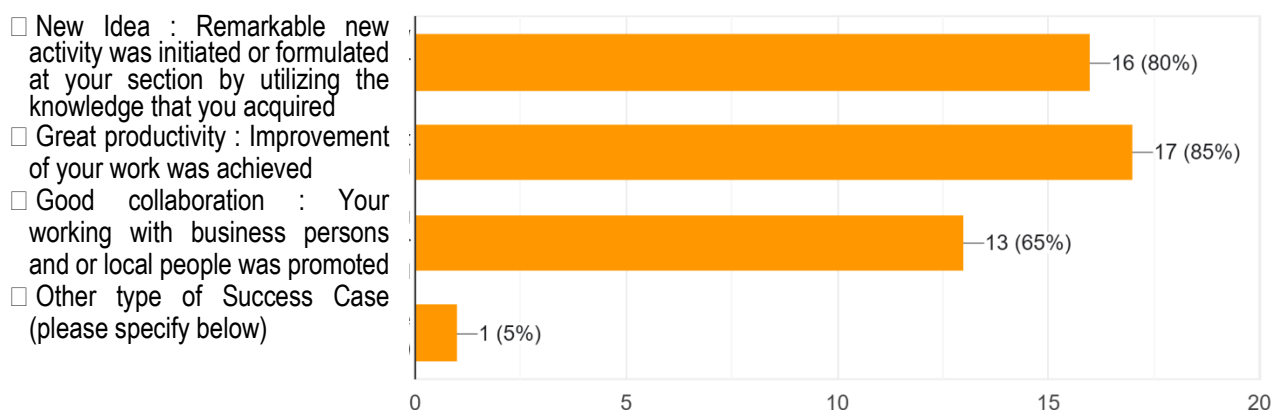
Just more than 20 % of participants have implemented their Action Plan. The dominant reason is lack of financial resources. It indicates the factors or conditions to make the action plan make true is not only the improvement of the training itself but also availability of financial resource, i.e., budget, should be accessible.

2. "Success Case" (Good practice)

Question 2 a: Please indicate the type of "Success Case" (good practice) in which TCTP contributed to your work. (Multiple choices acceptable)

Question 2 a: Please indicate the type of "Success Case" (good practice) in which TCTP contributed to your work. (Multiple choices acceptable)

20 件の回答



Question 2 b: Please explain your "Success Case" (Good practice) in detail. (n=13)

- By help us with technology in Rice production to ,and now we are improving the production of productivity in rice production
- Supplementary Irrigation
- I now use the knowledge gained from the training to carry out our rice seed production, processing, testing for quality and marketing. In several times , i have used the knowledge to train colleagues and farmers.

- There's increased productivity in production across all the production zones and recently, farm machineries were provided by the Federal Government of Nigeria as a result of collaboration with the government of other country (Belarus)
- A success case was the ecology of rice. My district has suffered a lot from floods, and with knowledge, we managed to train producers to choose the varieties (long or short cycle) according to production conditions, which allowed for a reduction in the risk of loss caused by the floods.
- Training to Farmers
- This new knowledge acquired has allowed me to position myself as a potential leader in irrigated production and the development of partnerships with the aim of intensifying rice production in Benin. the central state also relies heavily on my skills by involving myself in initiatives to promote the rice sector and in questions of resilience of rice production systems
- It has boosted my self confidence in carrying out activities
- After returning from training, my organization began efforts to recover the machinery and install a rice processing plant that had been stopped. With the good practice I gained during the training and shared with my colleagues from the technical team who provide Rural Extension services within the communities, they applied it and for some time now we have been registering improvements in production, although we lack specific machinery to increase productivity and production.
- Improvement of research activities and facilitation of training workshops for seed multipliers and municipal agronomists on quality seed production, including topics related to rice cultivation and climate change.
- I share my experience with my colleagues
- I explained one method of technology by session for example, method of sowing one day only
- in a practical way, I applied the plan in the best possible way using the resources available on a daily basis, I organized two field meetings where we exchanged ideas on how it is done in Thailand and how it is done in Mozambique, we gave practical demonstrations of results and compared yields, the quality of the rice grain, the height of the plant and the levels of development of the rice crop.

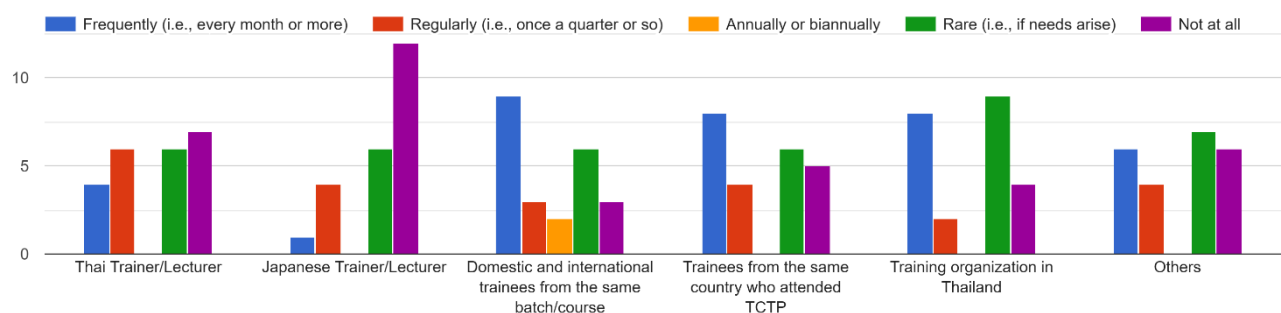
Analysis of the study team

New idea (80%), great productivity (85%), and good collaboration (65%) are reported. We can say it is a great application. The narrative comments include some good detailed “success cases”, which we can examine and identify the “success factors” to contribute to make the application and further outcomes, in addition to the training contents.

3. Networking/communication after the training program

Question 3 a: Please indicate the level of your networking/communication with stakeholders of the training program.

Question 3 a: Please indicate the level of your networking/communication with stakeholders of the training program.



(Note) The average values cannot be calculated because the choices of response are not Likert-type scales.

Please share how do you usually network with others? (e.g., face-to-face, online, formal events, informal meetings). (n of comments=18)

- Online
- We normally use to communicate through WhatsApp, and line calls
- online
- There is practically a blockage in our communication. The last time we communicated through the Thai embassy in Mozambique, they said they had a project and asked me if I was interested, to which I replied yes. Since then, we haven't spoken anymore, and I have already sent my concerns related to the continuity of studies. ...
- Online
- Through line
- we interact through the whatsapp platform.
- Online only
- Online; seminars and conferences and also through multi-actor platforms
- Formal Invents
- For the participants of the same year 2023 together with the team of the training organization in Thailand we have had Networks through the Internet via social networks (WhatsApp and Facebook), but in relation to my colleagues from the same country we have had informal meetings, telephone calls and online events.
- Face to face, via whatsapp

- Formal events
- I share my experience with my colleagues
- I didn't have Thai or Japanese classes. I don't have contact details for participants from the same country on the same course, but I received the photo that Somi shared in the group from the same year 2023
- Face to face and informal meeting

Question 3 b: Please explain the reason why you have communicated with other stakeholders after the training program. (n of comments =15)

- To share ideas and learn new things related to Rice production
- To share our progress
- to share how the knowledge is being used in my daily activities and also receive updates from other colleagues
- If there is any new development.
- Information and feedbacks
- Greetings
- To share our successes in various areas in rice production
- Sharing of the implementation of the project, new idea and issues related to rice cultivation
- TO INTERNALIZE THE ACQUIRED KNOWLEDGE AND TO IMPROVE RICE PRODUCTION
- Sharing ideas with other trainees on a social media platform
- To maintain Networking and exchange of experiences.
- To share experience
- I am interested by lecture of university of katsesart, they have good special methodologies of training and good practice. Special it is good to share knowledge of rice farming as well as in my area.
- Because our countries are French speaking countries
- Sharing and exchange the knowledge

Question 3 c: Please share the remarkable or good events that happened due to maintaining the communication with other stakeholders (e.g., exchange the new knowledge or experience). (n of comments =14)

- It's service for remembrance
- Learn from experience
- open opportunities related to rice production, share knowledge and best practices
- On the 23rd June, 2025, the Federal Government of Nigeria through the Federal Ministry of Agriculture and Food Security launched the Renewed Hope Agricultural Mechanization Programme to you ensure food security and sustainability most especially through Rice Production and other food staples.
- Exchange new experience
- Exchange experience
- I have broadened my knowledge and skills on the rice cultivation
- I was able to create a new repository of new knowledge of people. a real mix of cultures strong community integration
- The type and kind of activities we are undertaking back home after the training course

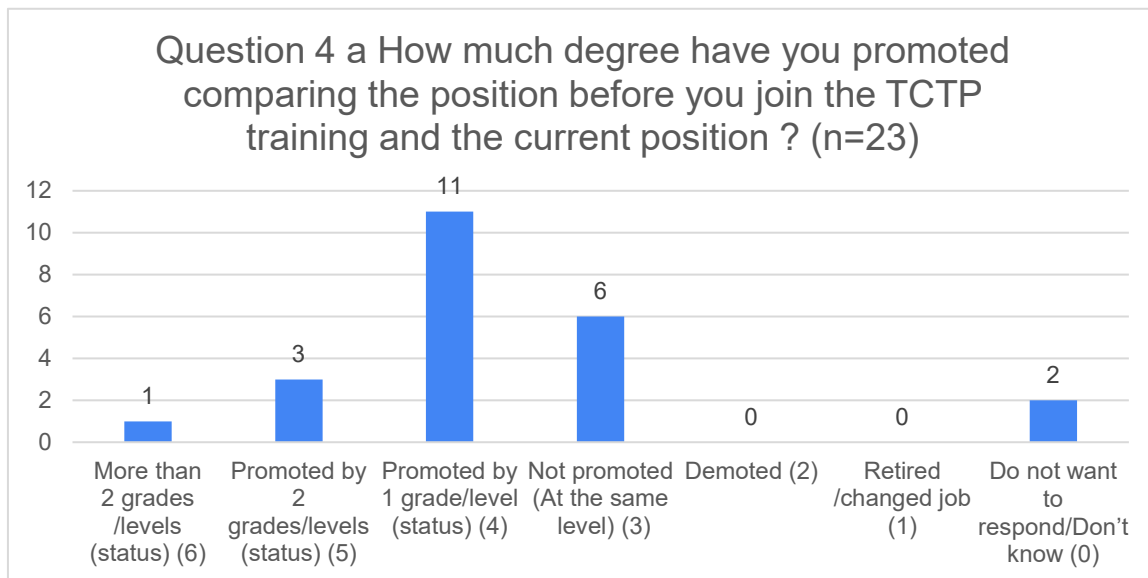
- Appreciation of the experiences of participants who managed to implement some activities in their countries, and this will further strengthen the desire to seek budget to implement my action plan and share more knowledge with more actors in the sector.
- Experience
- Through our institute other colleagues learned the information
- colleagues of the same year have a plan together so we communicate every day, and apart from that we develop friendship and brotherhood, from the year 2034 I tried to look for them to join us and work together but they were not open, I gave up
- Because it will continue to recall the importance for training of abroad

Analysis of the study team

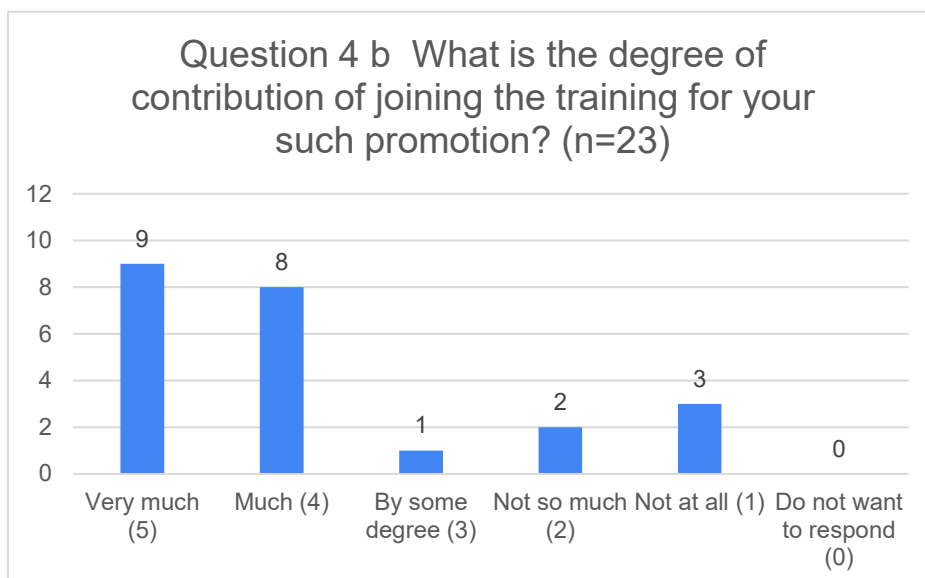
Communication with tainees and ex-traniees from the same country is most frequent. The mode is online, i.e., WhatUp or Facebook, is dominant. The main reasons of communicating are exchange of new ideas as well as greeting.

4. Promotion and contribution of the training program

Question 4 a How much degree have you promoted comparing the position before you join the TCTP training and the current position ? (n=23)



Question 4 b What is the degree of contribution of joining the training for your such promotion? (n= 23)



Please share your comment (n=6)

- Through sharing of ideas on best practices.
- Good

- In my addressing issues at a promotional interview
- I have not been promoted
- Through our institute other colleagues learned the information
- Regarding my level, nothing has changed, not even my position.

Analysis of the study team

According to 23 respondents, more than a half (n=25) made promoted by more than 1 grade/level (status). Nearly one fourth (n=6) have not made promotion. Most promoted respondents reported contribution of joining the TCTP training on promotion is “very much” or “much”. The narrative comments are made by the respondents who have not been promoted and it indicate their dissatisfaction of their current status.

5. Your comments and suggestions

Question 5: To practically improve rice production in your country, please share your comments or suggestions about TCTP. (n=19)

- To enhance such training,also to provide support for funding to the action plan for implementation
- Very help full and more experts must also get such opportunities
- more of similar trainings are needed by colleagues from my country to help improve rice production in my country
- By providing regular support for the farmers both in cash and kind (Agricultural input and machineries for production and processing), capacity building programs, improving national budgetary allocation for the Agriculture sector generally and specifically on Rice Production.
- To improve rice production, I need to use machinery to reduce human effort and increasingly enhance human training.
- TCTP should add masters program on rice production
- Offer more traing
- I want that TICA JICA finance the report plan after training
- The time for the training should be long enough (increased to at least 120 days, the whole rice growing period) for the trainee to acquire necessary knowledge and skills
- Hoping for new training and also more time for the duration of the modules. better work for interpreters
- The local country organizers should arrange for follow-up courses
- Strengthen cooperation through embassies, providing more funding for projects in the area while including our trainees so that we can actively participate in projects and disseminate the knowledge and skills acquired during training.

- Support Burundi in the sector of rice research Capacity building for researchers (certification and degree programs) through partnerships between Thai agricultural universities and the Burundi Institute of Agricultural Sciences, as well as Burundi's agricultural universities. Support for equipping these institutes and universities. Support Burundi in the sector of agricultural mechanization
- JICA and TICA should have a long term training program at masters and PhD level. Particularly from those that have already visited and had a feel of the Thai experience. Long term training particularly in Thailand will facilitate long standing relationship and a cohesive understanding of the subject matter.
- Through our institute other colleagues learned the information
- Practice rice cultivation, it is good
- To improve production and productivity, training must be extended to farmers in the field in a participatory and inclusive manner.
- TCTP is very practice
- The TCTP is very useful

Analysis of the study team

The comments and suggestions on TCTP for the implementation agencies (TICA and JICA), can be summarized as follows.

- The longer period of training is suggested. Especially, the subject is rice farming, the training should be set to cover the entire, whole rice growing seasons (from spring to fall).
- Funding for implementing the action plans should be necessary
- TCTP should be expanded to receive more trainees from their countries because TCTP is very practical and very useful !

Final question: Contact information

- Your name (n=23)
- Your phone number (mobile or landline) * (n=23)
*The study team may contact you directly by phone if your case is selected as the best "Success Case".
- Your email address (n=23)
- Name and contact information of the person responsible for sending you to TCTP (n=23)
- (b) E-mail address of the person (n=20)

***** Confidentiality is strictly secured. Thank you very much for your cooperation for this survey!! *****

FY2025 Joint Evaluation of Third Country Training Programme (TCTP) in Thailand

Ex-trainees Survey Result Report

**#8 Skill Development for Material Processing
for Mekong Countries**

**The Third Country Training Program on
Skill Development for Material Processing for Mekong Countries**



Source: Report on TCTP 2020 by DIIT

Basic statistics of this survey

Target participants (trainees)	95 (61 except Myanmar)
Number of participants filled the survey	5 (Response rate 8%)
Date of notification to the participants	1_A request email sent : July 28, 2025 2_Follow-up email1 : Aug 7, 2025 3_Follow-up email with personal name : Aug 8. Due date: Aug 14, 2025

Complied date: Sep. 23, 2025 by RS

Update date 1 : -

1. Knowledges and skills you obtained and satisfaction

Question 1 a. Please indicate the sessions of the training program you attended.

Course 1 Conducted in Sept-Oct 2015

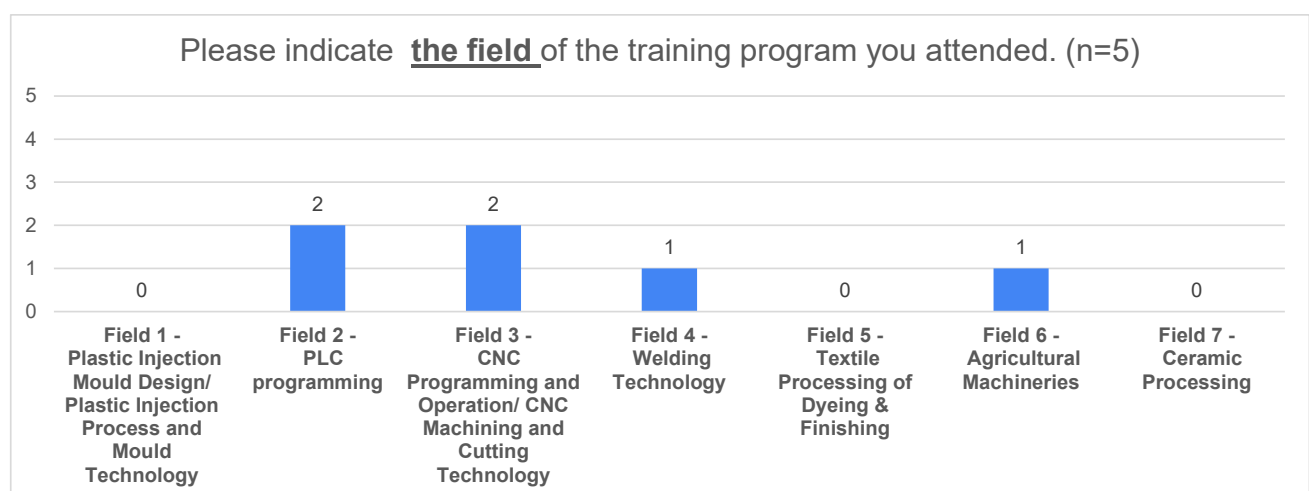
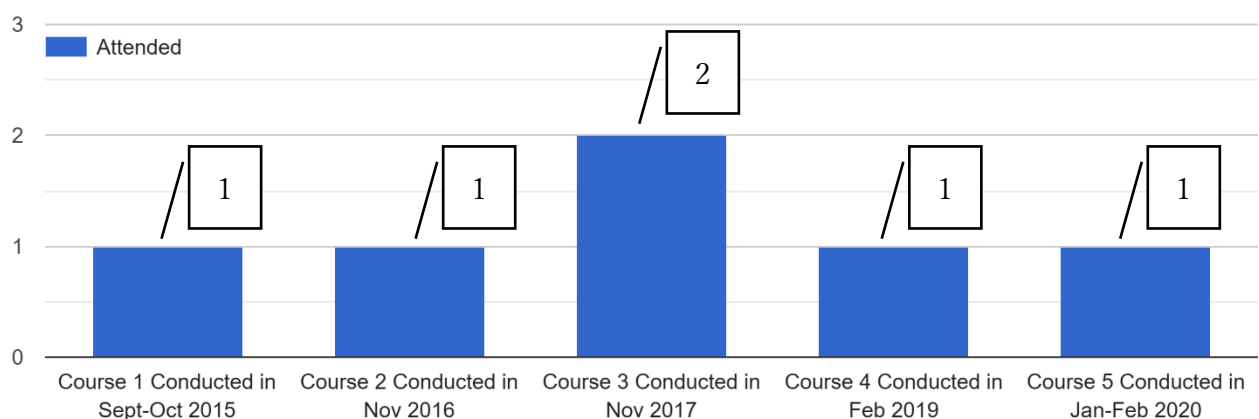
Course 2 Conducted in Nov 2016

Course 3 Conducted in Nov 2017

Course 4 Conducted in Feb 2019

Course 5 Conducted in Jan-Feb 2020

Question 1 a. Please indicate the course batch (year) of the training program you attended.



If you attend the multiple course batches (years) & multiple fields, please write each pair of course batch (year) & field. (n=2)

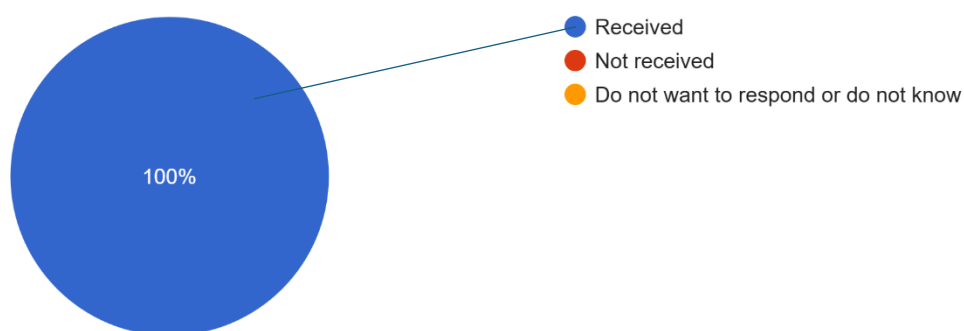
- Welding technology
- PLC is very good to implement but I do not have equipment to carry out program. And agriculture design I applied by myself to planting crop corn bean

Please share your comment. (4 comments)

- I find the course very useful for me and everyone.
- The course schedule is very suitable
- Good shared the knowledge
- By practices during training and post, we can do if we try to do with our job.

Question 1 b. After completion of the training, did you receive a certificate (Certificate of Completion) from the Thai side (TICA, the training implementing agency, or JICA Thailand Office)?"

Question 1 b. After completion of the training, did you receive a certificate (Certificate of Completion) from the Thai side (TICA, the training implementing agency, or JICA Thailand Office)?"
5 件の回答

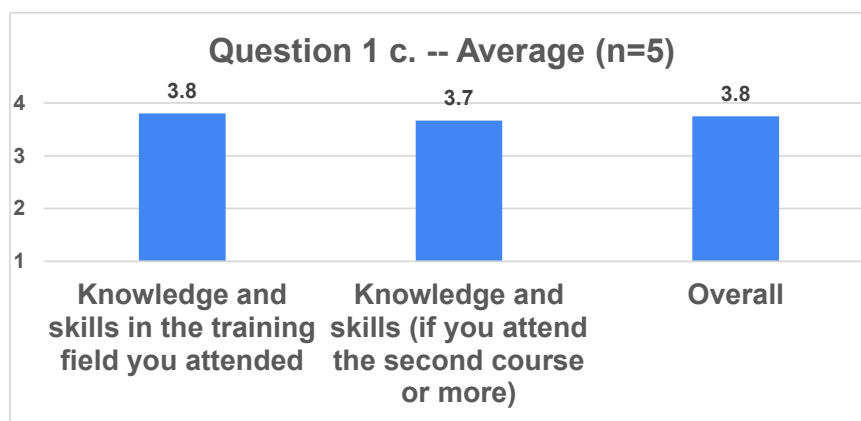
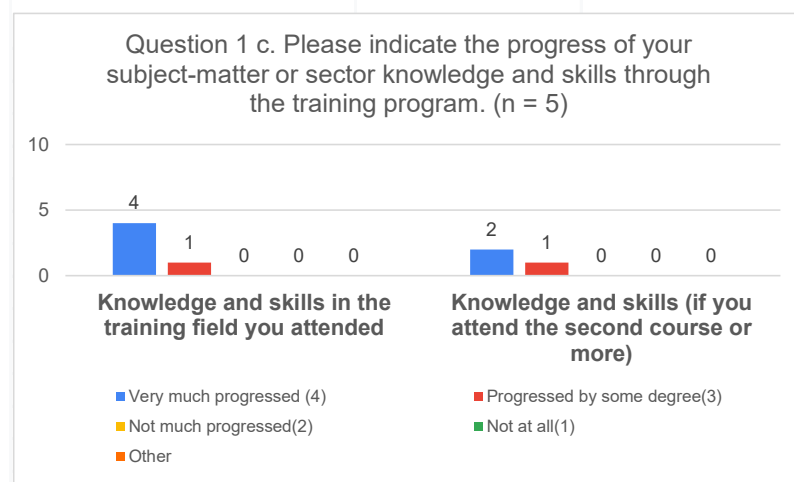


If you did not receive it, please explain the reason. (n=0)

- -

Question 1 c. Please indicate the progress of your subject-matter or sector knowledge and skills through the training program.

Subject-matter or setor -> knowledge & skills	Knowledge and skills in the training field you attended	Knowledge and skills (if you attend the second course or more)
↓Level of progress		
Very much progressed (4)	4	2
Progressed by some degree(3)	1	1
Not much progressed(2)	0	0
Not at all(1)	0	0
Other	0	0
n	5	3
Average	3.8	3.7
Stdev	0.4	0.6



Please share your comment. (n=2)

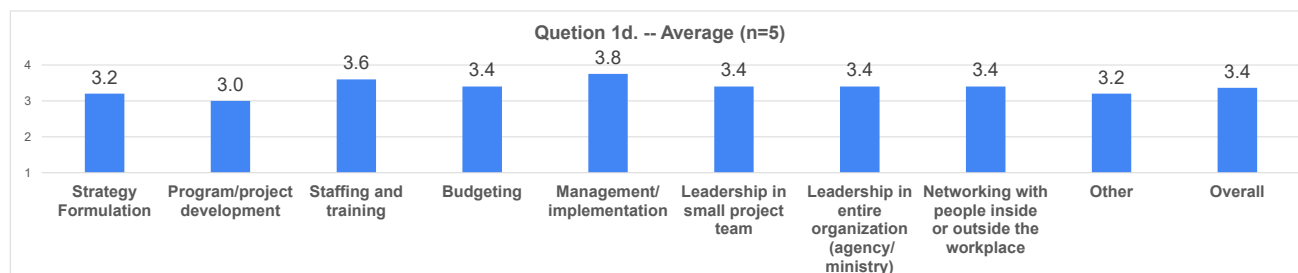
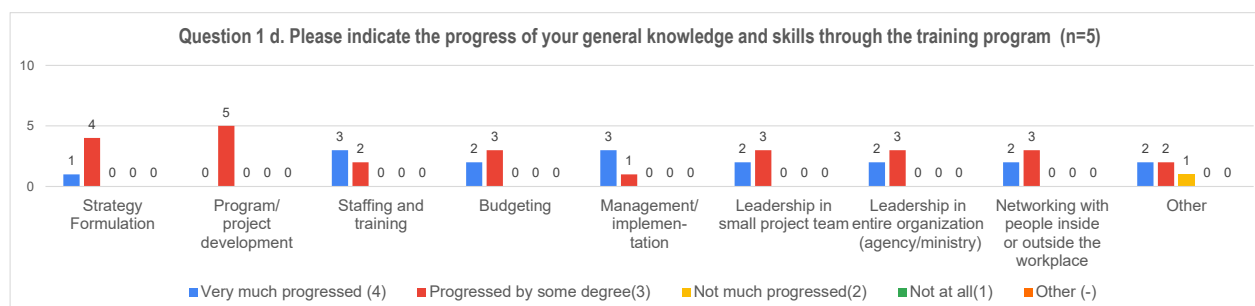
- The course was very useful, providing a lot of helpful knowledge
- Very good projects.

Analysis of the study team

The overall average of the level of progress is 3.8, which is nearly “Very much progressed (4)”. It indicates each subject-matter knowledge and skills are well progressed, although n is only 5.

Question 1 d. Please indicate the progress of your general knowledge and skills through the training program.

General knowledge &-> skills ↓Level of progress	Strategy Formulation	Program/ project development	Staffing and training	Budgeting	Management/ implementation	Leadership in small project team	Leadership in entire organization (agency/ministry)	Networking with people inside or outside the workplace	Other
Very much progressed (4)	1	0	3	2	3	2	2	2	2
Progressed by some degree(3)	4	5	2	3	1	3	3	3	2
Not much progressed(2)	0	0	0	0	0	0	0	0	1
Not at all(1)	0	0	0	0	0	0	0	0	0
Other (-)	0	0	0	0	0	0	0	0	0
n	5	5	5	5	4	5	5	5	5
Average	3.2	3.0	3.6	3.4	3.8	3.4	3.4	3.4	3.2
Stdev	0.4	0.0	0.5	0.5	0.5	0.5	0.5	0.5	0.8



Please share your comment. (n=2)

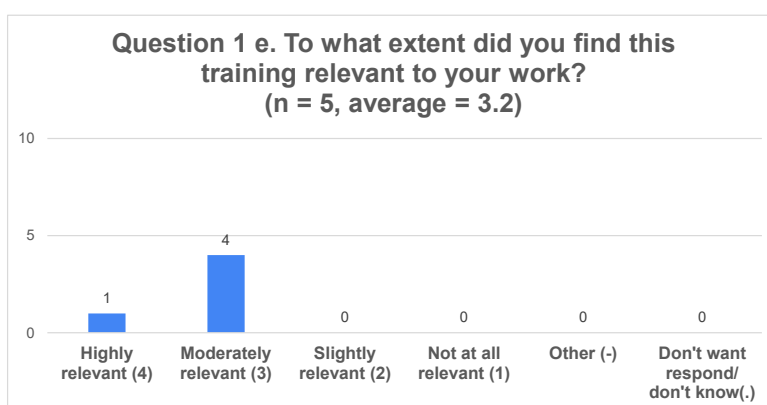
- Everything is great
- I still remember courses and lessons.

Analysis of the study team

The overall average of the level of progress is 3.4, which is between “very much progressed (4)” and “Progressed by some degree (3)”. “Management / Implementation” made the highest progress (3.8) and “Program/project development” is the lowest progress (3.0) due the characteristics of the course contents .

Question 1 e. To what extent did you find this training relevant to your work?

Question 1 e. To what extent did you find this training relevant to	
Highly relevant (4)	1
Moderately relevant (3)	4
Slightly relevant (2)	0
Not at all relevant (1)	0
Other (-)	0
Don't want respond/ don't know(.)	0
n	5
Average	3.2
Stdev	0.4



Please share your comment. (n=2)

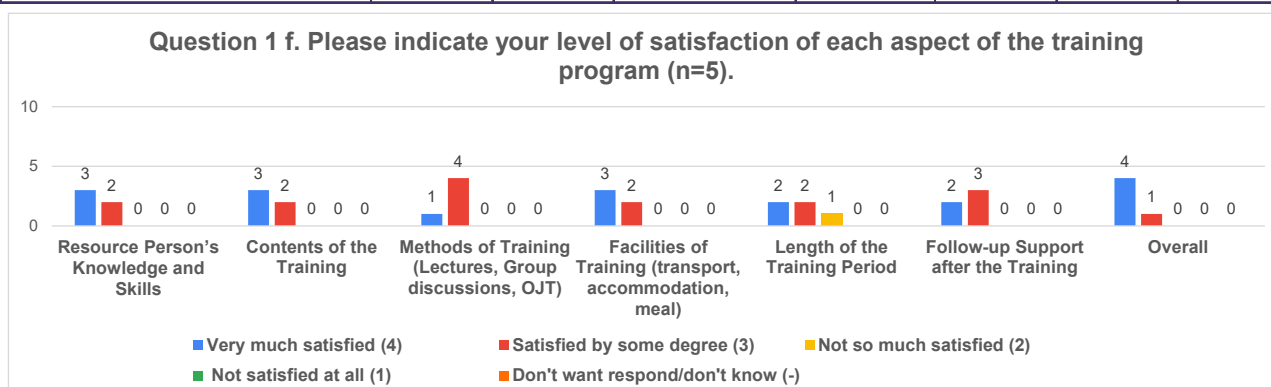
- I also provide training on operating and programming CNC machines.
- N/A

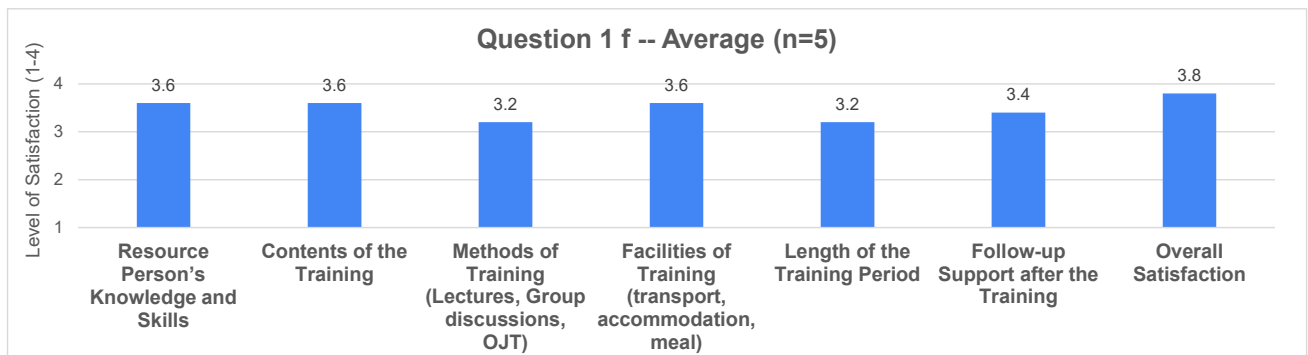
Analysis of the study team

The average is 3.2, which is just slightly more than “moderately relevant” although n is only 5.

Question 1 f. Please indicate your level of satisfaction of each aspect of the training program.

Aspect of the training-> prpgram	Resource Person's Knowledge and Skills	Contents of the Training	Methods of Training (Lectures, Group discussions, OJT)	Facilities of Training (transport, accommodation, meal)	Length of the Training Period	Follow-up Support after the Training	Overall
↓ Level of progress							
Very much satisfied (4)	3	3	1	3	2	2	4
Satisfied by some degree (3)	2	2	4	2	2	3	1
Not so much satisfied (2)	0	0	0	0	1	0	0
Not satisfied at all (1)	0	0	0	0	0	0	0
Don't want respond/don't know (-)	0	0	0	0	0	0	0
n	5	5	5	5	5	5	5
Average	3.6	3.6	3.2	3.6	3.2	3.4	3.8
Standard Deviation	0.5	0.5	0.4	0.5	0.8	0.5	0.4





Please share your comment. (n=1)

- very good

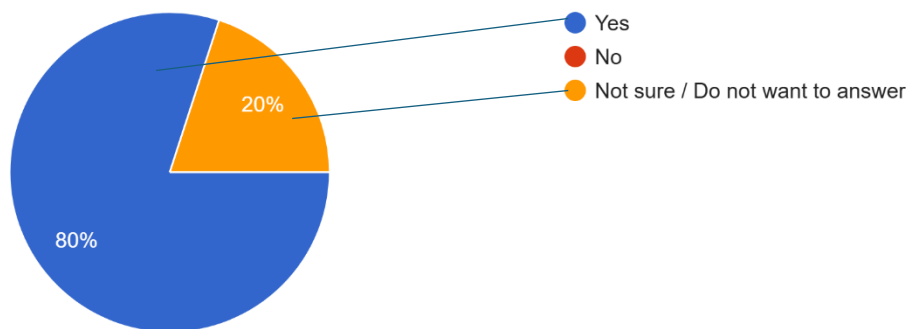
Analysis of the study team

The overall average of the level of satisfaction is 3.8, which is nearly “Very much (4)” although n is only 5.

Question 1 g. Have you been able to apply the knowledge and skills learnt from the training courses in your work?

Question 1 g. Have you been able to apply the knowledge and skills learnt from the training courses in your work?

5 件の回答



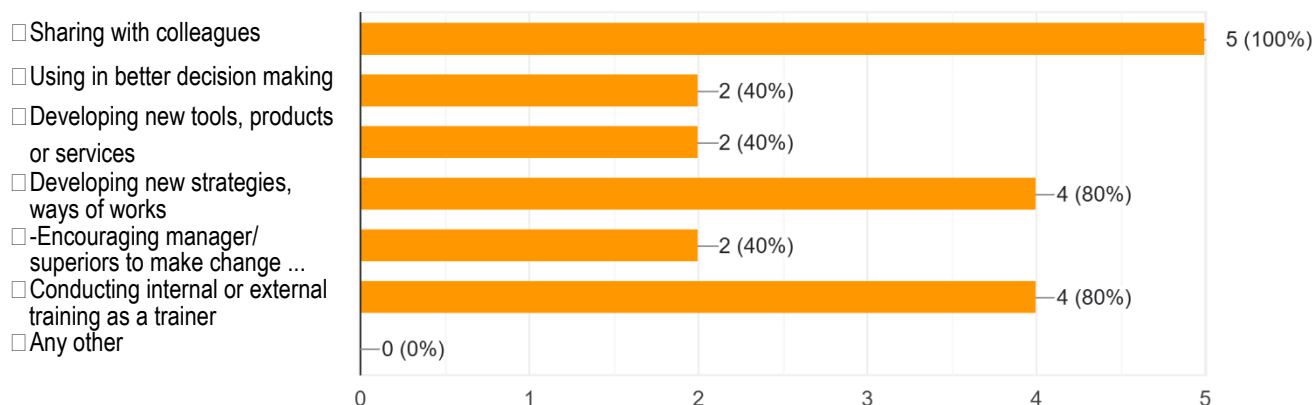
Please share your comment. (n=2)

- I'm using that knowledge in my job
- N/A

Question 1 h. How have you applied the gained knowledge and skills learnt from the training ? (Multiple answers allowed)

Question 1 h. How have you applied the gained knowledge and skills learnt from the training ?
(Multiple answers allowed)

5 件の回答



Please share your comment. (n=0)

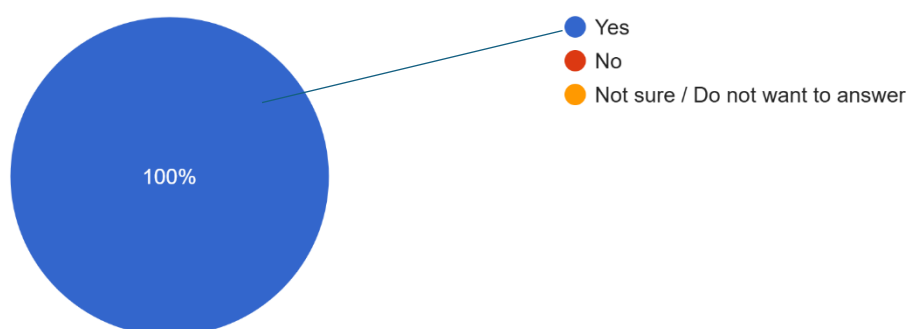
Analysis of the study team

All participants (100 %) responded (i) sharing their knowledges and skills with their colleagues. Also, “developing new strategies, ways of works” and “conducting internal or external training as a trainer” mark high ratio (four out of five participants, 80 %). It indicates the Theory of Change (ToC) set before this study is well followed. The further outcome should be closely monitored. One caution is n is only 5.

Question 1 i. Did you implement your action plan after returning to your country?

Question 1 i. Did you implement your action plan after returning to your country?

5 件の回答



If you answered 'Yes', please describe the implementation status. If you answered 'No', please explain the reasons (e.g. lack of equipment, limited budget, insufficient technical skills or knowledge, or lack of understanding/support from your organization). (n=1)

- This is for our internal team only
- I tried to practice at my home.

Analysis of the study team

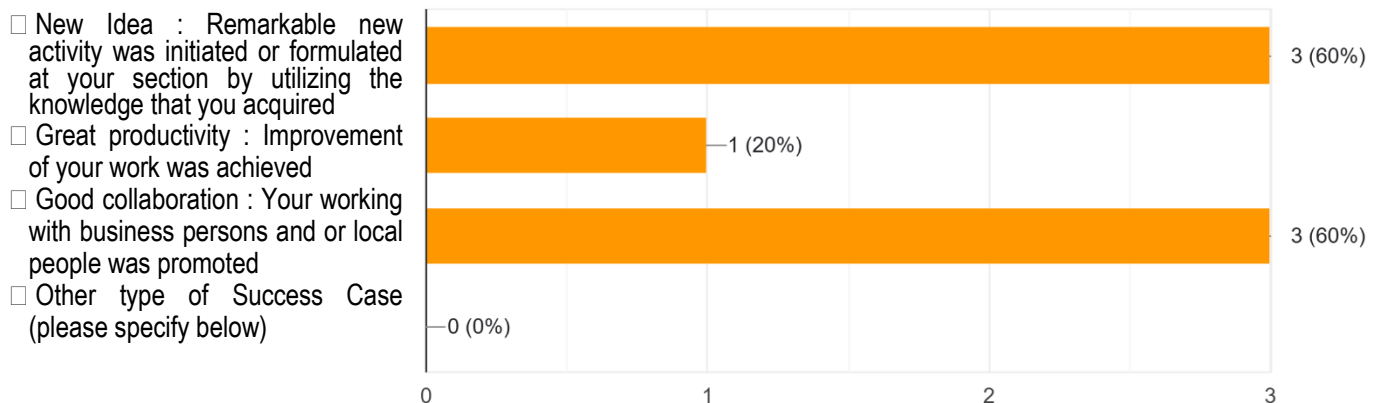
All five participants have implemented their Action Plan (100%), which is good ratio of implementation, although n is only 5.

2. "Success Case" (Good practice)

Question 2 a: Please indicate the type of "Success Case" (good practice) in which TCTP contributed to your work. (Multiple choices acceptable)

Question 2 a: Please indicate the type of "Success Case" (good practice) in which TCTP contributed to your work. (Multiple choices acceptable)

5件の回答



Question 2 b: Please explain your "Success Case" (Good practice) in detail. (n=2)

- I've applied the knowledge to my student training
- I learn from study field and in class, I always tell my friends to implement it.

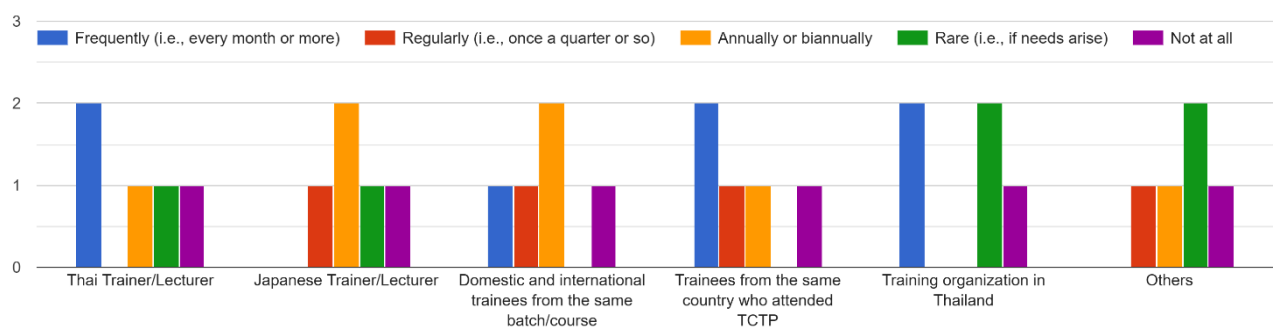
Analysis of the study team

New idea and great productivity are reported relatively high ratio (60%), and the narrative comments provide some hints of success cases.

3. Networking/communication after the training program

Question 3 a: Please indicate the level of your networking/communication with stakeholders of the training program.

Question 3 a: Please indicate the level of your networking/communication with stakeholders of the training program.



Please share how do you usually network with others? (e.g., face-to-face, online, formal events, informal meetings). (n of comments=3)

- online
- Online
- N/A

Question 3 b: Please explain the reason why you have communicated with other stakeholders after the training program. (n of comments =2)

- To build a long-term connection and grow together
- I would like to share my knowledge and receive feedback when I discussed with them.

Question 3 c: Please share the remarkable or good events that happened due to maintaining the communication with other stakeholders (e.g., exchange the new knowledge or experience). (n of comments =2)

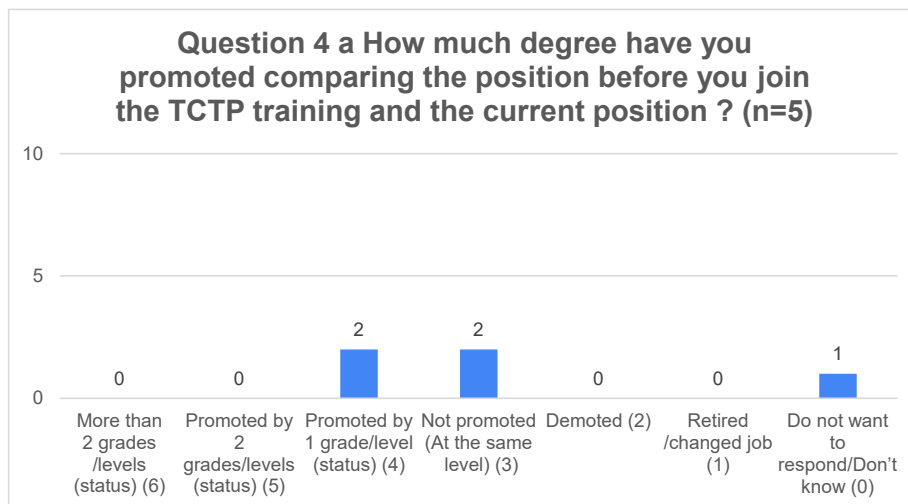
- It's just a normal greeting
- Beside lessons, field trips were very good learning from new experts.

Analysis of the study team

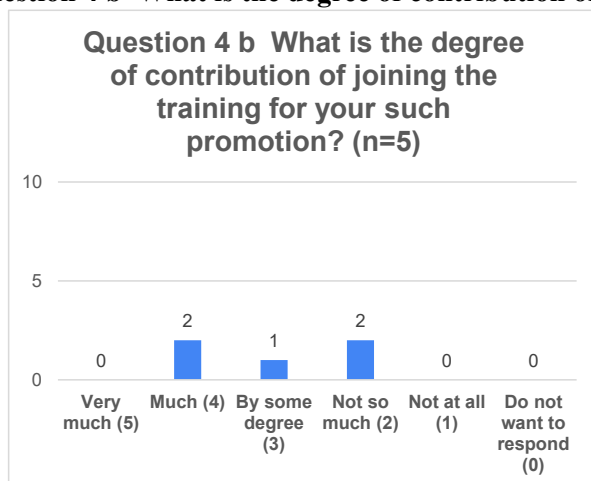
Two out of five participants responded communication with Thai trainers “frequently” and it indicates continuation with good relationship with them. This is rare and good case among all 10 TCTP training courses.

4. Promotion and contribution of the training program

Question 4 a How much degree have you promoted comparing the position before you join the TCTP training and the current position ? (n=5)



Question 4 b What is the degree of contribution of joining the training for your such promotion? (n= 5)



Please share your comment (n=1)

- N/A

Analysis of the study team

Two out of five respondents have received promotion and those respondents evaluated the degree of contribution of the training was “much” (4).

5. Your comments and suggestions

Question 5: To practically improve rice production in your country, please share your comments or suggestions about TCTP. (n=2)

- Thank you for providing me with the opportunity to participate in this very useful course. I hope you will offer many more beneficial courses in the future
- Very good job.

Analysis of the study team

- Two comments received are very positive ones.

Final question: Contact information

- Your name (n=3)
- Your phone number (mobile or landline) * (n=3)
*The study team may contact you directly by phone if your case is selected as the best "Success Case".
- Your email address (n=3)
- Name and contact information of the person responsible for sending you to TCTP (n=3)
- (b) E-mail address of the person (n=3)

***** Confidentiality is strictly secured. Thank you very much for your cooperation for this survey!! *****

FY2025 Joint Evaluation of Third Country Training Programme (TCTP) in Thailand

Ex-trainees Survey Result Report

#9. Workshop on Investment Promotion Policy and Enhancing Industrial Competitiveness for Mekong and South-Asian Countries

“Workshop on Investment Promotion Policy and Enhancing Industrial Competitiveness for Mekong and South Asian Countries”



Basic statistics of this survey

Target participants (trainees)	35 (14 except Myanmar)
Number of participants filled the survey	3 (Response rate 21%)
Date of notification to the participants	1_A request email sent : July 17, 2025 2_Follow-up email1 : July 23, 2025 3_Follow-up email with personal name : July 30 Due date: Aug 1, 2025

Complied date: Sep. 23, 2025 by RS

Update date 1 : -Oct.10, 2025

1. Knowledges and skills you obtained and satisfaction

Question 1 a. Please indicate the sessions of the training program you attended.

2022(On-site)

Part I: Lecture ; Part II: Field trip

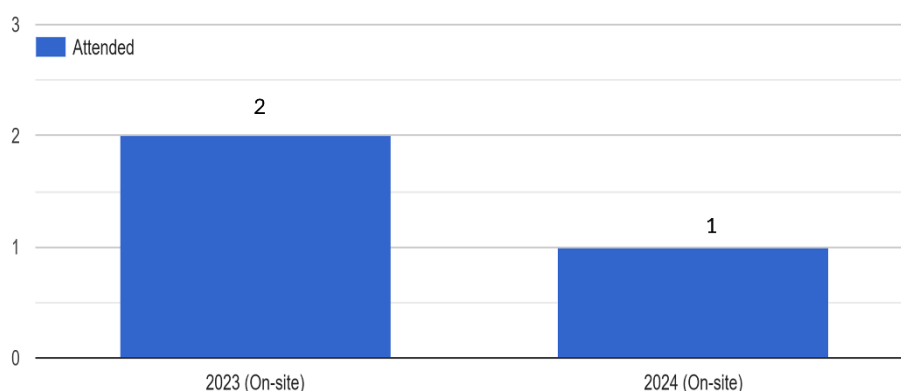
2023 (On-site)

Part I: Lecture ; Part II: Field trip

2024(On-site)

(No information)

Question 1 a. Please indicate the sessions of the training program you attended.



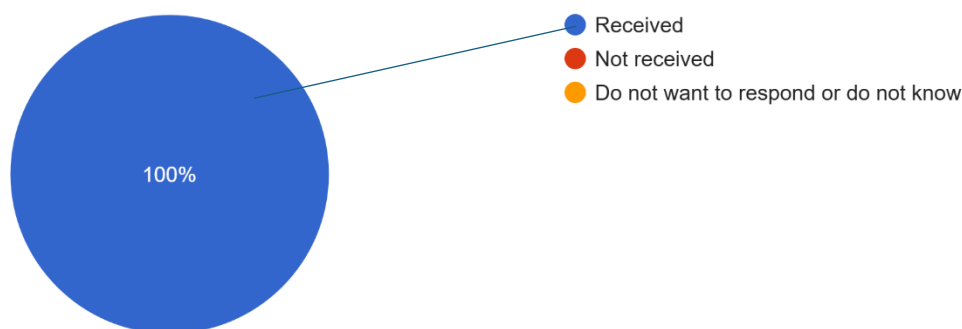
Please share your comment. (1 comments)

- The experience helps me to be exposed to Thailand's policy instruments and mechanisms to facilitate investment.

Question 1 b. After completion of the training, did you receive a certificate (Certificate of Completion) from the Thai side (TICA, the training implementing agency, or JICA Thailand Office)?"

Question 1 b. After completion of the training, did you receive a certificate (Certificate of Completion) from the Thai side (TICA, the training implementing agency, or JICA Thailand Office)?"

3 件の回答

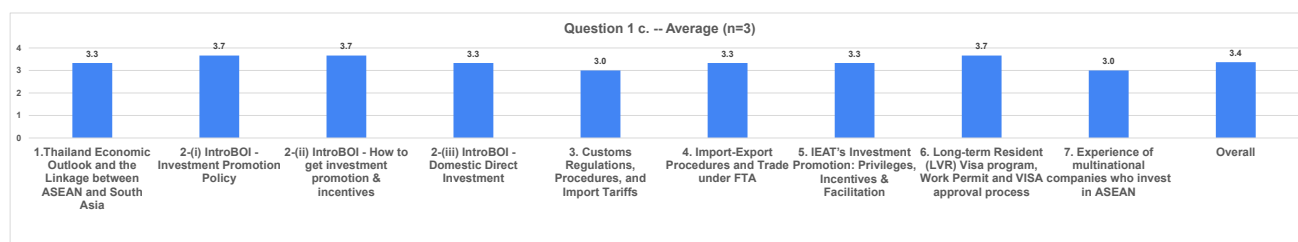
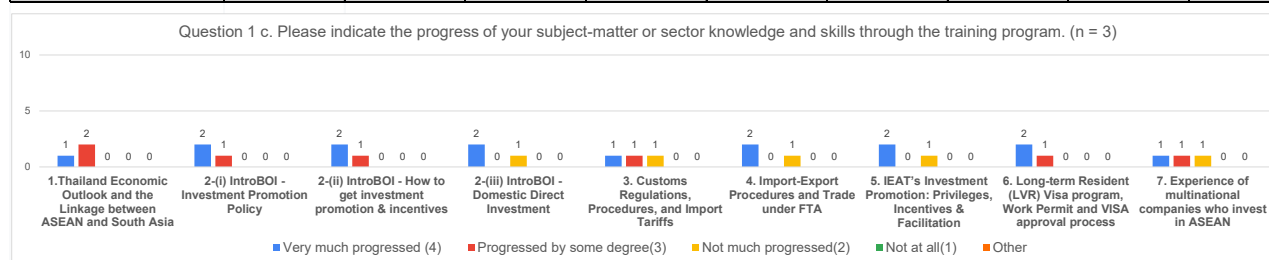


If you did not receive it, please explain the reason. (n=0)

• -

Question 1 c. Please indicate the progress of your subject-matter or sector knowledge and skills through the training program.

Subject-matter or sector -> knowledge & skills	1.Thailand Economic Outlook and the Linkage between ASEAN and South Asia	2-(i) IntroBOI - Investment Promotion Policy	2-(ii) IntroBOI - How to get investment promotion & incentives	2-(iii) IntroBOI - Domestic Direct Investment	3. Customs Regulations, Procedures, and Import Tariffs	4. Import-Export Procedures and Trade under FTA	5. IEAT's Investment Promotion: Privileges, Incentives & Facilitation	6. Long-term Resident (LVR) Visa program, Work Permit and VISA approval process	7. Experience of multinational companies who invest in ASEAN
Level of progress									
Very much progressed (4)	1	2	2	2	1	2	2	2	1
Progressed by some degree(3)	2	1	1	0	1	0	0	1	1
Not much progressed(2)	0	0	0	1	1	1	1	0	1
Not at all(1)	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0
n	3	3	3	3	3	3	3	3	3
Average	3.3	3.7	3.7	3.3	3.0	3.3	3.3	3.7	3.0
Stdev	0.6	0.6	0.6	1.2	1.0	1.2	1.2	0.6	1.0



Please share your comment. (n=2)

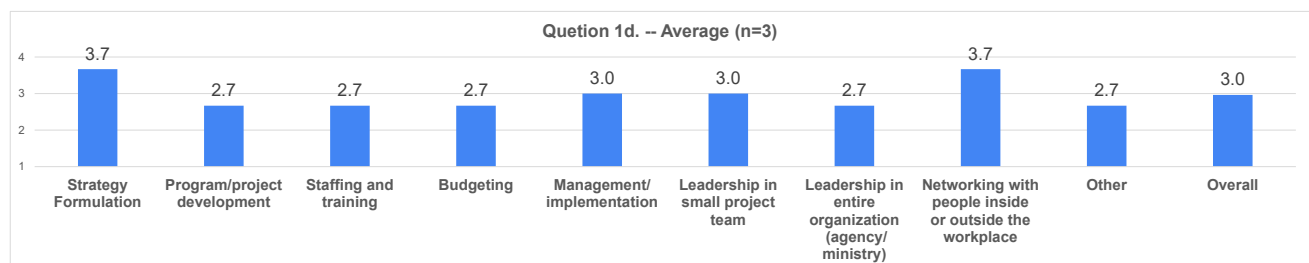
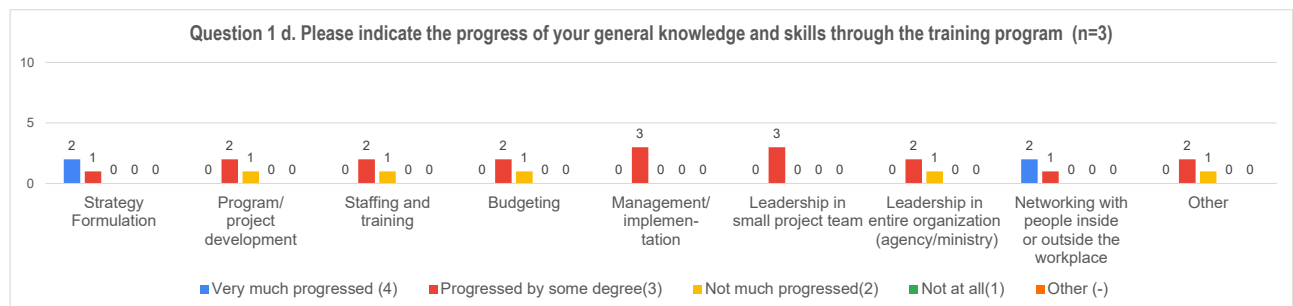
- None
- N/A

Analysis of the study team

The overall average of the level of progress is 3.7, which is nearly “Very much progressed (4)”. It indicates each subject-matter knowledge and skills are well progressed, although n is only 3.

Question 1 d. Please indicate the progress of your general knowledge and skills through the training program.

General knowledge &-> skills ↓Level of progress	Strategy Formulation	Program/ project development	Staffing and training	Budgeting	Management/ implementation	Leadership in small project team	Leadership in entire organization (agency/ministry)	Networking with people inside or outside the workplace	Other
Very much progressed (4)	2	0	0	0	0	0	0	2	0
Progressed by some degree(3)	1	2	2	2	3	3	2	1	2
Not much progressed(2)	0	1	1	1	0	0	1	0	1
Not at all(1)	0	0	0	0	0	0	0	0	0
Other (-)	0	0	0	0	0	0	0	0	0
n	3	3	3	3	3	3	3	3	3
Average	3.7	2.7	2.7	2.7	3.0	3.0	2.7	3.7	2.7
Stdev	0.6	0.6	0.6	0.6	0.0	0.0	0.6	0.6	0.6



Please share your comment. (n=1)

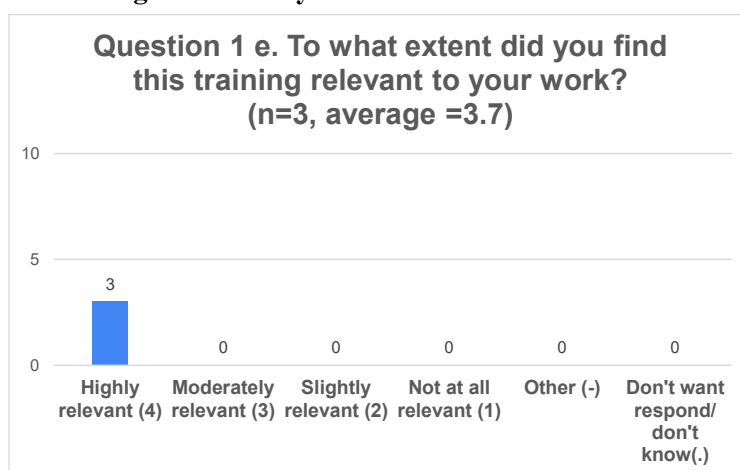
- Good

Analysis of the study team

The overall average of the level of progress is just “Progressed by some degree (3)”. “Strategy Formulation” and “Networking with people inside or outside the workplace” made highest progress (3.7) and most other knowledge and skills are less progress reported.

Question 1 e. To what extent did you find this training relevant to your work?

	Question 1 e. To what extent did you find this training relevant to your work?
Highly relevant (4)	3
Moderately relevant (3)	0
Slightly relevant (2)	0
Not at all relevant (1)	0
Other (-)	0
Don't want respond/ don't know(.)	0
n	3
Average	4.0
Stdev	0.0



Please share your comment. (n=2)

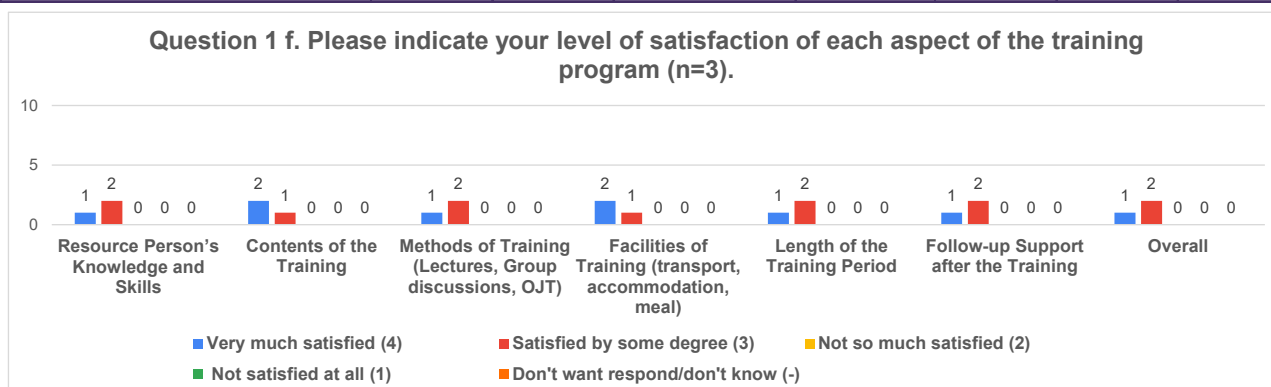
- None
- N/A

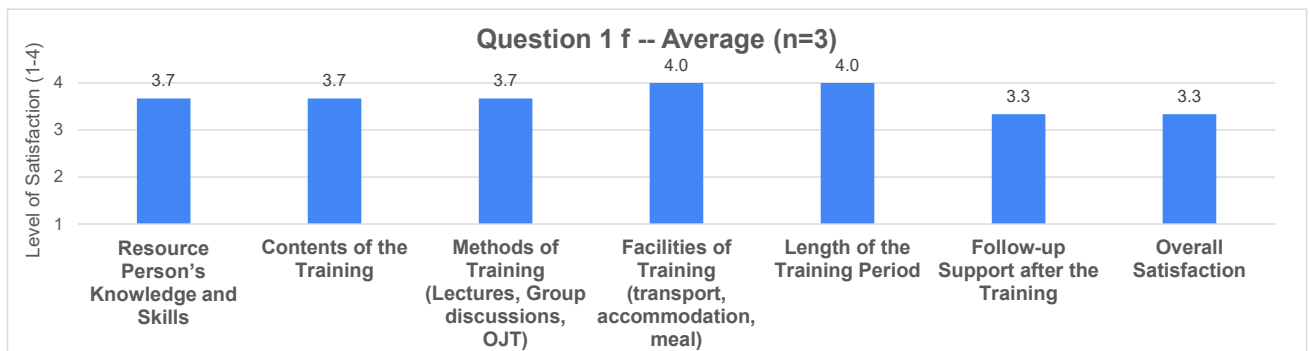
Analysis of the study team

The average is 4.0, which is “Highly satisfactory” although n is only 3.

Question 1 f. Please indicate your level of satisfaction of each aspect of the training program.

Apect of the training-> prpgram	Resource Person's Knowledge and Skills	Contents of the Training	Methods of Training (Lectures, Group discussions, OJT)	Facilities of Training (transport, accommodation, n, meal)	Length of the Training Period	Follow-up Support after the Training	Overall
↓Level of progress							
Very much satisfied (4)	1	2	1	2	1	1	1
Satisfied by some degree (3)	2	1	2	1	2	2	2
Not so much satisfied (2)	0	0	0	0	0	0	0
Not satisfied at all (1)	0	0	0	0	0	0	0
Don't want respond/don't know (-)	0	0	0	0	0	0	0
n	3	3	3	3	3	3	3
Average	3.3	3.7	3.3	3.7	3.3	3.3	3.3
Standard Deviation	0.6	0.6	0.6	0.6	0.6	0.6	0.6





Please share your comment. (n=0)

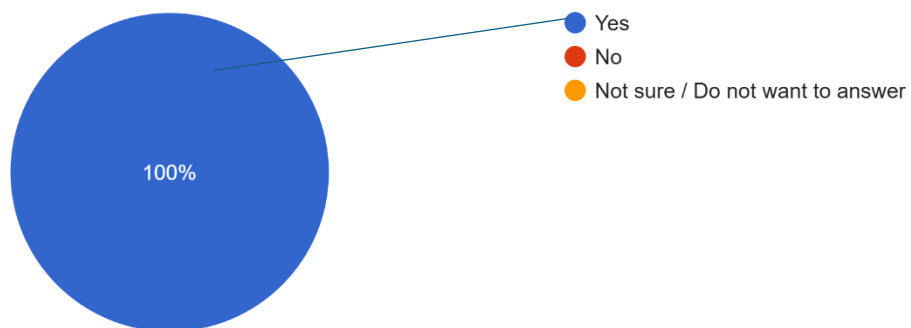
Analysis of the study team

The overall average of the level of satisfaction is 3.3, which is slightly more than “Satisfied by some degree (3)” although n is only 3.

Question 1 g. Have you been able to apply the knowledge and skills learnt from the training courses in your work?

Question 1 g. Have you been able to apply the knowledge and skills learnt from the training courses in your work?

3 件の回答

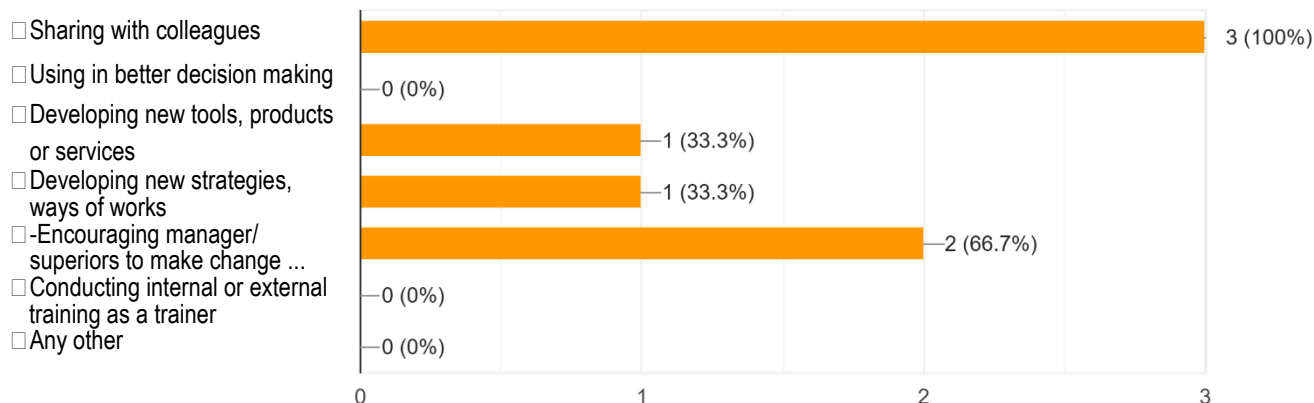


Please share your comment. (n=0)

Question 1 h. How have you applied the gained knowledge and skills learnt from the training ? (Multiple answers allowed)

Question 1 h. How have you applied the gained knowledge and skills learnt from the training ?
(Multiple answers allowed)

3 件の回答



Please share your comment. (n=0)

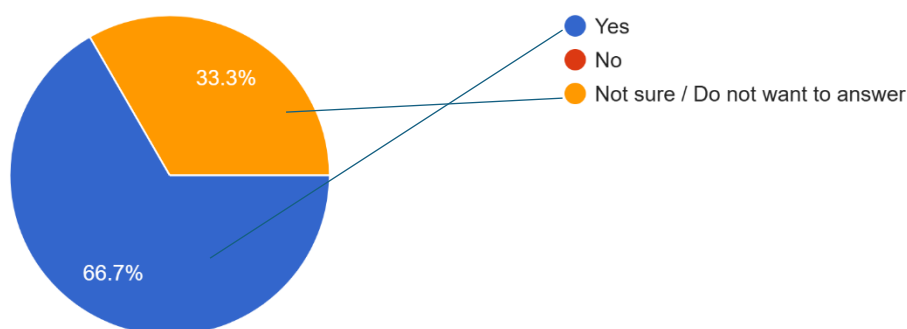
Analysis of the study team

All participants (100 %) responded (i) sharing their knowledges and skills with their colleagues. It indicates the Theory of Change (ToC) set before this study is well followed. The further outcome should be closely monitored. One caution is n is only 3.

Question 1 i. Did you implement your action plan after returning to your country?

Question 1 i. Did you implement your action plan after returning to your country?

3 件の回答



If you answered 'Yes', please describe the implementation status. If you answered 'No', please explain the reasons (e.g. lack of equipment, limited budget, insufficient technical skills or knowledge, or lack of understanding/support from your organization). (n=1)

- Implemented as usual plan but still limited budget for dissemination

- I am using the concept of model SEZs and industrial zones as an input in constructing new SEZ law, which is in drafting process.

Analysis of the study team

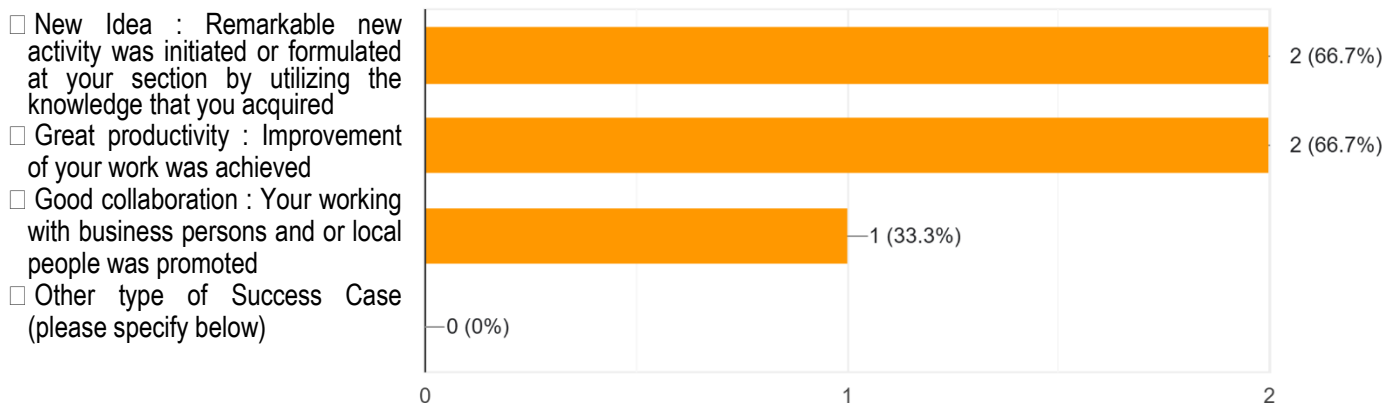
Two participants have implemented their Action Plan (67%). The narrative comments indicate great implementation, which is preparing “the industrial zones as an input in constructing new SEZ law, which is in drafting process” .

2. "Success Case" (Good practice)

Question 2 a: Please indicate the type of "Success Case" (good practice) in which TCTP contributed to your work. (Multiple choices acceptable)

Question 2 a: Please indicate the type of "Success Case" (good practice) in which TCTP contributed to your work. (Multiple choices acceptable)

3 件の回答



Question 2 b: Please explain your "Success Case" (Good practice) in detail. (n=1)

- None

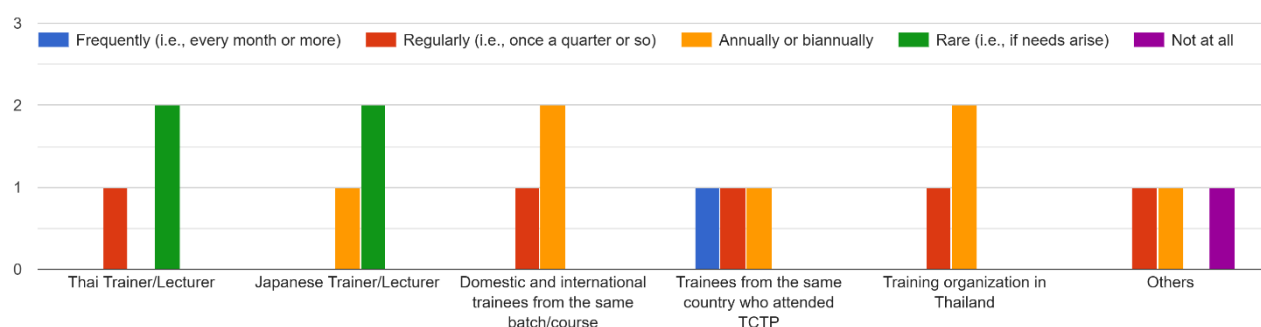
Analysis of the study team

New idea and great productivity (100%) are reported although n is only 3, and no narrative comment is obtained.

3. Networking/communication after the training program

Question 3 a: Please indicate the level of your networking/communication with stakeholders of the training program.

Question 3 a: Please indicate the level of your networking/communication with stakeholders of the training program.



Please share how do you usually network with others? (e.g., face-to-face, online, formal events, informal meetings). (n of comments=2)

- Email
- I once had the opportunity to host a BOI investment delegation from Thailand.

Question 3 b: Please explain the reason why you have communicated with other stakeholders after the training program. (n of comments =2)

- Some relevant document for work and experiences
- Investment promotion and facilitation need two-way communication.

Question 3 c: Please share the remarkable or good events that happened due to maintaining the communication with other stakeholders (e.g., exchange the new knowledge or experience). (n of comments =2)

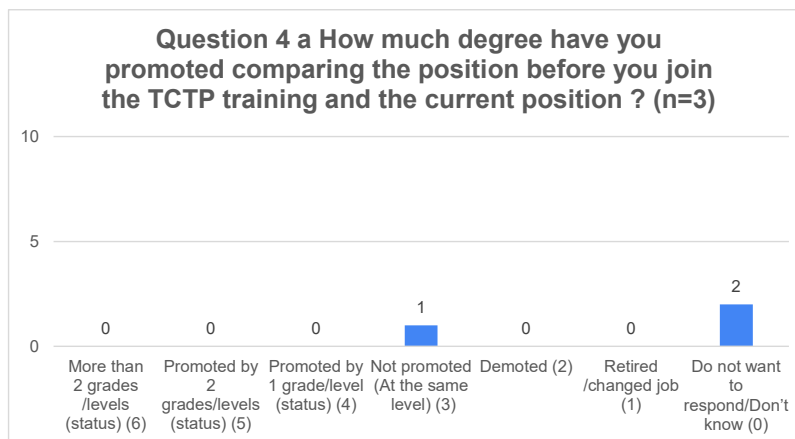
- Business and public information meeting
- BOI investment delegation visit at the Council for the Development of Cambodia

Analysis of the study team

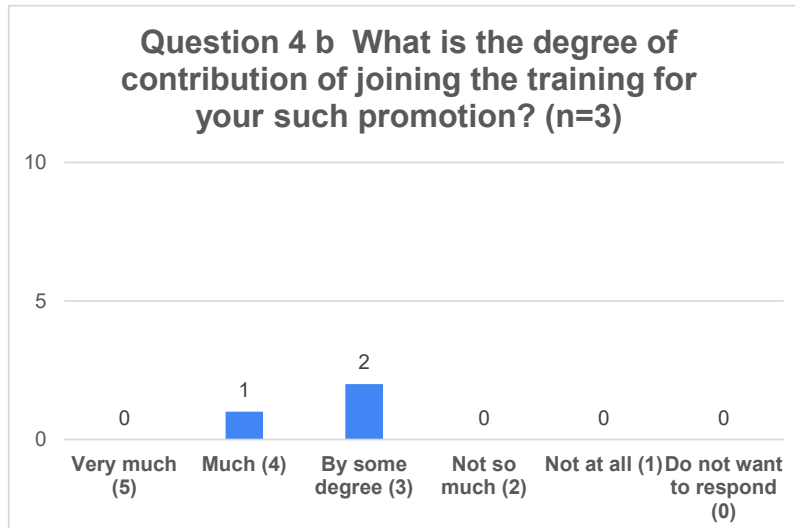
Annual or bi-annual meeting are held and it is a good example of maintaining networking and communication, although n is only 3.

4. Promotion and contribution of the training program

Question 4 a How much degree have you promoted comparing the position before you join the TCTP training and the current position ? (n=3)



Question 4 b What is the degree of contribution of joining the training for your such promotion? (n= 3)



Please share your comment (n=1)

- Nine

Analysis of the study team

Two out of three respondents do not want to share information on their promotion, and the remaining one has not been promoted.

5. Your comments and suggestions

Question 5: To practically improve rice production in your country, please share your comments or suggestions about TCTP. (n=2)

- Hotel should be near the center for convenient
- Please continue to sponsor such training programmes to exchange views and best practices among ASEAN nations. However, some ASEAN member states were absent. That would be helpful if the programme were to widen the scope to other ASEAN members.

Analysis of the study team

- One practical comment and one encouraging comment which ask to invite participants from other member countries of ASEAN.

Final question: Contact information

- Your name (n=3)
- Your phone number (mobile or landline) * (n=3)
*The study team may contact you directly by phone if your case is selected as the best "Success Case".
- Your email address (n=3)
- Name and contact information of the person responsible for sending you to TCTP (n=3)
- (b) E-mail address of the person (n=3)

***** Confidentiality is strictly secured. Thank you very much for your cooperation for this survey!! *****

FY2025 Joint Evaluation of Third Country Training Programme (TCTP) in Thailand

Ex-trainees Survey Result Report

**#10 Strengthening Disability Inclusive Disaster Risk
Reduction in the ASEAN Region**



(source) <https://kait-cdd.jp/wp-content/uploads/2023/08/08-24-2023-SomchaiEnglish.pdf>

Basic statistics of this survey

Target participants (trainees)	59 (51 except Myanmar) (cumulative number*counting multiple attendances) 26 (actual number of participants)
Number of participants filled the survey	11 (Response rate 42%)
Date of notification to the participants	1_A request email sent : July 26, 2025 2_Follow-up email1 : July 03, 2025 3_Follow-up email with personal name : July09 Due date: July 11, 2025

Complied date: Aug 29, 2025 by RS

1. Knowledges and skills you obtained and satisfaction

Question 1 a. Please indicate the sessions of the training program you attended.

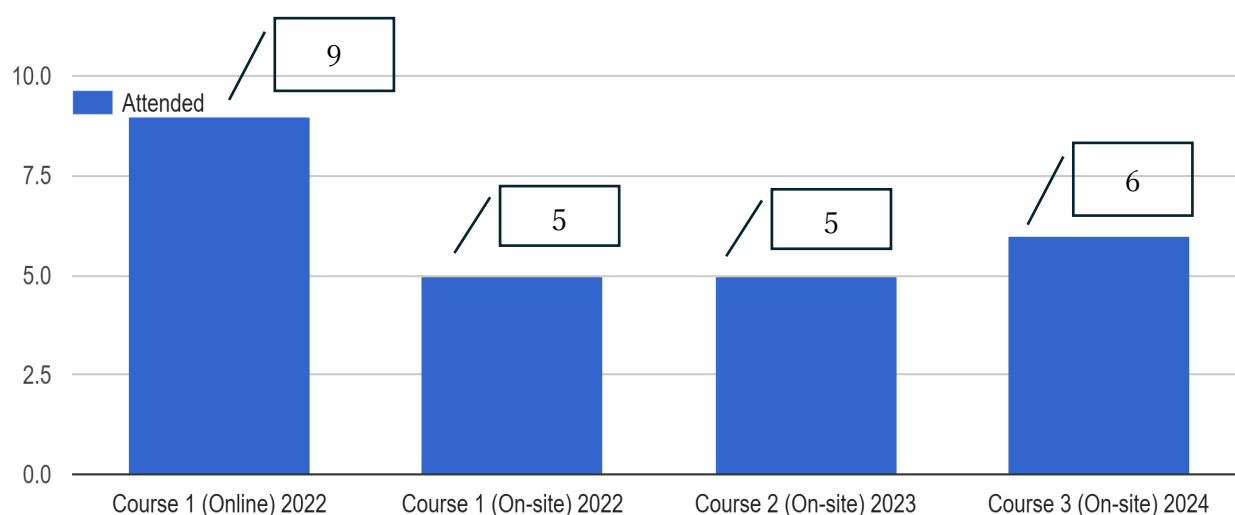
Course 1 (Online) 2022

Course 1 (On-site) 2022

Course 2 (On-site) 2023

Course 3 (On-site) 2024

Question 1 a. Please indicate the sessions of the training program you attended.



Please share your comment. (7 comments)

- Comprehensive Knowledge: • Fundamental Concepts • International Frameworks • Regional Context • Policy and Development: Knowledge required to provide inputs on recommendations for strengthening DIDRR policies for decision-makers. Practical Skills: • The ability to research, document, and present country-specific situations and good practices on DIDRR. • The skills to design and develop DRR programs and strategies that are inclusive and tailored to specific needs and situations. • Experience in developing a structured Training of Trainers (ToT) manual on DIDRR, which is a key skill for capacity building. • The capacity to act as a trainer and facilitator, promoting inclusive development approaches in DRR activities and empowering others. Potential for Satisfaction: The satisfaction derived from these courses would likely stem from a combination of personal growth, professional development, and the ability to contribute to a meaningful cause. • A participant would likely feel highly

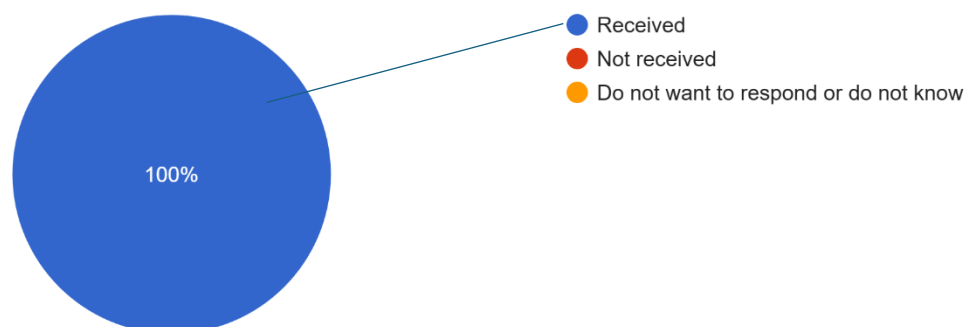
satisfied from transforming a basic understanding of DRR into specialized expertise in DIDRR, making them a valuable asset in their field. • Networking and Collaboration • Empowerment

- n/a
- I learned about the basic knowledge about the DIDRR, saw the good practices, how should we prepare beforehand in case disaster happen and how I could involve with to in order to make sure that we leave no one behind.
- All courses was attended.
- Facilitation for Change and Social Media Production focused on promoting DIDRR" is every important topic and link to my work. It is also new for me and I got a lot of experiences from this training.
- an interesting program with good enrichment from field visits, direct practice and learning best practices from each country
- I only attended Course 3, replacing Jessica, a representative from YAKKUM Emergency Unit, Indonesia.

Question 1 b. After completion of the training, did you receive a certificate (Certificate of Completion) from the Thai side (TICA, the training implementing agency, or JICA Thailand Office)?"

Question 1 b. After completion of the training, did you receive a certificate (Certificate of Completion) from the Thai side (TICA, the training implementing agency, or JICA Thailand Office)?"

11 件の回答

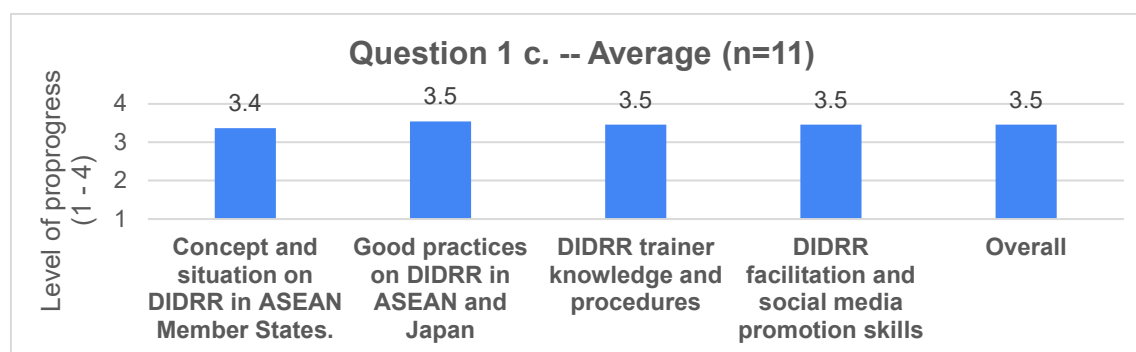
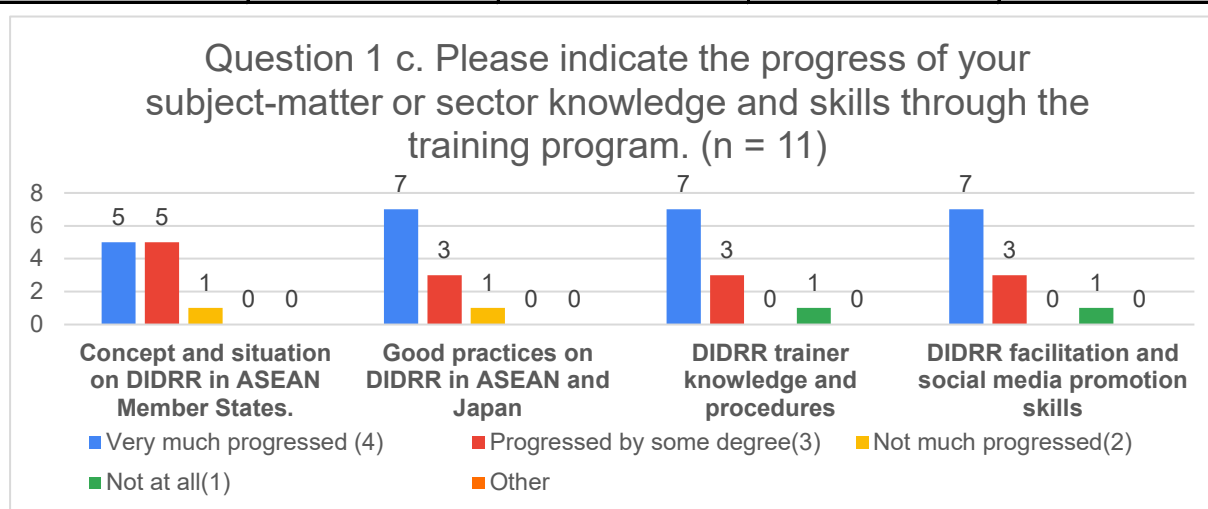


If you did not receive it, please explain the reason. (n=1)

- It would also be better if it was available in the form of an electronic certificate

Question 1 c. Please indicate the progress of your subject-matter or sector knowledge and skills through the training program.

Subject-matter or sector ->	Concept and situation on DIDRR in ASEAN Member States.	Good practices on DIDRR in ASEAN and Japan	DIDRR trainer knowledge and procedures	DIDRR facilitation and social media promotion skills
Very much progressed	5	7	7	7
Progressed by some degree	5	3	3	3
Not much progressed	1	1	0	0
Not at all(1)	0	0	1	1
Other	0	0	0	0
n	0	0	0	0
Average	3.4	3.5	3.5	3.5
Stdev	0.7	0.7	0.9	0.9



Please share your comment. (n = 6)

- The training did help me gain more knowledge about DIDRR and share it to the organization I belong.
- I appreciate the training I received, and at this time, we are sharing the knowledge we have gained with our local disaster risk reduction management officer, the persons with disability leader, and the persons with disability affairs office (PDAO).
- Knowledge gained in the courses was cascaded to my colleagues in work, co- implementer and worker
- time management
- Learning and sharing experiences among ASEAN member states (participants from ASEAN countries)

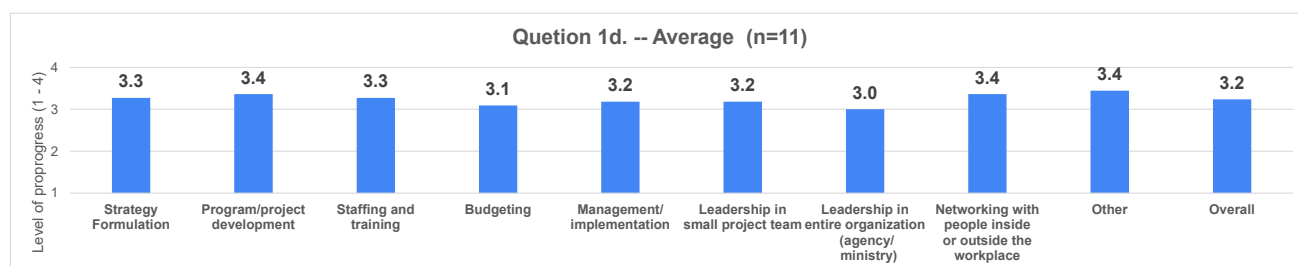
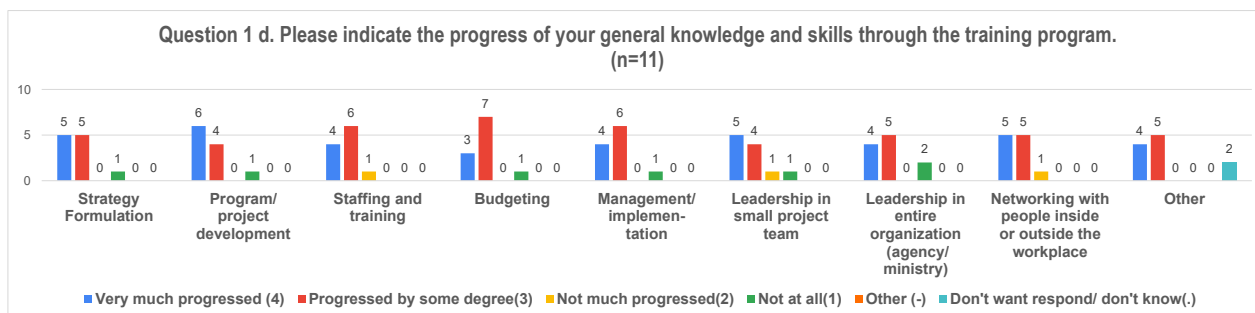
- The training subjects have helped me significantly expand my knowledge and skills, especially in the area of disability inclusion. For example, in our social media promotions, we now ensure that videos include subtitles and sign language interpreters. This insight into disability inclusion has shaped the way I create content, making it more accessible and inclusive for all audiences.
-

Analysis of the study team

The overall average of the level of progress is 3.5, which is between “very much progressed (4)” and “Progressed by some degree (3)”. It indicates each subject-matter knowledge and skills are well progressed. Some variation of the responses is observed on each topic.

Question 1 d. Please indicate the progress of your general knowledge and skills through the training program.

General knowledge &-> skills Level of progress	Strategy Formulation	Program/ project development	Staffing and training	Budgeting	Management/ implemen- tation	Leadership in small project team	Leadership in entire organization (agency/ ministry)	Networking with people inside or outside the workplace	Other
Very much progressed (4)	5	6	4	3	4	5	4	5	4
Progressed by some degree(3)	5	4	6	7	6	4	5	5	5
Not much progressed(2)	0	0	1	0	0	1	0	1	0
Not at all(1)	1	1	0	1	1	1	2	0	0
Other (-)	0	0	0	0	0	0	0	0	0
Don't want respond/ don't know(.	0	0	0	0	0	0	0	0	2
n	11	11	11	11	11	11	11	11	9
Average	3.3	3.4	3.3	3.1	3.2	3.2	3.0	3.4	3.4
Stdev	0.9	0.9	0.6	0.8	0.9	1.0	1.1	0.7	0.5



Please share your comment. (n=5)

- Yes this training boost my leadership skills
- Currently, Im handling and supervising staff and programs for older person. I ensure that the older persons and persons with disability are not left behind. Inclusive disaster risk reduction is one of my priority and integrated in out plans and implementation
- None
- CDPO implemented the project name Disability Climate Action supported by USAID through Save the Children in Cambodia in two provinces, Kampong Chhnang and Koh Kong. This project finished by President Donal Trump termination of USAID funding in January 2025.
- The training subjects have helped me significantly expand my knowledge and skills, especially in the area of disability inclusion. For example, in our social media promotions, we now ensure that videos include subtitles and sign language interpreters. This insight into disability inclusion has shaped the way I create content, making it more accessible and inclusive for all audiences. In terms of strategy formulation, the training has provided me with a more inclusive lens to ensure that accessibility and participation of persons with disabilities are integrated into the early planning stages of any initiative. For program and project development, I've learned to consider diverse needs, ensuring that all activities and outputs are accessible and meaningful to various groups, especially persons with disabilities. Regarding staffing and training, I now recognize the importance of building a team that

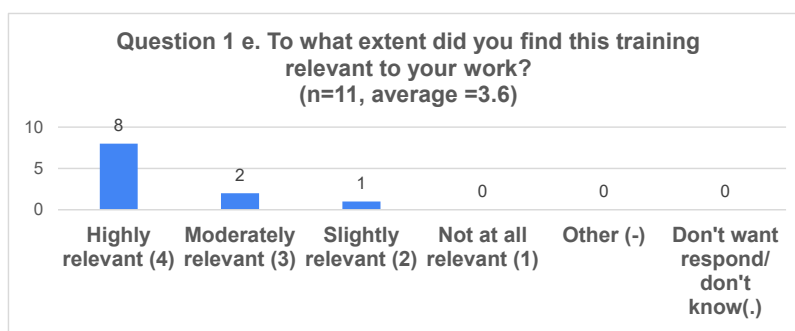
understands and practices inclusive communication. This includes sharing knowledge with colleagues and advocating for training opportunities that enhance disability awareness. In the area of budgeting, I have become more aware of the need to allocate resources specifically for accessibility, such as captioning, sign translation, or accessible venue arrangements. For management and implementation, I've gained practical insights on how to mainstream inclusion in every step—ensuring that feedback from underrepresented groups is considered and integrated. In terms of leadership in small project teams, I've developed a more collaborative approach, actively listening to different perspectives and encouraging inclusive participation from all team members. When reflecting on leadership in the wider organization, I see the importance of advocating for inclusive policies and practices that align with the organization's values and commitments to equity. Finally, in terms of networking, I've become more intentional in connecting with individuals and organizations that promote disability rights and inclusion—both within and outside of my workplace—to strengthen collaboration and collective impact.

Analysis of the study team

The overall average of the level of progress is 3.2, slightly better than “Progressed by some (3)”. It indicates each general knowledge and skills are well progressed. The narrative comments show very positive and enthusiastic gains.

Question 1 e. To what extent did you find this training relevant to your work?

	Question 1 e. To what extent did you find this training relevant to your work?
Highly relevant (4)	8
Moderately relevant (3)	2
Slightly relevant (2)	1
Not at all relevant (1)	0
Other (-)	0
Don't want respond/ don't know	0
n	11
Average	3.6
Stdev	0.7



Please share your comment. (n=6)

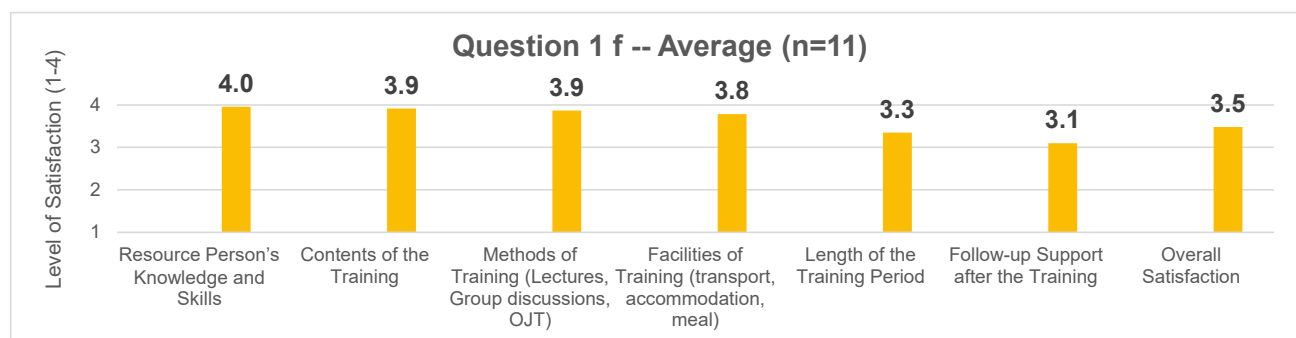
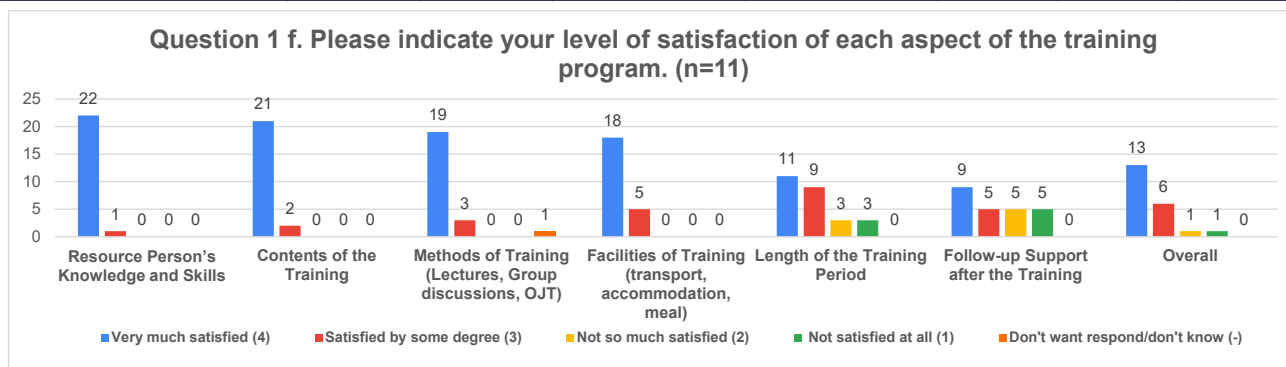
- Given the increasing frequency of natural disasters in the Philippines, it is crucial to strengthen disaster preparedness and promote inclusive Disaster Risk Reduction and Resilience (DRRR), especially among persons with disabilities (PWDs).
- As workers in the vulnerable sector, we are mandated to act on disaster and climate change adaptation. The training is highly relevant and is a significant help for me and my organization, equipping us with knowledge on Disability-Inclusive Disaster Risk Reduction and Resilience (DIDRR).
- The training is very relevant in my work. Attending the training wider my knowledge and awareness on DIDRR. I understand more the importance of inclusivity
- None
- It is crucial and relevant to my work field as it is related to vulnerable people, specifically people with disability. By understanding this matter clearly, it is beneficial to integrate and develop the ideas for the proposal that need to be submitted to the fund provider related to climate change risk reduction.
- The training is highly relevant to my work, especially in enhancing my capacity to promote inclusive and accessible communication. The sessions on disability inclusion have been particularly impactful, helping me to apply practical approaches such as using subtitles and sign language interpreters in our social media content. These insights directly support my role in developing and managing communication strategies that are inclusive, equitable, and responsive to the needs of diverse communities.

Analysis of the study team

The average is 3.6, which is between “Highly relevant (4) ” and “Moderately relevant (3)” .. The narrative comment, although the number of comments are not many, include very positive and again enthusiastic ones. The survey result is evaluated that the training is highly relevant.

Question 1 f. Please indicate your level of satisfaction of each aspect of the training program.

Aspect of the training-> prpgram ↓Level of progress	Resource Person's Knowledge and Skills	Contents of the Training	Methods of Training (Lectures, Group discussions, OJT)	Facilities of Training (transport, accommodation, meal)	Length of the Training Period	Follow-up Support after the Training	Overall
Very much satisfied (4)	9	10	10	10	9	8	9
Satisfied by some degree (3)	2	1	1	1	2	3	2
Not so much satisfied (2)	0	0	0	0	0	0	0
Not satisfied at all (1)	0	0	0	0	0	0	0
Don't want respond/don't know (-)	0	0	0	0	0	0	0
N/A	0	0	0	0	0	0	0
n	11	11	11	11	11	11	11
Average	3.8	3.9	3.9	3.9	3.8	3.7	3.8
Standard Deviation	0.4	0.3	0.3	0.3	0.4	0.5	0.4



Please share your comment. (n=7)

- Length of the Training Period
- Overall, the training was satisfactory and well-organized. The content was relevant, and the methods used—such as lectures and group discussions—were effective. While some resource speakers could have been more engaging or better prepared, the rest of the training team delivered well. Facilities like transport, accommodation, and meals were adequate, and the training duration felt appropriate. I hope there will be consistent follow-up support to reinforce what we've learned.
- The training methodology, administrative and management for the whole training duration meet my expectations.
- The methodology used is very good. Learning visit, 1st hand information, experience and seeing the good practices and sharing of visited office add more knowledge to me. Lectures, group discussion and sharing of each country is very interesting.
- All aspects of the program were very well organized. I just have a small suggestion regarding the transfer from the hotel to the airport, which is often arranged very early. We think it would be helpful to provide information in advance so that participants can better choose their flight

time and hotel departure. Simply informing participants of the scheduled hotel departure time would allow them to select a suitable flight accordingly.

- The overall of the course is very beneficial for me as I got many new experiences and understandings during the training. I was also able to share my experiences and got back new experiences from other participants from many other countries within ASEAN. It's a good program that I can interact and networking with other people from different cultures and backgrounds. The trainers in this program are very knowledgeable and share many good lessons as well as expertise.
- Resource Person's Knowledge and Skills: Very satisfied. The resource persons demonstrated strong expertise and were able to explain complex topics—especially on disability inclusion—with clarity and relevance. Contents of the Training: Very satisfied. The materials were well-structured, practical, and aligned with real-world needs in my field of work, particularly in inclusive communication and project implementation. Methods of Training (Lectures, Group Discussions, OJT): Very satisfied. The combination of lectures and interactive sessions allowed for deeper understanding, peer learning, and practical application. Facilities of Training (Transport, Accommodation, Meal): Very satisfied. All logistical arrangements were well-organized and supported a comfortable and focused learning environment. Length of the Training Period: Satisfied. The duration was sufficient to cover key topics, though a slightly longer period might allow for more in-depth practice or case studies. Follow-up Support after the Training: Satisfied. Some initial follow-up has been helpful, and I look forward to continued support or opportunities to stay connected with the trainers or network. Overall: Very satisfied. This training has made a meaningful impact on how I approach my work, particularly in making communication and program strategies more inclusive and accessible.

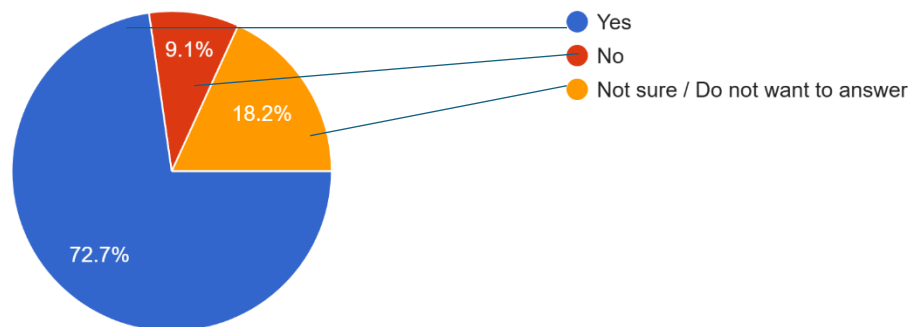
Analysis of the study team

The overall average of the level of progress is 3.5, which is more than “Satisfied by some degree (3)” but less than “Satisfied very much (the average point is 4.0)”. On the other hand, the follow-up and support after the training is evaluated the lowest (the average point is 3.1). The narrative comments indicate the more follow-up should be offered.

Question 1 g. Have you been able to apply the knowledge and skills learnt from the training courses in your work?

Question 1 g. Have you been able to apply the knowledge and skills learnt from the training courses in your work?

11 件の回答



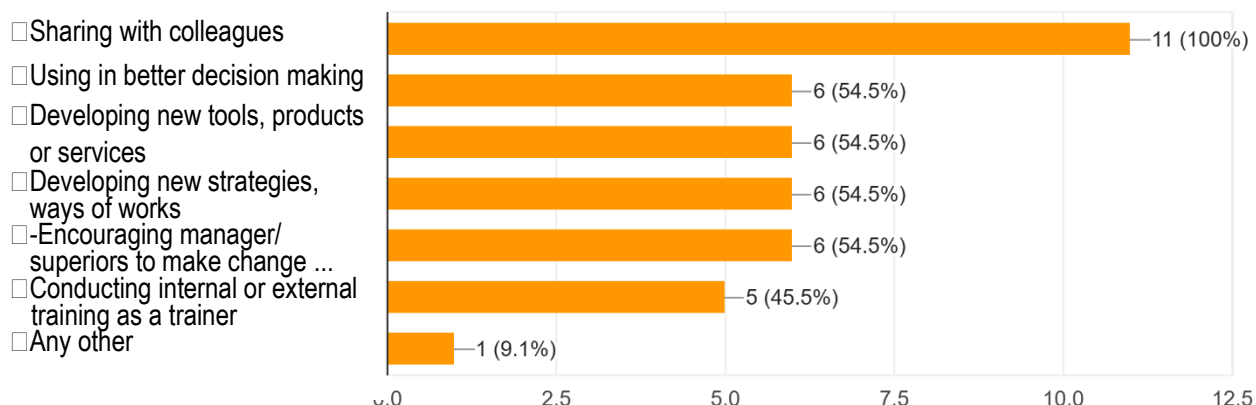
Please share your comment. (n=7)

- I am able to share it to my bosses to add this knowledge in incorporating for the program planning
- After I attended the training, I was switched to work at another institution, so I did not have chance to involve in disability issues like DIDRR as well as to implement it.
- Through my advocacy and lobbying to partners, I was able to act as Resource Speaker to 3 Conducted Training on Disability Inclusive Disaster Risk Reduction management participated by local disaster risk reduction management officer, the persons with disability leader, and the persons with disability affairs office (PDAO). In my planning in my current work i always ensure the inclusion of DiDRR in one of our program.
- After the training. I conducted training to Persons with Disability Leader, Local Disaster Risk Reduction Officer and other agency concern on persons with disability sector
- None
- CDPO implemented the project name Disability Climate Action supported by USAID through Save the Children in Cambodia in two provinces, Kampong Chhnang and Koh Kong.
- Yes, I have been able to apply the knowledge and skills gained from the course in my work. For example, I now make a conscious effort to ensure greater inclusion, particularly involving persons with disabilities in decision-making processes. I also apply inclusive communication practices in content development, making sure that our materials are accessible and representative of diverse needs.

Question 1 h. How have you applied the gained knowledge and skills learnt from the training ? (Multiple answers allowed)

Question 1 h. How have you applied the gained knowledge and skills learnt from the training ?
(Multiple answers allowed)

11 件の回答



Please share your comment. (n=4)

- Considering Disaster Inclusion and Disaster Risk Reduction (DIDRR) is crucial in every decision and program planning, particularly when preparing for disasters.
- None
- Sharing in general staff meeting and provide input during NDC 3 consultative workshop with ministry of environment
- I have applied the knowledge and skills from the training by sharing insights with my colleagues to promote inclusive practices, especially in communication and program planning. I've also developed content that incorporates accessibility features, and adapted our strategies to ensure the meaningful inclusion of persons with disabilities. Additionally, I've encouraged my supervisors to consider changes in policies and budgeting based on what I learned. I have also started to share this knowledge through internal discussions and plan to contribute as a trainer in future learning sessions.

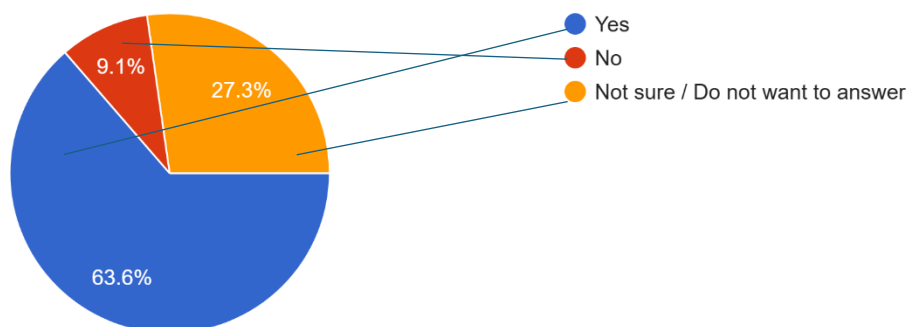
Analysis of the study team

All participants (100 %) have shared their knowledges and skills with their colleagues. It is a good outcome after the outputs, i.e., knowledge and skills are obtained, are achieved. It indicates the Theory of Change (ToC) set before this study is well followed. The further outcome and the final outcome should be closely monitored.

Question 1 i. Did you implement your action plan after returning to your country?

Question 1 i. Did you implement your action plan after returning to your country?

11 件の回答



If you answered 'Yes', please describe the implementation status. If you answered 'No', please explain the reasons (e.g. lack of equipment, limited budget, insufficient technical skills or knowledge, or lack of understanding/support from your organization). (n=8)

- Before my departure from the organization, I endorsed the initiative and provided recommendations to my superior for further consideration.
- Immediately after I returned to my country, feedbacking of the action plan were facilitated. Three (3) Trainor's Training conducted participated by local disaster risk reduction management officer, the persons with disability leader, and the persons with disability affairs office (PDAO). Presentation and reading materials shared to Persons with Disability leader, and the persons with disability affairs office (PDAO).
- Series of training, orientation were conducted. Immediately after ie prepare feedback to my agency. Conducted 6 trainings to transfer my knowledge gain.
- I have introduced my plan to relevant stakeholders. I have applied the materials and knowledge I gained to my work. I have implemented DiDRR for persons with disabilities in the areas under my responsibility. Hôi ChatGPT
- train to staff in office.
- Engage some action plan into the DCA project supported by USAID funding through Save the Children.
- Maybe right now we haven't found the right time to carry out the entire action plan that has been made (specifically). However, good practices in DiDRR are still carried out in everyday life and also work. For example, knowing good procedures in interacting and understanding friends with disabilities and also involving them actively in every activity.
- Yes, I have applied the Training of Trainers (ToT) with a disability group in Central Sulawesi, Indonesia, where I used inclusive approaches introduced during the course. I also shared the knowledge I gained with my colleagues to encourage more inclusive practices within our team and projects.

Analysis of the study team

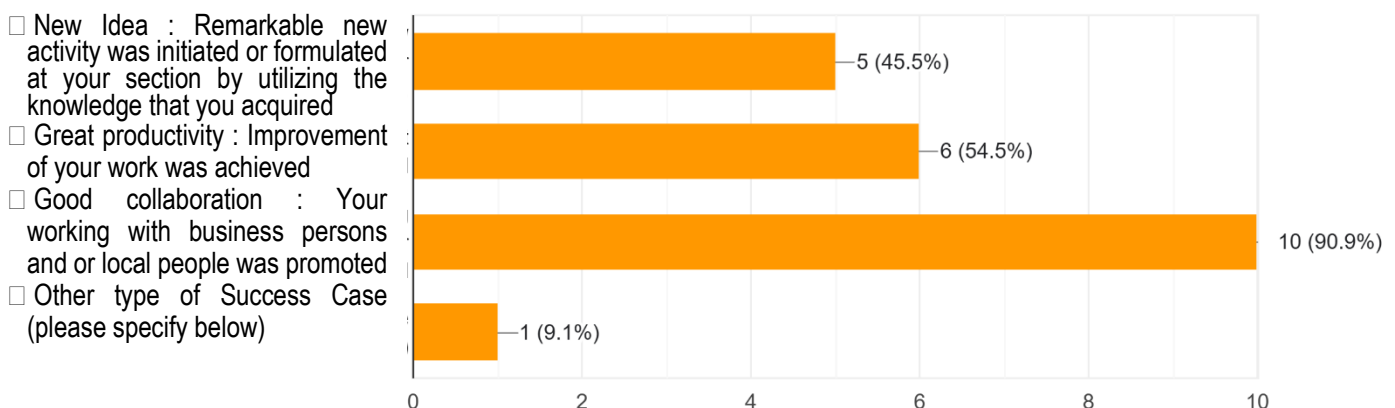
Just more than 64 % of participants have implemented their Action Plan. This ratio is the highest among all TCTP courses. Action Plans include to implement the trainings in each participant's country and also make the materials of the trainings. The narrative comments show the participants are usually eager to implement those activities.

2. "Success Case" (Good practice)

Question 2 a: Please indicate the type of "Success Case" (good practice) in which TCTP contributed to your work. (Multiple choices acceptable)

Question 2 a: Please indicate the type of "Success Case" (good practice) in which TCTP contributed to your work. (Multiple choices acceptable)

11 件の回答



Question 2 b: Please explain your "Success Case" (Good practice) in detail. (n=7)

- I collaborated with local community leaders and the church community in my area to raise awareness and educate them about Disaster Inclusion and Disaster Risk Reduction (DIDRR), especially in preparation for and response to disasters.
- I was glad to be selected to attend the trainings, since my ministry's procedure was restructure, I was not able to involve more. However, all the resources which I received from the trainings, I shared with the team. It will become principal knowledge in the future if we have enough budget to implement on DIDRR.

- Our Partners developed and localized disaster risk reduction and management preparedness and mitigation plan for person with disability. This is a big win in my part as advocates as a result of my learnings gained in the training provided by TICA, JICA and APCD.
- The relationships with my classmates have created more opportunities for collaboration.
- Guideline and handbooks
- Through implementation of DCA project, local authorities increased their knowledge related to climate change and collaboration with project implementers.
- New Idea, Great Productivity, Good Collaboration TCTP has contributed to multiple areas of my work. I have applied many aspects of the training, especially in implementing disability-inclusive disaster risk reduction (DiDRR) in my projects. The training introduced new ideas that I've integrated into my activities, improved the quality and inclusiveness of my work, and encouraged better collaboration with communities and stakeholders. I also actively share the knowledge I gained to promote broader understanding and adoption of inclusive practice.

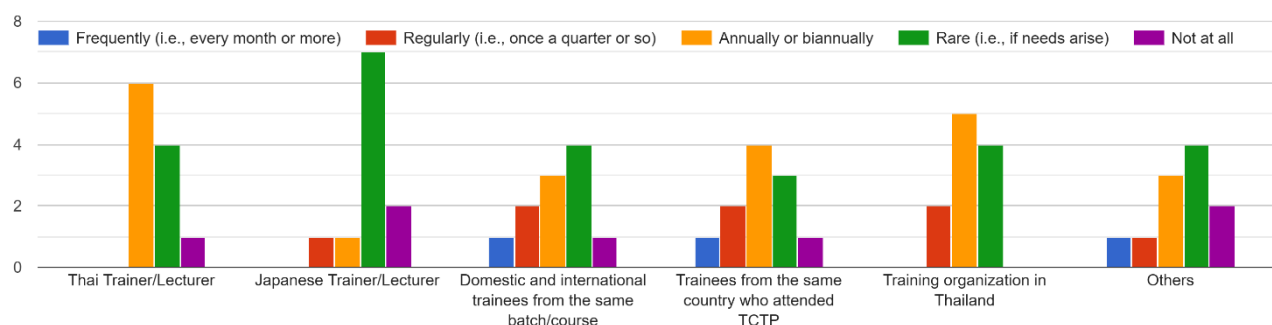
Analysis of the study team

Good collaboration (91%) are reported and it is the highest among all TCTP courses. This is a great achievement. We can say it is a great application. The narrative comments include some good detailed "success cases" of collaboration with stakeholders.

3. Networking/communication after the training program

Question 3 a: Please indicate the level of your networking/communication with stakeholders of the training program.

Question 3 a: Please indicate the level of your networking/communication with stakeholders of the training program.



(Note) The average values cannot be calculated because the choices of response are not Likert-type scales.

Please share how do you usually network with others? (e.g., face-to-face, online, formal events, informal meetings). (n of comments=18)

- Online
- sharing any info online.
- Through Online with APCD and once face to face during the Launching of Laging Handa Manual in the Philippines UNESCAP and APCD both present in the event. we are invited.
- Online due to location
- I often communicate with my APCD friends through messages on Facebook, Gmail, or Google Hangouts.
- informal meeting
- N/A
- Just asking each other how we are through social media. There has been no chance to meet again in person.
- I keep in contact with some domestic and international trainees from the same batch, as well as trainees from my country who attended TCTP. These connections have been valuable for sharing updates, collaboration opportunities, and continuing to promote inclusive practices. I have had limited but meaningful interactions with the training organization in Thailand, especially when follow-up opportunities arise.

Question 3 b: Please explain the reason why you have communicated with other stakeholders after the training program. (n of comments =10)

- N/A
- Build a Community of Practice: Ongoing communication helps build a network among participants and other relevant parties, fostering a "community of practice" where knowledge and experiences can continue to be shared long after the formal training ends.
- I am now involved in another sector of an NGO focused on providing educational support to youth. Occasionally, I still engage in catch-up meetings with fellow trainees and colleagues from other countries.
- To share current DIDRR updates in our country, our activities conducted
- To continue our sharing of what we gained and updates on our activities about the training. To maintained our established network and friendship
- I often communicate with my APCD friends through messages on Facebook, Gmail, or Google Hangouts. We also meet in person at events related to the field of persons with disabilities.
- some missing guidelines
- To expand networks, communication and job updates, especially in seeking collaboration opportunities.
- . Within my network of colleagues in Indonesia, particularly those working in government offices, I share insights from the training to help influence more inclusive practices and encourage the integration of community-based approaches into government programs. This exchange has helped bridge community experiences with policy-level discussions. Although policy-level discussions would take more time to achieve.

Question 3 c: Please share the remarkable or good events that happened due to maintaining the communication with other stakeholders (e.g., exchange the new knowledge or experience). (n of comments =10)

- N/A
- Cultural exchange of costumes and cuisine.
- During my time with the Autism Society Philippines, I had the opportunity to attend a training where I connected with fellow trainees from various countries. Now that I'm with the Erlinda Faderogao Gillespie Foundation (EFGF), I've continued to maintain communication with them. These ongoing connections have been valuable for exchanging insights and experiences, and they continue to enrich my work in the development sector.
- Keep us updated and share ideas and updates regarding our activities conducted after the event. Inform them that the shared learning from the training is cascaded and transferred to others.
- We exchange and share our knowledge. Here in the Philippines were partners in the conduct of training. We are invited as resource person on DIDRR

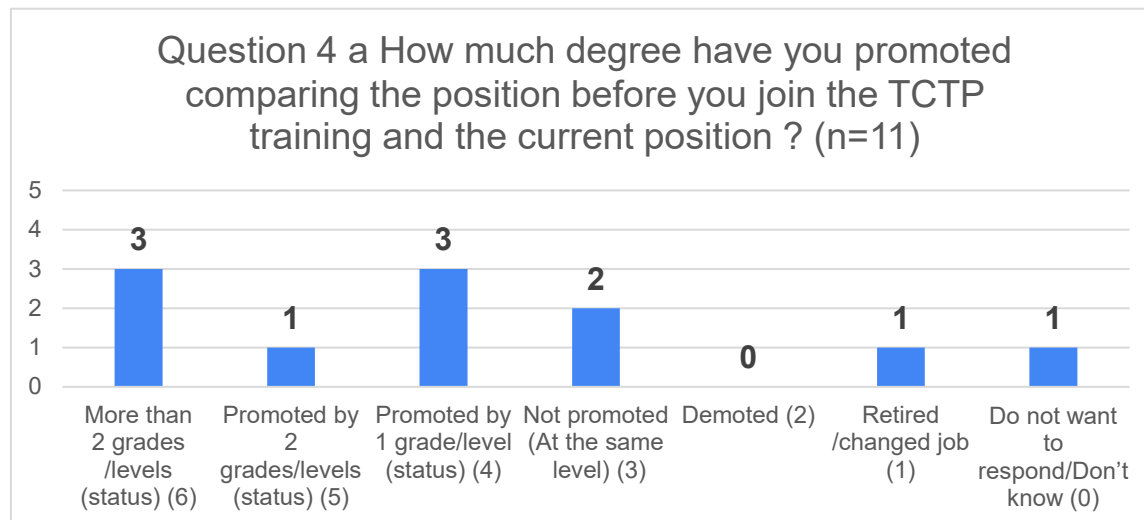
- To share how I have applied the knowledge gained from the training to my work, and to exchange useful information.
- exchange new experience
- Sharing new knowledge through each other's activities.. both working in the humanitarian and inclusion sector, but with different specific issue focuses. What was also interesting when visiting the Disaster Prevention and Mitigation Regional Center 15 Chiangrai, I learned a lot about the activities carried out and saw similarities with the same agency in my country. It turns out that what is done is not much different, it's just that there are more facilities there that can be used for public education regarding disaster preparedness.
- One remarkable outcome from maintaining communication with other stakeholders is the successful collaboration between YEU and a local organization of persons with disabilities in Central Sulawesi—our partner that focuses on promoting disability-inclusive disaster risk reduction (DiDRR). Through the knowledge I gained from the course, I was able to contribute ideas and insights that supported this initiative. As a result of continuous knowledge exchange and collaboration, we supported the production of an innovation video on earthquake disaster mitigation for families and persons with disabilities. This innovation was initiated by the Organization of Persons with Disabilities and serves as an accessible educational tool—marking an important step toward inclusive community preparedness. You can watch the video here: <https://youtu.be/8VPn34CnTP4?si=3sUuGbdPZSfpMbQO>. It is also featured on the APCD website.

Analysis of the study team

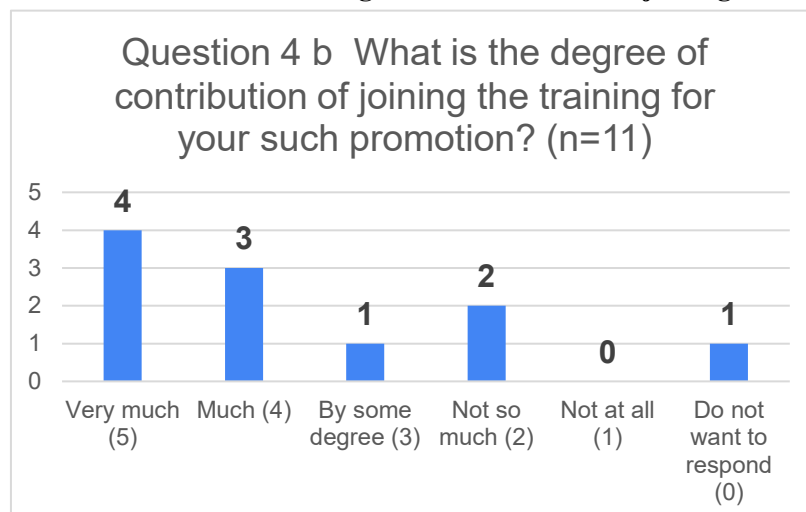
Communication with Thai trainers is frequent and its ratio would be the highest among all TCTP courses. This is a remarkable feature of this course among all TCTP courses. The mode is online, i.e., WhatUp or Facebook, is dominant. The main reasons of communicating are exchange of new ideas as well as greeting.

4. Promotion and contribution of the training program

Question 4 a How much degree have you promoted comparing the position before you join the TCTP training and the current position ? (n=23)



Question 4 b What is the degree of contribution of joining the training for your such promotion? (n= 23)



Please share your comment (n=5)

- I selected 'Not so much' because, while the training was informative and helped broaden my perspective, my promotion or change in role was primarily influenced by other factors such as organizational needs, previous performance, and personal career goals. However, I still value the knowledge and connections gained from the training.
- The training is a blessings to me. Help me a lot to understand, aware and capacitate to be DIDRR worker. My little knowledge broaden and strengthen. I am proud the my gained

knowledge from the training were shared and part of my lifestyle in work. A series of training were conducted. My knowledge gained transferred to others. Im happy that my participants of the trainings appreciate and implemented the DIDRR. In their local development plan they included DIDRR. Some of which prepare a local DIDRR plan. Many of my partners invited me as speaker to discuss DIDRR and I'm happy that the resources given to us by TCTP is worth it because i shared and implement my knowledge gain in the training course. In my current work which directly working with older person sector and most are with disability , DIDRR is part of my work lifestyle.

- None c
- The topic of the training is interesting. By gathering all of the experiences and expertise from this training program, I am able to bring what I have learned and share it to my organization's staff member. All the relevant information I have learned, I am able to share it during the workshop as well.
- Currently, I serve as the Information and Communication Coordinator, where one of my key responsibilities is ensuring that all publications and communication materials are accessible to persons with disabilities. This role reflects the application of the inclusive principles I gained from the TCTP training, and it has strengthened my capacity to lead efforts in promoting inclusive communication within the organization.

Analysis of the study team

According to 11 respondents, more two third (n=7) made promoted by more than 1 grade/level (status). This is very high ratio, which would be the highest, among all TCTP courses. Most promoted respondents reported contribution of joining the TCTP training on promotion is “very much” or “much”. The narrative comments indicate those great contribution.

5. Your comments and suggestions

Question 5: To further promote disability-inclusive disaster risk reduction (DIDRR) in your country, please share your comments or suggestions about TCTP. (n=10)

- The TCTP's design, moving from foundational concepts to advanced training-of-trainers and policy recommendations, is excellent. It addresses critical needs by fostering regional understanding, sharing good practices, and building local capacity.
- The TCTP effectively creates a rich regional DIDRR learning environment. By embedding structured, localized follow-up and toolkits—and promoting peer networks and outcome

tracking—it can significantly amplify its long-term impact in the Philippines and across ASEAN.

- For the future trainings should invite up to 3 participants (if possible) from each country so if anyone leave, there still have two to work on DIDRR.
- Continue offering free training on DIDRR to the ASEAN region. The experience and knowledge we gained from the training course significantly changed my perspectives, making me more aware and understanding. Now, I am advocating for DIDRR. I hope that another advanced and updated training will be available for us.
- Continue help us to enhance our knowledge on the progress or good practices of other country. I hope the on the next training climate adaptation topic well be included. Keep us updated on the current trends, best practices of other countries to help us. I hope we experience or visit Japan to know DIDRR activities. Im proud to say that in my region /area DIDRR are known and understand by Persons with Disability Leader, implementer and Local Disaster Officer. Im thankful for the persons with disability sector for fighting and participating in DRR. Im thankful of the commitment local disaster risk reduction officer to broaden their plan into DIDRR
- I think it's important to have connections to share new knowledge, and there should be more cultural exchange
- warning system for all
- It would be great to have second TCTP since it can enhance the knowledge on disability-inclusive disaster risk reduction. By having a deeper understanding on this matter, we are able to apply it to the new context as of now.
- It might be better if the participants are the same people at each level of training. So that the materials obtained are also aligned and in line and there are no gaps between them. I am very happy to be able to participate, but because I only participated in the third training, I feel that my understanding of the previous materials is still lacking. Even so, TCTP 3 was my first experience in an international forum, I was very happy because my friends accepted me well and were also able to help me in the learning process (especially in my communication in English which is still lacking).
- To further promote disability-inclusive disaster risk reduction (DiDRR) in my country, I suggest that TCTP continue to strengthen its focus on practical tools, case studies, and real-life applications of DiDRR at the community and policy levels. It would be highly beneficial to expand the network of alumni engagement through regular follow-ups, collaborative projects, and peer-learning platforms. Additionally, involving government representatives and local organizations of persons with disabilities (OPDs) in future trainings could help bridge the gap between policy and practice, ensuring broader and more sustainable impact.

Analysis of the study team

The comments and suggestions on TCTP for the implementation agencies (TICA and JICA), include the following key recommendations.

- For the future trainings should invite up to 3 participants (if possible)
- It might be better if the participants are the same people at each level of training
- TCTP continue to strengthen both its focus on practical tools, case studies, and real-life applications of DiDRR both at the community and policy levels.
- It would be highly beneficial to expand the network of alumni engagement through regular follow-ups, collaborative projects, and peer-learning platforms.
- Involving government representatives and local organizations of persons with disabilities (OPDs) in future trainings could help bridge the gap between policy and practice, ensuring broader and more sustainable impact.

Final question: Contact information

- Your name (n=23)
- Your phone number (mobile or landline) * (n=23)
*The study team may contact you directly by phone if your case is selected as the best "Success Case".
- Your email address (n=23)
- Name and contact information of the person responsible for sending you to TCTP (n=23)
- (b) E-mail address of the person (n=20)

***** Confidentiality is strictly secured. Thank you very much for your cooperation for this survey!! *****

FY2025 Joint Evaluation of Third Country Training Programme (TCTP) in Thailand

Ex-trainees Survey Result Report

Comprehensive Report of 10 Courses (#1 ~ #10)



International Development Center of Japan (IDCJ)

0. Introduction

It was calculated the total number of participants in ten TCTP courses is 499. Except the participants from Myanmar and those who email address were unknow, the study send an invitation of survey to 394 participants. The study team received 130 filled survey result by Google Survey From. The response rate was calculated as 33% ($=130 / 394$). The summary of statistics of response is in the following table.

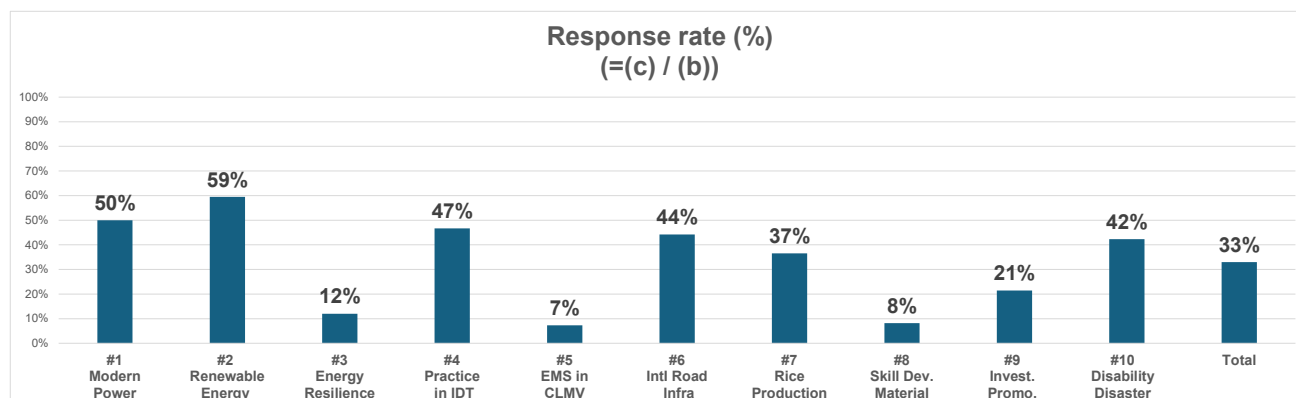
Basic statistics of responses

Course # and Course Title	Participants	Participants (except Myanmar & no email address) (a)	Response (b)	Response rate ($= (b) / (a)$)
#1 Modernization of Power Distribution System in ASEAN Countries★	75	60	30	50%
#2 Renewable Energy Technologies and Knowledge Transfer for Strengthening and Achieving ASEAN's Sustainable Development Goals	38	37	22	59%
#3 Energy Resilience Assessment Towards Climate Adaptable Energy Systems	30	25	3	12%
#4 Practice in Innovation and Digital Technology for Sustainable Water Management	17	15	7	47%
#5 Emergency Medical Services(EMS)Medical Director Training Course Regional Training for Pre-Hospital Emergency Care in CLMV	55	41	3	7%
#6 International Road Infrastructure Development for ASEAN and BIMSTEC Networks	59	52	23	44%
#7 Rice Production Technologies for Food Security and Sustainability of African Countries	65	63	23	37%
#8 Skill Development for Material Processing for Mekong Countries	95	61	5	8%
#9 Workshop on Investment Promotion Policy and Enhancing Industrial Competitiveness for Mekong and South Asia Countries	35	14	3	21%
#10 Strengthening Disability Inclusive Disaster Risk Reduction in the ASEAN Region	30	26	11	42%
Total	499	394	130	33%

Response until 24 September, 2025

Several courses made relatively higher response rates (#1, #2, #4, #6, #7, #10) and the raining courses made relatively lower rates (#3, #5, #8, #9), as follows.

Response rate of each course



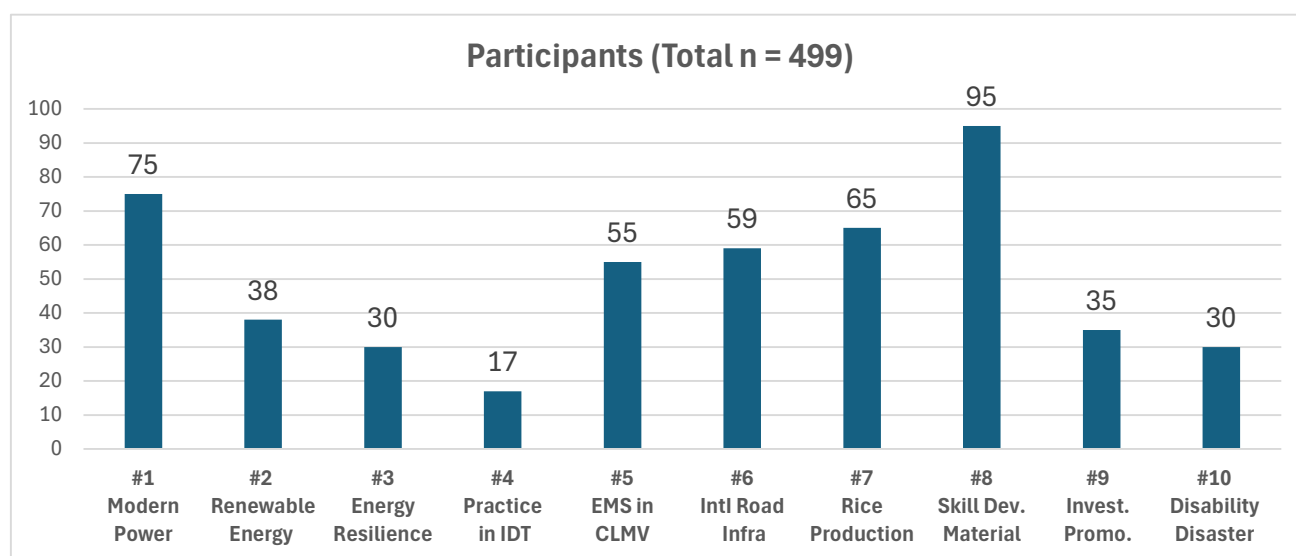
From the next page to the last page, the responses, and some representative comments for each survey item from participants are presented. Since the response numbers and rates vary among ten (10) courses, more comments were selected from the courses with frequent responses and high response rate than those with less frequent and lower response rates.

Main points of survey result

- Almost all participants completed their training courses and obtained the certificate of completion.
- They made progress the subject-matter knowledge and skills by more than degree and nearly very much on some courses. The same tendency was reported on general knowledge and skills although the degree of progress is lower than subject-matter knowledge.
- Many participants have applied their obtained knowledge and skill for their work after they came back to their home country. Some of them made remarkable “success cases” but frequently they experienced limitation of budget, human resources, and weak cooperation with and support from their stakeholders.
- Networking and communication are generally well maintained among their colleagues in the same batch and them from the same country. They enjoyed the exchange of experience among colleagues from neighboring countries. They exchange new ideas and possible solutions as well as social interaction.
- Promotion experience varies. More or less one third of participants received more than one grade promotion but the most frequent response has no promotion. One comment suggest promotion is affected by various factors and the attendance to the training program is only one of them.
- The participants appreciated well-known lecturers from Thailand and Japana. They appreciated TICA and JICA and asked for continuation of TCTP trainings.
- Suggestions include: (i) more longer period of training, (ii) conduct of follow-up trainings, (iii) provision of financial support for implementation of action plans. In addition, food consideration, including provision of Harare food, should be prepared due to the needs of participants.

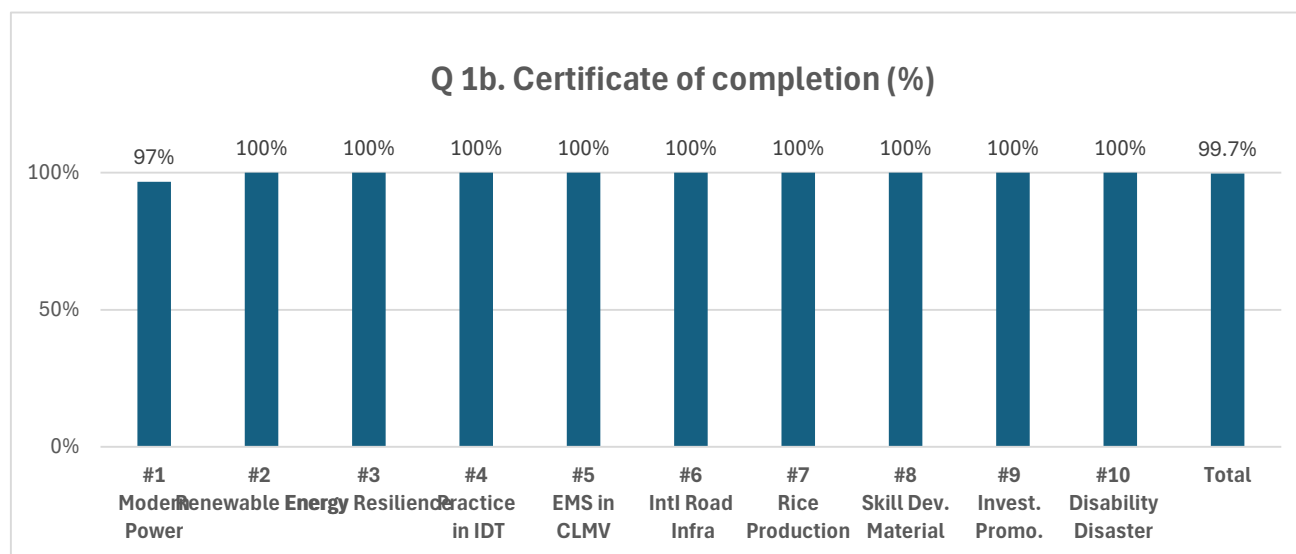
1. Knowledges and skills you obtained and satisfaction

Question 1 a. Please indicate the sessions of the training program you attended.

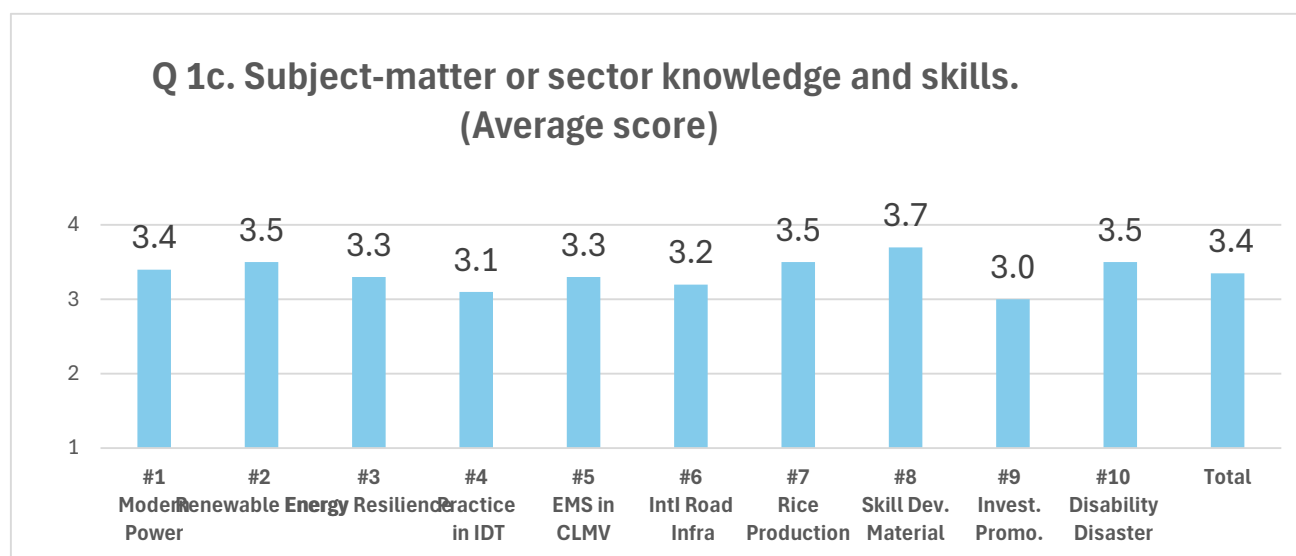


- The training was conducted in a warm and welcoming atmosphere. It provided valuable opportunities to build connections between organizations, which I take great pride in. It was an honor to participate in this program. (#1 Power)
- The organization of the program is excellent, the team invited speakers from reputable institutions. (#2 Renewable)
- A very good course, where participants from different countries can share and learn the approach that has been applied in addressing road network issues (#6 Road)
- Very interesting course. It has impacted in me, a practical knowledge of Rice Production Technologies. It was indeed educative. (#7 Rice)
- I learned about the basic knowledge about the DIDRR, saw the good practices, how should we prepare beforehand in case disaster happens and how I could involve with to in order to make sure that we leave no one behind. (#10 Disability)

Question 1 b. After completion of the training, did you receive a certificate (Certificate of Completion) from the Thai side (TICA, the training implementing agency, or JICA Thailand Office)?"



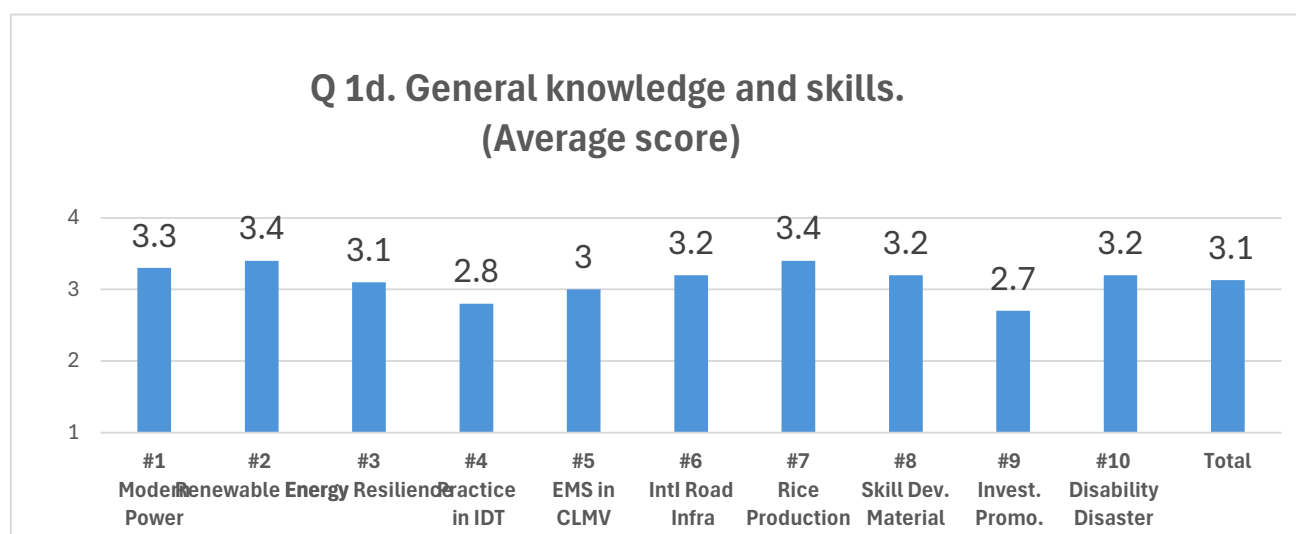
Question 1 c. Please indicate the progress of your subject-matter or sector knowledge and skills through the training program.



(Note) 4:Very much progressed, 3:Progressed by some degree, 2: Not much progressed, 1: Not at all.

- The courses are good. But the schedule is very tight. The schedule is too much for 2 weeks. (#1 Power)
- Overall, the subject-matter or sector knowledge and skills has been expanding after attending the training program (#2 Renewable)
- Since all the units covered during the course were relevant to my roles and responsibility, it has helped me expand my knowledge and make better decision during my profession. (#6 Road)
- It has helped me in organizing training programs for my farmers and also an improvement in my agronomic field activity support to my local farmers. (#7 Rice)
- The training subjects have helped me significantly expand my knowledge and skills, especially in the area of disability inclusion. (#10 Disability)

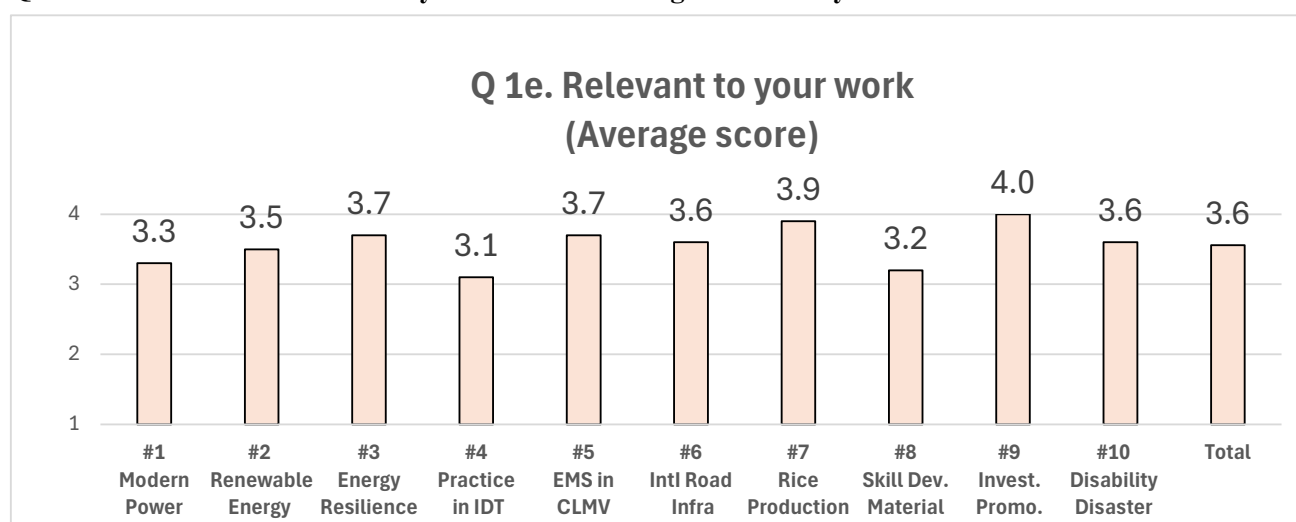
Question 1 d. Please indicate the progress of your general knowledge and skills through the training program.



(Note) 4:Very much progressed, 3:Progressed by some degree, 2: Not much progressed, 1: Not at all.

- Networking with neighboring countries is the great part. I am now still in touch with some of them to share our knowledge, experience, and friendship. (#1 Power)
- In overall, this training has improved some. (#2 Renewable)
- The training program has significantly improved my general knowledge and skills, particularly in areas related to road project planning, highway design, and construction project administration. (#6 Road)
- It was an excellent experience I loved it a lot and I progressed a lot psychologically and professionally. (#7 Rice)
- Yes, this training boost my leadership skills. (#10 Disability)

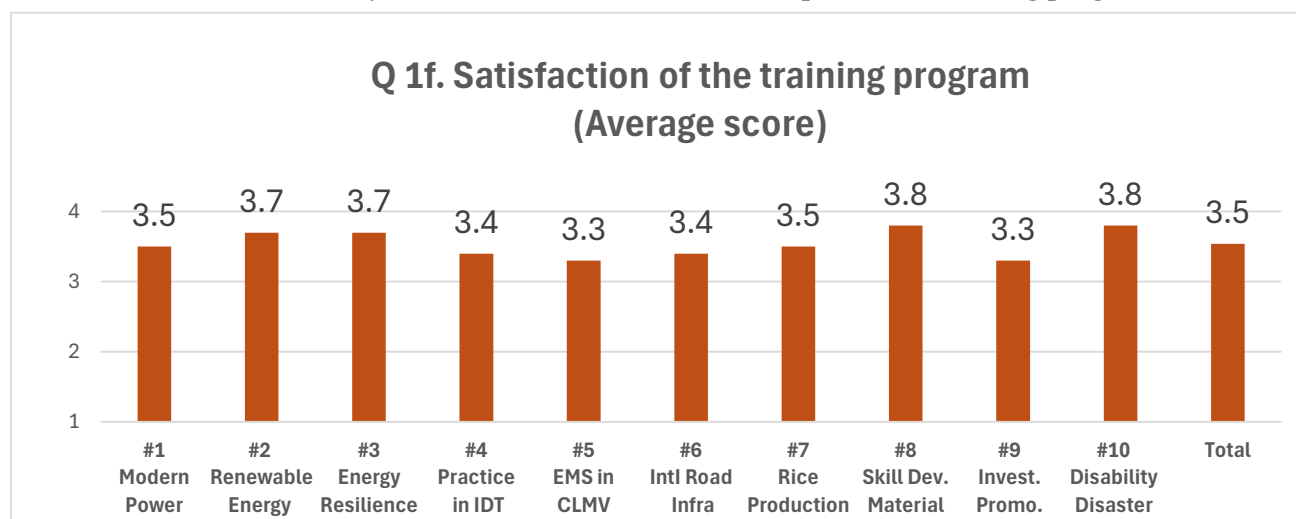
Question 1 e. To what extent did you find this training relevant to your work?



(Note) 4:Highly relevant, 3:Moderately relevant, 2: Slightly relevant, 1: Not at all relevant

- This training is directly related to the work under care and can be used to develop further activities very well. (#1 Power)
- My field is biomaterial and biotechnology. This training opens up more ideas for me to dive into more diverse field and area related to renewable energy and SDG. (#2 Renewable)
- Some of the sessions are relevant to my job and can adopt to my work (#6 Road)
- it was very fruitful and relevant and after almost 2 years, I do not exactly remember the lecture and its content but i clearly still remember the site visits and the technological improvements i saw during the training session (#6 Road)
- It is relevant because I am involved in teaching agricultural extension officers who go to teaching farmers' rice cultivation, I am also involved in teaching farmers about rice cultivation in my area of work. (#7 Rice)
- The training is very relevant in my work. Attending the training wider my knowledge and awareness on DIDRR. I understand more the importance of inclusivity. (#10 Disability)

Question 1 f. Please indicate your level of satisfaction of each aspect of the training program.

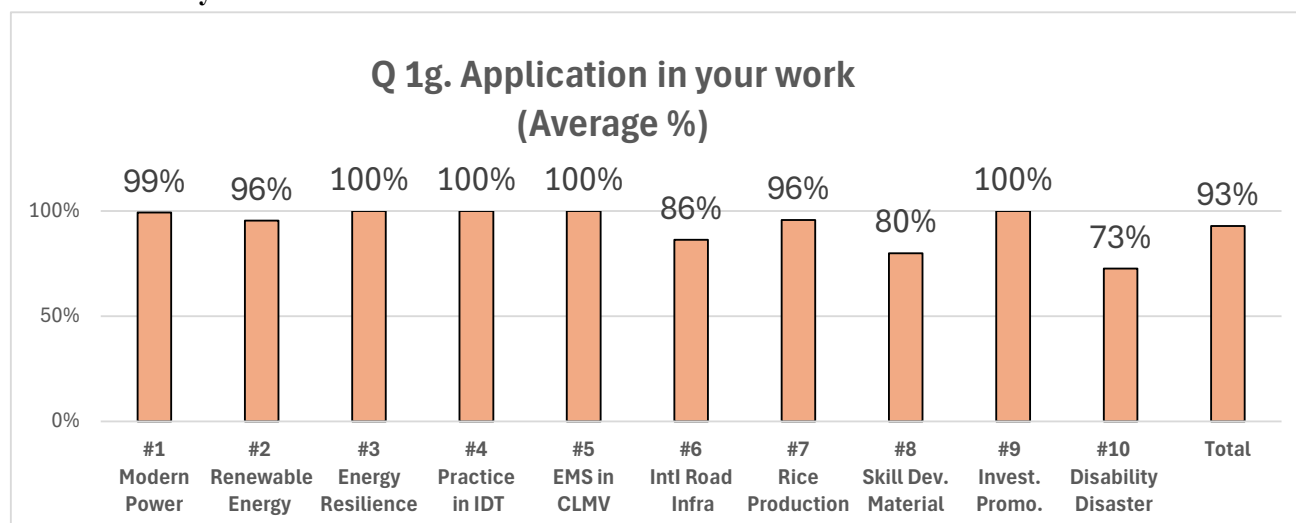


(Note) 4:Very much satisfied, 3:Satisfied by some degree, 2: Not so much satisfied, 1: Not satisfied at all.

- The training should last approximately 1 month so that the observers can learn the entire course. / The training period should be extended to 2 months. (#1 Power)
- The entire programme has been arranged very well, with excellent hospitality from TICA and JICA. (#2 Renewable)
- 1) There is no Halal food stall/ restaurant around training place and we have difficulty to get Halal food during lunch break that is only 1 hour duration. 2) The organiser is kind enough to offer 1 room as our praying room. We are thankful for the kind gesture. 3) The hotel is quite far away from the training hall and outside of the city centre. It is recommended to choose the hotel as close as possible to training place so we do not spend a lot of time to go through heavy traffic during peak hours. (#6 Road)
- JICA and TICA has reputed highly qualified lecturers with very experienced in Engineering field. We were fully satisfied with the knowledge we gained from the training. (#6 Road)

- There's a need for follow up to see what the countries that benefitted from the training are doing in terms of implementation of the knowledge gained from the training program. (#7 Rice)
- The training was good, but i need more training especially on economic and financial analysis (#7 Rice)
- Overall, the training was satisfactory and well-organized. The content was relevant, and the methods used—such as lectures and group discussions—were effective. (#10 Disability)

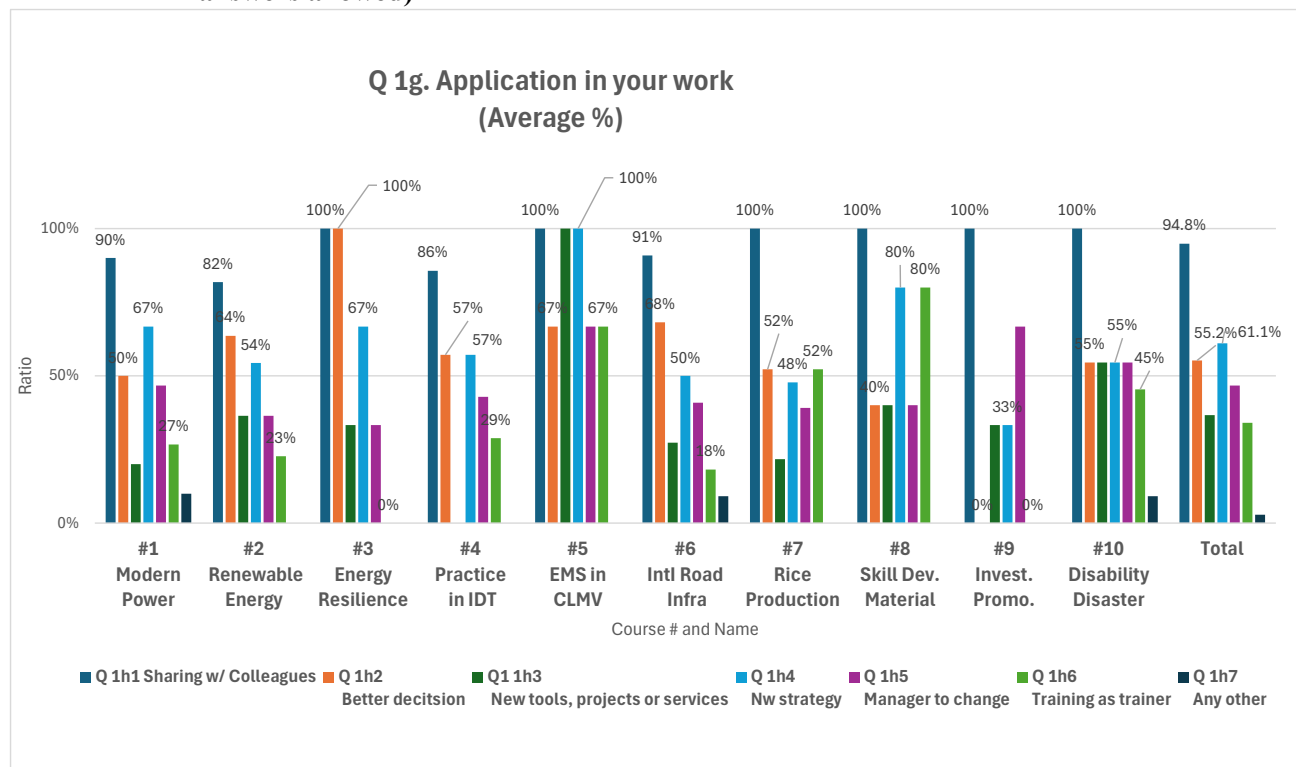
Question 1 g. Have you been able to apply the knowledge and skills learnt from the training courses in your work?



Please share your comment. (n=8)

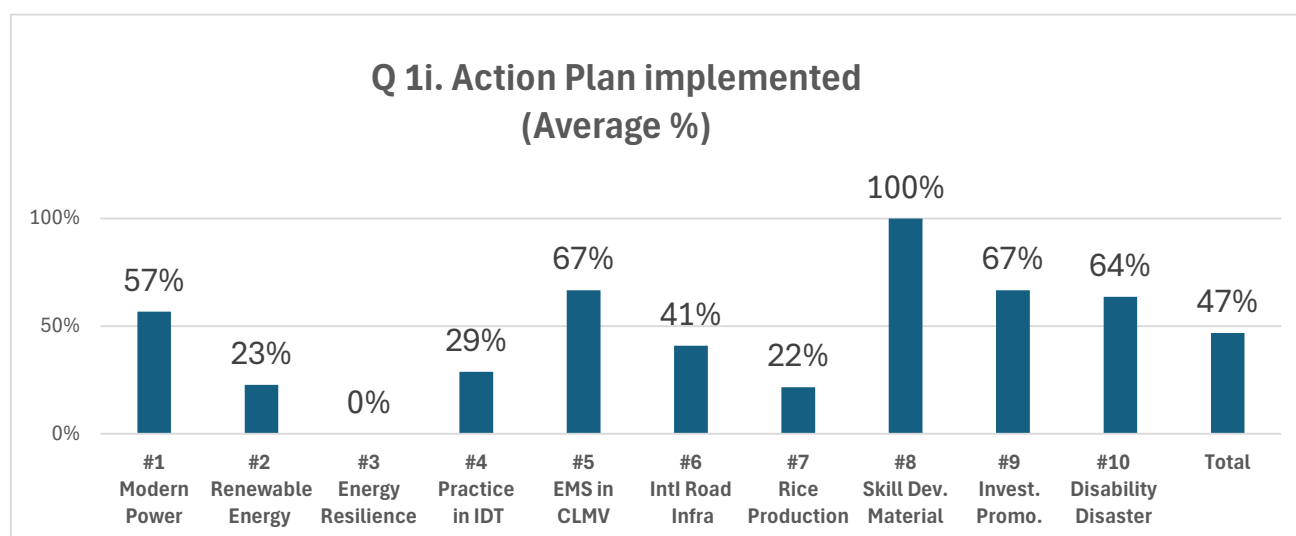
- Definitely use the knowledge that learned from this training course. (#1 Power)
 - Recently, My team are proposing a project with the collaboration with others country related to hydrogen field. The knowledge gained from this TCTP program able to give me more understanding throughout the discussion and proposing a better idea.(#2 Renewable)
 - Currently I am in charge for road and bridge maintenance. A lot of the Japan and Thailand technology introduced during the training program is suitable to be used in our engineering practice such as the seamless toll payment at highway and pavement.(#6 Road)
 - I have been able to train farmers on cost benefit analysis and good agronomical practices for rice production (#7 Rice)
-
- I am able to share it to my bosses to add this knowledge in incorporating for the program planning. (#10 Disability)

Question 1 h. How have you applied the gained knowledge and skills learnt from the training ? (Multiple answers allowed)



- Yes, the knowledge can help in our discussion and brainstorming the idea for the new project. Besides, this program also improves the soft skills in interacting with others. .(#2 Renewable)
- I have organized training programs including rice field managements for local rice farmers (#7 Rice)
- Sharing in general staff meeting and provide input during NDC 3 consultative workshop with ministry of environment (#10 Disability)

Question 1 i. Did you implement your action plan after returning to your country?

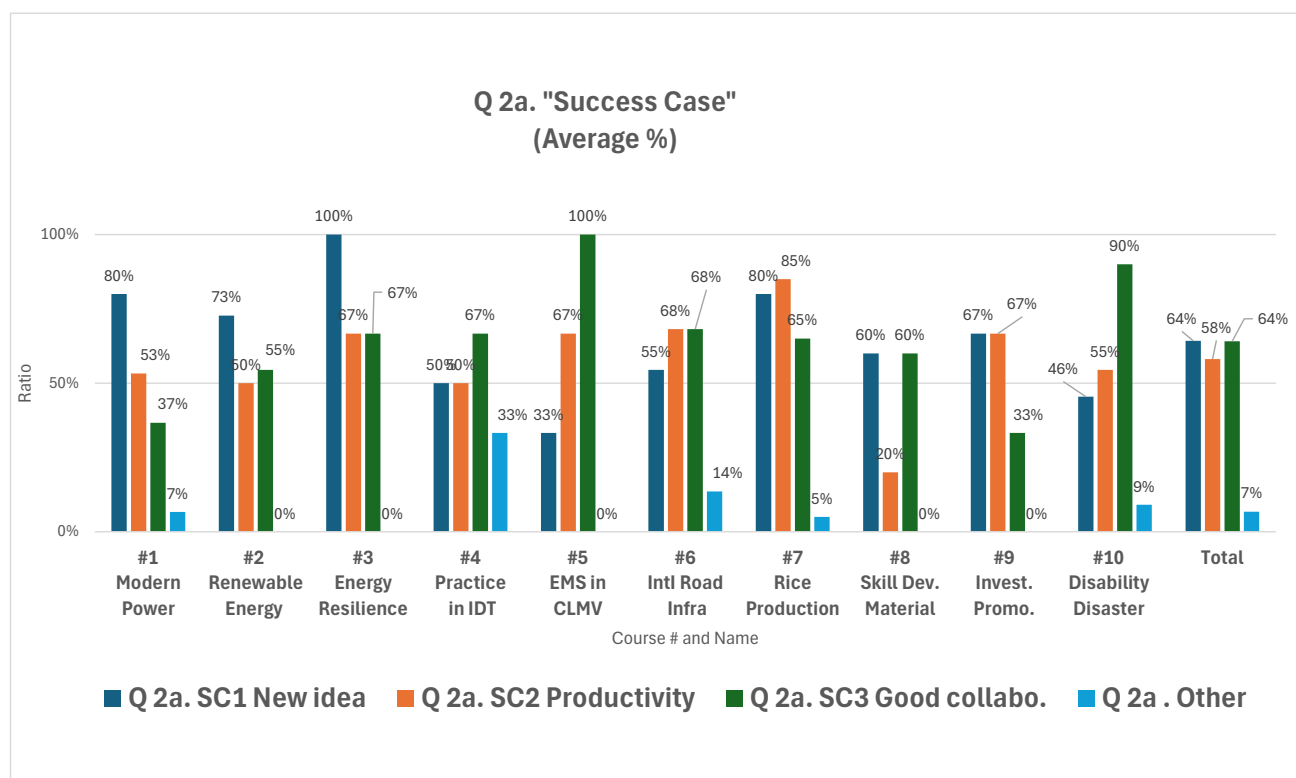


- Limited budget and support from my organization. (#1 Power)
- Lack of equipment and some limit technical skills. (#1 Power)

- We are lack in budget and technical skill for the implementation process, till now the action plan is still not execute yet. (#2 Renewable)
- The reasonable budget is limited to carried out the action plan. (#2 Renewable)
- lack of equipment, limited budget, insufficient technical skills or knowledge, or lack of understanding/support from my organization (#2 Renewable)
- Limited budget and lack of understanding/support from your organization (#3 Resilience)
- We had implemented the knowledge we received from the training awarded by JICA and TICA for our ongoing project. (#6 Road)
- Lack of equipment and budgets (#7 Rice)
- Engage some action plan into the DCA project supported by USAID funding through Save the Children. (#10 Disability)

2. "Success Case" (Good practice)

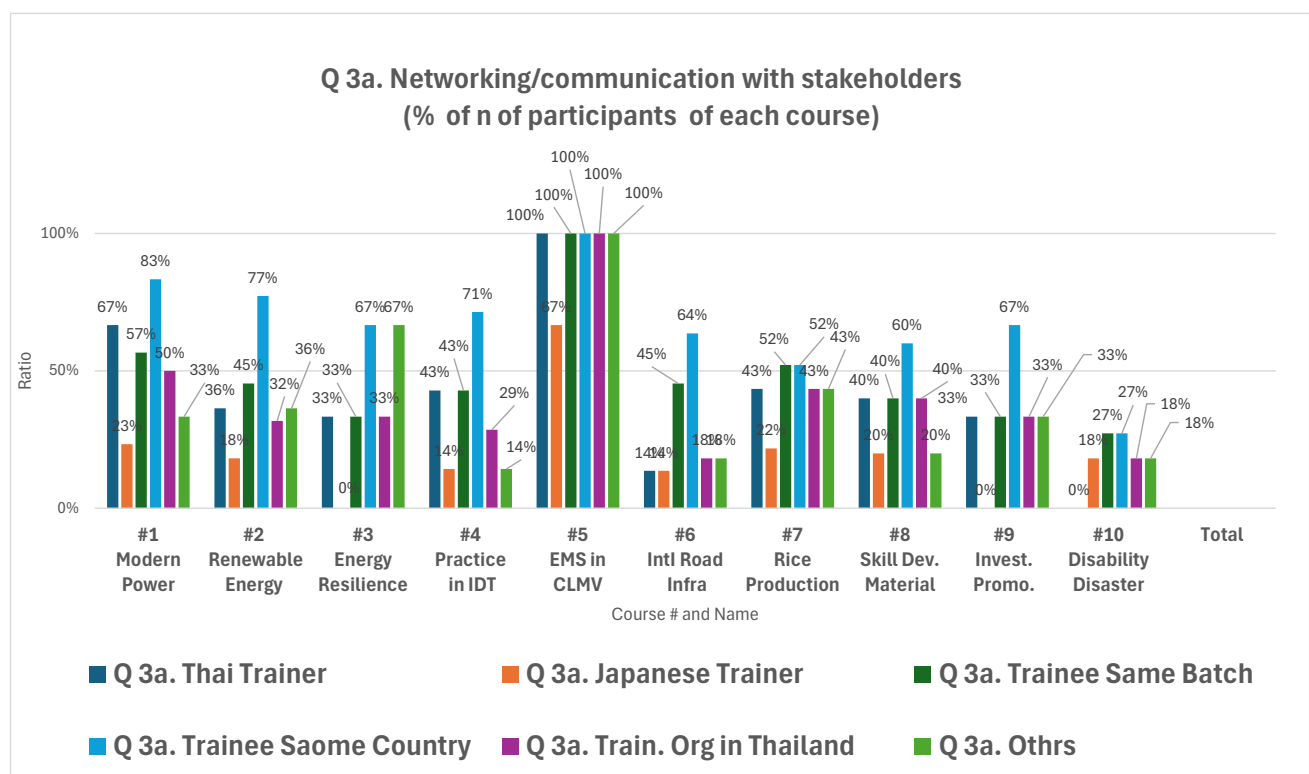
Question 2 a: Please indicate the type of "Success Case" (good practice) in which TCTP contributed to your work. (Multiple choices acceptable)



- I have been able to apply the knowledge gained from the training in my work, which has helped improve coordination with relevant agencies. This has led to smoother communication and more effective collaboration in project implementation. (#1 Power)
- I can share some ideas and information from this training to colleagues. (#2 Renewable)
- Improve decision making various field, to include renewable energy demand in various project and considerations (#2 Renewable)
- The experience and the opportunity boosts my knowledge at new height and the networking created during the training program helps me to see and compare what other countries are doing and what makes them ahead of us at some area. (#6 Road)
- By help us with technology in Rice production to ,and now we are improving the production of productivity in rice production (#7 Rice)
- A success case was the ecology of rice. My district has suffered a lot from floods, and with knowledge, we managed to train producers to choose the varieties (long or short cycle) according to production conditions, which allowed for a reduction in the risk of loss caused by the floods. (#7 Rice)
- This new knowledge acquired has allowed me to position myself as a potential leader in irrigated production and the development of partnerships with the aim of intensifying rice production in Benin. the central state also relies heavily on my skills by involving myself in initiatives to promote the rice sector and in questions of resilience of rice production systems (#7 Rice)
- After returning from training, my organization began efforts to recover the machinery and install a rice processing plant that had been stopped. With the good practice I gained during the training and shared with my colleagues from the technical team who provide Rural Extension services within the communities, they applied it and for some time now we have been registering improvements in production, although we lack specific machinery to increase productivity and production. (#7 Rice)
- I collaborated with local community leaders and the church community in my area to raise awareness and educate them about Disaster Inclusion and Disaster Risk Reduction (DIDRR), especially in preparation for and response to disasters. (#10 Disability)

3. Networking/communication after the training program

Question 3 a: Please indicate the level of your networking/communication with stakeholders of the training program.



- I had the opportunity to meet colleagues from various countries such as Laos, Myanmar, Cambodia, and Vietnam. We continue to stay in touch and communicate online regularly. (#1 Power)
- I am frequently meeting with the trainee from the same country since we are in the same department and conducting the similar project. With the trainee in another country, most of it in online. (#2 Renewable)
- I usually network with others through online communication, such as messaging apps and email. Currently, I maintain regular contact with a fellow participant from the same country, who is also from the same institution and works in the same field. Although our communication is mostly informal, it has been useful for exchanging ideas, discussing academic developments, and staying connected after the training. (#6 Road)
- We normally use to communicate through WhatsApp, and Line calls (#7 Rice)
- I keep in contact with some domestic and international trainees from the same batch, as well as trainees from my country who attended TCTP. (#10 Disability)

Question 3 b: Please explain the reason why you have communicated with other stakeholders after the training program. (n of comments =17)

- To discuss technical issues in the related field (#1 Power)
- Exchange data & information (#1 Power)
- I stayed in touch with stakeholders to share implementation experiences, get feedback, and explore collaboration opportunities. (#2 Renewable)
- During the training, a strong bond was formed with both the participants and the organizers. As a result, we have continued to stay in touch afterward, both professionally and personally, checking in on each other's well-being (#4 Disital_Water)
- We usually discuss when we face challenges at our work place, and initiate the discussion to come up with the solutions. (#6 Road)
- Beside lessons, field trips were very good learning from new experts. (#8 Material)

Question 3 c: Please share the remarkable or good events that happened due to maintaining the communication with other stakeholders (e.g., exchange the new knowledge or experience). (n of comments =16)

- Exchange Good Practices or Troubleshooting. (#1 Power)
- Very nice and friendly (#1 Power)
- Update current works and exchange ideas (#2 Renewable)
- Last year, Malaysia-Thailand have a closed discussion about the upcoming friendship bridge construction at our border and somehow the person in charge from both parties have attended this program. (#6 Road)
- Sharing ideas with other trainees on a social media platform (#7 Rice)
- BOI investment delegation visit at the Council for the Development of Cambodia (#9 Invest)
- Cultural exchange of costumes and cuisine. (#10 Disability)
- Keep us updated and share ideas and updates regarding our activities conducted after the event. Inform them that the shared learning from the training is cascaded and transferred to others. (#10 Disability)

4. Your comments and suggestions

Question 5: To practically improve rice production in your country, please share your comments or suggestions about TCTP.

- This training is a good opportunity to learn about a smart grid implementation in ASEAN and also Japan. (#1 Power)
- The delegation should be more than 5 countries, or it should be all ASEAN member joined this workshop to have broad understanding (#2 Renewable)
- To discuss more about real case studies, participation from industry and policy related inputs. (#2 Renewable)
- Create a TCTP alumni network focused on energy and climate resilience, enabling peer exchange and joint projects. (#3 Resilience)
- Apply AI technology in water treatment plan. (#4 Digital_Water)
- The EMS in my country (Lao PDR) has not been developed as it should, and there are currently many problems, we still lack of financial support, lack of man power and resources. (#5 EMS)
- 1) It is recommended to invite experts from Japan to share knowledge as they are well-known to be the best road engineer in the Asia and the global region. 2) The training may be improved if there is a hands-on session or visit to local quarries where they make special mix. 3) Some of the ASEAN and BIMSTEC countries are Muslim-majority and it is recommended to provide more options on Halal-meal on site. (#6 Road)
- To further promote road infrastructure network development among ASEAN and BIMSTEC countries, I believe the TCTP program should continue strengthening its role as a platform for technical knowledge exchange and regional collaboration. Additionally, incorporating more case-based discussions and cross-country comparative studies could enhance the program's impact by showcasing diverse strategies and challenges in infrastructure development across the region. (#6 Road)
- The training we received from JICA and TICA will have huge impact, if implemented among ASEAN and BIMSTEC. (#6 Road)
- TCTP should add Master's program on rice production (#7 Rice)
- I want that TICA JICA finance the report plan after training (#7 Rice)
- Very good job. (#8 Material)
- Please continue to sponsor such training programmes to exchange views and best practices among ASEAN nations. However, some ASEAN member states were absent. That would be helpful if the programme were to widen the scope to other ASEAN members. (#9 Invest)

- To further promote disability-inclusive disaster risk reduction (DiDRR) in my country, I suggest that TCTP continue to strengthen its focus on practical tools, case studies, and real-life applications of DiDRR at the community and policy levels. It would be highly beneficial to expand the network of alumni engagement through regular follow-ups, collaborative projects, and peer-learning platforms.
(#10 Disability)

Revealing Training Effects and Contributing Factors Using “Success Case Method (SCM)”

As part of this TCTP evaluation study, two key surveys were conducted, namely (i) Ex-trainee tracking survey using Google Forms and (ii) In-depth interview on the “Success Case” identified by the first survey. Survey (i) was conducted for all courses evaluated. In-depth interview on the success case (ii) was conducted by applying the “success case method” to the following two selected courses:

(1) “Rice Production Technologies for Food Security and Sustainability of African Countries”

The evaluation study team first asked all ex-trainees of the TCTP’s course, “Rice Production Technologies for Food Security and Sustainability of African Countries”, to fill and submit the Google Survey Form (n=63 except Myanmar). The team received 23 submissions, and the response rate was 37%, which is relatively high based on the team’s experience. Among them, three “Success Cases” were identified and in-depth face-to-face interview was conducted for each of them at their country (Mozambique) to explore (i) any success factors that contributed to making the case a success and (ii) any advice and recommendation for replicating the Success Case.

(2) “Strengthening Disability Inclusive Risk Reduction in the ASEAN Region”

Similarly to (1), the evaluation study team first asked all ex-trainees of the TCTP’s course, “Strengthening Disability Inclusive Risk Reduction in the ASEAN Region”, to fill and submit the Google Survey Form (n=26 except Myanmar). The team received 11 responses, and the response rate was 42%. Among them, two “Success Cases” were identified from the Philippines and Vietnam. The team conducted in-depth interview with each ex-trainee online to explore (i) any success factors that contributed to making the case a success and (ii) any advice and recommendation for replicating the Success Case.

The results of these in-depth interviews are shown on the following pages.

In-depth Interview 1 :
Field application of technology and 2.5 times increase in rice production

Name: Mrs. Arcénia Cosmo Muambale

Position: Field extensionist, Chibuto District Economic Activities Service

Success Case Description from the survey:

In a practical way, I applied the plan in the best possible way using the resources available on a daily basis, I organized two field meetings where we exchanged ideas on how it is done in Thailand and how it is done in Mozambique, we gave practical demonstrations of results and compared yields, the quality of the rice grain, the height of the plant and the levels of development of the rice crop.

1. Please explain your “success case” in detail.

The ex-trainee made a demonstration of the practice she obtained from TCTP with her 30 colleagues. In addition, she made presentations at many opportunities including the agricultural festival whose latest one will start this October.

Before the ex-trainee joined TCTP, rice production was 200 kg per acre, and after she returned and disseminated the knowledge and experience, rice production increased to 500 kg per acre (2.5 times increase). Her boss, Mr. Milagre Simbine, Director, Chibuto District Economic Activities Service, confirmed it is a big change. The total area covered by her and her 30 colleagues is 180 hectares. Main reasons of this change are (1) new seeds, (2) related knowledge, and (3) effective use of water, according to the ex-trainee.

2. Some officials who received the same training or program do not make the same result. But you made a “success case”. What factor or condition affected making it in your case?

She explained the following factors.

Firstly, she was willing to contribute to the community in this area through rice and other agricultural production. She said it is a “dedication”.

Secondly, she obtained additional knowledge from JICA training she joined after TCTP training, including drainage practices and irrigation practices.

Thirdly, she explained that JICA has frequently come to her region and has provided support for meetings and events (transportation, food, logistical support). This small additional help really contributes to her dissemination of knowledge and holding events to make various kinds of people together in her village (farmers, extensionists and commercial people).

Lastly, her boss added the following point. The problem with rice production in this region is irrigation. The issue here is poor equipment (water pump) for fetching water from the river flow to the rice fields. His organization has experienced difficulty in funding, and if the funds are available for buying pumps and moving extensionist to the rice field, more increase in rice production will be made in this region.

3. What conditions are necessary to replicate your “success case” for other officials /cases?

Firstly, she advised “Dedication” mind is necessary. She has continuously shared her knowledge with her 30 colleagues and has held agricultural event to invite various stakeholders.

Secondly, as the study team observed, support from the boss/supervisor with leadership is necessary. The boss/supervisor should provide financial support and psychological support for the ex-trainee who joined the TCTP training as well as allow her taking a leadership among her colleagues.

Thirdly, she additionally advised that the follow-up support from donors (i.e., JICA and TICA) is necessary in terms of small financial support for ex-trainees and also for the governmental officials for mobilizing them to the field and holding the dissemination events.

Lastly, the boss suggested providing some financial support for buying necessary agricultural machines including water pumps in order to apply her knowledge she learned and experienced at TCTP. However, it is another issue from the TCTP training although that would increase knowledge utilization gained from the TCTP training.

4. Observation from TICA/JICA evaluation study team

The study team confirmed this is a Success Case and could identify some success factors and conditions for replication. If TICA/JICA prepares some budget for each ex-trainee and monitors their use of it for dissemination activities on the ground, the outcomes and further impact might be generated, and it will be a good cost-effective use of money.

Another point for consideration is that TICA/JICA will be able to find a “seed” for a larger-scale project by examining the ex-trainee’s report of application of the knowledge they gained and utilization of this small budget. This might be a good way to search for ideas for ODA projects in agricultural sector.



Picture 1: Interviewee and the evaluation team Picture 2: JICA staff visited her field.



Picture 3: Demonstration activity 1



Picture 4: Demonstration activity 2

In-depth Interview 2: Reputation of TCTP and Leader's Leadership and Strategic Thinking

Name: Mr. Fernando Chaúr Júnior

Position: Senior Technician in Agricultural Extension, National Directorate of Extension

Success Case Description from the survey:

After returning from training, my organization began efforts to recover the machinery and install a rice processing plant that had been stopped. With the good practice I gained during the training and shared with my colleagues from the technical team who provide Rural Extension services within the communities, they applied it and for some time now we have been registering improvements in production, although we lack specific machinery to increase productivity and production.

This case was identified as one of the Success Cases. However, at the field interview, the evaluation team found that the knowledge and skills obtained from TCTP has successfully shared with the ex-trainee's colleagues and some farmers, but the outcomes including rice production and rice processing have been limited due to the current situation of the center from where he dispatched.

1. Please explain your "success case" in detail.

According to Director who covers 23 Districts in his region, this ex-trainee is successful for some small issues. His duty is supporting small-scale farmers. Some of them increased their rice production and the data shows it. He established and maintained his networks with colleagues and farmers.

The ex-trainee explained that he learned much about soil and machinery for agriculture from TCTP training. He shares the knowledge and experience especially about soil and pursue replication with his colleagues during daily conversation, since they know he studied at TCTP in Thailand and respect his knowledge and experience. He achieved promotion and TCTP was one of the reasons (but experience with other training was also a factor).

On the other hand, due to limitation of funds, the center where he works implemented no more rice processing after the processing machine is down. Now farmers process at his/her individual home. A director who was recently assigned is struggling to find new financial resources. Knowledge and skills this ex-trainee obtained are very useful and wanted here but financial resources are another issue.

His boss/supervisor mentioned the following points. Knowledge and experience of soil and machinery were adequately obtained. The TCTP course is very relevant, the director commented. In addition, like the ex-trainee mentioned, funds for implementation are another issue (out of scope of TCTP).

2. Some officials who received the same training or program do not make the same result. But you made a "success case". What factor or condition affected making it in your case?

Firstly, his colleagues and farmers know that he went to Thailand and joined the TCTP training hosted by TICA and JICA. They know he has the current and most updated knowledge and skills on soil and machinery. Thus, they asked him many things by phone and at the field. The first success factor is reputation, and it made him respected.

Secondly, the environmental conditions of Mozambique and Thailand are similar so that skills and knowledge obtained are applicable in Mozambique.

Thirdly, the region where this ex-trainee is assigned is rich in water because the lake exists. However, due to the recent climate change, rain has decreased, and the rice cultivation field gradually moves to the highland.

On the other hand, funds for buying new machinery and rice processing machines are obstructing factors, which are beyond the scope of TCTP. This point affected the impact of the knowledge and skills he obtained from TCTP, and it is inherent constraint for any training programs.

3. What conditions are necessary to replicate your “success case” for other officials /cases?

Firstly, since this TCTP course is about agricultural production (rice production), the natural environment including (i) soil condition and (ii) availability of rich quantity of water is the necessary condition in order to utilize the knowledge and skills equipped by TCTP.

Secondly, funds for obtaining and maintaining agricultural machinery (tractors, rice planting machine, rice cultivation machine, and rice processing machine) are necessary conditions although it is out of the scope of TCTP. However, the knowledge and skills equipped by TCTP include modern techniques such as how to operate those agricultural machines, and thus some scheme for accessing funds should be prepared. If it is not so easy, providing a small amount of funds for ex-trainees to mobilize him/herself, including fuel for motorcycles, would be highly beneficial. Currently, this ex-trainee moves to the rice field by buying fuel by himself.

Thirdly, the leadership of the director is one of the important conditions, including obtaining information on training programs and related events from central governmental ministries. The director explained that he obtained information on opportunities on TCTP from his own network. In addition, he applied his criteria to scrutinize applications for TCTP, which are: (i) age (should be young), (ii) language (should fluent English) and (iii) applicability after returning (water and soil of the workplace of applicants are adequate for rice production). This strategic thinking of the leader is necessary for replication of the Success Case.

4. Observation from TICA/JICA evaluation study team.

Reputation of TICA/JICA's TCTP is mentioned from the ground, and it is good and should be maintained. Clearly, strong leadership and strategic thinking are enabling conditions for replicating Success Case. On the other hand, as mentioned in the first Success Case, fund availability is another issue and out of the scope of TCTP. However, small funds would really

be helpful for ex-trainees to make the knowledge and skills useful and applicable on the ground.



Picture 1: Interview



Picture 2: ex-trainee on the rice field

In-depth Interview 3:

Change in Rice Farmers' Mindset and Cultivation Practice

Name: Mr. Pedro Artur Vasco

Position: District Supervisor of the Rural Extension Network,
District Service of Economic Activities of Maganja da Costa

Success Case Description from the survey:

A success case was the ecology of rice. My district has suffered a lot from floods, and with knowledge, we managed to train producers to choose the varieties (long or short cycle) according to production conditions, which allowed for a reduction in the risk of loss caused by the floods.

1. Please explain your “success case” in detail.

Mr. Pedro attended the TCTP course of “Rice Production Technologies for Food Security and Sustainability of African Countries” in 2023. The training significantly improved his understanding of the rice production ecosystem, particularly in identifying and categorizing various types of rice fields, such as those suited to specific soil conditions and seed varieties.

The district of Maganja da Costa is one of Mozambique’s main rice-producing districts, where cultivation takes place in both lowland and highland areas. However, most farmers continue to rely on traditional farming methods. For example, they often lack knowledge in selecting rice varieties suited to their land conditions and tend to mix different varieties or just to plant specific seeds as is their practice. After coming back from Thailand, Mr. Pedro has actively applied his acquired knowledge and shared it with colleagues and local farmers.

The district is traversed by multiple rivers and is prone to frequent flooding. Large-scale cyclones have repeatedly struck, causing severe damage to rice cultivation. In this context, Mr. Pedro also adjusted the cultivation calendar to begin planting between February and March—toward the end of the rainy season—to reduce flood risk.

He realizes that the production of farmers in his working areas is increasing. At the district level, in the year 2024/2025, Maganja da Costa produced 90,000 tons of rice, with an 11% increase in yield per hectare compared to the previous year. Mr. João Jaime Alfredo, Director of District Economic Activities, who oversees the work of Mr. Pedro, comments that Mr. Pedro gained the farmers' trust by bringing expertise on selecting suitable varieties and conditions, thereby changing their mindset.

2. Some officials who received the same training or program do not make the same result. But you made a “success case”. What factor or condition affected making it in your case?

Given the challenges facing agricultural production in this district due to its geographical and climatic characteristics, urgent action was required. This created a strong motivation for him to acquire the knowledge to address these challenges. This reflects his firm determination to have connected the information he had informally obtained to his formal application for this training course.

Another important factor of his success was the TCTP course contents, which provided technical knowledge that precisely matched his needs.

Furthermore, the supportive attitude of Mr. João toward Mr. Pedro's actions also contributed to the success. When Mr. Pedro consulted with Mr. João about participating in the training based on the information he had obtained informally, Mr. João actively encouraged him to submit a formal application. Mr. João also noted that Mr. Pedro returned with a deeper understanding of rice production systems and a heightened willingness to share his knowledge with his colleagues and local farmers.

3. What conditions are necessary to replicate your “success case” for other officials /cases?

His response to the previous question suggests that the keys to generating “success cases” are participants having clear needs they expect the training to address, the training adequately meeting those needs, and participants having a strong commitment to applying the training opportunities in their own work. A supportive environment within the organization for training participation is also important.

On the other hand, this evaluation survey revealed challenges regarding the continuation and further extension of Mr. Pedro's success. For example, he planned to establish demonstration farms and conduct experiments for effective rice cultivation tailored to the conditions of each area within the district, utilizing the knowledge he had acquired. However, this has not been realized due to a lack of funding.

While expanding rice production involves numerous issues that must be addressed strategically under comprehensive government policy, it is desirable that training participation be coupled with securing a certain level of funding to support trainees' activities after their return. This would ensure that the “success cases” of participants do not remain isolated incidents.

4. Observation from TICA/JICA evaluation study team

This case suggests that TICA/JICA, which plans and implements the TCTP courses, can increase the chances of success by confirming individual applicants' needs more carefully and ensuring the provision of a training program that meets those needs.

Furthermore, as in the cases described above, securing financial support for ex-trainees to carry out activities in the field could lead to sustained training effects. Key approaches for improvement include additional support schemes by TICA/JICA, as well as indirect methods such as confirming the sending organization's willingness to provide some form of support for the ex-trainee's follow-up activities during the application process.



Picture 1: Interview



Picture 2: Ex-trainee explaining to the evaluation team



Picture 3: Rice field damaged by flooding (before joining TCTP)



Picture 4: Rice field (after returning from TCTP)

In-depth Interview 4: Integrating Disability-Inclusive Disaster Risk Reduction (DIDRR) into Provincial Planning

Name: Ms. Maricel F. De la Vega-Urdas

Position: Project Development Officer, National Commission of Senior Citizens (NCSC)
Cluster Region 3, Philippines

Success Case Description from the survey:

Our Partners developed and localized disaster risk reduction and management preparedness and mitigation plan for person with disability. This is a big win in my part as advocates as a result of my learnings gained in the training provided by TICA, JICA and APCD.

1. Please explain your “success case” in detail.

- Information on the TCTP was obtained through an official invitation received by the participant's organization from JICA, TICA, and APCD, which was internally shared through institutional channels, leading to participation by the disability focal person.
- Localized disaster risk reduction plan became a significant achievement after the knowledge gained from the training in Thailand. Information dissemination was a core post-training activity. Although work was conducted mainly at the national level under a former agency of the Department of Social Welfare, collaboration with community-level partners enabled the practical application of learning at the local level.
- Personal commitment and concern for persons with disabilities were key factors contributing to the success of this case. There was a strong belief that personal experience and learning should be shared with others. Through this process, both disability sector partners and implementers were engaged. While many stakeholders were generally aware of disaster risk reduction, understanding of disability-inclusive disaster risk reduction (DIDRR) remained limited.
- While general disaster risk reduction had been familiar prior to the training, DIDRR was newly acquired knowledge through the TCTP, and this new understanding directly informed post-training actions. After completing the three training courses in Thailand, the knowledge gained was actively shared. Based on this learning, five capacity-building trainings were conducted for approximately 1,000 leaders, implementers, and local planners, and trained participants further disseminated the knowledge at the local level. Financial support from TICA and JICA, together with the opportunity to attend the training, played an important role in strengthening advocacy for inclusion across sectors.
- After completing the courses, the learning was applied through the role of a disability focal person. In the Philippines, each local government has a focal person for disability programmes, supported by national laws. The training also helped share DIDRR programmes and services more widely.
- The importance of disability-inclusive disaster risk reduction became clear after major typhoons in the Philippines, when many persons with disabilities were left behind. Knowledge from the training was shared with co-workers, local governments, and local disaster officers, reaching even the smallest communities.
- The adoption of localized disaster risk reduction plans through official resolutions signed by local leaders serves as clear evidence of success. Such institutional endorsement was essential, as

advocacy alone would not have been sufficient to secure financial or programmatic support from local government units. The localized DIDRR plan is directly utilized by disaster risk reduction officers in 73 local government units and is expected to benefit approximately 300,000 residents in the MIMAROPA Region, including around 18,000 persons with disabilities, ensuring inclusion before, during, and after disasters.

2. Some officials who received the same training or program do not make the same result. But you made a “success case”. What factor or condition affected making it in your case?

- Several factors supported the success of this initiative. First, the training introduced Disability-Inclusive Disaster Risk Reduction (DIDRR) as a new concept, even though general disaster risk reduction was already known. This new knowledge helped highlight the specific needs of persons with disabilities during disasters, especially after typhoons in the Philippines, and encouraged further action.
- Second, a clear vision of DIDRR was shared with stakeholders. The importance of disability-inclusive approaches was explained to local government officials, disaster officers, and disability sector partners. This helped motivate them and created a shared understanding of why DIDRR should be included in disaster preparedness.
- Third, mutual learning approach was used after the training. Knowledge from the TCTP was shared with partners, while local experiences and good practices were also learned and used. This mutual learning built trust, improved cooperation, and made DIDRR measures more practical.
- In addition, existing systems, such as disability focal persons and offices for persons with disabilities in local governments, created a supportive environment for including DIDRR in official plans and decisions.

3. What conditions are necessary to replicate your “success case” for other officials /cases?

- Replication of similar success cases requires strong commitment from training participants and the translation of learning into concrete action. The preparation and implementation of action plans following the training played an important role in maintaining momentum after course completion.
- Despite limited financial resources, resource mobilization and coordination with partners, local leaders, disability organizations, and senior citizen groups enabled training and information dissemination activities to be conducted. Focusing on key leaders and trainers allowed knowledge to cascade to the community level. In addition, post-training follow-up mechanisms, including experience sharing and online communication among participants, were identified as important factors for sustaining and replicating results.



Picture 1: Post-return training in the Philippines 1



Picture 2: Post-return training in the Philippines 2

In-depth Interview 5:

Launching a Disability-Inclusive Disaster Information System in Vietnam after TCTP

Name: Mr. Pham Quang Khoat

Position: Vice President of the Hanoi Association of Persons with Disabilities (DP Hanoi), Vietnam

Success Case Description from the survey:

The relationships with my classmates have created more opportunities for collaboration.

(Additional information from APCD : A project was carried out together with government agencies, expert organizations, and donors to collect and organize data on households with persons with disabilities and disaster facilities that they can use. By using digital tools for data collection, the project helped improve disaster planning and made it easier to provide quick and appropriate support during disasters.)

1. Please explain your “success case” in detail.

- The relationship with my classmates from the training program created many opportunities for collaboration in my work.
- In 2023, through the introduction of a trainee from Thailand, we connected with an international disability organization from the Republic of Korea and established a Vietnamese para team. The team participated in competitions in 2023, 2024, and 2025.
- In 2024, when Vietnam was severely affected by Super Typhoon Yagi, a trainee from Laos introduced us to a Japanese organization that supported businesses run by persons with disabilities affected by the disaster. We have continued this cooperation since then.
- After completing the training, I kept thinking about how to apply the knowledge and models I learned in Thailand to Vietnam. Together with my colleagues at the Hanoi Association of Persons with Disabilities, we collaborated with the Center for Technical and Disaster Prevention Policy under the Ministry of Agriculture and Rural Development to implement a project.
- The project focused on collecting and organizing information on households of persons with disabilities and disaster prevention infrastructure accessible to persons with disabilities in Hanoi. We submitted the proposal and received funding from the Swiss Embassy in Vietnam, and the project was implemented in 2024 and 2025.
- During disasters, persons with disabilities often have to stay in one place and wait for support. Through this project, we developed an information system that helps persons with disabilities identify safe evacuation locations and communicate their situation, while allowing authorities to provide quicker and more appropriate support.
- This initiative has been recognized as a representative and practical model of disability-inclusive disaster risk reduction and was honored with the Zero Project Award 2026. Project representatives attended the award ceremony held in the Republic of Austria, marking international recognition of efforts to promote inclusion and protect the rights of persons with disabilities in disaster risk management.

2. Some officials who received the same training or program do not make the same result. But you made a “success case”. What factor or condition affected making it in your case?

- I observed that many participants achieved certain results after returning to their organizations, but in my case, the outcomes became more visible.
- First, Vietnam currently has a very supportive policy environment for disaster prevention and risk reduction, especially for vulnerable groups such as persons with disabilities. When we proactively raised issues and proposed disability-inclusive disaster prevention activities, we received relatively quick agreement and coordination from government agencies.
- Second, the organization where I work is an organization of persons with disabilities. I am also a person with a disability myself, and I deeply understand the risks and challenges that persons with disabilities face during disasters. This sense of empathy and responsibility strongly motivated me to continue these efforts.
- Third, after the training, I did not work alone. I shared the knowledge within my organization and actively connected with disaster management specialists and development partners. As a result, the initiatives moved beyond awareness-raising and were implemented as concrete projects.
- I consider the training course as the starting point of continuous learning. I adjusted the approaches to fit the Vietnamese context and listened to direct feedback from persons with disabilities.
- In summary, the difference lies not in individual capacity, but in the combination of a supportive policy environment, organizational roles, personal experience, and the ability to translate knowledge into practical action.

3. What conditions are necessary to replicate your “success case” for other officials /cases?

- In my opinion, several conditions are necessary for other officials to achieve similar outcomes.
- First, a supportive policy environment and strong institutional backing are essential. Disability-inclusive disaster risk reduction can only be effectively implemented when there is agreement and support from local authorities and relevant agencies, and when coordination mechanisms are clear from the beginning.
- Second, trainees need space to act within their organizations. If officials have sufficient authority to propose and pilot initiatives after the training, the likelihood of successful implementation increases. Training should be linked to clear responsibilities and practical opportunities for action.
- Third, training knowledge must be connected to the real needs of the community. By listening directly to persons with disabilities and understanding local challenges, trainees can adapt what they learned instead of applying it only theoretically.
- In addition, post-training support mechanisms such as alumni networks, technical consultation, experience sharing, or small-scale funding are important.
- Overall, achieving similar outcomes requires not only individual effort, but also a supportive ecosystem in which training programs, organizations, policies, and communities work together.”



A sharing session with the Swiss Embassy in Hanoi on DIDRR conducted by the Hanoi Association of Persons with Disabilities.



I am conducting training on DIDRR in the community.

FY2025 Joint Evaluation of Third Country Training Programme (TCTP) in Thailand

Multivariate Analysis (Multiple Regression Analysis) Based on the Ex-trainees Survey

1. Background and Purpose

The ex-trainees Survey was implemented in 2025 as a part of the joint evaluation on TCTP in Thailand. Using the data collected by the survey, multivariate analysis (multiple regression analysis) was applied to explore factors affecting the outcomes of TCTP.

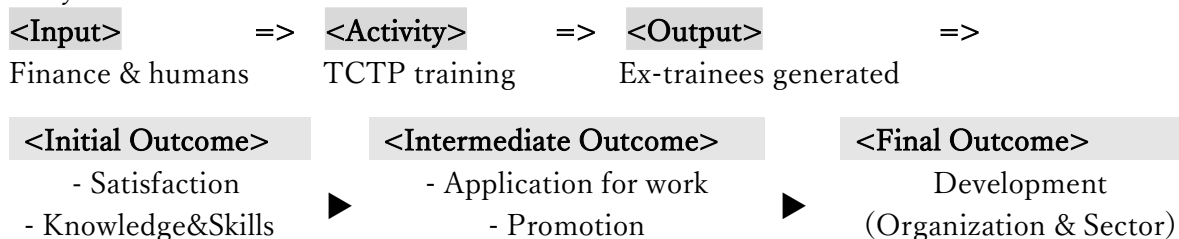
2. Data

A total of 130 ex-trainees of 10 courses responded to the survey, which is 33% of all ex-trainees who were sent the invitation mail of survey. Out of that, the survey results of 109 ex-trainees from five major TCTP courses were selected for this multivariate analysis (multiple regression). The five TCTP courses and number of samples were shown below.

No.	Course Title	# of samples
#1	Modernization of Power Distribution System in ASEAN Countries	30
#2	Renewable Energy Technologies and Knowledge Transfer for Strengthening and Achieving ASEAN's Sustainable Development Goals	22
#6	International Road Infrastructure Development for ASEAN and BIMSTEC Networks (Phase 2)	23
#7	Rice Production Technologies for Food Security and Sustainability of African Countries	23
#10	Strengthening Disability Inclusive Disaster Risk Reduction in the ASEAN Region	11
	Total	109

3. Theory of Change (Logic model)

The following theory of change (logic model) was set as an assumption for analysis.



4. Result of Analysis

4.1. Application for work

First of all, multiple regression analysis was conducted. Y (dependent or outcome variable) and multiple X (Independent or explanatory variable) were set as follows.

Variable	Scale (point)	Question
Y : Application for work	7-point scale (# of application out of 7 sub-categories)	(Q1h)
X1 : Satisfaction (overall) of TCTP training	4-point scale	(Q1f)
X2: Subject-matter or sector knowledge & skills	4-point scale	(Q1c)

The results are as follows. The overall equation is statistically significant, $F=2.8$ ($p=0.06 < 10\%$) and $R^2=0.051$. “Satisfaction (overall)” of TCTP training (X1) is not statistically significant, $t=0.23$ ($p=0.818$) and “Subject-matter or sector knowledge & skills” (X2) is statistically significant, $t=2.19$ ($p=0.031 < 5\%$).

Thus, it is concluded that “Application for work” is explained or influenced by the degree of “Subject-matter or sector knowledge & skills” gained.

Table 1: Regression Analysis Result 1

$F=2.82$ ($p=0.064 < 5\%$) $R^2=0.0515$

Variable name	Coefficient	Std Error	t	p	Judge	Standard coefficient
Q1f_SatisfactionOverall	0.059	0.256	0.23	0.818	n.s.	-
Q1c_SubjectKnowledge	0.654	0.298	2.19	0.031	**	0.22
Constant	0.672	1.168	0.58	0.566	n.s.	-

(significance level) ***1%; **5%; *10%, “<” 15%(tendency of significance)

n.s. (not significant)

4.2. Promotion of organizational status

One more multiple regression analysis was conducted. Y (dependent or outcome variable) and multiple X (Independent or explanatory variable) were set as follows.

Variable	Scale (point)	Question
Y : Promotion of organizational status	5-point scale (more than 2 grades - demoted)	(Q4a)
X1 : Satisfaction (overall) of TCTP training	4-point scale	(Q1f)
X2: Subject-matter or sector knowledge & skills	4-point scale	(Q1c)

The results are as follows. The overall equation is statistically significant, $F=1.77$ ($p=0.176$) and $R^2=0.033$. “Satisfaction (overall)” of TCTP training (X1) is not statistically significant but have a tendency of significance, $t=1.64$ ($p=0.104$, slightly more than 10%). “Subject-matter or sector knowledge & skills” (X2) is not statistically significant, $t=0.39$ ($p=0.694$).

Thus, it is not concluded that “Promotion” of organization status is explained by either both independent variables although one of them has a tendency of significance.

Table 2: Regression Analysis Result 2

$F=1.77$ ($p=0.1760$) $R^2=0.0329$

Variable name	Coefficient	Std Error	t	p	Judge	Standard coefficient
Q1f_SatisfactionOverall	0.096	0.242	0.39	0.694	n.s.	-
Q1c_SubjectKnowledge	0.464	0.282	1.64	0.104	<	0.17
Constant	1.190	1.105	1.08	0.284	n.s.	-

(significance level) ***1%; **5%; *10%, “<” 15%(tendency of significance)

n.s. (not significant)

4.3. Multivariate Analysis

Finally, multivariate analysis was conducted. “Multivariate” means the regression analysis including multiple dependent variable (Y). Multiple Y (dependent or outcome variable) and multiple X (Independent or explanatory variable) were set as follows. Now the coefficients of “Subject-matter or sector knowledge & skills” are statistically significant ($p=0.023 < 5\%$ for “Application for Work” and $0.092 < 10\%$ for “Promotion”).

Table 3: Structural Equation Model (SEM) Analysis

					Standardized coefficient	
Variable name	Coefficient	Std Error	z	p	Judge	Standard coefficient
Y: Q1h_Apply_how						
Q1f_SatisfactionOverall	0.023	0.098	0.23	0.815	n.s.	-
Q1c_SubjectKnowledge	0.219	0.096	2.27	0.023	**	0.22
Constant	0.437	0.076	0.58	0.564	n.s.	-
Y: Promotion						
Q1f_SatisfactionOverall	0.397	0.099	0.40	0.689	n.s.	-
Q1c_SubjectKnowledge	0.166	0.098	1.69	0.092	*	0.17
Constant	0.826	0.772	1.07	0.284	n.s.	-

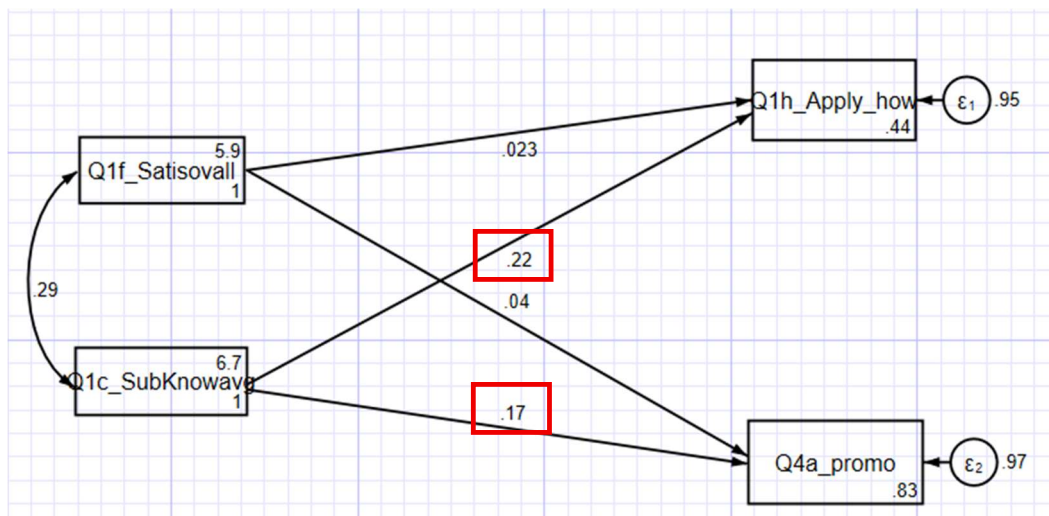
(significance level) ***1%; **5%; *10%, “<” 15%(tendency of significance)

n.s. (not significant)

This indicates the following effect. Both are statistically significant with small ~ medium effect size. Graphical chart is also shown below.

If “Subject-matter or sector knowledge & skills” is improved by one standard deviation, “Application for work” will be improved by 0.22 standard deviation.
If “Subject-matter or sector knowledge & skills” is improved by one standard deviation, “Promotion” will be improved by 0.17 standard deviation.

In addition, “Satisfaction (overall)” is not statistically significant but still slightly positive on both “Application for Work” and “Promotion”.



Standardized coefficients

5. Conclusion

This analysis shows that designing a training programme that ensures participants acquire subject-matter or sector knowledge and skills is important for improving the outcomes of the TCTP.

One limitation is that this analysis uses a small dataset of ex-participant survey. Thus, more in-depth analysis using a large and consolidated dataset specialized for multivariate analysis should be conducted in future.

Third Country Training Programme(TCTP)

Follow-up Evaluation Guideline

Contents

Chapter 1 Purpose and Basic Principles of the Evaluation	1
1.1 Background to the Development of This Guideline	1
1.2 Purpose of the TCTP Evaluation	1
1.3 Key Considerations in the TCTP Evaluation.....	1
Chapter2 Evaluation Process	3
2.1 Evaluation Structure and Roles	3
2.2 Basic Process of the Follow-up Evaluation.....	4
2.3 Data Collection Methods	5
Chapter3 Evaluation Criteria and Approach to Judgment.....	7
3.1 Project Evaluation Perspectives (OECD-DAC Six Evaluation Criteria).....	7
3.2 Application of the Success Case Method.....	9
3.3 Approach to Sub-Ratings and Overall Evaluation.....	10
Chapter4 Utilization of Evaluation Results	12
4.1 Feedback for Training Improvement	12
4.2 Ensuring Accountability	12

Toolkit

Chapter 1 Purpose and Basic Principles of the Evaluation

1.1 Background to the Development of This Guideline

This guideline organizes the basic concepts and procedures for conducting follow-up evaluations after the completion of training under the Third Country Training Programme (TCTP), and is intended for use by coordinating organizations and implementing institutions involved in TCTP.

In this guideline, a “follow-up evaluation” refers to an evaluation study that primarily targets returned trainees and incorporates comments from training implementing institutions, with the aim of examining how the knowledge and skills acquired through the training are being applied after participants return to their home countries, as well as identifying what is needed to further improve the TCTP.

To date, while individual follow-up activities have been conducted by training implementing institutions under the TCTP, such efforts have largely been left to the discretion of each institution. As a result, there has been no systematic mechanism at the TCTP level to conduct evaluations in a comprehensive manner or to share and utilize evaluation results. In addition, no guideline has been established to support follow-up evaluations based on common perspectives and procedures across the TCTP as a whole.

Against this background, this guideline has been developed for the first time as a guideline for follow-up evaluation of the TCTP. It is expected that the content of this guideline will be progressively enhanced over time, drawing on knowledge and experience accumulated through the practical implementation of follow-up evaluations.

1.2 Purpose of the TCTP Evaluation

Under the TCTP, training outcomes are not limited to the training period itself; they are also expected to emerge through the process by which trainees apply the knowledge and skills acquired during the training to their professional practice after completion of the program, and further disseminate them within their organizations and surrounding communities. For this reason, the primary objective of the evaluation is to use follow-up evaluations conducted after the completion of training to understand how these outcomes are being utilized and what changes have occurred thereafter, and to reflect the findings in the improvement of training content and management.

At the same time, the evaluation of the TCTP also aims to organize and visualize training outcomes and challenges, and to ensure accountability not only to stakeholders directly involved in the training but also to a broader audience beyond the immediate project stakeholders. By organizing and

disclosing information obtained through follow-up evaluations, the evaluation seeks to promote a shared understanding of the significance and achievements of the TCTP.

1.3 Key Considerations in the TCTP Evaluation

TCTP should be evaluated with consideration to its distinctive value added, which differs from the bilateral co-operation. Specifically, this includes the effective use of the comparative advantages of Japan and the host country, the strengthening of partnerships, and the creation of synergies through mutual learning. Therefore, evaluations should not focus only on development results, but should also incorporate perspectives on the extent to which such TCTP-specific value added has been realized.

In addition, evaluation design should fully take into account the institutional and operational characteristics of TCTP. For example, in many TCTP cases, clear quantitative targets or indicators are not defined in advance, making it difficult to assess training outcomes solely through simple comparisons between planned and actual values or by relying only on quantitative indicators. Therefore, it is important to combine questionnaire surveys and interview surveys to collect qualitative information as well, in order to examine the nature of training outcomes, observed changes, and how the knowledge and skills acquired through the training have been applied after its completion.

In analyzing the sustainability of training effects, it is also necessary to consider not only the retention of knowledge and skills at the individual trainee level, but also organizational-level factors—such as the institutional arrangements and financial capacity of trainees' affiliated organizations—which can have a significant influence on sustainability. These aspects should be analyzed in an integrated manner.

On the other hand, as the TCTP generally involves participants from a large number of countries, it is not always realistic to comprehensively and thoroughly assess the situations of the affiliated organizations of all returned trainees. Taking into account the time and financial resources available for the evaluation, it is therefore important to carefully consider the types and scope of information that can be collected for each evaluation criterion, as well as to determine the appropriate focus of evaluation criteria in line with the specific objectives of the follow-up evaluation to be conducted.

Chapter2 Evaluation Process

2.1 Evaluation Structure and Roles

The follow-up evaluation aims to assess the extent to which training outcomes have been sustained, the post-return activities of returned trainees, and the changes brought about by the training, and to utilize these findings for the improvement of future training content and management. For this reason, the evaluation should not be conducted by a single institution alone; rather, it is desirable that the training coordinating organization (where applicable), training implementing institutions, and JICA field offices involved in the operation and implementation of the TCTP share their respective roles and work in close coordination to carry out the evaluation.

In Case Where a Training Coordinating Organization Exists;

Training coordinating organization, from its position that enables a cross-cutting overview of multiple training courses and training implementing institutions, is positioned as the main entity responsible for conducting the follow-up evaluation. Its responsibilities include formulating the evaluation policy, defining survey items, implementing the surveys, and compiling and synthesizing the evaluation results.

The follow-up evaluation aims to assess the utilization of training outcomes and changes that have occurred after the completion of training. The scope of the evaluation is determined flexibly—such as targeting training courses for which a certain period has elapsed since completion, or focusing on specific countries or sectors—through consultation with relevant TCTP stakeholders.

The evaluation results are ultimately compiled into an evaluation report and shared with training implementing institutions, JICA field offices, and other relevant stakeholders.

Training implementing organizations are responsible for conducting evaluations during the implementation period of each training program and compiling information on training content, operational arrangements, and participant satisfaction in implementation reports and completion reports, which are submitted to the training coordinating organization and JICA. They also inform trainees of the possibility of follow-up surveys and prepare a list of contact information, such as email addresses, to enable follow-up after participants return to their home countries, attaching this list to the above-mentioned reports. In addition, training implementing institutions cooperate, as necessary, with follow-up surveys conducted by the coordinating organization by supporting contact with returned trainees, providing basic information, and offering advice on the interpretation of survey results.

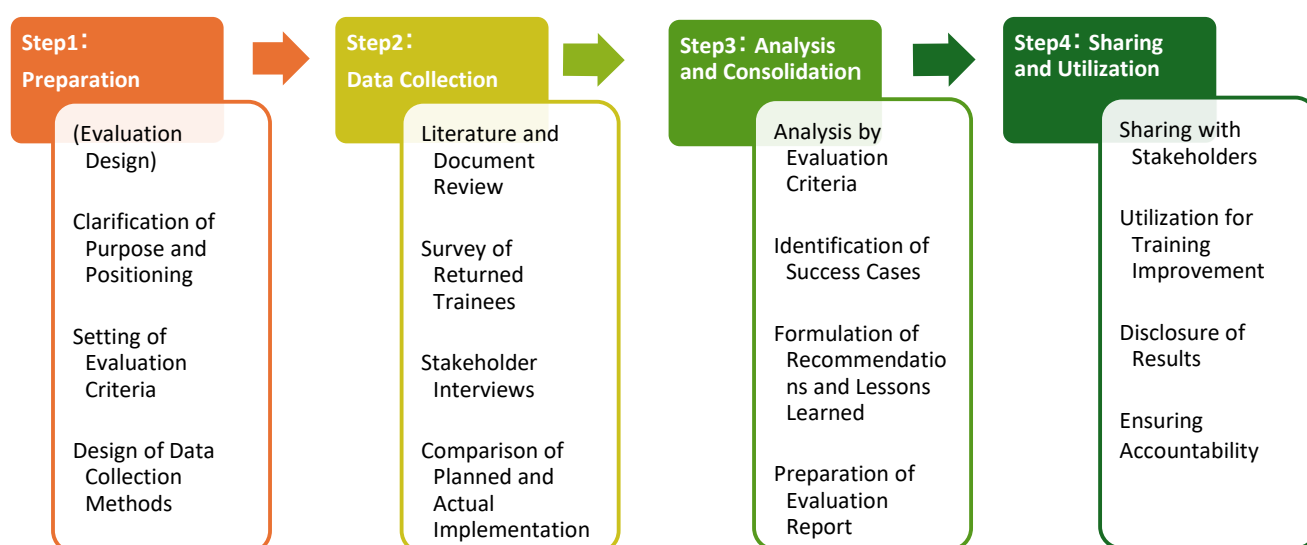
JICA field offices are expected to be involved both in the TCTP host country and in the sending countries. The host country office is responsible for monitoring the overall follow-up evaluation process and providing advice throughout its implementation. Meanwhile, the sending country office, as necessary, provides contact lists of trainees and, when field surveys are conducted in the sending country, supports coordination and liaison with relevant institutions.

In Cases Where No TCTP Coordinating Organization Exists;

If a TCTP coordinating body has not been established, each training implementing organization will serve as the responsible entity for conducting the follow-up evaluation. The training implementing organization should plan, carry out, and compile the results of the follow-up survey in accordance with the evaluation principles and methodologies outlined in this guideline.

2.2 Basic Process of the Follow-up Evaluation

The evaluation of the Third Country Training Programme (TCTP) is conducted through a series of stages, including evaluation design, data collection, analysis and synthesis, and the sharing and utilization of results. The evaluation findings are used to improve training content and management, and are also shared and disclosed among stakeholders to contribute to enhancing the quality of the training programme and ensuring accountability. The basic process is outlined below.



When considering the evaluation design, it is important to select the most appropriate evaluation type based on the purpose of the evaluation (e.g. improvement-oriented or accountability-oriented), the feasible scope (e.g. single country or multiple countries), and the available resources (e.g. self-evaluation or external evaluation).

From the perspective of the evaluation implementer, options include self-evaluation conducted by the implementing organization, third-party evaluation carried out by external experts, and joint

evaluation undertaken collaboratively by multiple partners. In terms of the evaluation focus, possible approaches include thematic evaluations that concentrate on specific issues or sectors, country-based evaluations that assess results by participating country, and completion-year evaluations conducted according to the year in which projects were completed.

Category	Type	Description
Who conducts the evaluation	Self-evaluation	An evaluation conducted by the training implementing organization or coordinating body itself
	Third-party evaluation	An evaluation conducted by an independent body, such as external consultants
	Joint evaluation	An evaluation conducted jointly by multiple partners (e.g. training coordinating and implementing organizations, sending organizations, JICA, etc.)
What is evaluated	Sector-based evaluation	An evaluation focusing on a specific issue or sector
	Country-based evaluation	An evaluation assessing results by participating country
	Completion year-based evaluation	An evaluation conducted based on the year in which the project was completed

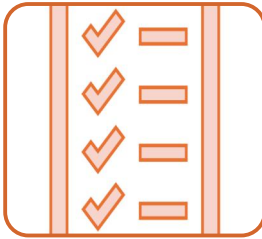
2.3 Data Collection Methods

Information is collected using multiple methods that combine quantitative and qualitative data, in accordance with the purpose of the evaluation and the evaluation criteria. The main data collection methods are as follows.



Literature and Document Review

Relevant documents, including the Training Plan (RD and GI), annual reports, and completion reports, are reviewed to organize information on the objectives, content, implementation status, and results of the training. In addition, planned activities are compared with actual implementation to identify aspects implemented as planned, as well as any changes or adjustments made and the factors behind them.



Interview Survey of Institutions Involved in Training Implementation

Semi-structured interviews are conducted with training implementing institutions, training coordinating organizations, and relevant JICA offices to gain a detailed understanding of the training implementation arrangements, operational practices and challenges, and the status of follow-up activities.



Questionnaire Survey of Returned Trainees and Their Affiliated Organizations

An online questionnaire survey is conducted for returned trainees using tools such as Google Forms to collect information on the usefulness of the training content, its application after returning to their home countries, achieved outcomes and challenges, and the status of follow-up activities. Conducting the survey online enables efficient and wide-ranging data collection from returned trainees located in multiple countries. (Toolkit 1: Procedures for Conducting the Google Survey)



Interviews with Returned Trainees

Based on the results of the above-mentioned online questionnaire survey, selected post-training success stories are identified as success cases, and in-depth interviews are conducted using online meeting tools such as Zoom. These interviews aim to capture in detail how the training content has been applied in practice, the background and processes leading to the observed outcomes, key success factors, as well as remaining challenges and future issues. (Toolkit 2: Success Case Method)



Field Survey in Selected Countries

Field surveys are conducted in selected countries to carry out interviews with returned trainees, interviews with supervisors and managers in their affiliated organizations or departments, group interviews with multiple returned trainees, as well as interviews with relevant stakeholders regarding the TCTP operational process both before departure and after return (including JICA, relevant organizations in the host country, embassies, and other related institutions). In addition, site visits to the activity locations of returned trainees are conducted to verify how training outcomes have been applied in practice and to observe changes at the local level.

Chapter3 Evaluation Criteria and Approach to Judgment

3.1 Project Evaluation Perspectives (OECD-DAC Six Evaluation Criteria)

In JICA's project evaluations, the DAC evaluation criteria are adopted as the standard framework for value judgment. The DAC evaluation criteria were proposed in 1991 by the Development Assistance Committee of the Organization for Economic Co-operation and Development (OECD-DAC) and have since become internationally recognized standards for the evaluation of development assistance. Accordingly, the evaluation of the TCTP is, in principle, conducted based on these criteria—namely relevance, coherence, effectiveness, impact, efficiency, and sustainability. However, taking into account the specific objectives and characteristics of each training programme, as well as the value added of triangular co-operation identified by the OECD¹, the main evaluation perspectives and evaluation questions should be selected flexibly as appropriate (see Toolkit 3: Value Added of Triangular Co-operation and Examples of Indicators). The main evaluation perspectives and examples of evaluation questions for each evaluation criterion are presented below.

Evaluation Criteria, Key Perspectives, and Examples of Evaluation Questions

Evaluation Criteria	Key Perspectives	Key Evaluation Questions
Relevance The extent to which the objectives and design of the intervention respond to the needs, policies, and priorities of the beneficiaries, and continue to do so in light of changing circumstances	Alignment with development policies	☐ Was the training content aligned with development policies and plans (at the levels of the participants' country/region/sector, etc.)?
	Alignment with development needs	☐ Was the training aligned with the needs of the target groups in the partner country?
	Appropriateness as an intervention modality	☐ Was the training content appropriate to the needs of the participants? ☐ Were the inputs and outputs logically planned so as to contribute to the achievement of the intended outcomes and overall project objectives? ☒ Were the roles and responsibilities between the Japanese and Thai sides appropriately divided to ensure effective training delivery? ☒ Were there efforts made to enhance the ownership of the host country?
Coherence	Alignment with Japan's ODA policy	☐ Was the training aligned with Japan's ODA policy and the Ministry of Foreign Affairs' country assistance policy?

¹ Toolkit for Identifying, Monitoring and Evaluating the Value Added of Triangular Co-operation, OECD

Evaluation Criteria	Key Perspectives	Key Evaluation Questions
The extent to which the intervention is coherent with other interventions at the global, partner/development agency, country, sector, and organisational levels.	Linkages with JICA and other related programmes and institutions	☐ Was there coordination or collaboration with other JICA programmes, the Government of Japan, or other development partners?
	Alignment with the host country's aid policy	☐ Was the training aligned with the host country's aid policy and strategic priorities?
Effectiveness The extent to which the objectives of the intervention have been achieved or are likely to be achieved, including differentiated results among various groups.	Content of outcomes	☐ To what extent were participants satisfied with the training content?
	Participant satisfaction with the training	☐ What factors contributed to or hindered the achievement of the objectives?
	Causality	☐ To what extent were participants satisfied with the training content?
Impact The extent to which the intervention has generated, or is expected to generate, significant positive or negative, intended or unintended higher-level effects.	Likelihood of outcome achievement/ causal linkages	☐ Have impacts been observed as a result of the project implementation, or are they likely to emerge? ☐ Have any good practices or success cases emerged that could serve as models or references for other participating countries or courses (regardless of the number of cases)? ☐ Are there any factors that may hinder the realisation of impacts? ☐ Are positive impacts anticipated? If negative impacts are expected, have measures been taken to mitigate them? ☐ Are impacts on Japan expected? ☐ Are impacts on the host country expected? ☐ Are impacts on the participants' home countries expected?
	Other impacts	☐ Were there any unintended impacts, including impacts on the training implementing organisation or instructors? ■ Did the initiative connect partners that had previously had limited collaboration and generate new solutions? ■ Did it mobilise resources and expand the scale or scope of co-operation, for example by building bridges with countries without diplomatic relations or by utilising networks of multilateral organisations? ■ Did it promote the participation of diverse stakeholders, such as the private sector, academia, civil society, and local governments? ■ Did it widely share good practices from TCTP and contribute to international dissemination?
	Project design	☐ Were inputs of sufficient quantity and quality planned

Evaluation Criteria	Key Perspectives	Key Evaluation Questions
Efficiency The extent to which the intervention has been implemented in an economical and timely manner to deliver results.		to produce the intended outputs? ☐ Was the number of participants in line with the plan? ☐ Was the project budget implemented as planned, and if there were changes, were the reasons appropriate?
	Duration and timing	☐ Was the project duration appropriately set in accordance with the project plan (i.e. was the project completed within the planned timeframe)? ☐ Were the assumptions, as well as the timing and modalities of inputs (including procurement methods), appropriately planned?
	Implementation process	☐ Were the processes for recruitment, selection, training implementation, and post-training follow-up appropriate? ☐ Were monitoring and evaluation conducted appropriately? ☒ Did the initiative make effective use of the comparative advantages of Japan and the host country, including technical strengths as well as institutional, cultural, and economic contexts?
Sustainability The extent to which the net benefits of the intervention continue, or are likely to continue, over time.	Institutional arrangements	☒ Were networks established among returned participants, the training coordinating body, the training implementing organisation, instructors, and JICA? ☒ Were partnerships established or strengthened among these stakeholders? ☒ Were partners, in-kind resources, and funding mobilised to expand the scale or scope of development co-operation?
	Financial aspects	☐ From the perspective of sustainability, have adequate budgetary measures been secured?
	Technical aspects	☐ Are the technologies introduced through the training accepted by the participants and their organisations, and are they likely to be continuously applied?
	Action plan	☐ Have participants who developed action plans implemented and continued them?
	Contributing and hindering factors	☐ What factors have contributed to or hindered the sustainability and dissemination of the training results?

Note: ☐ indicates basic evaluation questions based on the DAC six criteria; ☒ indicates additional evaluation questions to assess the value added of TCTP.

Based on the evaluation results derived from the six DAC evaluation criteria, recommendations and lessons learned are summarized in the Evaluation Results Table (Toolkit 4: Evaluation Results Table). Recommendations refer to concrete proposals for improvement aimed at enhancing the training programs evaluated. Drawing on the evaluation findings, recommendations identify factors that hinder the achievement of project objectives and the sustainability of outcomes, and clarify

how these factors should be addressed. Recommendations should be practical and realistic, clearly specifying who should do what and for what purpose, so that they can be acted upon by training implementing institutions and JICA.

Lessons learned refer to key points distilled from the experiences of the evaluated training programs that can be applied to future training initiatives or other ongoing projects. Lessons learned are derived not only from successful aspects but also from challenges and areas requiring improvement, and are intended to be applicable across various stages of a project cycle, including planning, implementation, monitoring, and operation and maintenance.

3.2 Application of the Success Case Method

In the evaluation of the TCTP, the use of the Success Case Method is proposed as one of the approaches for identifying outcomes generated through the training. This method efficiently identifies cases in which the training content has been effectively applied and has led to concrete changes(success case), and analyzes the background and key factors contributing to such success.

This method is particularly useful for examining “impact” among the evaluation criteria, as it enables the presentation of training effects and spillover changes that are difficult to capture through quantitative evaluation, using concrete examples. The extracted success cases are expected to be utilized for communication and outreach materials that clearly convey training achievements, for the systematic documentation and accumulation of success factors, and for the improvement of future training content and implementation approaches.

3.3 Approach to Sub-Ratings and Overall Evaluation

Rating serves not only as a means of presenting evaluation results in a clear and understandable manner, but also as an important tool that can be used to consider measures for project improvement. At the same time, it should be noted that a rating is merely an indicator for assessing project performance and implementation status based on a certain set of perspectives.

When conducting ratings, it is important to hold sufficient prior discussions with relevant stakeholders regarding the evaluation items, judgment criteria, and rating benchmarks, and to establish criteria based on a shared understanding. Through this process, the validity and transparency of the evaluation results, as well as stakeholders’ acceptance and confidence in the findings, are expected to be enhanced.

In JICA’s ex-post evaluations, sub-ratings are assigned on a four-point scale (from 4 to 1) for the following DAC evaluation criteria: relevance and coherence, effectiveness and impact, efficiency, and sustainability. Based on the results of these sub-ratings, an overall rating is then determined on a

four-point scale (from A to D) in accordance with a prescribed flowchart (Toolkit 5: Rating Criteria and Flowchart).

Chapter4 Utilization of Evaluation Results

Based on the evaluation results, recommendations and lessons learned are organized and fed back to training implementing institutions and JICA offices to support the improvement of future TCTP initiatives. In addition, by sharing the evaluation results among stakeholders, the outcomes of the training programs are made visible, thereby contributing to ensuring accountability.

4.1 Feedback for Training Improvement

Recommendations and lessons learned are shared, based on the evaluation results, with the relevant parties that are required to take action, such as training implementing institutions and concerned JICA offices. With regard to recommendations, the nature of the issues identified and the direction for improvement are explained in concrete terms, followed by discussions on improvement measures and implementation schedules. The implementation status of the agreed actions is then confirmed, and where necessary, follow-up is conducted to monitor progress and assess the status of improvements.

Lessons learned, on the other hand, are organized and shared among stakeholders so that they can be applied to future TCTP initiatives and other training programs. Through this process, lessons learned are reflected in the review of training content, training methodologies, and operational arrangements, thereby contributing to the overall enhancement of the quality of training programs.

4.2 Ensuring Accountability

Evaluation results should first be shared among relevant stakeholders and then disclosed externally within the scope agreed upon by those stakeholders. In addition, it is desirable to share the results among stakeholders such as TICA, JICA, and training implementing institutions, and to facilitate exchanges of views on the evaluation findings and lessons learned through opportunities such as evaluation result briefings, consultation meetings with related organizations, and joint seminars. Through these processes, a shared understanding of the evaluation results can be fostered, and the findings can be utilized for improving training content and for considering the future direction of the TCTP.

When disclosing evaluation results, due consideration should be given to organizing and presenting the information in a manner that is easy to understand for non-specialist audiences, taking into account the purpose and content of the evaluation. In principle, the results should be made public not only by training implementing institutions and training coordinating organizations but also through official JICA websites and other appropriate channels. By widely disseminating information on the outcomes and significance of the TCTP, accountability regarding the TCTP can be ensured.

Toolkit

- 1. Procedures for Conducting the Google Survey**
- 2. Success Case Method**
- 3. “Value Added of Triangular Co-operation and Examples of Indicators” by the OECD**
- 4. Evaluation Results Table**
- 5. Rating Criteria and Flowchart**

Google Survey

1. Purpose of Google Survey

Google Survey will be used for collecting information from the ex-participants. The information collected include both quantitative and qualitative information. The information is stored in MS-Excel format so that various analysis including professional statistical analysis can be applied.

2. Step by Step of Google Survey

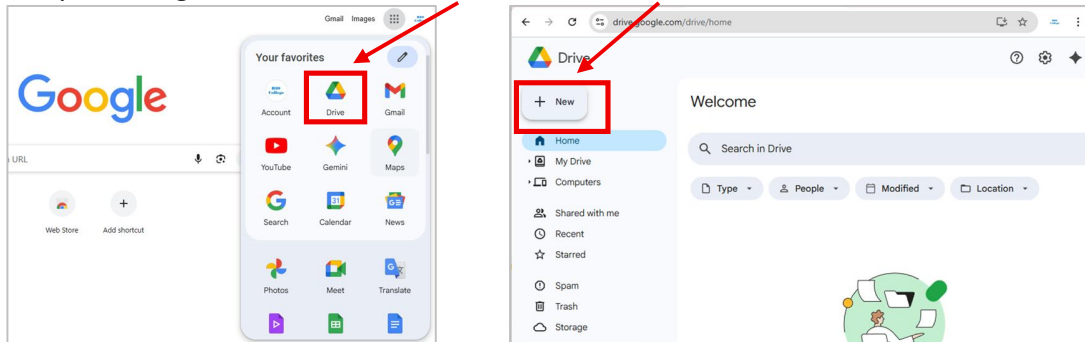
The following steps are the easy-to-use guidance of Google Survey.

Step 1 Planning

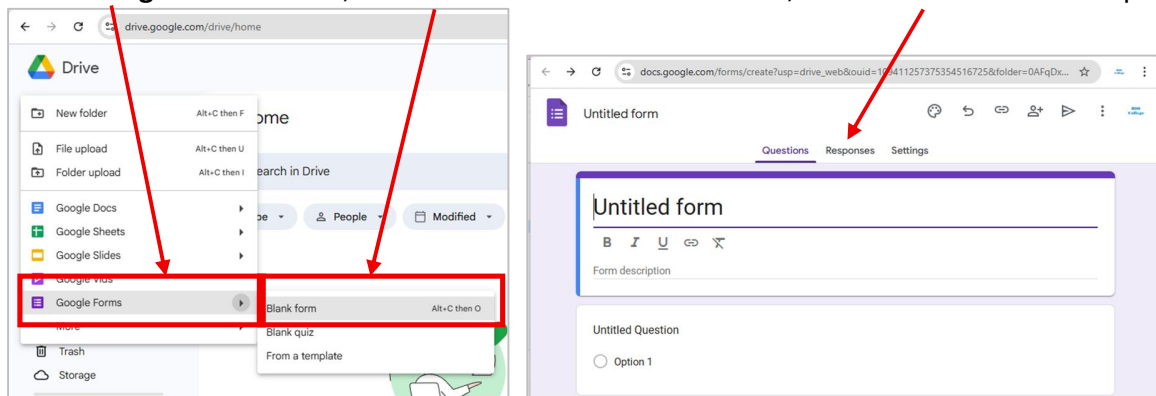
- (1) Identify the purpose/goals of the survey. Make clear what you want.
- (2) Develop a Theor of Change (TOC) (Logic model)
- (3) Spell out questions for each step in TOC (Logic model)

Step2: Open Google Survey Form (blank)

Click your Google account and click “Drive”. Click “+ New”.



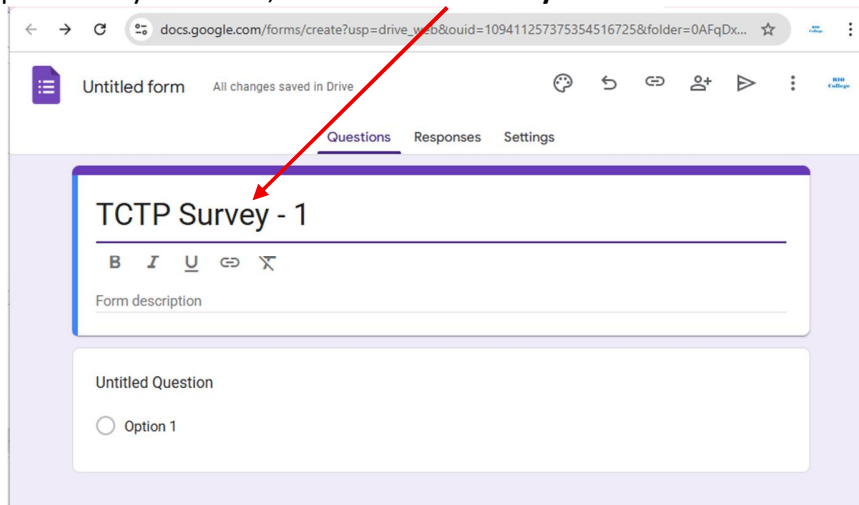
Click “+ Google Form”. Then, click “blank form”. A blank form, “Untitled Form” comes up.



Tool 1_Google Survey

Step3: Give a title of Survey Title

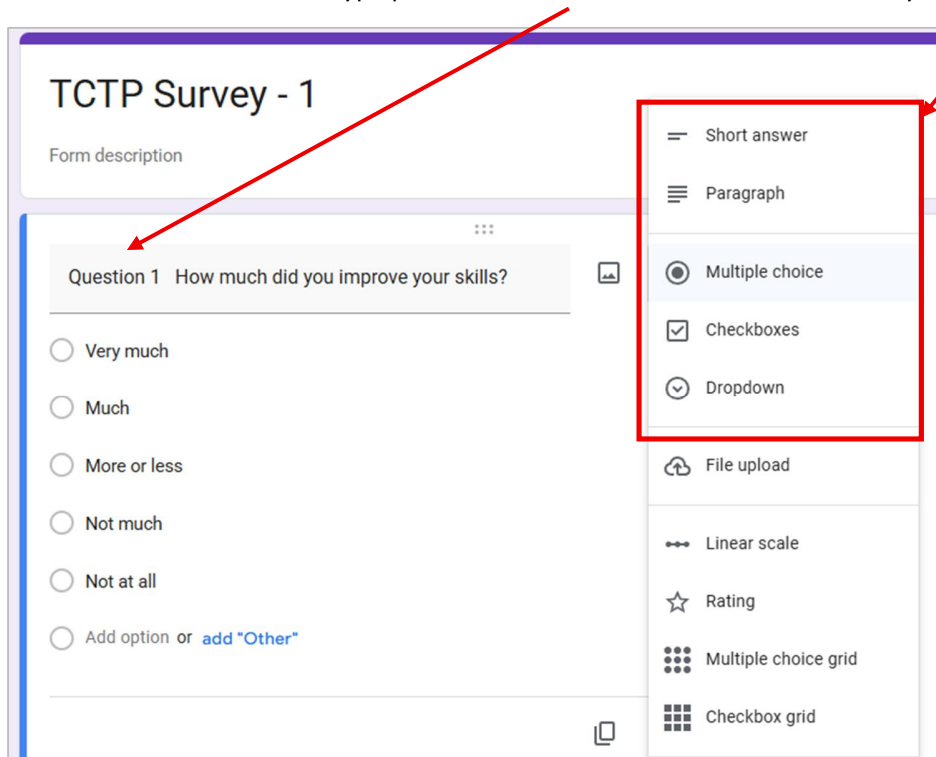
Type a survey title here, such as “TCTP Survey-1”.



The screenshot shows the Google Forms editor interface. At the top, the title 'TCTP Survey - 1' is entered in the title field. Below the title is a 'Form description' field. Underneath is an 'Untitled Question' section with a radio button and the text 'Option 1'. A red arrow points from the text 'Type a survey title here, such as “TCTP Survey-1”.' to the title field.

Step 4: Make a survey question

Click “Untitled Question”. Type phrase of **Question 1**. You can choose variety of **question types**.



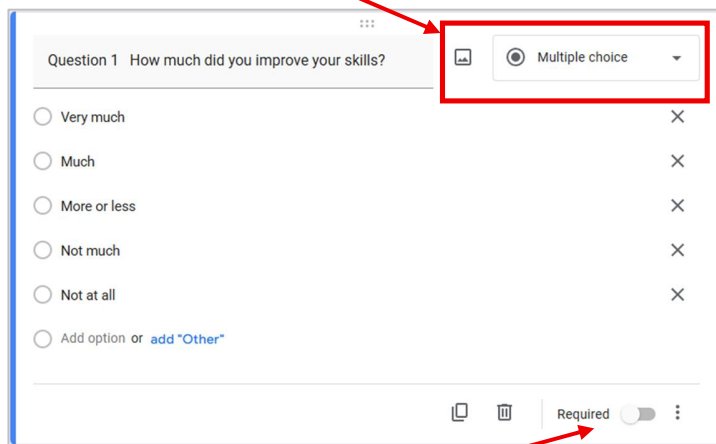
The screenshot shows the Google Forms editor interface. The title 'TCTP Survey - 1' is at the top. Below it is the 'Form description' field. Underneath is 'Question 1' with the text 'How much did you improve your skills?'. To the right of the question is a list of question types: Short answer, Paragraph, Multiple choice (selected), Checkboxes, Dropdown, File upload, Linear scale, Rating, Multiple choice grid, and Checkbox grid. A red arrow points from the text 'Click “Untitled Question”.' to the 'Question 1' section. Another red arrow points from the text 'You can choose variety of question types.' to the list of question types.

There are three (3) question types. Each type of question is explained in the next page. You can choose an appropriate question type for your each question.

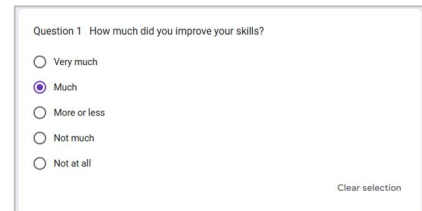
Tool 1_Google Survey

In this case, click **“Multiple choice”** and type answer choices. It is appropriate for five-point or four-point scales, such as:

Very much (5) – Much (4) – More or less (3) -Not much (2) – Not at all (1), and Other (-)

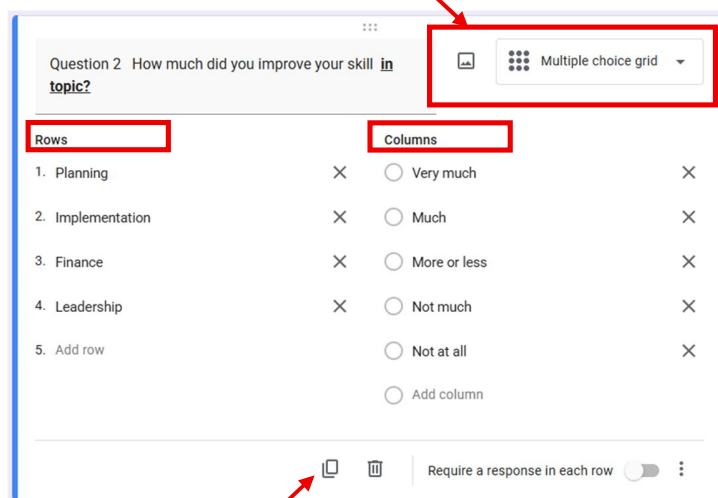


A survey respondent can choose one of multiple answer choices.

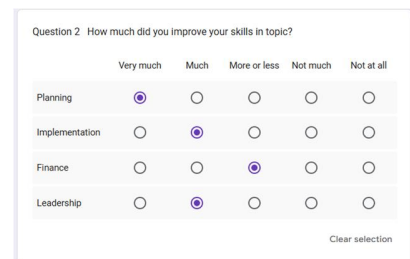


Tip1: If you click here, it is mandatory for an respondent to answer this question.

In another case, click **“Multiple choice grid”** and type **Rows (Question items)** and **Columns (Answer choices)**.

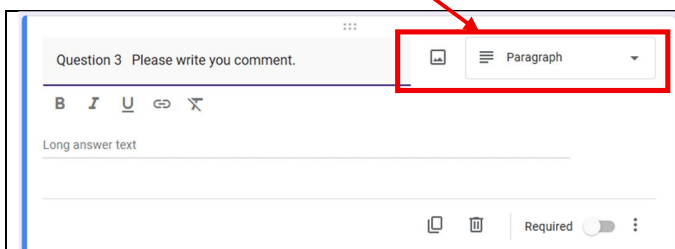


A survey respondent can choose one of multiple answer choices for each question item.



Tip2: you can duplicate this question form and make any change on it by clicking this icon.

In further another case, click **“Paragraph”**. It is good for open-ended questions (**free comment**).



A survey respondent can freely write his/her comment by sentence.

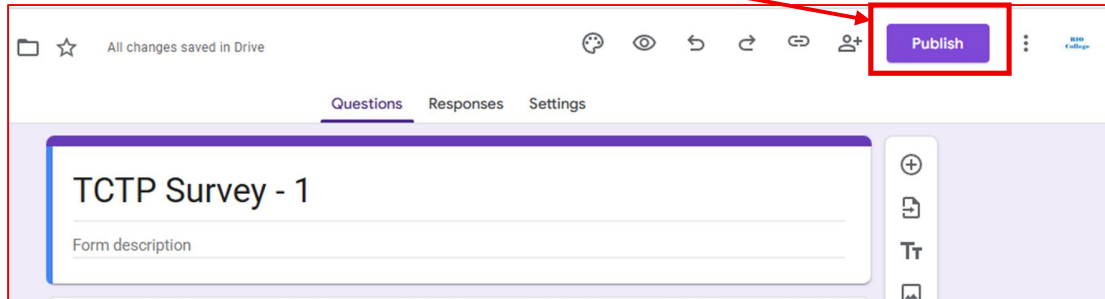


Tool 1_Google Survey

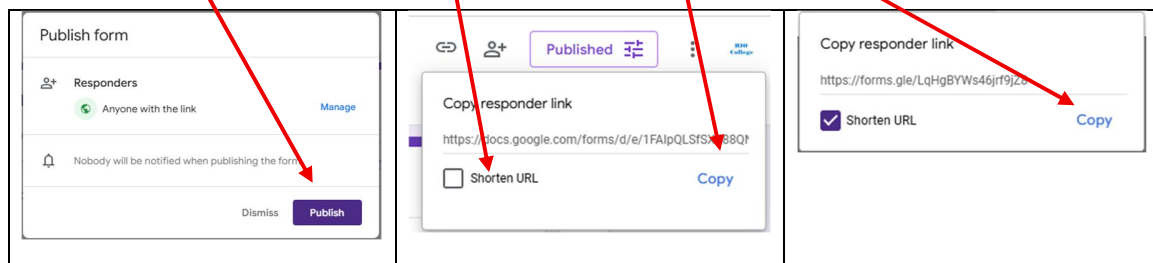
Step 5: Save a survey format, publish and obtain an URL.

Google Drive automatically saves your Google Survey form.

When you complete making a survey format, push “Publish” .



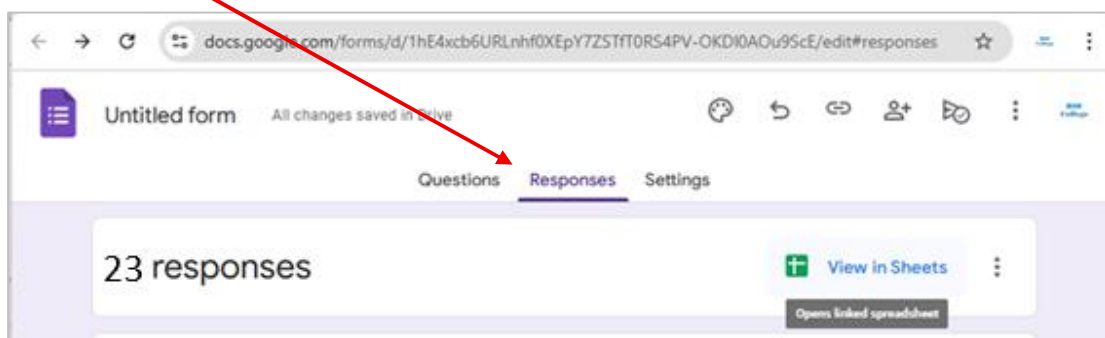
Again, push “Publish” . Click “Shorten URL” and push “Copy” . Push “Copy” so that you can obtain URL.



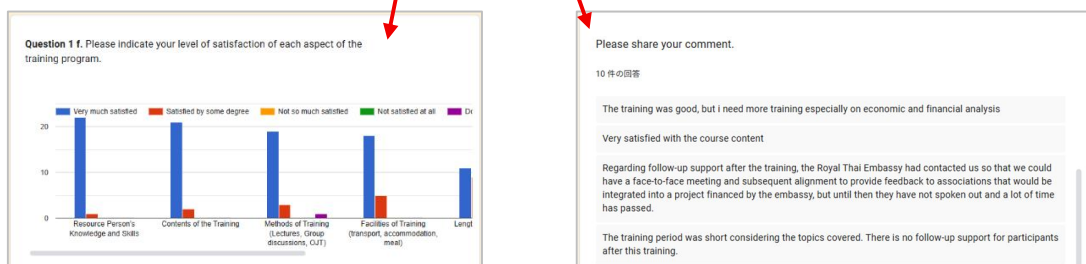
Please use the obtained URL in your **Survey Invitation email** to each your respondent (ex-trainees).

Step 6: Obtain a quick report

Click “Responses” from the menu.



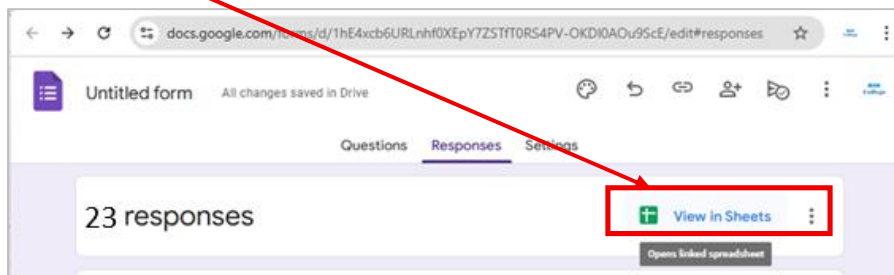
You can see the **aggregated results (Figures & free comments)**. You can copy & paste for reporting.



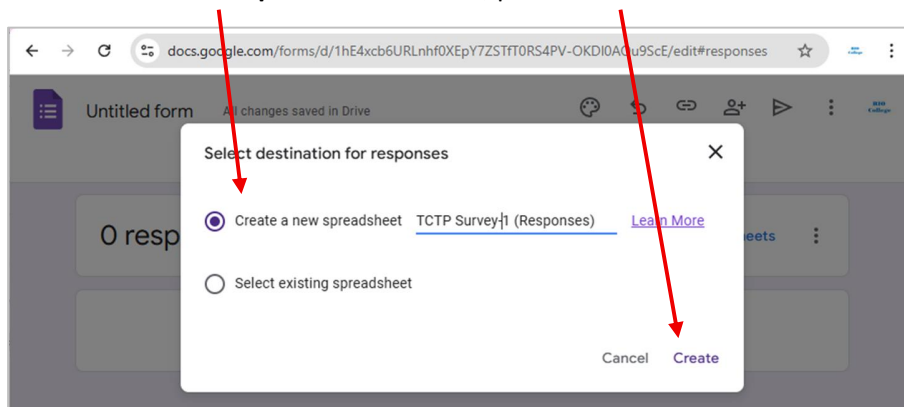
Tool 1_ Google Survey

Step 7: Obtain a MS-Excel format file

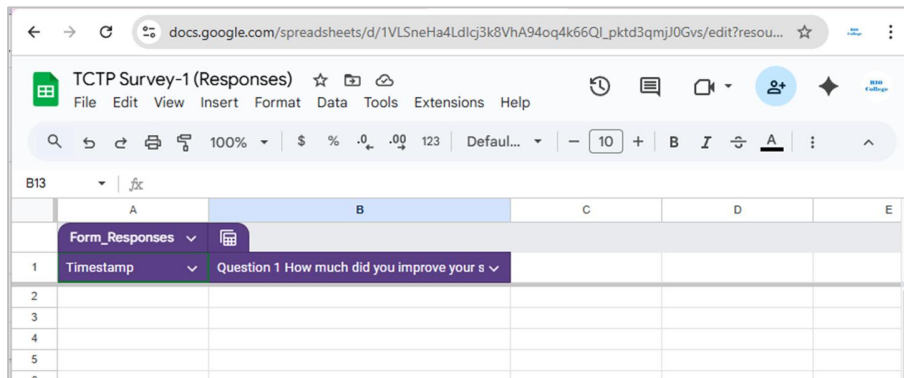
Click “View in Sheets”.



Click “Create a new spreadsheet”. Then, push “Create”.



You can see the result in MS-Excel type spreadsheet. You can save it as an MS-Excel file.



Now you can use it for professional statistical analysis using **SPSS**, **STATA**, **SAS** and other software.

3. Caution

Google Survey is a powerful tool for your survey. You should respect privacy of any respondent. Thus, the following declaration should be added at the end of the survey sheet.

***** Confidentiality is strictly secured. Thank you very much for your cooperation for this survey!! *****

 JICA Agence Japonaise de Coopération Internationale République Démocratique du Congo TICA Thailand International Cooperation Agency	Sample Questionnaire for Trainees JICA's Third Country Training Programme (TCTP) in Thailand Confidential 15 minutes Survey
You can complete this survey within 15 minutes. Confidentiality is strictly secured by an independent study team	

The course number & course title for this survey:	XXX

1. Knowledges and skills you obtained and satisfaction

Question 1 a. Please indicate the sessions of the training program you attend.

Question 1 b. "After completion of the training, did you receive a certificate (Certificate of Completion) from the Thai side (TICA, the training implementing agency, or JICA Thailand Office)?"

Question 1 c. Please indicate the progress of your subject-matter or sector knowledge and skills through the training program.

Question 1 d. Please indicate the progress of your general knowledge and skills through the training program.

Question 1 e. To what extent did you find this training relevant to your work?

Question 1 f. Please indicate your level of satisfaction of each aspect of the training program.

Question 1 g. Have you been able to apply the knowledge and skills learnt from the training courses in your work?

Question 1 h. How have you applied the gained knowledge and skills learnt from the training ? (Multiple answers allowed)

Question 1 i. Did you implement your action plan after returning to your country?

2. "Success Case" (Good practice)

Question 2 a: Please indicate "Success Case" (good practice) in which TCTP contributed to your work.

Question 2 b: Please explain your "Success Case" (Good practice) in detail.

3. Networking/communication after the training program

Question 3 a: Please indicate the level of networking/communication with stakeholders of the training program.

Question 3 b: Please explain the reason why you have communicated with other stakeholders after the training program.

Question 3 c: Please share the remarkable or good events that happened due to maintaining the communication with other stakeholders (e.g., exchange the new knowledge or experience).

4. Promotion and contribution of the training program

Question 4 a How much degree have you promoted comparing the position before you joined the TCTP training and the current position?

Question 4 b: What is the degree of contribution of joining the training for your such promotion?

5. Your comments and suggestions

Question 5: [To further promote disability-inclusive disaster risk reduction \(DIDRR\) in your country,](#) please share your comments or suggestions about TCTP.

6. Your positions (at the training and the current)

Question 6 a : Your organization and position at the time you joined the training program

Question 6 b: Your current position

Final question: Your contact information

Please provide your contact information.

 JICA Agence Japonaise de Coopération Internationale République Démocratique du Congo TICA Thailand International Cooperation Agency	Sample Questionnaire for Trainees' Affiliated Organizations JICA's "Third Country Training Programme (TCTP) in Thailand Confidential 15 minutes Survey
You can complete this survey within 15 minutes. Confidentiality is strictly secured by an independent study team	

The course number & course title for this survey:	XXX

1. Achievement of dispatch of trainees

Question 1 a. Please indicate the number of trainees (= your staff) to the training program.

2. Knowledge and skills learned and applied

Question 2 a. How do you assess the overall degree of returning trainees' subject-matter or sector knowledge and skills utilized in your organization?

Question 2 b. How do you assess the overall degree of returning trainees' new general knowledge and skills utilized in your organization?

Question 2 c. Does your ministry/organization conduct any activity in which the trainees share their obtained skills and knowledge among his/her colleagues after returning from the training?

3. Promotion

Question 3 a: What is the degree of promotion for trainees comparing before and after the training and the degree of contribution of joining the training (You can add additional tables as necessary.)?

4. Your satisfaction of dispatch to the training program

Question 4 a. Please indicate your level of satisfaction of contents of the training program.

Question 4 b. Please indicate your level of satisfaction of the process of the training program.

Question 4 c. Please indicate your overall satisfaction of the training program.

5. Comparison with other training program

Question 5 a. Has your organization dispatched your staff to the similar training programs (by international organizations / foreign governments) other than TCTP in related fields in the past five years?

Question 5 b. If yes, which training program and how many staff were dispatched?

Question 5 c. How much degree is TCTP effective (effect/impact) by comparing with other training programs that your organization has dispatched your staff to?

Question 5 d. How much degree is TCTP efficient (cost-efficient) by comparing with other training programs that your organization has dispatched your staff to?

6. "Success Case" (Good practice) of Organizational level

Question 6 a: Please indicate "Success Case" (good practice) in which TCTP contributed to your organization.

Question 6 b: Please explain "Success Case" (Good practice) of organizational level in detail.

7. Your comments and suggestions

Question 7: To further promote disability-inclusive disaster risk reduction (DIDRR) in your country, please share your comments or suggestions about TCTP.

Tool2: Success Case Method (SCM)

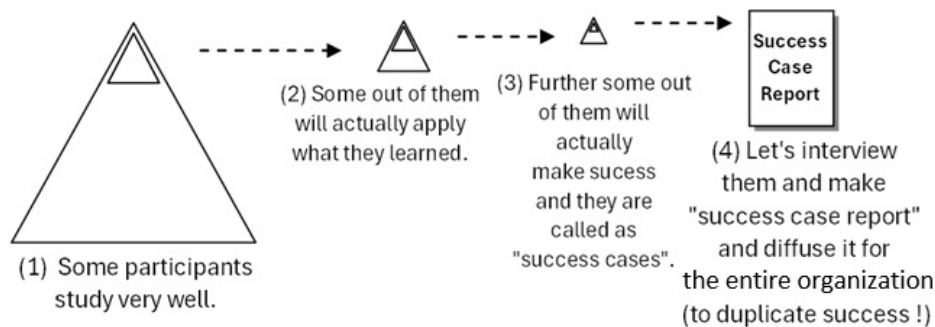
1. Purpose of SCM (Success Case Method)

SCM is a relatively quick and easy method of finding out what is working and what is not, which also provides accurate and trustworthy information that can be used to make timely decisions.

SCM does not try to make a summative judgement about the worth and merit of a change initiative. It is not intended to replace more rigorous and comprehensive evaluation, just offer an alternative and useful tool.

It is not so worthwhile if all (or almost) participants improved their skills equally but a little bit (e.g., an average satisfaction improved from 3.2 to 3.4) every time. On the other hand, it can be said it is highly successful if one (or a few) participants made an extraordinary success that can influence the entire organization under specific conditions.

Thus, SCM search and find such “Success Cases”, and analyze and identify which conditions need to be met for making extraordinary success happens. We can utilize this information to increase the number of Success Cases.



2. Steps of SCM (Success Case Method)

Basic steps of SCM are as follows.

#	Steps
1	Creating an “Theory of Change” (= Logic model) that define what success should look like
2	Designing and implementing a <u>survey for all participants</u> to search for best and worst cases
3	Taking <u>In-depth interviews</u> with Success Case implementers and documenting Success Cases
4	Making a “Success Case Report “including findings, conclusions and recommendations

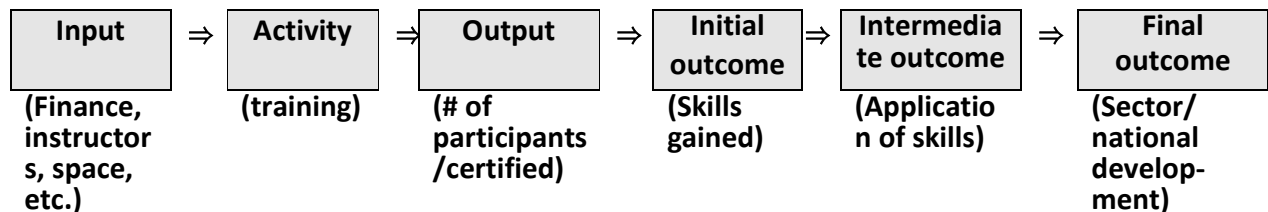
(Source) Brinkerhoff, R.O. (2002). *The Success Case Method: Find out quickly what's working and what's not*. Berrett-Koehler Publishers, Inc. P29. Some words were improved.

3. Brief explanation of each step of SCM

Each step has some specific procedures. Brief explanation of procedures is as follows.

Step 1: “Theory of Change” (=Logic model)

Construct a Theory of Change (a.k.a. Logic model) underlying the training program so that we can define what success should look like. Theory of Change usually consists of four or five cause-effect relationships.

**Step 2: A Survey for all participants**

Construct survey questions along with each component of the Theory of Change. It is recommended to use Google Form Survey or other survey software to prepare a survey form. The survey should target all participants in the training. The survey form should include the questions of the following categories.

1. Knowledge and skills you obtained
2. Satisfaction of the training program
3. “Success Case” you made
4. Recommendation and suggestions
5. Your contact information (email + phone #)

Step 3: In-depth Interviews

After the “Success Cases” identified, contact the participants who reported each “Success Case”. Conduct an in-depth interview by face-to-face or via remote communication tool (Zoom, Teams, Google meet, etc.). The interview should cover the following questions.

1. Success Case in detail
2. Factor or condition affected for making your “Success Case” in addition to joining the training.
3. Recommendations for replicating “Success Case” for other people

Step 4: Making a “Success Case Report”

Write a “Success Case Report” including findings, conclusions and recommendations. The report should consist of the following items.

1. Result of the survey of all participants.
Average and standard deviation with narrative comments.
2. “Success Case”
 - 2-1. Success Case in detail
 - 2-2. Factor or condition affected for making your “Success Case” in addition to joining the training.
 - 3-3. Recommendations for replicating “Success Case” for other people
3. Overall conclusions and recommendations for the organization.

Success
Case
Report
(Narrative)

Tool3: “Value Added of Triangular Co-operation and Examples of Indicators” by the OECD

The table below summarizes the six areas in which triangular co-operation may generate value added, as identified in the OECD Toolkit, together with illustrative examples of indicators. These areas and indicators are intended to provide guidance and inspiration when designing, monitoring, and evaluating triangular co-operation initiatives.

No.	Value Added Area	Examples of Indicators
1	Building ownership and trust	• Proportion of partners feeling valued (%) • Share of partners who felt they could influence the process (%) • Dollar value of contributions (in-kind, staff time, funding) by each partner • Evidence of joint fund/resource administration (yes/no) • Share of project decisions taken jointly (%)
2	Promoting complementarity and increasing co-ordination in development co-operation	• Number of cases showing specific expertise/technology brought by partners • Share of local and international experts (%) • Examples of complementarity between capacities and exchange of experiences • Evidence of adapted development co-operation mechanisms (yes/no) • Examples of triangular activities aligned to national development strategies
3	Sharing knowledge and learning jointly	• Proportion of partners perceiving knowledge sharing (%) • Examples of joint learning applied in the project (yes/no; number) • Share of partners applying newly acquired capacities (%) • Evidence that lessons learned feed into future activities • Examples of institutional changes resulting from joint learning
4	Co-creating solutions and flexibility	• Examples/share of solutions jointly developed (%) • Number of adapted tools, systems or technologies • Examples of policies or regulations changed (yes/no; number) • Evidence of mobilised expertise from fragile or specific contexts • Examples of capturing and applying local knowledge
5	Enhancing volume, scope and sustainability	• Monetary value of additional resources mobilised beyond initial budget • Number of additional partnership agreements • Examples of follow-up activities after project completion • Evidence of continued co-operation beyond project duration • Examples of scaling-up successful experiences
6	Achieving global and regional development goals through strengthened partnerships	• Evidence of alignment with SDG targets (yes/no; number) • Examples of promoting local good practices globally • Number of different stakeholder types engaged • Examples of changes in development policy discourse • Evidence of multi-stakeholder participation

Source : OECD, Toolkit for Identifying, Monitoring and Evaluating the Value Added of Triangular Co-operation

Tool 4: Evaluation Results Table

#	Name of Training Course

Evaluation Criteria	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource
Relevance	Consistency with the Development Plan Is the training content consistent with the partner country's development policies and development plans (at the national, regional, and sectoral levels)?			
	Consistency with the Development Needs Was the training consistent with the needs of the target groups in the partner countries?			
	Appropriateness of the Project Plan and Approach - Was the training content appropriate in relation to the needs of the trainees? - Were the roles and responsibilities between the Japanese and XXX appropriately divided to ensure effective training content? - Was the logic between inputs and outputs properly designed to lead to the achievement of the outcomes and overall objectives?			
Coherence	Consistency with Japan's ODA Policy Is the training consistent with Japan's aid policy and the Ministry of Foreign Affairs' country assistance policy?			
	Internal Coherence Was coordination carried out with other JICA projects, as well as with Japan and other development cooperation agencies?			

Evaluation Criteria	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource
	Coherence with XXX Policy Is the training consistent with XXX aid policies and strategies?			
Relevance Sub-Rating : (The justification for this assessment is described) ④ Very High: ③ High: ② Moderately low ① Low Coherence Sub-Rating : (The justification for this assessment is described) ④ Very High: ③ High: ② Moderately low ① Low Relevance and Coherence Rating: Therefore, the rating of relevance and coherence is ④ Very High: ③ High: ② Moderately low ① Low				
Effectiveness	Contents of Outcomes - Were the goals at the time of participation achieved? - Did the trainees acquire the knowledge and skills provided in the training?			
	Satisfaction with TCTP To what extent were the participants satisfied with the training content?			
	Causal Relationship What factors contributed to or hindered the achievement of the training objectives?			
Impact	Prospect of Impact/Causal Relationship - Has any impact been observed or is it expected to occur as a result of the training implementation? - Are there any success cases that can serve as good practices for other countries or other training courses?(The number of cases is not limited.) - Have the external conditions required to achieve from outcomes to impacts been appropriately identified? Is the external condition expected to be met? - Are there any factors that may hinder achieve impacts? - Are positive impacts expected because of the			

Evaluation Criteria	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource
	program? Regarding potential negative impacts, are measures in place to mitigate them? - Are impacts on Japan expected to be achieved? - Are impacts on XXX expected to be achieved? - Are impacts on the target countries expected to be achieved?			
	Other Impact (e.g., impacts on the training institutions or instructors).			
Effectiveness/ Impact Rating : (The justification for this assessment is described) Therefore, the effectiveness and impacts of the project are ④ Very High: ③ High: ② Moderately low ① Low				
Efficiency	Project Plan		●	●
	Were the necessary inputs, in terms of both quantity and quality, appropriately planned to produce the planned outputs?			
	Project Period/Timing		●	●
	- Was the project duration appropriately set in accordance with the project plan? Was the project completed within the planned period? - Were the preconditions, timing, and methods of inputs (including procurement procedures) appropriately planned? - Compared with other training programs implemented by JICA and TICA, did this program demonstrate any advantages in terms of the content or method of input relative to the achieved outputs?			
	Implementation Process			
Efficiency Rating : (The justification for this assessment is described) Therefore, the efficiency of the project is ④ Very High : ③ High: ② Moderately low ① Low				
Sustainability	Institutional Aspect Has a network been established (e.g., between		●	●

Evaluation Criteria	Evaluation Questions	Results	Difference and Factor Analysis / Judgment	Resource
	returned trainees and JICA/TICA or training instructors)? ● Has a network been established among the returned trainees?			
	Financial Aspect ● From the perspective of sustaining the training effects, have adequate budgetary measures been ensured?			
	Technical Aspect ● Are the technologies introduced through the training accepted by the trainees and their organizations, and can they be continuously implemented?			
	Action Plan ● Have the trainees who developed action plans implemented and continued their activities after returning to their home countries?			
	Contributing / Inhibiting Factors ● What factors have contributed to or hindered the sustainability and dissemination of the training outcomes?			
Sustainability Rating: (The justification for this assessment is described)Therefore, the sustainability of the project effects is ④ Very High : ③ High: ② Moderately low ① Low				
Overall Evaluation Results (Sample Sentence) Relevance and Coherence of this course are assessed as very high, and its effectiveness and impact are also assessed as very high. The efficiency of the course is assessed as high, while some challenges remain in terms of sustainability. Overall, the course is rated A (Very High).				
Overall Rating: A(highly satisfactory) : B(satisfactory) : C(partially satisfactory) : D(unsatisfactory)				

Lesson learned :

Suggestions :

Tool JICA's Rating Method for Ex-Post Evaluation

No	Item	Points	Criteria	Notes
(1)	Relevance	Evaluate relevance to/consistency with development policies, needs at appraisal and at present, as well as appropriateness of planning and approach, including considerations for not leaving anyone behind	Not only consistent in all three aspects, but also inspirational for other projects ④ Consistent in all three aspects ③ Partially inconsistent ② Not only inconsistent, but also problematic ①	<u>Overall Relevance/Coherence</u> Merge the Relevance(R) and Coherence (C) sub-ratings together, based on the following combinations: R4-C4, R4-C3, R4-C2, R3-C4..... ④ R3-C3, R3-C2..... ③ R2-C4, R2-C3, R2-C2..... ② R1-C1, R1-C2, R1-C3, R1-C4, R2-C1, R3-C1, R4-C1..... ①
(2)	Coherence	Evaluate 1) consistency with development assistance policies of the Japanese Government and JICA, 2) synergy effects and complementarity with the other JICA projects, and 3) coordination with other assistance from partner organizations.	Consistent with Japanese government/JICA policies, and more coherent than planned in both 2) and 3) with some concrete outcome..... ④ Consistent with Japanese government/JICA, and coherent in 2) or 3) with some concrete outcome..... ③ Consistent with Japanese government/JICA, but not coherent in either 2) or 3) or there is no concrete outcome to be confirmed ② Not consistent, and not coherent ①	
(3)	Effectiveness Impacts	Evaluate the achievement levels in the short-term/direct outcome as well as mid-to long-term outcome, including positive and negative effects, produced by the project.	Exceeding the original plan ④ Between 70 % and 100% of the original plan ③ 50% or more, but less than 70% of the original plan ② Less than 50% of the original plan ①	- Consider multiple indicators and compare planned and actual figures to measure the achievement levels in the effectiveness of the project. - Positive/negative impacts on economy, society, natural environment, social system/norm, people's well-being, human rights, and gender equality.
(4)	Efficiency	Compare planned and actual figures, in terms of project output, period, and cost. Based on the results of each comparison, rate the overall efficiency of the project.	<u>Project Period</u> 100% or less of the original plan 4 points More than 100%, but 125% or less of the original plan 3 points More than 125%, but 150% or less of the original plan 2 points More than 150% of the original plan 1 point <u>Cost (total project cost in foreign currency)</u> Same as above	If there is a decrease in output, the rating for project period and cost should take the change into consideration. <u>Overall Efficiency</u> Rate the overall efficiency based on sum of the two points (sub-ratings of "Project Period" and "Cost"). 8 points "Very high" ④ 6-7 points "High" ③ 4-5 points "Moderately low"..... ② 2-3 points "Low" ①
(5)	Sustainability	Evaluate sustainability based on institutional / organizational, technical, financial, and social & environment aspects, risks, and status of operation & maintenance.	No issue is observed and risks have been mitigated..... ④ There are minor issues, but they are expected to be addressed ③ There are minor issues, and there is no prospect for improvement ② There are serious concerns..... ①	Assign "①" rating to projects with liabilities exceeding assets, chronic negative profits, or severe budget shortages, etc.

Rating Flowchart

