

Summary of Thematic Evaluation Study Results

Third Country Training Program in Malaysia

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1. Outline of Thematic Evaluation Study

1-1 Process and Objectives of Thematic Evaluation Study

The Third Country Training Program (TCTP) is a technical cooperation program aimed at promoting South-South Co-operation. The host country provides training for participants from neighboring countries that have common social, cultural, and linguistic backgrounds. Between 1983 and the end of 2001, a total of 91 courses covering 28 course themes were conducted as TCTPs in Malaysia by 14 implementing agencies. This is the first time that an overall Evaluation Study was undertaken on the TCTP in Malaysia since its initial implementation in 1983. The tasks of the Evaluation Study entailed the following:

- (1) To review the overall performance and trends.
- (2) To compile all relevant statistics related to the courses.
- (3) To analyze and evaluate the effects of the program to the Malaysian implementing agencies, recipient countries' agencies that had sent the participants and ex-participants.
- (4) To compile lessons learned from the programs and to propose recommendations for future implementation.
- (5) To identify needs and possibilities of future programs, especially for Cambodia, Laos, Myanmar and Vietnam (CLMV) countries. The reasons for choosing these four countries are: 1) they have sent a large number of participants (20.8% of ex-participants) and 2) they are targets of future TCTPs as the least developed among the ASEAN countries.

1-2 System of Evaluation

JICA Malaysia Office commissioned PE Research Sdn Bhd to conduct evaluation study.

1-3 Study Period

February 2002-April 2002

2. Methodology of Evaluation Study

2-1 Objectives of Evaluation

Out of all the courses conducted between 1989 and 2001, evaluation was carried out for 12 course themes (comprising 53 courses), conducted by eight implementing agencies. Courses conducted between 1983 and 1988 were excluded, because their specific data was not found.

2-2 Evaluation on Methodology of Evaluation

(1) Study Process

The evaluation consisted of:

- 1) An in-depth review of all relevant documentation available from the JICA Malaysia Office including project completion and evaluation reports of completed TCTP projects.
- 2) Discussions with the relevant JICA Malaysia officers.
- 3) A questionnaire survey polling TCTP ex-participants.
- 4) Field interview surveys with relevant key persons from eight Malaysian implementing agencies (IA) identified by JICA.
- 5) Face-to-face interviews with key persons from the recipient (CLMV) country's sending agencies and ex-participants.

(2) Viewpoint of Evaluation

- 1) The interview with the implementing agencies, the sending agencies and the ex-participants was based on the DAC five evaluation criteria: Efficiency, Effectiveness, Impact, Relevance, and Sustainability.
- 2) In addition to the DAC five evaluation criteria, the Study also evaluated the extent to which the programs had been designed to enable smooth and appropriate technology transfer and the extent to which the participants had absorbed such technology. The Study also assessed the impact on capacity and capabilities of the Malaysian implementing agencies in conducting the programs.

3. Achievements of TCTP in Malaysia

The TCTP courses were aimed at human resources development and technology transfer. As of the end of 2001, 14 implementing agencies have conducted a total of 91 courses covering 28 course themes. The TCTP courses conducted in Malaysia covers the six sectors of Agriculture, Fisheries & Forestry; Environment; Health; Administration & Management; Quality of Life; and Industry. A total of 704 participants from 35 countries (including Malaysia) participated in the 12 evaluated TCTP courses. The achievements of TCTP are as follows:

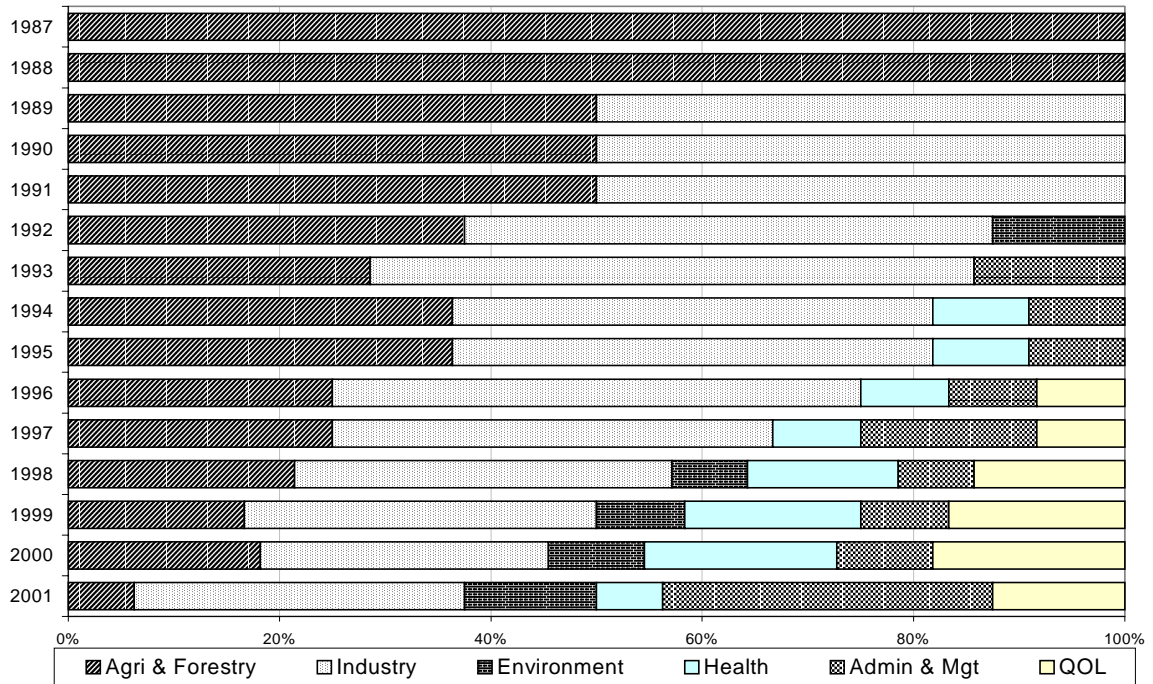
3-1 Country Participation

The participation from the ASEAN countries is high accounting for 72 percent of the total number of TCTP participants. Excluding Malaysia's participation, which accounted for 21 percent of the TCTP participants, the third countries with the largest number of participants are Indonesia (10.1%), Thailand (9.7%), and the Philippines (9.1%). Participants from the CLMV countries accounted for 20.8 percent. Participation for the courses was mostly from government departments or agencies (58%), universities/institutes/training centers (33%), and NGOs (5%). A total of 394 sending agencies have sent participants to the 12 TCTP courses.

3-2 Achievements in Terms of Activity

Though a course is classified under more than one sector, by broad analysis of the spread of participants by sector, out of the 704 participants; 49.0 percent were trained in industry-related sectors, 31.8 percent in agriculture and forestry, 23.6 percent in health, 13.9 percent in environment, 16.9 percent in administration, and 23.7 percent in quality of life. Gender-wise, more male participants were trained in the Environment, Health, and Industry sectors, while more female participants were trained in the sectors that dealt with Agriculture & Forestry, Administration & Management and Quality of Life.

Figure1: Courses Held: Percentage by Course Themes
 (Note: a course theme may cover more than one sector)



3-3 Achievements in Terms of Input

The invitation costs that constituted more than 60 percent of the total costs were fully defrayed by Japan. Both the Japanese and Malaysian governments supported training costs including the fees for the foreign lecturers as well as the cost of equipment and materials developed. The Malaysian side contributed to the cost of the training facilities and local lectures. Malaysian contribution averaged around one-third of the total TCTP training course costs.

In terms of input by lecturers, the proportion of foreign lecturers has been decreasing. Some of the more recent TCTP courses are already fully taught by Malaysian lecturers.

4. Results of Evaluation

(1) Findings from Implementing Agencies

In the interviews with eight implementing agencies which conducted 10 courses, all interviewees indicated that the course had achieved the objectives and goals specified. For example, according to the results, more than 80 percent of ex-participants in more than 90 percent of the courses understood the training contents. The implementing agencies also indicated that they have had positive development effects through conducting the TCTP courses, such as they have increased their capabilities and capacities in providing such courses and have enhanced the skills and knowledge of the local staff. The training courses were in line with the agencies' strategies and objectives and were undertaken effectively and efficiently. All the implementing agencies indicated that they have the capacity to conduct future programs, and the recommendations on other types of training courses as well as those for better implementation of future courses were suggested in the interviews.

(2) Findings from the Ex-participants

To the questionnaire, 21 ex-participants out of 35 ex-participants in recent training courses answered. Out of a total of 146 participants (12 course themes) in the CLMV countries, 51 participants (35%) were interviewed.

Overall, most ex-participants cited that the courses were relevant to their current responsibilities and that they were utilizing more than 80 percent of the knowledge and skills acquired through the courses. They also cited that they were satisfied with their achievement in the courses, that they gained as much as they had expected, and that they disseminated the knowledge and skills acquired through the courses. However, the lack of equipment, budget and trained personnel in their respective organizations has limited the impact, effectiveness and sustainability of the Training.

(3) Findings from Sending Agencies

Out of a total of 73 sending agencies, 15 agencies were interviewed in the CLMV countries.

The interview revealed that the training courses were relevant to the agencies' strategies, objectives, and future plans. They were also relevant to the daily needs of the organizations and the skills and knowledge acquired were transferred to other staff members through seminars, workshops and daily job functions. The sending agencies interviewed indicated that the TCTP courses had positive impacts on their organizations, including the introduction of new technology, development in human resources and capacity building. All sending agencies indicated that they would like to send participants to future training programs.

However, all sending agencies indicated that they would be unable to bear a part of the expenses to send their participants to the training courses.

Other issues and concerns raised by the sending agencies are with respect to language barriers as well as the need for detailed information on the courses offered. In the case of language, sending agencies felt that it would be better to have in-country training courses with interpreters as a way of solving the issue so that more participants can benefit. As for the need for detailed information, they indicated that it would enable more relevant participants to be selected.

5. Summary

5-1 General Statement

Overall, the Evaluation Team found that the TCTP has helped the participants to build up their knowledge and skills in their respective areas through technology transfer as well as to enable sending agencies and the recipient countries to build up the capacity of the human resources. The TCTP has been extremely effective in promoting South-South ties by enabling research and academic institutions to share their knowledge and skills with other developing countries and by establishing networks between government agencies, NGOs, and, to a lesser extent, the private sector. The implementing agencies have also gained invaluable experience and enhanced their recognition in their respective areas of specialization.

The sectors selected for the TCTP are relevant to the developing countries in general and to the CLMV countries in particular. In fact, the sectors covered the fields that were applicable at the developmental stages. Female participation in most of the programs ranged between average and high.

Through TCTP, Japan's role was fully acknowledged, reflecting well on Japan as a supporter of South-South co-operation and development assistance to developing countries. Likewise, the willingness of Malaysia to share its experiences with its neighboring and other South countries was appreciated. The TCTP has also served as a useful platform for Malaysia to showcase its expertise and competence in technology transfer and human resources development.

The Evaluation Team found great enthusiasm and support for the TCTP amongst ex-participants and sending agencies. As a whole, they were positive about their TCTP experiences. The general view expressed was for Japan to continue to support the TCTP and, if possible, to increase the number of programs so that more participants can benefit. There were also requests for Malaysia to send trainers and experts to the recipient countries.

Summary of Evaluation Results (Annex 1) indicates the results from interviews and questionnaires for sending agencies, recipient countries, and ex-participants based on the five evaluation criteria. On all the five criteria, the results indicate that they were satisfied with the TCTP. As for "Efficiency", 60-80 percent of the ex-participants of seven courses indicated that they utilized their knowledge and skills acquired through the course, and ex-participants of all the courses indicated that they were satisfied with their achievement in the course and with the results that they had expected. As for "Effectiveness", the implementing agencies of all the courses indicated that they achieved their objectives through transferring knowledge and skills. As for "Impact", ex-participants of nine courses indicated that they disseminated the knowledge and skills acquired through in-house workshops and daily work. It was also indicated that through the implementation they gained positive effects such as networking with participants

from different countries, enhancement of capabilities, experience, new technology, and improvement of the image and creditability of their organization. As for “Effectiveness”, implementing agencies of all the courses and sending agencies of six courses indicated that goals and objectives of the courses met the needs of the organization. As for “Sustainability”, the ex-participants of nine courses indicated that they were using the skills and knowledge acquired in daily work continuously and were interested in sharing them with other agencies. Some specific examples were reported. In Myanmar, the garbage collection system was improved. And in Cambodia, an improvement project was carried out against illegal residents in urban areas.

5-2 Course Needs in CLMV

Of the four CLMV countries, Vietnam is clearly ahead in terms of technological, institutional and economic level advances. It has the largest population and the highest adult literacy rate among the CLMV countries. Cambodia, Laos and Myanmar all have a shorter exposure to market practices compared with Vietnam. In terms of policy, technological level, institutions and economic situation, they still have a long way to go and may need special assistance. Thus, the Evaluation Team considers that the country-focused programs utilizing the cases of Vietnam would be an appropriate way to promote their economic development in the transitional stage. For these countries, the impact and sustainability of the TCTP could be enhanced when they are also supported with other forms of assistance including equipment and the dispatch of experts.

6. Recommendations

(1) The country-focused course for Myanmar (diplomats and officials), one of the evaluated courses, had a higher evaluation compared with other group-type courses. The general TCTP has carried out a group-type pattern that accepts participants widely from the neighboring countries based on the idea of “supply-side,” that is, the retransfer of Japanese technology transfer. However, it is necessary to establish courses based on the idea of “needs-side” of the sending countries, in order to increase effectiveness in the future.

(2) Country-focused courses, by accompanying interpreters to train the participants' in their native languages, make it possible to select participants from a wider area regardless of their English skills. In Cambodia, Laos, and Myanmar, where the number of officials proficient in English is limited, accompanying interpreters may lead to more effectiveness.

(3) Course Themes have shown some trends in terms of their focal points. The number of courses dealing with Agriculture, Fisheries & Forestry is becoming smaller while the number of courses dealing with Environment and Administration & Management are becoming larger. However, to repeat some of the completed course themes (e.g., those on Agriculture, Fisheries & Forestry) would be beneficial to the newer ASEAN member countries especially Cambodia, Laos and Myanmar, and it is important to plan a project around those themes.

(4) Nominating and selecting the appropriate applicants is an important factor for high evaluation based on the five criteria. The general information about the courses should be disseminated at least six months before the courses start in order for the sending agencies to understand the TCTP contents and to select appropriate applicants.

(5) Supporting Activities such as connecting TCTP with other JICA (or other donor agency) programs (e.g., the dispatch of experts, equipment supply, etc.) is expected to increase the impact, effectiveness and sustainability of programs.

An active database on ex-participants should be established to track the progress in the ex-participant's workplace.

Networking channels (e.g. Web site, newsletters, etc.) that enables ex-participants to communicate and share information with other ex-participants should be established.

Annex 1: Summary of Evaluation Results (Objects: 11 TCTP courses)

	Efficiency		Effectiveness		Impact		Relevance		Sustainability	
	Inquiry Result	Assmt/ Significance	Inquiry Result	Assmt/ Significance	Inquiry Result	Assmt/ Significance	Inquiry Result	Assmt/ Significance	Inquiry Result	Assmt/ Significance
Overall Goal										
Project Purpose	<p>Ex-participants</p> <p>60-80% of ex-participants utilise more than 80% of course</p> <p>Participants fully absorbed training</p> <p>All outputs achieved</p> <p>Inputs utilised efficiently</p>	<p>+or++/High or Very High (7 courses)</p> <p>+or++/High or Very High (11 courses)</p> <p>+or++/High or Very High (11 courses)</p> <p>+or++/High or Very High (11 courses)</p>	<p>For IA</p> <p>Goals and objectives met through transfer of skills and knowledge</p> <p>Knowledge and skills improved through exchanging ideas</p> <p>Understanding and awareness for education and practical work</p>	<p>+or++/High or Very High (11 courses)</p>	<p>Ex-participants</p> <p>Disseminated knowledge and skills in daily work</p> <p>For IA</p> <p>Improved networking with other regions</p> <p>Enhanced capabilities and experience, new technology</p> <p>Acquired new equipment</p> <p>Improved image, credibility of organisation</p> <p>Increased female participation</p> <p>Strengthened capacity and improved</p> <p>Regional networking</p> <p>Positive impacts</p> <p>Lack equipment/lab facilities</p> <p>Ex-participants and SA</p> <p>For Cambodia, pilot projects to improve urban environment esp squatter pop</p> <p>For Myanmar, new methods of waste collection introduced in certain parts of Yangon CC</p>	<p>+/High (9 courses)</p> <p>+/High (3 courses)</p> <p>+/High (2 courses)</p> <p>+/High (2 courses)</p> <p>+/High (2 courses)</p> <p>+or++/High or Very High (5 courses)</p> <p>+/High (2)</p> <p>+/High (2 courses)</p> <p>+/High (2 courses)</p> <p>-/Low (1 course)</p> <p>+/High</p>	<p>For IA</p> <p>Improved organisation's capability</p> <p>For SA</p> <p>Course relevant to needs of organisation</p> <p>Ex-participants and SA</p> <p>For Cambodia, pilot projects to improve urban environment esp squatter pop</p> <p>For Myanmar, new methods of waste collection introduced in certain parts of Yangon CC</p>	<p>+/High (11 courses)</p> <p>+/High (6 courses)</p> <p>+/High</p>	<p>Ex-participants</p> <p>Utilised skills and knowledge acquired</p> <p>Continuing to use skills and knowledge gained in daily work, sharing knowledge with others</p> <p>Lack of funds, experts and institutional support limiting sustainability</p> <p>For SA</p> <p>Interested to send more participants</p> <p>Limited by lack of funds</p> <p>Ex-participants and SA</p> <p>For Cambodia, pilot projects to improve urban environment esp squatter pop</p> <p>For Myanmar, new methods of waste collection introduced in certain parts of Yangon CC.</p>	<p>+or++/High or Very High (10 courses)</p> <p>+/High (9 courses) -/Low (1 course)</p> <p>-/Low (6 course)</p> <p>-/Low (1 course)</p> <p>+/High</p>
Outputs										
Inputs										