Impact Evaluation of 2014/2015 Projects

Asian Productivity Organization

Tokyo, Japan

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EXECUTIVE SUMMARY

The fifth Impact Evaluation Study (IES) builds on the insights gained from previous evaluation studies, in approach and methodology, and focuses especially on assessing the achievement of results. In line with the international as well as national debates on effective use of public funds in projects and programs, organizations involved in designing, implementing, monitoring, and evaluating projects and programs are increasingly under pressure to demonstrate efficiency and effectiveness of implemented programs and received funding.

The current impact study uses the focuses on measuring the outcomes and contribution to impact of Asian Productivity Organization (APO) programs by making use of internationally used concepts and frameworks. The main focus of the IES is to assess the achievements of APO projects in terms of intended outputs, outcomes, and impacts. The study also focuses on collecting feedback on key factors contributing toward the achievement of results, and on what could be done to better achieve the intended results in future.

Impact assessments use key concepts and tools developed from results-based management, which is centered on a strong notion of causality. Essential to this approach is a clear hypothesis about how the inputs and activities of an APO program will lead logically to enhance results (outputs, outcomes, and impacts). Such intended changes are part of a 'results chain' or 'results framework'. Given the diversity of APO projects, six specific results chains have been formulated as part of the 2014 impact study. These results chain along with a corresponding seven set of questionnaires that were sent to the respondents.

To reduce the considerable effort involved in collecting and processing huge amounts of quantitative data, SurveyMonkey was used as an online tool for collecting and analyzing the data. Around 2500 participants were contacted by e-mail and around 300 have responded, a good response considering the challenges of online survey and a narrow timeframe.

Figure 1: Overview of Number of Respondents per Project Type. TRC, training courses; WSP, workshops; OSM, observational study missions; CON, conference/forum/seminar/study meetings; DON, institutional strengthening of NPOs; BCBN, bilateral cooperation between non-profit organizations programs.
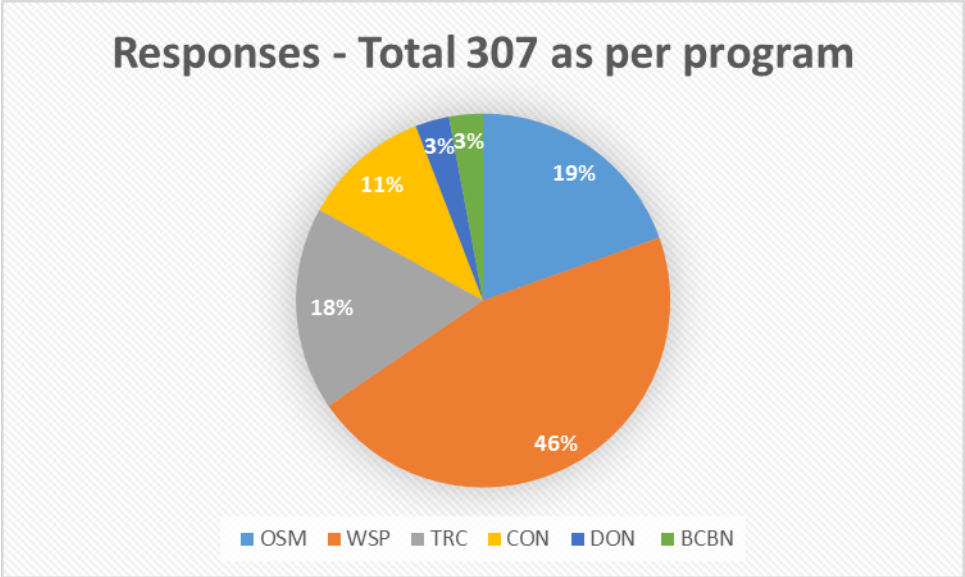
In addition to the online survey questionnaire, semi-structured interviews were conducted on-site through a short study mission to Philippines and Laos. In addition, the Strategic Planning workshop for APO Liaison Officers in Tokyo provided the opportunity to interact with all Liaison Officers as well as APO Secretariat. A formal presentation on Results-based monitoring System and discussions provided additional insights about the state of the art regarding results-based management / monitoring in APO member countries. Subsequently, these material gained through face to face interactions was cross-validated with the questionnaire data, further enabling the triangulation of the data and improving the quality of the overall assessment.

Key features of the present Impact Evaluation Study (2016)

1. Systematic focus on the results of APO projects by defining a results chain for six types of projects: (i) training courses (TRC), (ii) workshops (WSP), (iii) observational study missions (OSM), (iv) conference/forum(CON), (v) bilateral cooperation between NPOs (BCBN), and (vi) institutional strengthening of NPOs (DON). This impact study intentionally was not focused on the satisfaction rating of participants with the inputs or activities, but rather on the achievement of results, factors contributing to these achievements, and the future course of improvements. The formulation of a results chain clearly defining the activities, outputs, outcomes, and impacts is not only necessary and useful for evaluating results transparently, but also contributes to managing the project/program planning, implementation, and monitoring, in a results-oriented way. (See Annex 1)

2. The present IES uses an evaluation framework that is widely used and highly valued for evaluating projects and programs, i.e., the Organization for Economic Cooperation and Development/Development Assistance Committee (OECD-DAC) framework. The framework uses five criteria for assessing projects: (i) relevance, (ii) effectiveness, (iii) efficiency, (iv) impact, and (v) sustainability. Using such an internationally recognized framework creates not only legitimacy for the impact assessment, but also enables comparisons across different types of APO projects, as well as the benchmarking of APO projects in the international arena. It provides also the credibility and attractiveness to attract funding from external donors be that national or international. Considering that more money may be available for new initiatives such as SDGs, Climate Change etc. a sound internationally aligned management and monitoring framework would improve the attractivity of APO as a capable and leading implementing organization in the area of capacity development.

3. The current evaluation study uses SurveyMonkey, an online tool for surveying, as a medium for collecting and analyzing the data. This has been used also for the 2014 study and thus enables comparison.

The overall assessment of APO projects by the respondents was, in general, very positive. The total average rating was with 86 % even slightly higher than in the previous IES rate of 85 %. This places APO at the higher end of programs implemented in the area of capacity development, particularly in the context of bilateral and multi-lateral cooperation.
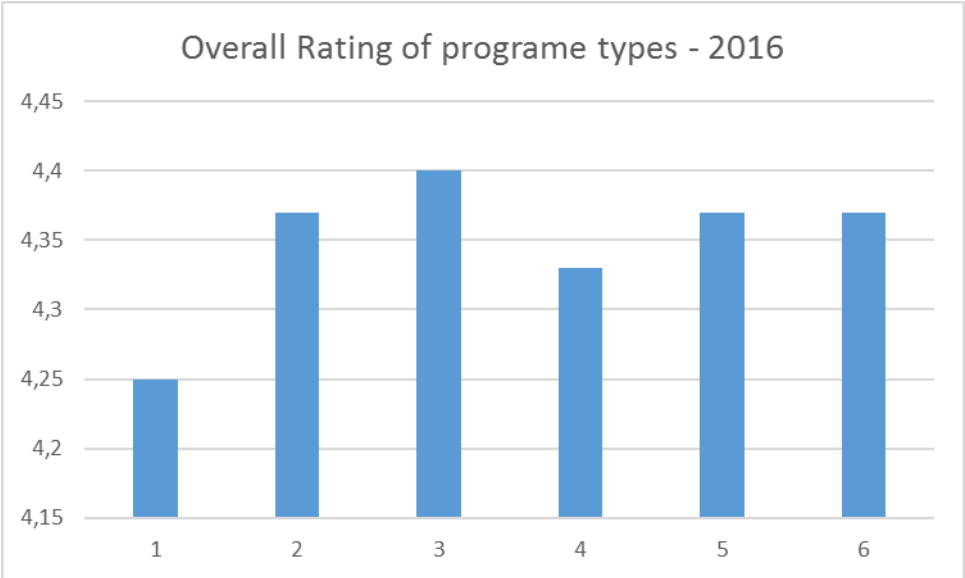

Figure 2: Average Rating of APO Programmes according to different Type. 1. TRC, training courses; 2. WSP, workshops; 3. OSM, observational study missions; 4. CON, conference meetings; 5. DON, institutional strengthening of NPOs; 6. BCBN, bilateral cooperation between NPOs programs.

The respondents rated OSM (4,40) comparatively high, followed by WSP (4,37), DON(4,37), BCBN(4,37), CON (4,33) and TRC (4,25).

Comparing the overall assessment with the results of 2014 we can identify a slight improvement in all six program types. Just to highlight one aspect here, the TRC are rated comparatively low, which is partly related to the nature of the program but analyzing the comments given by the respondents, there are many possibilities to improve in this area. This will be discussed in detail later.

The evaluation questionnaire requested also for explicit feedback on how the participants could apply the insights gained from the projects, and which activities contributed to the achievement of the intended results and the overall success of the projects. The respondents provided several hundred suggestions, which have become a rich resource for further analysis.

In line with the APO spirit to improve continuously, and to seek better results by contributing to productivity enhancement, the respondents provided many valuable suggestions.

They are summarized in chapter 5 recommendations.

The majority of suggestions and recommendations given by the respondents can be clustered in the following nine areas:

Practical Approach: Field visits, Practical Examples, and Case Studies
APO programmes should make more use of field visits, case studies, demonstrations and practical examples so that the productivity-related concepts and tools can be observed analyzed as a living example and not as theoretical knowledge in class room setting. Visits to Singapore, Japan, Korea; Malaysia and Indonesia have been highlighted as eye-openers for widening one`s perspective, triggering attitudinal change as well seeing practical ways of how to do things.

Networking
Networking and sharing of experience among peers is highly appreciated and there is a demand for increasing efforts to create opportunities for more quality time for networking during the programs as well as creating platforms for networking. Insights from knowledge-management and recent trends towards knowledge societies in all societies question old concepts of knowledge transfer from "developed" to "developing" countries. Technical information is easily available and youth with good educations is available in all Asian countries. Innovation and co-creation of new knowledge is becoming key, and for such challenges communities of practice, knowledge networks and cross-sectoral networks are more powerful. This should be explored further.

Results-oriented monitoring as a base for results oriented management

Establishing a strong results oriented monitoring system is a key to steer programmes towards intended results as well as continuously to improve the achievement of results as a core management process. The present program management (project notification, tracking participants after finishing the program, mentoring in implementing the action plan, organizing network meetings and sharing achievements etc.) can be significantly improved.

A modified and simplified version of the surveymonkey questionnaire used in this IES could be part of an ex-post evaluation of each programme after six months of accomplishment. This would create broad insights and evidences, what has worked and what could be improved. The documented actions taken by the participants could be a strong base to proof the achievement of results through the APO program.

Developing capacity of NPOs in Results based management with focus on monitoring and evaluation

Improving the results based management is seen as key to improve the visibility, continuity and attractivity of APO – NPO Network. In addition to internationally increasing pressure to be effective, a strategy focusing on results is key. Improving processes without clarifying the contribution to outcomes and impact will be difficult to communicate to national and international partners as well as donors.

NPOs are increasingly questioned about their contribution to national goals and priorities and providing an answer to this is crucial to secure funding in an increasingly competitive arena. Outcome oriented budgeting and results-based management frameworks are becoming more and part of the public administration in APO member countries. This increased pressure on results oriented monitoring, so that evidences can prove how the APO programs have contributed to the desired outcomes and impact of the respective countries.

It is suggested to enhance the competencies of key professionals in NPOs and making them champions ensuring achievement of results. Many organizations and projects of international cooperation have a clearly defined unit for Results based monitoring or a person focusing on monitoring results and reporting directly to the top management within the organization.

This would also strengthen the capability of NPOs to steer the consultants more effectively in ensuring that their valuable knowledge and expertise is really contributing to achievement of results, which are relevant for the country, and contribute to the goals of partners and desired impact and finally become sustainable.

Closer Cooperation with the Country Office and Adaption to Context
Closer communication and cooperation among the stakeholders of the APO-NPO system, as well as cooperation with other similar national and international agencies, was also recommended by the respondents. Continuous feedback cycles to ensure the relevancy of the programme and acting with NPOs as partners of designing programs and identifying resource persons would ensure ownership as well as contribution of the program to the national agenda. The present mode seems to favor processes, where contents, program and resource persons are defined by APO HQ and the role of NPO is more limited to the implementation of the program. It is suggested to shift towards a collaborative design and implementation of the program considering the principles of Relevancy, Effectiveness, Efficiency, Impact and Sustainability.

Follow-up   Activities
Follow-up activities were suggested to anchor the learnings and insights as well as to provide further motivation to apply productivity concepts and tools. Some suggested that advance

courses should be created to deepen knowledge of the subject that is to be learned.

Careful   Selection   of   Topics,   Participants,   and   Resource   Persons
Improving management of APO programs as careful selection of relevant topics, right participants, and capable resource person define not only success of the program, but also its potential to contribute to results. Resource persons should not only be an academic expert in a subject matter, but capable to communicate the message successfully to the often challenging diversity of participants from APO member countries (English proficiency, didactical skills, practical experiences and motivation are few relevant criteria). Careful selection of experts using a clear checklist and continuous monitoring through feedback of participants could be a possible solution to get the right resource persons and experts for the audience of APO programs.
Careful selection of participants in terms of age, language proficiency, capability to translate insights into own organization are mentioned as key as this affects also the motivation and learning opportunities of other participants of a program. Increasing decision makers especially from the public administration in APO progamme is another suggestion worth considering in future programs.

Learning Approach
A significant group of respondents suggested improvement of applied training methodologies instead of expert-centered presentations. A more learner-centered approach, providing time for reflection, sharing, and development of new ideas for further improvement might be valuable. Country paper presentations should be more focused on insights and practical real cases describing challenges and potential solutions out of the expertise of the participant than just a theoretical presentation about facts and figures of the country. This may require revising the handouts for country paper presentations and define clearly the expected result of the country paper presentation.

Action Plan
The exercise of the Action Plan is not systematic and standardized and there is no follow up mechanism to track the progress in terms of implementation of the action planning exercise. This should be improved.

Contents

Acronyms

APO   Asian Productivity Organization

BCBN   Bilateral Cooperation between NPOs

CON   Conference, Forum, Seminar, and Study Meeting

DAP   Development Academy of the Philippines

DON   Institutional Strengthening of NPOs

DOSMEP   Department of SME Promotion - Laos

GMP   Good Management Practice

IES   Impact Evaluation Study

NPO   National Productivity Organization

OSM   Observational Study Mission

RbM   Results-based Management

RoM   Results-oriented Monitoring

TES   Technical Expert Service

TRC   Training Course

WSP   Workshop

1. INTRODUCTION

The main objectives of the IES as defined in the Project Notification are:
"To undertake an impact evaluation study (IES) of APO projects implemented in 2014 and 2015 to determine their outputs, outcomes and impacts in member countries and draw up recommendations for the improvement of design and implementation of future projects, including identification of possible new areas to address needs of member countries."

The scope of the study was to cover both multi-country and individual country projects. The methodology was to use online questionnaire survey, short face to face interactions with NPO Liaison Officers, NPO staff as well as participants of APO programmes using formal survey, focus group discussions, semi-structured interviews with selected participants as well as open interviews for assessing the outcome and impacts of these projects across different verticals by using a combination of quantitative and qualitative data.

1.1. Clustering of APO Projects

APO is implementing various types of programs varying in terms of inputs, modalities, objectives, activities as well as intended target group. For example, the output and outcome of a training course will be different from that of a program of bilateral cooperation between NPOs or a conference. In considering the different types of APO interventions, following six types were identified for this IES: (i) training course (TRC), (ii) workshop (WSP), (iii) observational study mission (OSM), (iv) conference, forum(CON), (v) bilateral cooperation between NPO Programs (BCBN), (vi) institutional strengthening of NPOs (DON).

1.2. Overview of Responses

In line with the previous evaluation (2014) this evaluation used an online survey tool (SurveyMonkey) for efficient recording of responses as well as analysis of the data. SurveyMonkey enables systematic, and both aggregated and disaggregated analysis of the data according to the needs of the evaluator. However, for the restricted timeframe allowed the evaluator, only an aggregated interpretation of the data was possible for the current study. However, in case of need the data can be used later for a more detailed analysis.
In total 307 respondents filled the questionnaire for this IES, which is good especially considering the narrow timeframe involved. However, this was much less than compare to the 1100 (5738 e mails were sent) responses of the previous IES.
 The collection of such an amount of data not only generates material that can be used for further in-depth studies, but also provides a base for evaluation studies covering not only 2 years but also 4 or 10 years.
As the different APO project types vary significantly in their number of participants, the responses also vary between the different project types.

As expected, the WSP returned the highest number of responses 141 (1222 total participants), this was followed by OSM 60 (486 total participants), TRC comparatively low response of 54 (524 total participants), and CON 34 (338 total participants). The other smaller specialized programs such as DON 9 (125 total participants), BCBN 9 (45 total participants. Out of the total of 2704 participants contacted 307 responded with filling out the questionnaire. That is around 11.2 %, which is still very good for an online survey, but

much lower than the 19.17 % of the previous IES. The exact reason for the lower rate of response is unclear and needs further exploration.

Table 1: Rate or Response According to Clustering of APO Projects

APO Intervention Clusters	Total no. of Participants contacted	Respondents per program	Percentage of respondents per program	Percentage per programme regarding total respondents
WSP	1222	141	11.5 %	46 %
OSM	486	60	12.3 %	19 %
TRC	524	54	10.3 %	18 %
CON	338	34	10.0 %	11 %
DON	125	9	7.2 %	3 %
BCBN	45	9	20 %	3 %
	2740	307	11.2 %	Total 100 %

TRC, training courses; WSP, workshops; OSM, observational study missions; CON, conference/forum; DON, institutional strengthening of NPOs; BCBN, bilateral cooperation between non-profit organizations programs.

1.3. Clarifying Terms and Concepts

In previous discussions with the APO Secretariat, it was agreed that the term 'impact' has to be defined more accurately. In this regard, international evaluation concepts and frameworks, already successfully applied through the OECD-DAC[1], should be a reference point for developing the results chain, and for identifying key dimensions for the evaluation, as well as for formulating the questionnaire.

Considering that the IES focuses on programs implemented between 2014 and 2015 and that, in general, the majority of the APO projects are comparatively small and of short duration, it was agreed to focus on different dimensions of outcomes with reference to impacts.

The experience of other organizations involved in similar kinds of capacity development intervention activities as APO, World Bank Institute (WBI); Academy for International Cooperation, German Society for International Cooperation (GIZ); Competency Development and Learning Solutions, Food and Agriculture Organization (FAO)) reveal that it is challenging to evaluate the outcomes and impacts of interventions, focusing on translating knowledge and competencies into trackable outcomes be that organizational changes or benefits for the ultimate beneficiaries.

It is therefore crucial to understand possible results of an intervention such as OSM, Con, WSP, TRC, DON or BCBN in terms of outputs, outcomes, and impacts. This is particularly important in situations where results are difficult to perceive. Without developing a results hypothesis it is difficult to formulate appropriate questions, to make an assessment of intended results, or to list factors that contributed to achieving the results. The results chain used as a base for the formulation of the questionnaire is attached as ANNEX 1.

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[1] OECD-DAC, Evaluation Standards http://

2. KEY CONCEPTS AND FRAMEWORK USED FOR THE IES

2.1. RESULTS CHAIN

2.1.1. Results-based Management

Evaluating the results of a project according to its impacts, outcomes, and outputs requires a clear understanding of the intended results. Many bilateral, multi-lateral or national organizations (e.g., FAO, United Nations Development Program (UNDP), World Bank, Asian Development Bank (ADB), GIZ, Japan International Cooperation Agency (JICA), ministries in various countries) are using a results-based management approach.[i] The Paris Declaration 2005[ii] defined five core principles and 'Managing for Results' is one of them. These principles, including increased focus on results-based management, were reaffirmed in Accra (2008) and Busan (2012). Meanwhile, more than 160 countries[iii] have endorsed these agreements, including most of APO member countries. There are at present many initiatives focusing on increasingly applying results-based management approaches in the context of cooperation as well as in national government agencies. Especially in the last two years in countries such as Cambodia, India, Indonesia, Pakistan, and Philippines, just to name few public administration is under increased pressure to define results frameworks and proof their value for money. It is getting more and more challenging to get public funding, without a results framework.

2.1.2. Results Chain

At the heart of any type of results-based management approach is the formulation of a results chain or results framework. A results chain is a logically consistent and contextualized formulation of a hypothesis: how inputs should be meaningful in activities; what creates direct results called 'outputs'; and what contributes to the desired intended outcomes. The outcomes are regarded as the key objective of a project or program, which contribute, in the long run, to intended impacts such as productivity enhancement for societal welfare. A results chain tries to make the results hypothesis transparent to the stakeholders (national and international donors, implementing agencies, involved partners as well to the society as a whole), and enables a dialogue among key stakeholders on how the activities will contribute to the desired results, and on what kinds of activities are efficiently using the inputs for creating intended outputs. Outputs are not necessarily tangible products such as a new guideline, manual or checklist; they can also be a positive change in terms of knowledge, skills, attitude, competencies, or motivations that contributes to the outcomes at the organizational level and ultimately to desired impacts at the societal level.

While inputs, activities and outputs are elements of a project/program, outcomes and impacts are results created at a domain not directly influenced by a project or program. As a rule, if it is not possible to clearly define the contribution of outputs for an outcome, then it is not possible to include such outcomes in the results framework.

2.1.3. What a Results Chain Enables

(i) Critical reflection among key stakeholders about the intended results, relevant activities, and appropriate use of resources for achieving intended results; (ii) it creates a base for results-oriented planning, monitoring, and evaluation, as it clearly defines results at different levels so as to track and measure them using appropriate methods; (iii) it provides legitimacy and credibility to a program: as the results are made transparent, key stakeholders (donors, implementing agencies, beneficiaries, etc.) will be in a better position to understand and contribute to the efficient and effective achievement of the intended results.

2.1.4. Impact – Outcomes – Outputs – Activities

Impact

(i) Impact (Overall Goal, and Strategic Objectives)
In general, all development interventions, independent of their size and amount of resources invested, have a long-term strategic objective and an overall goal or impact. Impacts are long-term effects (positive intended changes) at the societal and beneficiary levels such as strengthening the ability of a society to improve its conditions through productivity enhancement. It is clear that such a broad impact is influenced by many factors and it is difficult and often impossible to link these factors directly with the outcomes and especially with the outputs of a single program in a linear way.

Therefore, plausibility models are often used to link intended impacts, via outcomes created by partners of a program by making use of the outputs generated through the activities of a project. Increased knowledge and awareness of productivity tools and concepts can be used by a participant to apply this in his or her organization (private company, government agency, academic institution) so that these improvements can contribute to broader impact in the society.

Considering that the nature of impacts are long-term, it is also clear that changes at the impact level can seldom be observed within the lifecycle of a program; therefore they are also often not evaluated immediately after the completion of a program.

However, donor agencies as well as national government agencies are demanding evidence of how projects and programs are contributing to increasing the capacity in a region or country so that national and international goals can be met (e.g., Sustainable Development Goals (SDGs, National Goals (e.g. employment generation, food safety for consumers, or increasing export for creating, sustainability, etc.).

Outcomes

(ii) Outcomes
In general, the project objectives are formulated at the outcome level and refer to short- and medium-term effects (intended positive changes) at the level of boundary partners or direct beneficiaries.[2]

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[2] Boundary partners – national partner (individual or organization) with whom the program directly interacts and who is expected to strengthen their capacities and deliver products more efficiently and effectively. For example, a program can have the ministry of agriculture as boundary partner and focus on enhancing their capacity to formulate policies conducive to sustainable agriculture.

Such changes can be logically and by evidences linked to the outputs of a program. Examples of such outcomes are, e.g., the application of knowledge gained during training by participants, using skills and competencies to get one's own organization certified, or the application of the *Kaizen* concept of quality or Good Management Practice (GMP) by the participants of a workshop. It could be also improvements in a company, which has been consulted through APO TES to apply GMP, 7 S or KAIZEN.

Outputs

(iii) Outputs

Outputs are defined as direct results achieved through the implementation of project activities often in interaction with partners, which contribute to the intended outcomes. Classical outputs of APO projects are: (i) strengthened knowledge and skill base of participants; (ii) a document prepared by a study meeting group; or (iii) an action plan prepared by the participants. It could also be a network established through an APO project, or a model village, or improved processes in factory as part of a TES or demonstration project.

Activities

(iv) Activities

Activities are defined as purposeful actions implemented by the program management team to create the intended positive outputs by making use of the available program resources. Especially in the context of capacity development, it is important to pay attention to how activities are implemented. For example, presenting factual knowledge in long classroom sessions may increase the theoretical knowledge of some participants, but may not necessarily enable them to translate the concepts and knowledge to suit their own context. If activities are mainly implemented and dominated by external consultants, short-term results may be visible but the capabilities of participating organizations and local actors to drive their own productivity enhancement initiatives may not necessarily be strengthened. In designing and implementing activities, the program management has to balance efficient implementation of activities against the effectiveness of the program in contributing to the overall goal of capacity development of partners.

2.2. Evaluation Areas

Evaluation is, in general, a sensitive issue as it aims assessing the achievement of results. This will be particularly important for various stakeholders (donors, partners, beneficiaries, intermediaries, etc.), who have their own perspectives on the issue. In addition, vested interests of different stakeholders may consciously or unconsciously distort the outcomes of an evaluation process. Taking into account these various factors, there has been a continued effort to define core areas of evaluation as well as the key principles of a project, and also agree on these areas and principles so as to reduce inherent bias. The OECD-DAC has defined five key evaluation criteria, which are widely applied in the evaluation of projects and programs[iv] : (i) relevance, (ii) effectiveness, (iii) efficiency, (iv) impact, and (v) sustainability. This IES uses this well tested five criteria as the basis for developing

questionnaires and semi-structured interviews. As these criteria are very broad, they have to be contextualized relative to the specific project or programs that is under evaluation.

2.2.1. Relevance

This parameter relates to the extent to which the results created through the activities of a project or program are suited to the priorities and policies of the target group, partner agencies (NPOs), national priorities, societal needs as well as the needs and strategies of the donor agencies. Some useful questions include: (i) to what extent are the results of a project aligned with the priorities of different stakeholders and the country; (ii) how are the needs/challenges of relevant stakeholders reflected and used in the design and implementation of a program. In order to ensure that programs are relevant, a continuous interaction with relevant partners seeking their opinion and feedback and including it in the design of the program is essential.

2.2.2. Effectiveness

This is a measure of the extent to which a project or program's activity attains its objectives - intended positive outcomes at partner level. Some useful questions include: (i) to what extent are the objectives clearly defined at outcome level and agreed upon; to what extent are the objectives achieved or are likely to be achieved; (iii) what are the major factors influencing the achievement or non-achievement of the program outcomes. The quality of well formulated outcomes as program objective ensures that the program is not satisfied with activities and results not really improving the situation at partner domain. Training implemented or knowledge increased are not outcome statements, as they refer jus to the level of activities and outputs.

2.2.3. Efficiency

Efficiency measures the outputs, qualitative and quantitative, in relation to the inputs. It is an economic term, which is used to assess the extent to which available resources are used efficiently for achieving the desired results. This generally requires comparing alternative approaches to achieving the same outputs, to see whether the most efficient process has been adopted. Some useful questions include: (i) were the activities cost-efficient; (ii) were the objectives achieved on time; (iii) was the program or project implemented in the most efficient manner as compared to available alternatives.

2.2.4. Impact

This factor measures positive changes produced by a development intervention, directly or indirectly, intended or unintended, at a wider societal level regarding social, economic, environmental, and other developmentally-relevant aspects. The examination should be concerned with both intended and unintended results, and should include the positive and negative impact of external factors, such as changes in terms of trade and financial conditions. Some useful questions include: (i) what has happened as a result of the program or project and why; (ii) what real difference has the activity made to the beneficiaries.

2.2.5. Sustainability

Sustainability is concerned with measuring whether the benefits of an activity are likely to continue after the donor funding has been withdrawn. Sustainability has environmental, social, cultural, and financial facets. Some useful questions include: (i) to what extent did or will the benefits of a program or project continue after donor funding ceased? (ii) how has the project contributed to strengthening individual competencies, organizational capabilities or sectoral capacities (iii) what were the major factors that influenced that the effects of the project or lasting.

3. Overview of key ratings

The following is a visualized summary of the seven project types and the rating of the respondents for the Likert scale questions. The figure encompasses the five evaluation areas according to the questions. The questionnaire for the project types of Training Program, Workshop, Observational Study Mission and Conference included some additional questions were also asked to explore how specific activities contributed to intended results. These questions and ratings are also included in this chapter.

All questions had a scale consisting of the following options:

Not at all 1	Slightly 2	Somewhat 3	Fairly well 4	Very well 5

The rating average is calculated as follows, where:

w = weight of answer choice

x = response count for answer choice

$$\frac{x_1w_1 + x_2w_2 + x_3w_3 \dots x_nw_n}{\text{Total}}$$

Example

For this example, we will use a 5-point rating scale question. The **weights** assigned to each answer choice are shown in parentheses:

Not at all (1) - Slightly (2) - Somewhat (3) Fairly well (4) Very well (5)

After collecting responses to the survey, the results will look something like this.

	Not at all	Slightly	Somewhat	Fairly well	Very well	Total	Average Rating
The desired results of the APO project were achieved	0.00% 0	0,00% 1	2,63% 5	26,32% 35	71,05% 27	68	4.29

The average rating of 4.29 indicates that the average sentiment among respondents is that the desired results of the APO project were fairly well achieved. The average rating was calculated as follows:
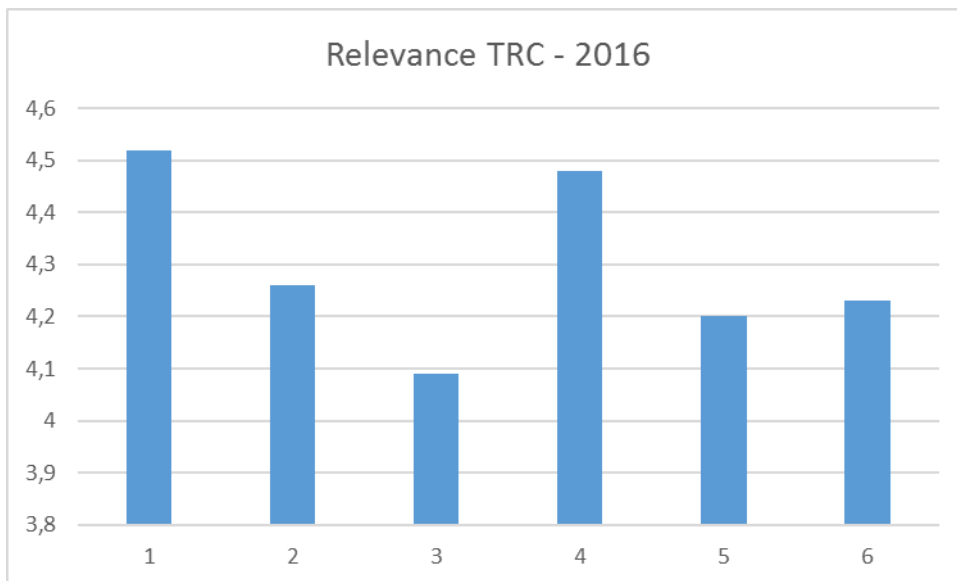
$$\frac{(0*1) + (1*2) + (5*3) + (35*4) + (27*5)}{68}$$

$$292/68 = \textbf{4.29}$$

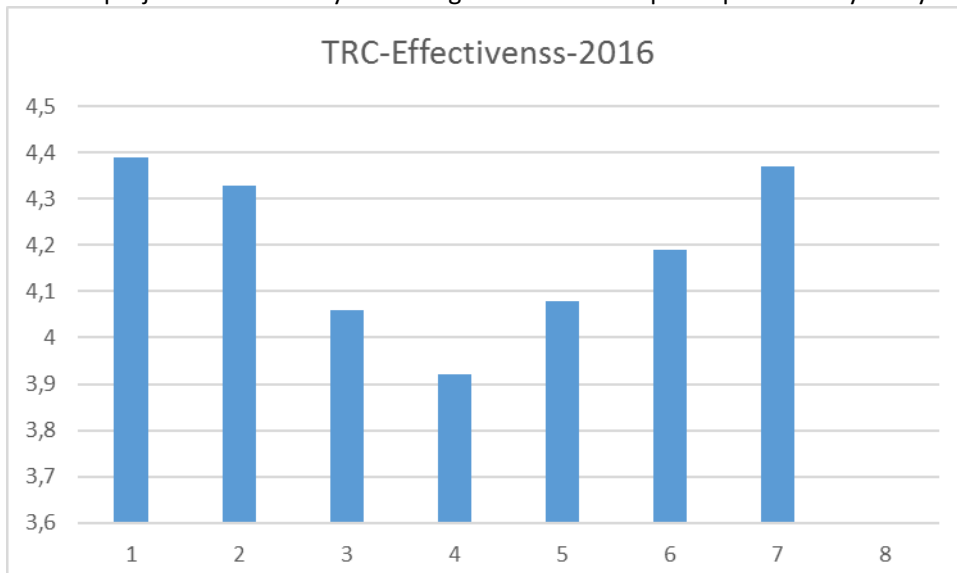## 3.1. Training Course (TRC)

Relevance
1. The topic of the project was useful for my work.
2. The cases presented/visited addressed challenges I experience in my work.
3. Throughout the project, feedback was sought and used for adapting the contents and processes to participants' needs.
4. The learning and insights gained could be applied in my work.
5. The methodology applied was suitable for our group composition.
6. The project helped to develop contextualized solutions for productivity-related challenges in my country.
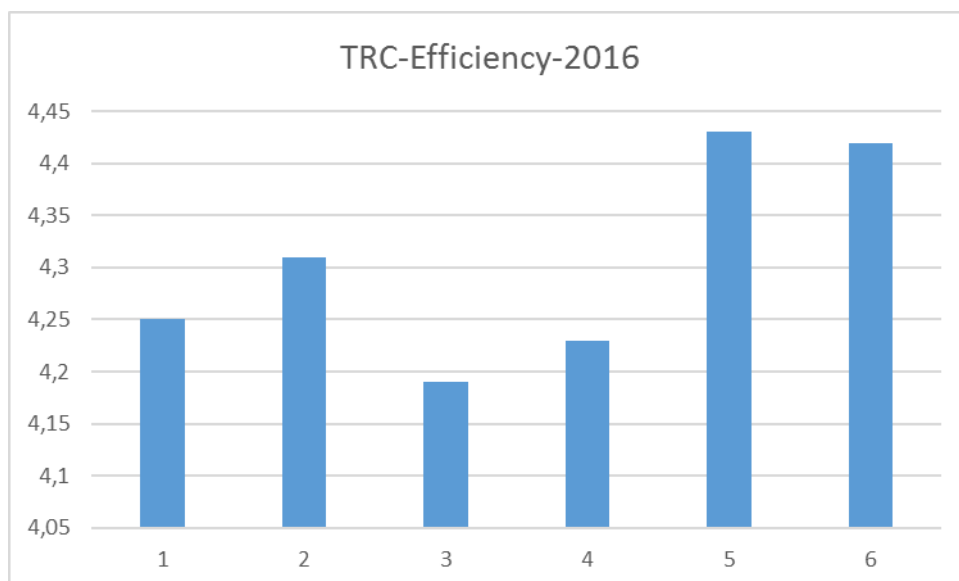

Effectiveness
1. The objectives of the APO project were formulated and presented clearly.
2. The objectives of the APO project were realistic.
3. The desired results of the APO project were achieved.
4. The project helped to improve productivity in my organization
5. The methodology applied contributed to achieving the intended results of the project.
6. The project helped to establish relations and initiate networks useful for promoting productivity.
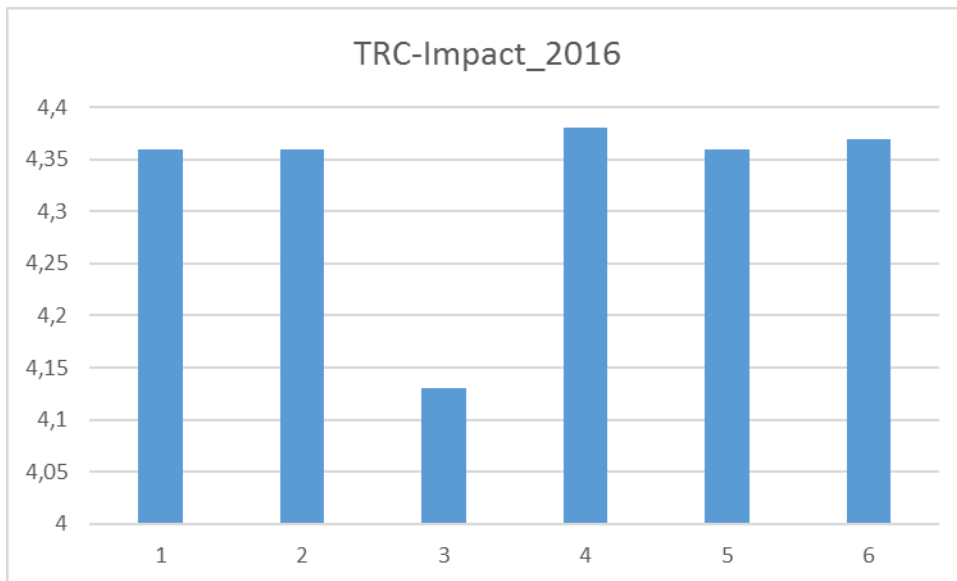7. The project enhanced my knowledge and skills to improve productivity in my organization and sector.

Efficiency

1. The resources available for the APO project such as money and time were appropriate for achieving the intended results.
2. The financial resources were used efficiently to achieve the intended results of the project.
3. The allocation of time and money to various project activities was balanced and appropriate.
4. Compared with other similar events, this APO project created more value for the resources invested.
5. The time and effort I invested in the project were worthwhile based on the results (broader knowledge and skill base, confidence, career advancement, etc.)
6. 6. The investment of my organization in this APO project was worthwhile based on the benefits (knowledge sharing, innovative ideas, improvements, networking, etc.).
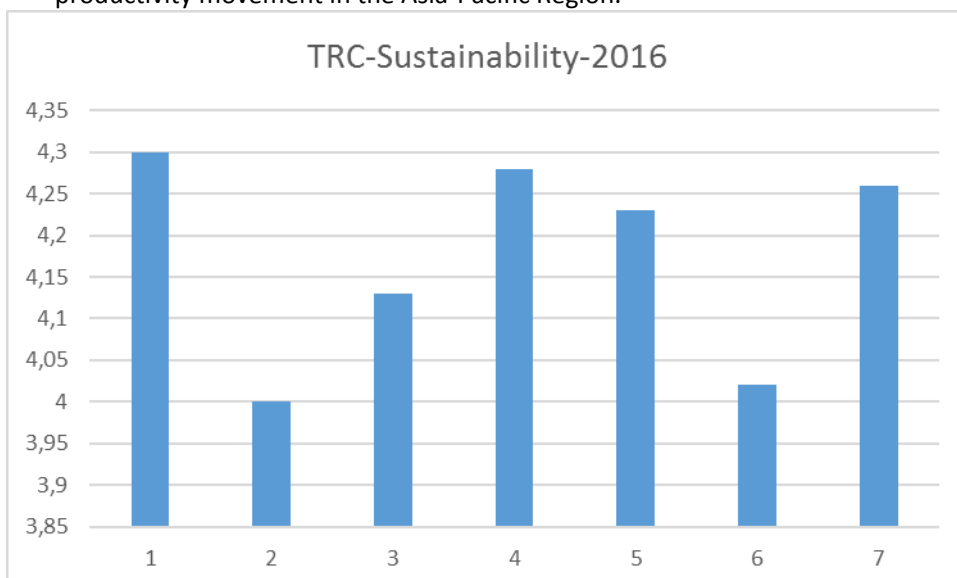

Impact

1. The APO project contributed to improving my performance permanently and assuming greater responsibilities at work.
2. I apply the knowledge and skills gained in my organization and thus contribute to productivity enhancement.
3. The project helped me to connect with peers and networks in the productivity sector and benefit from such networking.
4. I shared the knowledge and skills gained through the APO project with colleagues inside/outside my organization.
5. The project helped me to develop my capabilities to contribute to productivity improvement in my sector.
6. The project created awareness and provided insights into how I can contribute to national goals and benefit society through productivity enhancement.

TRC-Impact_2016

Sustainability
1. The project created a sound productivity-related knowledge and skill base for my career path.
2. The changes made in my organization after the APO project contributed to lasting improvements.
3. I apply the knowledge and skills gained in the project for ongoing structural and process changes in my organization.
4. The knowledge and skills gained in the APO project are applicable in different contexts and with different clients.
5. The project contributed to the development of ongoing productivity enhancement.
6. The APO project helped to create an innovation base within and outside my organization.
7. The networks established through the project will play an important role in broadening the productivity movement in the Asia-Pacific Region.


TRC-Sustainability-2016

Overall Assessment by Participants
1. How would you rate the overall relevance of the project you attended?
2. How would you rate the overall effectiveness of the APO project you attended?
3. How would you rate the overall efficiency of the APO project you attended?
4. How would you rate the overall impact of the APO project?
5. How would you rate the overall sustainability of the benefits created by the APO project?

TRC- Overall assessment - 5 Evaluation Criteria -2016
1 Relevance, 2 Effectiveness, 3 Efficiency, 4 Impact, 5 Sustainability
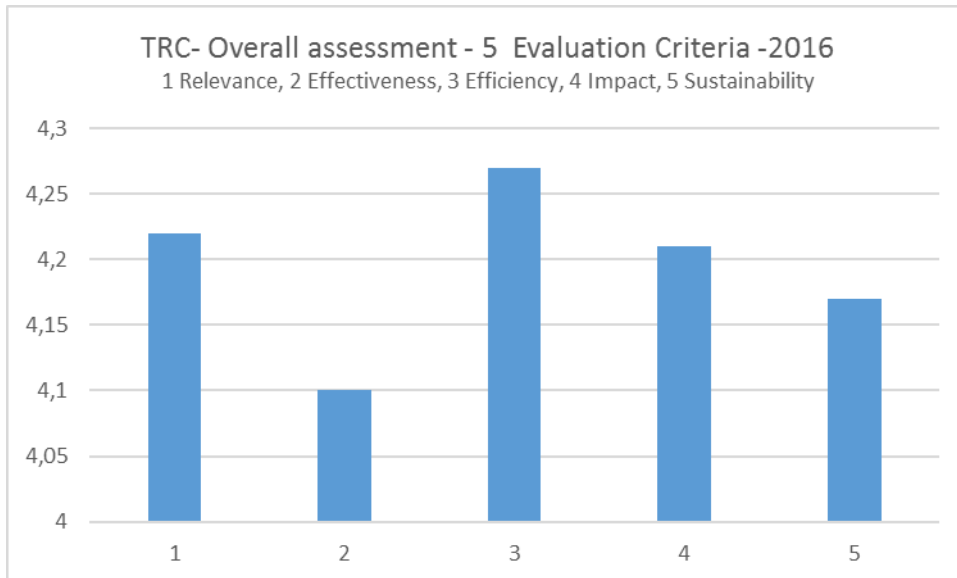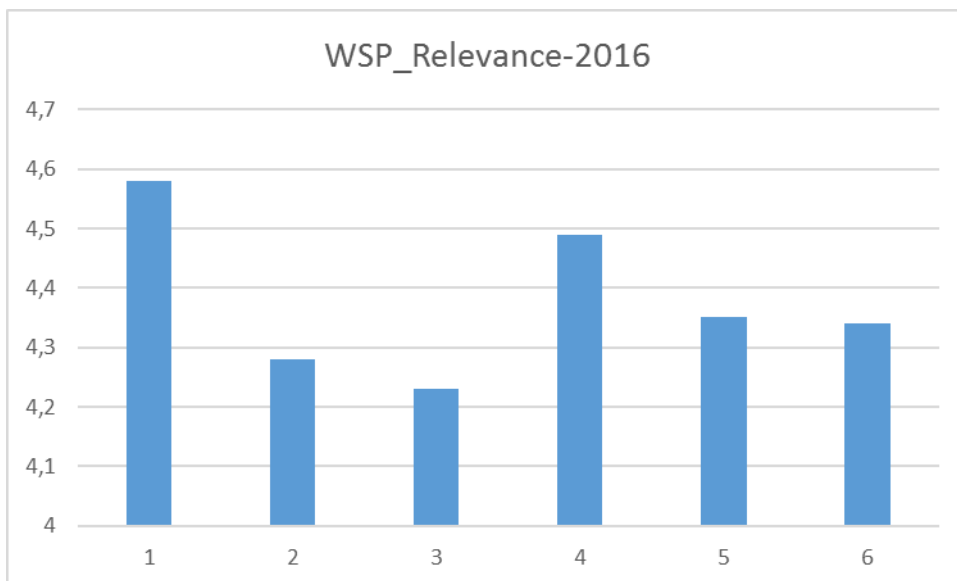
Additional Questions
1. The inputs of resource persons contributed to improving my knowledge and skill base for improving productivity in my organization.
2. The group sessions were helpful in deepening my knowledge and skill base and developing innovative ideas.
3. The action planning exercise was helpful in initiating change and achieving results in my organization.
4. The contents of the TRC were helpful in the achieving desired result of contributing to productivity enhancement.
5. Networking activities were useful for gaining new ideas, sharing knowledge, and spreading the productivity movement in the Asia-Pacific Region.

TRC-Additional Questions-2016
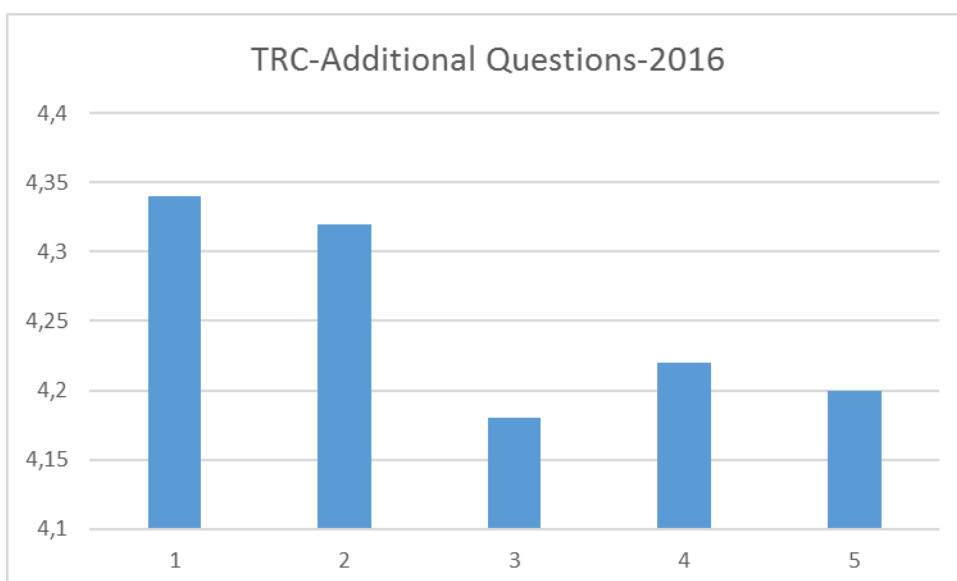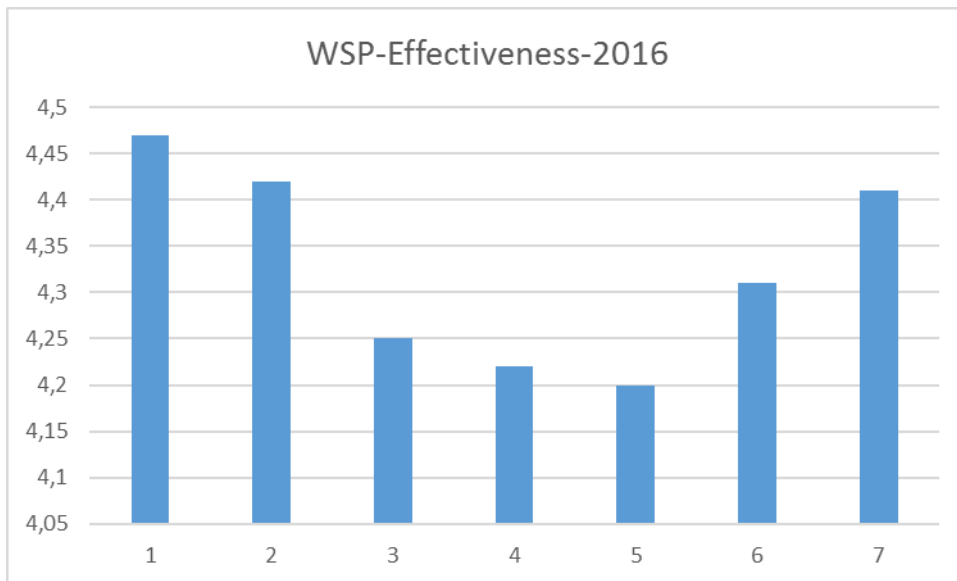
3.2. Workshop (WSP)

Relevance
1. The topic of the project was useful for my work.
2. The cases presented/visited addressed challenges I experience in my work.
3. Throughout the project, feedback was sought and used for adapting the contents and processes to participants' needs.
4. The learning and insights gained could be applied in my work.
5. The methodology applied was suitable for our group composition.
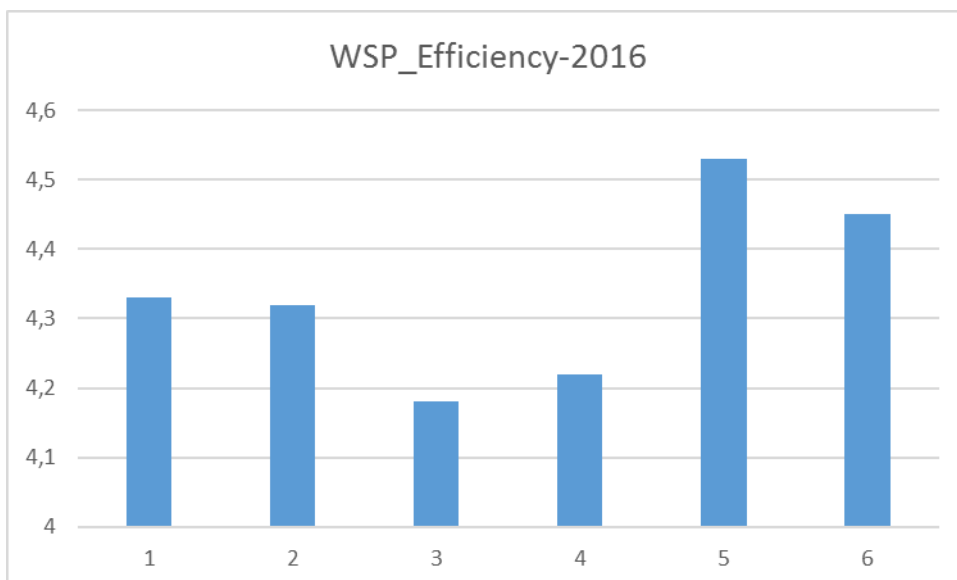6. The project helped to develop contextualized solutions for productivity-related challenges in my country.

Effectiveness
1. The objectives of the APO project were formulated and presented clearly.
2. The objectives of the APO project were realistic.
3. The desired results of the APO project were achieved.
4. The project helped to improve productivity in my organization
5. The methodology applied contributed to achieving the intended results of the project.
6. The project helped to establish relations and initiate networks useful for promoting productivity.
7. The project enhanced my knowledge and skills to improve productivity in my organization and sector.
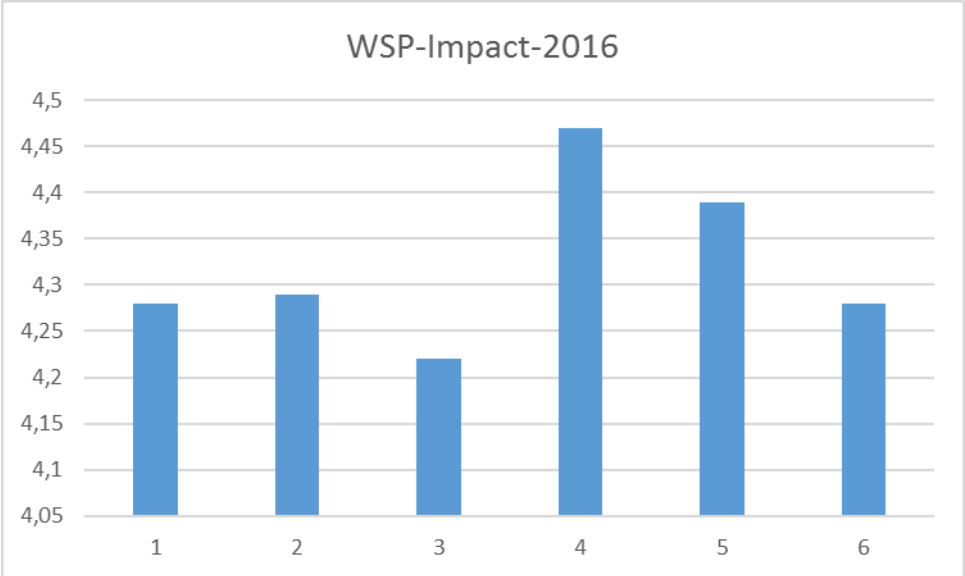
WSP-Effectiveness-2016

Efficiency
1. The resources available for the APO project such as money and time were appropriate for achieving the intended results.
2. The financial resources were used efficiently to achieve the intended results of the project.
3. The allocation of time and money to various project activities was balanced and appropriate.
4. Compared with other similar events, this APO project created more value for the resources invested.
5. The time and effort I invested in the project were worthwhile based on the results (broader knowledge and skill base, confidence, career advancement, etc.).
6. The investment of my organization in this APO project was worthwhile based on the benefits (knowledge sharing, innovative ideas, improvements, networking, etc.).
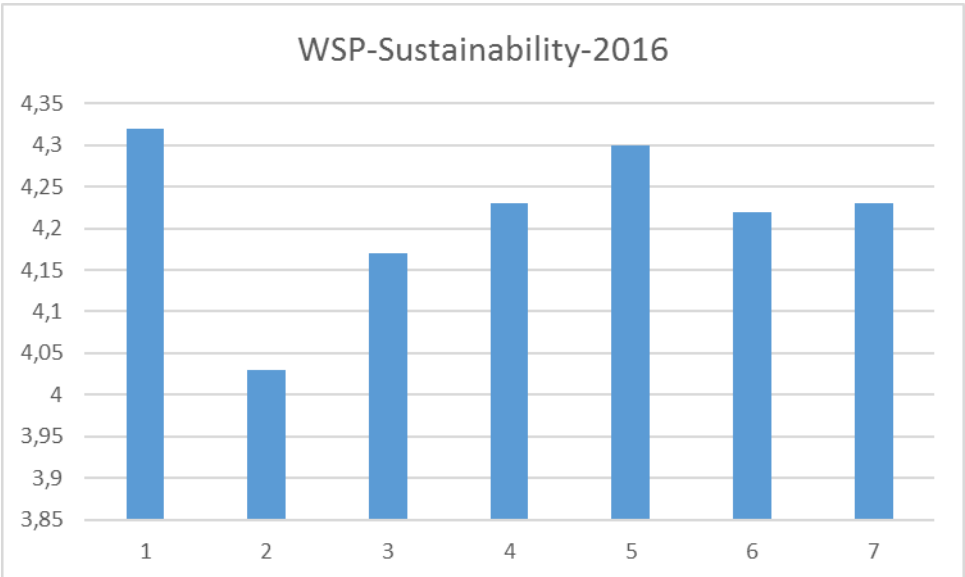

WSP_Efficiency-2016

Impact
1. The APO project contributed to improving my performance permanently and assuming greater responsibilities at work.
2. I apply the knowledge and skills gained in my organization and thus contribute to productivity enhancement.
3. The project helped me to connect with peers and networks in the productivity sector and benefit from such networking.

4. I shared the knowledge and skills gained through the APO project with colleagues inside/outside my organization.
5. The project helped me to develop my capabilities to contribute to productivity improvement in my sector.
6. The project created awareness and provided insights into how I can contribute to national goals and benefit society through productivity enhancement.


WSP-Impact-2016

Sustainability
1. The project created a sound productivity-related knowledge and skill base for my career path.
2. The changes made in my organization after the APO project contributed to lasting improvements.
3. I apply the knowledge and skills gained in the project for ongoing structural and process changes in my organization.
4. The knowledge and skills gained in the APO project are applicable in different contexts and with different clients.
5. The project contributed to the development of ongoing productivity enhancement.
6. The APO project helped to create an innovation base within and outside my organization.
7. The networks established through the project will play an important role in broadening the productivity movement in the Asia-Pacific Region.


WSP-Sustainability-2016

Overall assessment and Average of the five dimensions.
1. How would you rate the overall relevance of the project you attended?
2. How would you rate the overall effectiveness of the APO project you attended?
3. How would you rate the overall efficiency of the APO project you attended?
4. How would you rate the overall impact of the APO project?
5. How would you rate the overall sustainability of the benefits created by the APO project?
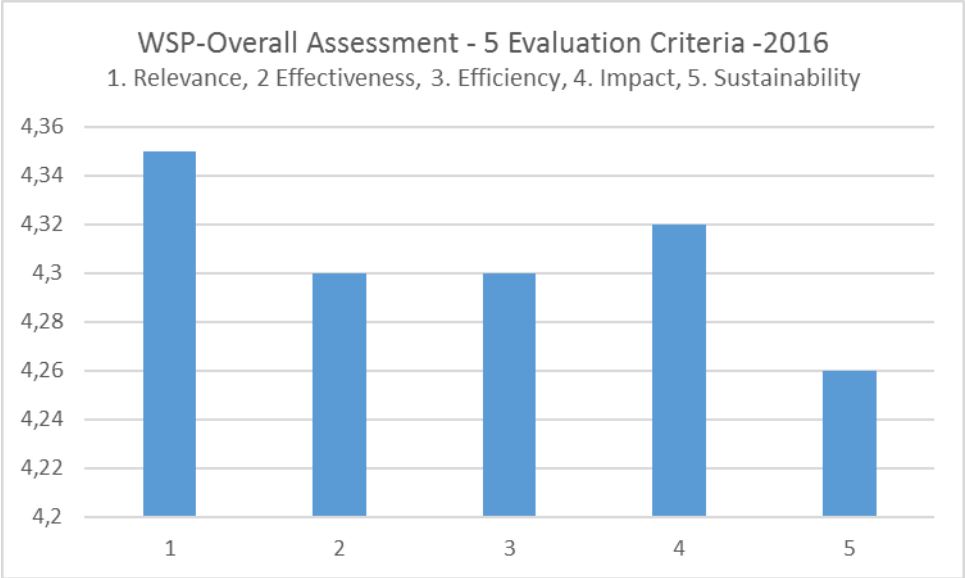
Additional Questions
1. The inputs of resource persons contributed to improving my knowledge and skill base for improving productivity in my organization.
2. The group sessions were helpful in improving my knowledge and skill base and contributed to productivity improvement in my organization.
3. The cases presented and discussed provided new ideas and solutions to the challenges faced in my work/organization.
4. The action planning exercise was helpful in initiating changes and improving productivity in my organization.
5. The topic and content of the workshop addressed key productivity-related challenges in my work.
6. Networking activities were useful for gaining new ideas, sharing knowledge, and spreading the productivity movement in the Asia-Pacific Region.
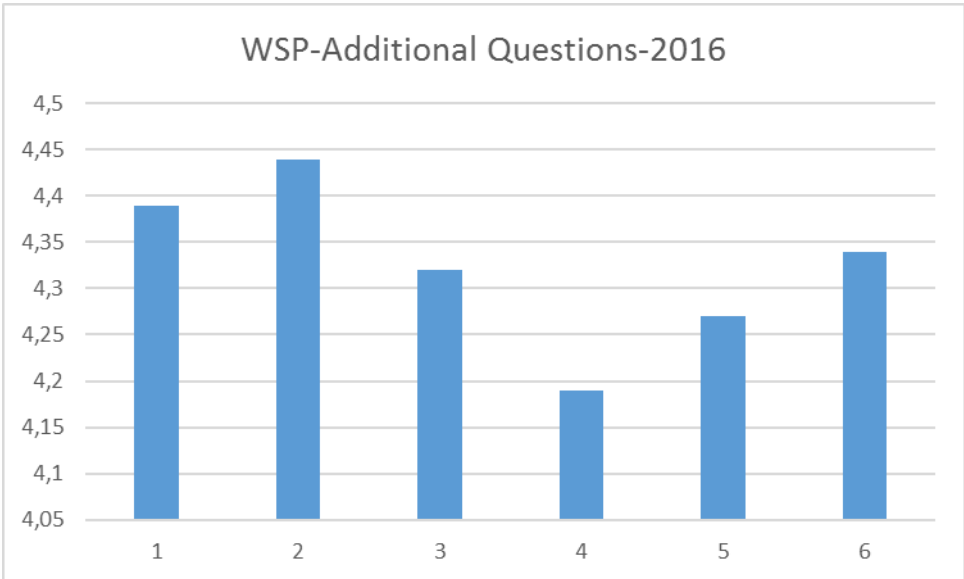
3.3. Observational Study Mission (OSM)

7.   Relevance

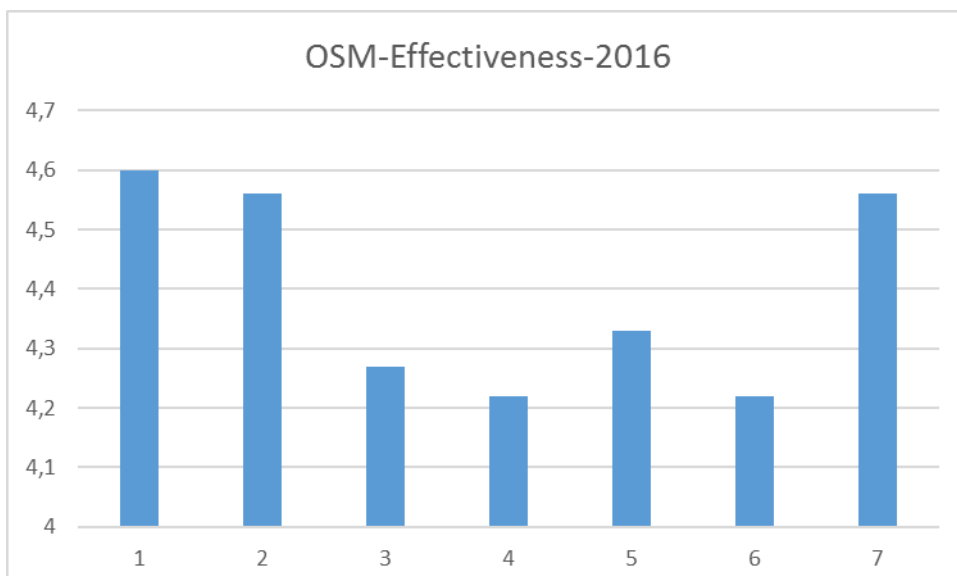1.   The topic of the project was useful for my work.
2.   The cases presented/visited addressed challenges I experience in my work.
3.   Throughout the project, feedback was sought and used for adapting the contents and processes to participants' needs.
4.   The learning and insights gained could be applied in my work.
5.   The methodology applied was suitable for our group composition.
6.   The project helped to develop contextualized solutions for productivity-related challenges in my country.

Effectiveness

1.   The objectives of the APO project were formulated and presented clearly.
2.   The objectives of the APO project were realistic.
3.   The desired results of the APO project were achieved.
4.   The project helped to improve productivity in my organization.
5.   The methodology applied contributed to achieving the intended results of the project.
6.   The project helped to establish relations and initiate networks useful for promoting productivity.
7.   The project enhanced my knowledge and skills to improve productivity in my organization and sector.

Efficiency

1. The resources available for the APO project such as money and time were appropriate for achieving the intended results.
2. The financial resources were used efficiently to achieve the intended results of the project.
3. The allocation of time and money to various project activities was balanced and appropriate.
4. Compared with other similar events, this APO project created more value for the resources invested.
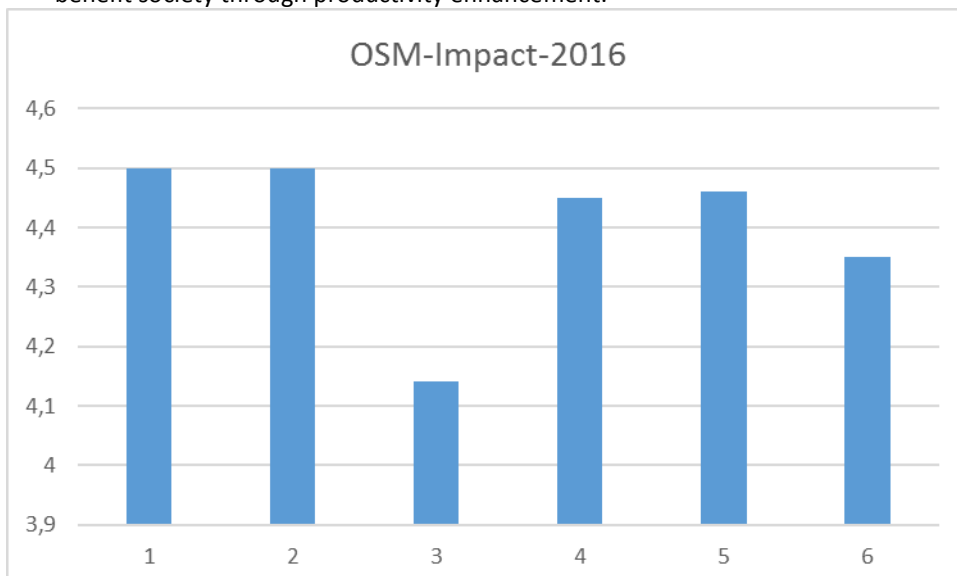5. The time and effort I invested in the project were worthwhile based on the results (broader knowledge and skill base, confidence, career advancement, etc.).
6. The investment of my organization in this APO project was worthwhile based on the benefits (knowledge sharing, innovative ideas, improvements, networking, etc.)

Impact

1. The APO project contributed to improving my performance permanently and assuming greater responsibilities at work.
2. I apply the knowledge and skills gained in my organization and thus contribute to productivity enhancement.
3. The project helped me to connect with peers and networks in the productivity sector and benefit from such networking.
4. I shared the knowledge and skills gained through the APO project with colleagues inside/outside my organization.
5. The project helped me to develop my capabilities to contribute to productivity improvement in my sector.
6. The project created awareness and provided insights into how I can contribute to national goals and benefit society through productivity enhancement.

Sustainability
1. The project created a sound productivity-related knowledge and skill base for my career path.
2. The changes made in my organization after the APO project contributed to lasting improvements.
3. I apply the knowledge and skills gained in the project for ongoing structural and process changes in my organization.
4. The knowledge and skills gained in the APO project are applicable in different contexts and with different clients.
5. The project contributed to the development of ongoing productivity enhancement.
6. The APO project helped to create an innovation base within and outside my organization.
7. The networks established through the project will play an important role in broadening the productivity movement in the Asia-Pacific Region.

OSM-Sustainability-2016

Overall assessment
1. How would you rate the overall relevance of the project you attended?
2. How would you rate the overall effectiveness of the APO project you attended?
3. How would you rate the overall efficiency of the APO project you attended?
4. How would you rate the overall impact of the APO project?
5. How would you rate the overall sustainability of the benefits created by the APO project?

OSM-Overall Assessment-5 Criteria-2016
1.Relevance, 2. Effectiveness, 3. Efficiency, 4. Impact, 5. Sustainability
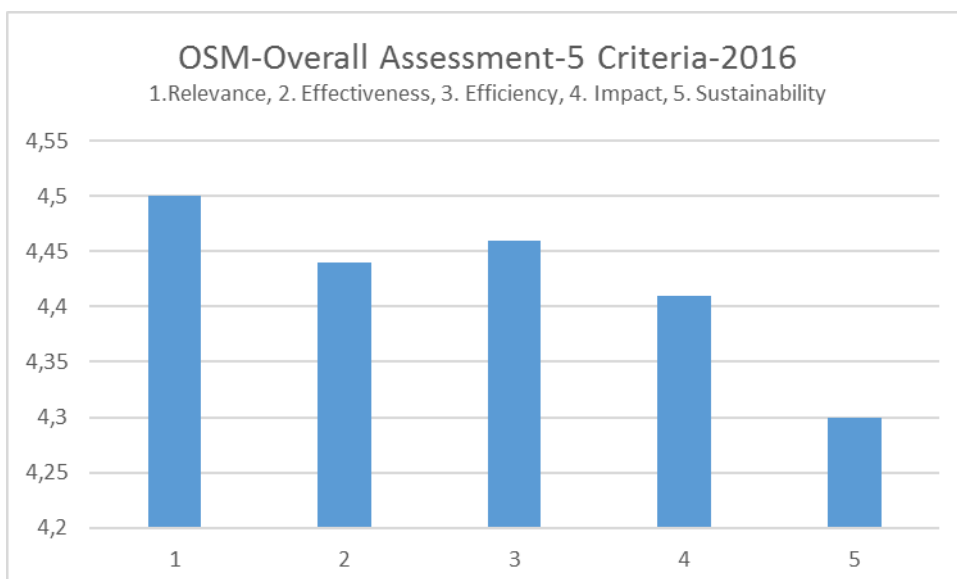
Additional Questions

1. The inputs of resource persons contributed to improving my knowledge and skill base for improving productivity in my organization.
2. The group sessions were helpful in deepening my knowledge and skill base and developing innovative ideas.
3. The site visits provided new ideas and solutions to the challenges faced in my work/organization.
4. The action planning exercise was helpful in initiating changes and achieving results in my organization.
5. The topic and content of the OSM addressed key productivity-related challenges in my organization.
6. Networking activities were useful for gaining new ideas, sharing knowledge, and spreading the productivity movement in the Asia-Pacific Region

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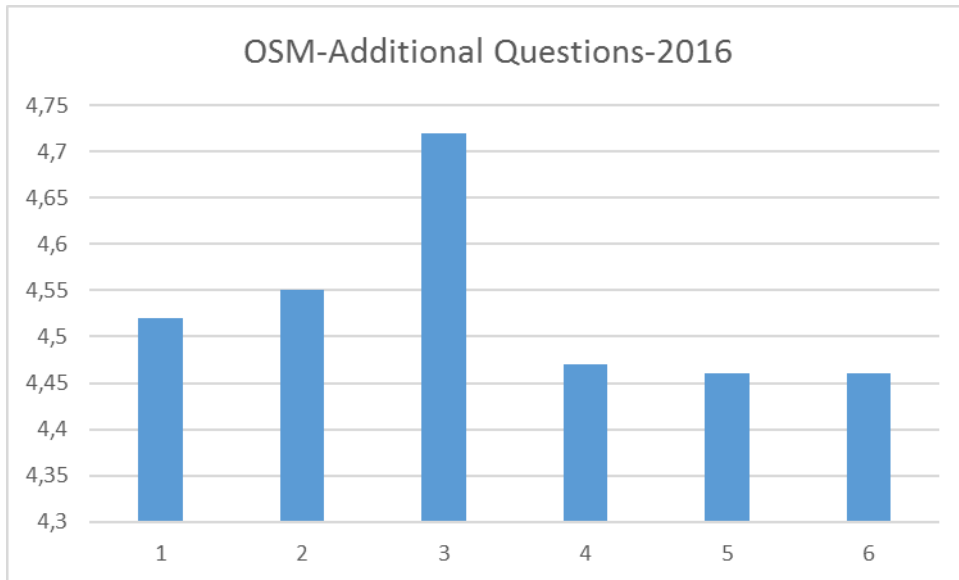
3.4. Conference (CON)

Relevance
1. The topic of the project was useful for my work.
2. The cases presented/visited addressed challenges I experience in my work.
3. Throughout the project, feedback was sought and used for adapting the contents and processes to participants' needs.
4. The learning and insights gained could be applied in my work.
5. The methodology applied was suitable for our group composition.
6. The project helped to develop contextualized solutions for productivity-related challenges in my country.

1. Effectiveness
1. The objectives of the APO project were formulated and presented clearly.
2. The objectives of the APO project were realistic.
3. The desired results of the APO project were achieved.
4. The project helped to improve productivity in my organization.
5. The methodology applied contributed to achieving the intended results of the project.
6. The project helped to establish relations and initiate networks useful for promoting productivity.
7. The project enhanced my knowledge and skills to improve productivity in my organization and sector.

CON-Effectiveness-2016

Efficiency

1. The resources available for the APO project such as money and time were appropriate for achieving the intended results.
2. The financial resources were used efficiently to achieve the intended results of the project.
3. The allocation of time and money to various project activities was balanced and appropriate.
4. Compared with other similar events, this APO project created more value for the resources invested.
5. The time and effort I invested in the project were worthwhile based on the results (broader knowledge and skill base, confidence, career advancement, etc.).
6. The investment of my organization in this APO project was worthwhile based on the benefits (knowledge sharing, innovative ideas, improvements, networking, etc.).

CON-Efficiency-2016

Impact

1. The APO project contributed to improving my performance permanently and assuming greater responsibilities at work.
2. I apply the knowledge and skills gained in my organization and thus contribute to productivity enhancement.
3. The project helped me to connect with peers and networks in the productivity sector and benefit from such networking.

4. I shared the knowledge and skills gained through the APO project with colleagues inside/outside my organization.
5. The project helped me to develop my capabilities to contribute to productivity improvement in my sector.
6. The project created awareness and provided insights into how I can contribute to national goals and benefit society through productivity enhancement.

CON-Impact-2016

Sustainability
1. The project created a sound productivity-related knowledge and skill base for my career path.
2. The changes made in my organization after the APO project contributed to lasting improvements.
3. I apply the knowledge and skills gained in the project for ongoing structural and process changes in my organization.
4. The knowledge and skills gained in the APO project are applicable in different contexts and with different clients.
5. The project contributed to the development of ongoing productivity enhancement.
6. The APO project helped to create an innovation base within and outside my organization.
7. The networks established through the project will play an important role in broadening the productivity movement in the Asia-Pacific Region.

CON-Sustainability-2016

Overall assessment of 5 criteria (average
1. How would you rate the overall relevance of the project you attended?
2. How would you rate the overall effectiveness of the APO project you attended?
3. How would you rate the overall efficiency of the APO project you attended?
4. How would you rate the overall impact of the APO project?
5. How would you rate the overall sustainability of the benefits created by the APO project?
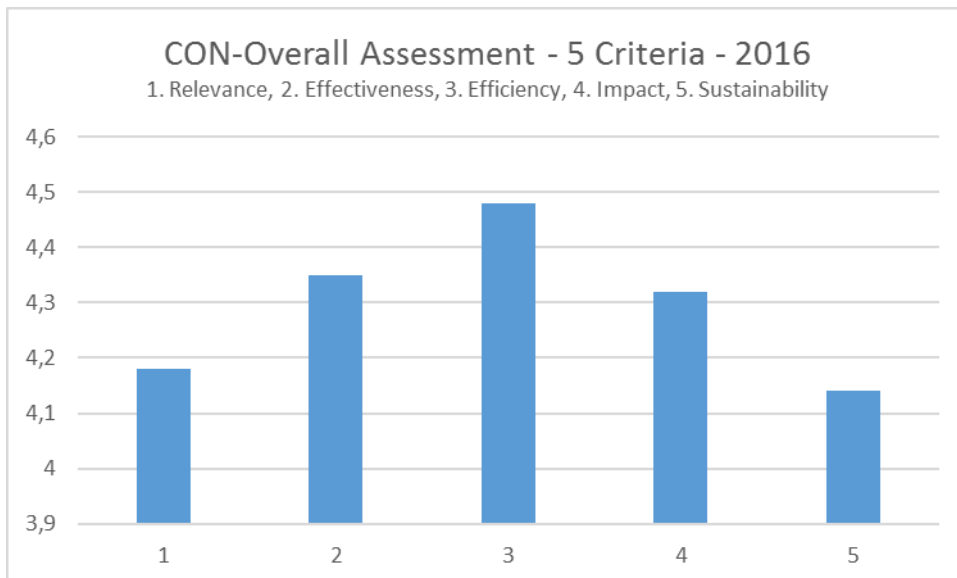
Additional Questions
1. The inputs of resource persons contributed to improving my knowledge and skill base for improving productivity in my organization.
2. The panel sessions were helpful in improving my knowledge and skill base and contributed to productivity improvement in my organization.
3. The best practices presented and discussed provided new ideas and solutions to the challenges faced in my work/organization.
4. The topic and content of the conference addressed key productivity-related challenges in my work.
5. Networking activities were useful for gaining new ideas, sharing knowledge, and spreading the productivity movement in the Asia-Pacific Region
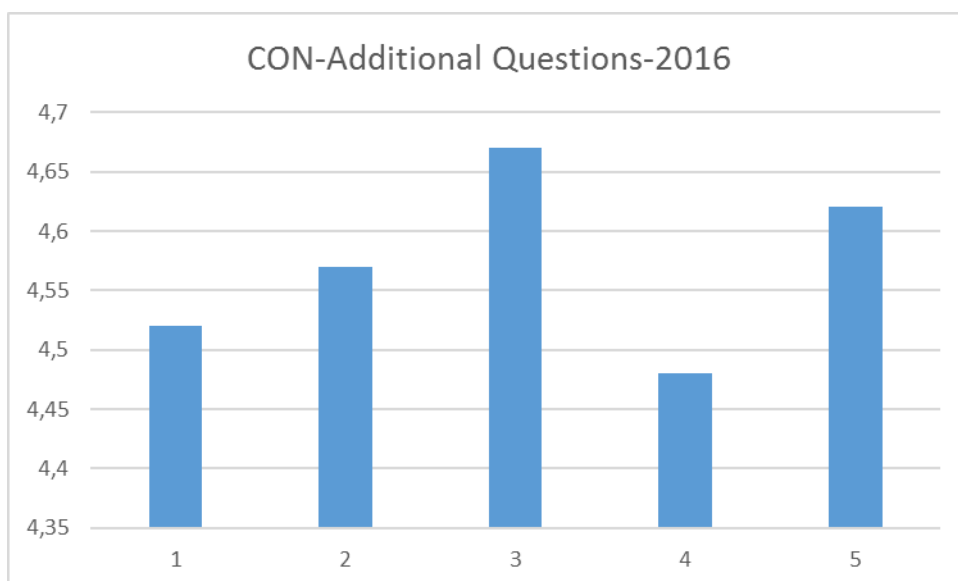
3.5. Institutional Strengthening of NPOs (DON)

Relevance
1. The knowledge and inputs provided by the expert addressed the needs of the NPO.
2. The methodologies applied were suitable for participants' knowledge and skill base.
3. Throughout the project, feedback was sought and used for adapting the contents and processes to participants' needs.
4. The knowledge and insights gained were helpful in improving the services participants provide to clients.
5. The ideas and solutions developed in this project addressed productivity-related challenges in my country.
6. The project addressed key challenges of the NPO in becoming a recognized service provider in the area of productivity enhancement.
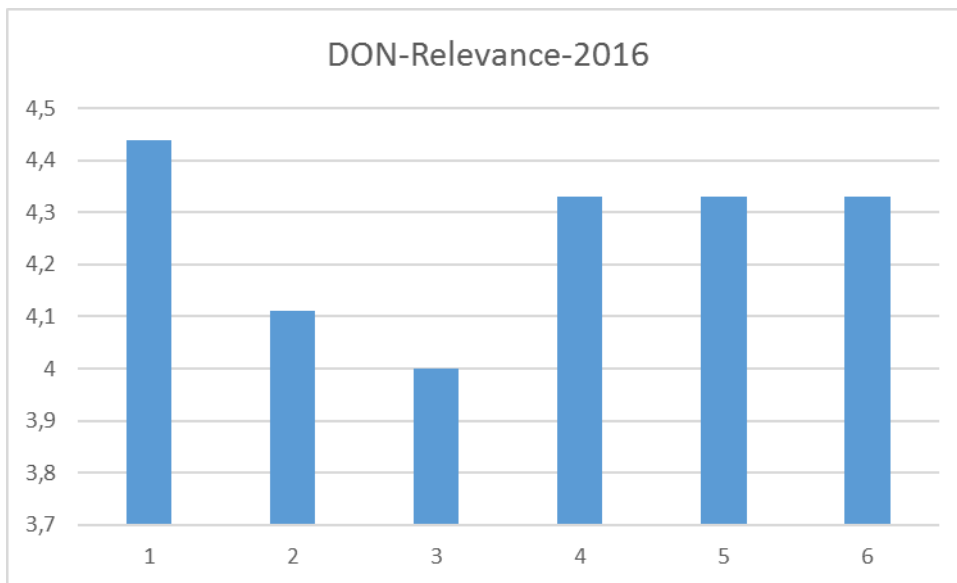
Effectiveness
1. The objectives of the DON project were clearly formulated and agreed upon among key stakeholders.
2. The objectives of the DON project were realistic.
3. The desired results of the DON project were achieved.
4. The project helped me to provide better services to clients for improving their productivity.
5. The methodology applied contributed to achieving the intended results of the project.
6. The project enhanced participants' knowledge and skill base, enabling them to provide better services to clients.
7. After the DON project, more enterprises were interested in improving their productivity services through consultancy provided by participants.

DON-Effectiveness-2016
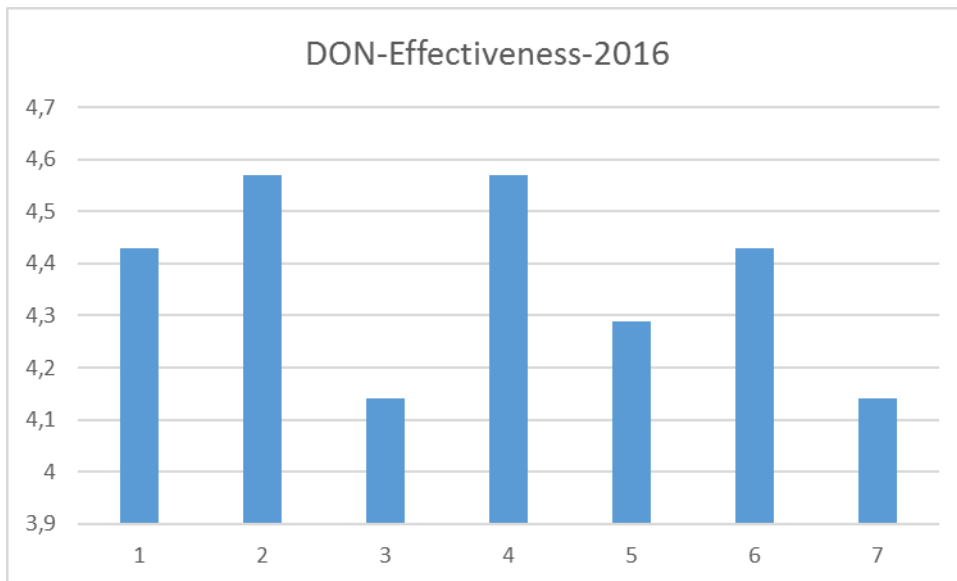
Efficiency

1. The DON project had appropriate resources for achieving the intended results.
2. The financial resources were used efficiently to achieve the intended results of the project.
3. The allocation of time and money to various project activities was balanced and appropriate.
4. Compared with other projects, the DON project created more value from the resources invested.
5. The time and effort I invested in the DON project were worthwhile based on the results (broader knowledge and skill base, confidence, career advancement, etc.).
6. The investment of the NPO in the DON project was worthwhile based on the results (reputation, networking, capacity base, etc.).
7. Expenditures were continuously monitored and adjusted based on feedback.

DON-Efficiency-2016
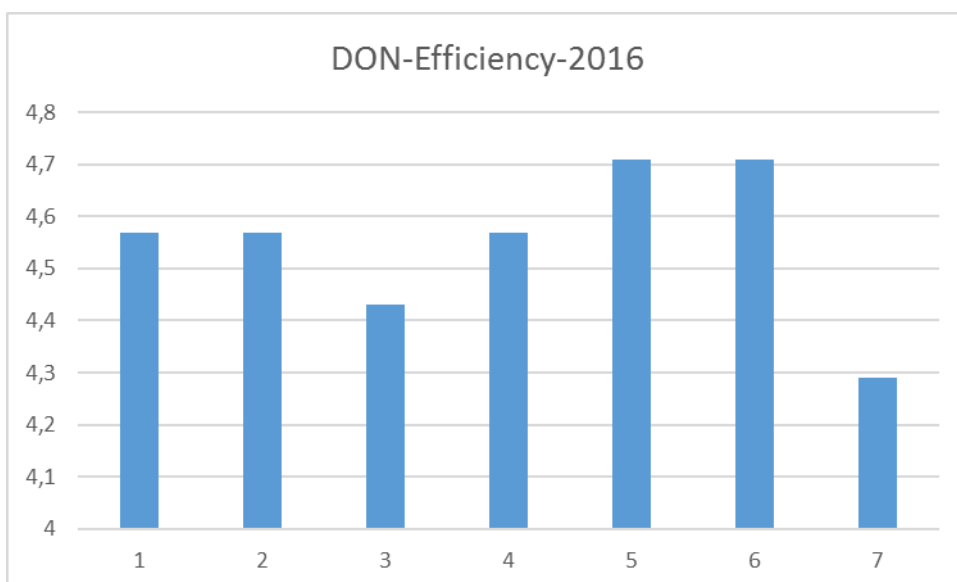
Impact

1. The DON project contributed to improving my performance permanently and assuming greater responsibilities at work.
2. I apply the knowledge and skills gained through the DON project to provide services related to productivity enhancement.
3. The project helped me to connect with productivity peers (entrepreneurs/other consultants) with benefits from that networking.

4. I shared the knowledge and skills gained through the DON project with colleagues inside/outside my organization.
5. Clients I provided with consultancy services improved their productivity.
6. The DON project helped to establish the NPO as a recognized organization in productivity enhancement.
7. The DON project contributed to national goals by improving the productivity of clients.

DON-Impact-2016
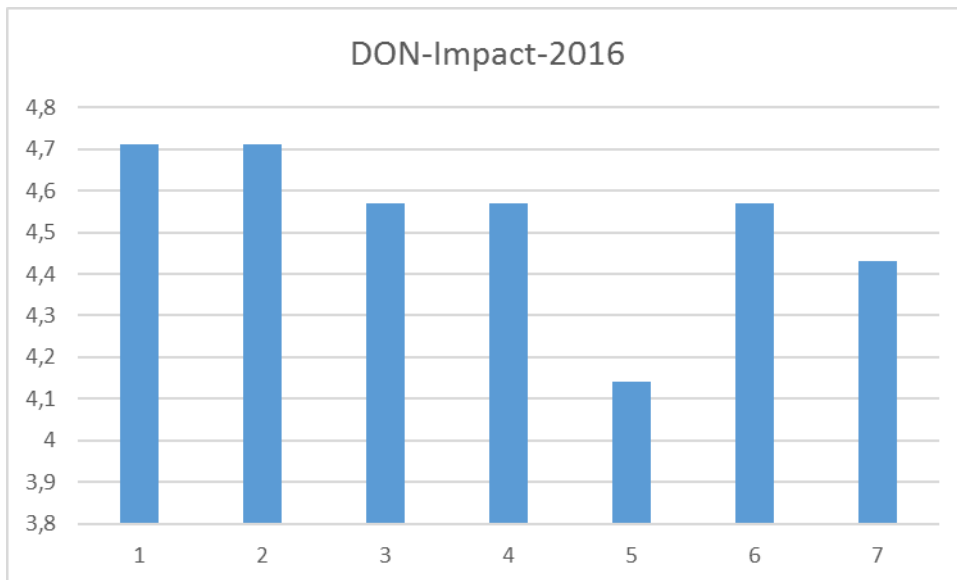
Sustainability
1. The project created a sound competency base for my career path.
2. The DON project made lasting improvements to the productivity of the NPO.
3. The DON project contributed to lasting productivity improvements among clients.
4. I apply the knowledge and skills gained in the DON project for ongoing structural and process improvements of my organization.
5. The knowledge and skills gained in the DON project are applicable in different contexts and with different clients.
6. The project contributed to the development of ongoing productivity enhancement initiatives.
7. After the DON project, new networks were established that will play a future role in productivity enhancement.

DON-Sustainability-2016
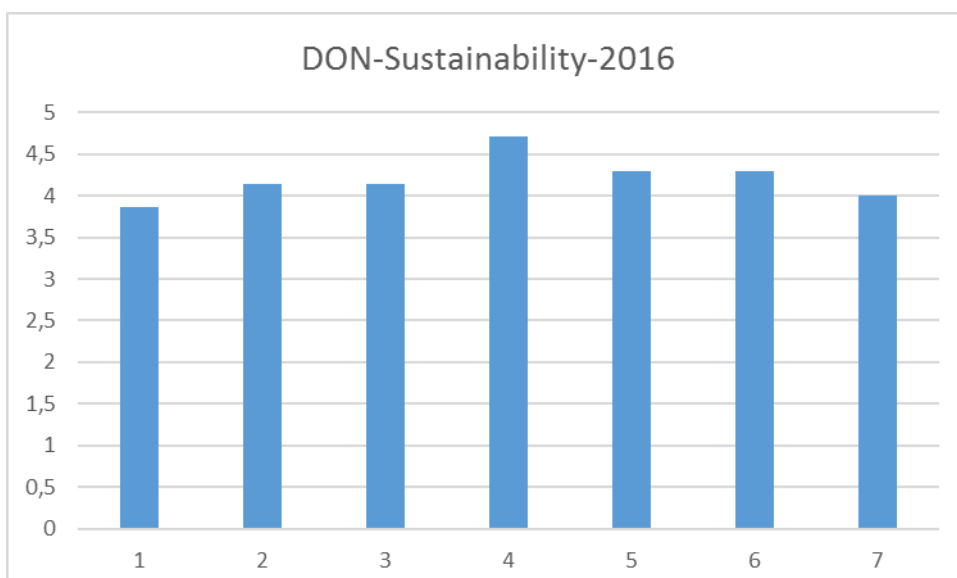
Overall assessment of the 5 Criteria
1. How would you rate the overall relevance of the DON project from the NPO perspective?
2. How would you rate the overall effectiveness of the DON project from the NPO perspective?
3. How would you rate the overall efficiency of the DON project from the NPO perspective?
4. How would you rate the overall impact of the DON project from the NPO perspective?
5. How would you rate the overall sustainability of the DON project?

DON-Overall Assessment-5 Criteria-2016
1. Relevance, 2. Effectiveness, 3. Efficiency, 4. Impact, 5. Sustainability
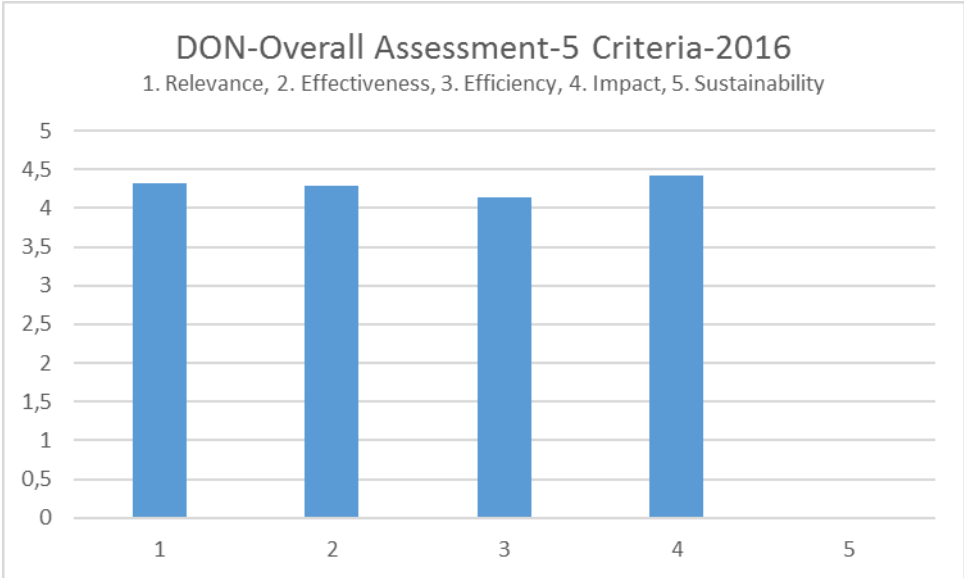
3.6. Bilateral Cooperation between NPOs (BCBN)

Relevance
1. The interactions with the partner NPO(s) provided valuable insights and learning and addressed the needs and challenges of my NPO.
2. The approach of peer learning from another NPO was suitable for my organizational context and the knowledge and skills of the personnel.
3. Throughout the BCBN project, feedback was sought and used for modifying the interactions to meet the emerging needs of NPOs involved.
4. The learning and insights gained were helpful for improving organizational practices and services provided to clients.
5. The BCBN project helped to develop contextualized solutions for addressing productivity-related challenges in my country.
6. The project supported the NPOs involved in becoming recognized service providers in the area of productivity enhancement.
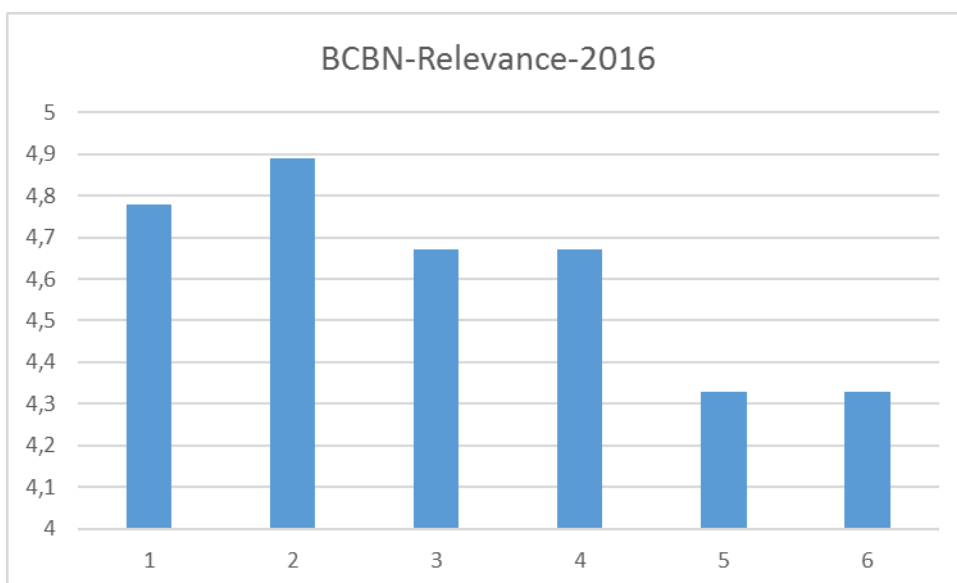
Effectiveness
1. The objectives of the BCBN project were clearly formulated and agreed among the key stakeholders.
2. The objectives of the BCBN project were realistic.
3. The desired results of the BCBN project were achieved.
4. The project helped me to provide better services to clients for improving their productivity.
5. The approach of learning from one another was suitable for achieving the objectives (intended results) of the BCBN project.
6. The project enhanced the knowledge and skill base of NPO staff to provide better services for increasing productivity and improving sustainability.
7. The BCBN project contributed to the development of innovative ideas to spread the productivity movement in the Asia-Pacific Region.

BCBN-Effectiveness-2016
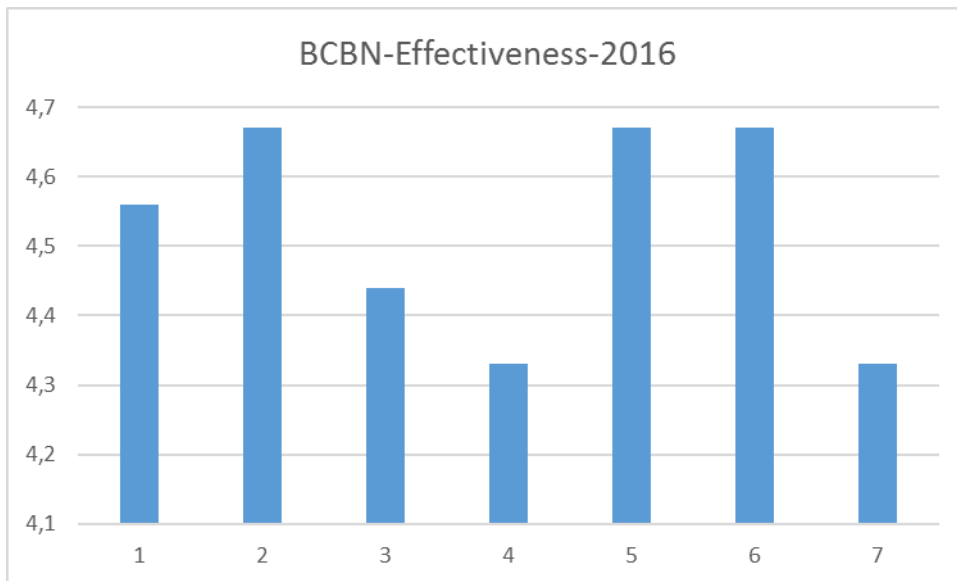
Efficiency
1. The resources available for the BCBN project were appropriate for achieving the intended results.
2. The financial resources were used efficiently to achieve the intended results of the project.
3. The allocation of time and money to the various project activities was balanced and appropriate.
4. Compared with other projects, the BCBN project created more value for the resources invested.
5. The time and effort I invested in the BCBN project were worthwhile based on the results (broader knowledge and skill base, confidence, career advancement, etc.).
6. The investment of the NPO in the BCBN project was worthwhile based on the results (reputation, networking, capacity base, etc.).
7. Expenditures were continuously monitored and adjusted based on feedback.

BCBN-Efficiency-2016
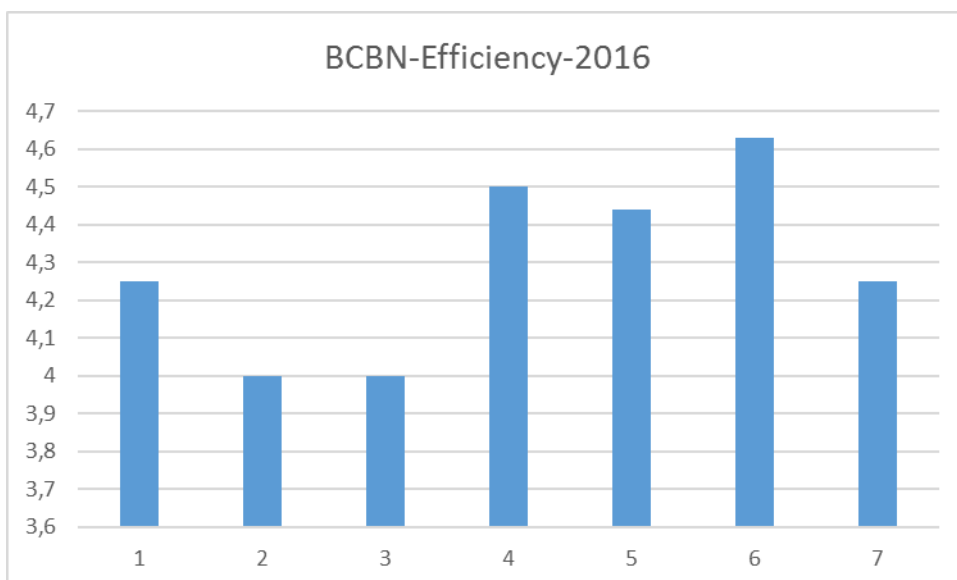
Impact
1. The BCBN project contributed to improving my performance permanently and assuming greater responsibilities at work.
2. I apply the knowledge and skills gained through the BCBN project to provide services related to productivity enhancement.
3. The project helped me to connect with peers in the productivity enhancement sector and benefit from such networking.
4. I shared the knowledge and skills gained through the BCBN project with colleagues inside/outside my organization.

5. The BCBN project helped me to improve services and thus contribute more to sectoral productivity enhancement.
6. The project helped to establish the NPO as a knowledge and innovation hub within the country and region.
7. The BCBN project helped to establish the NPO as a recognized organization in productivity enhancement.
8. The BCBN project contributed to national goals by improving the productivity of clients.
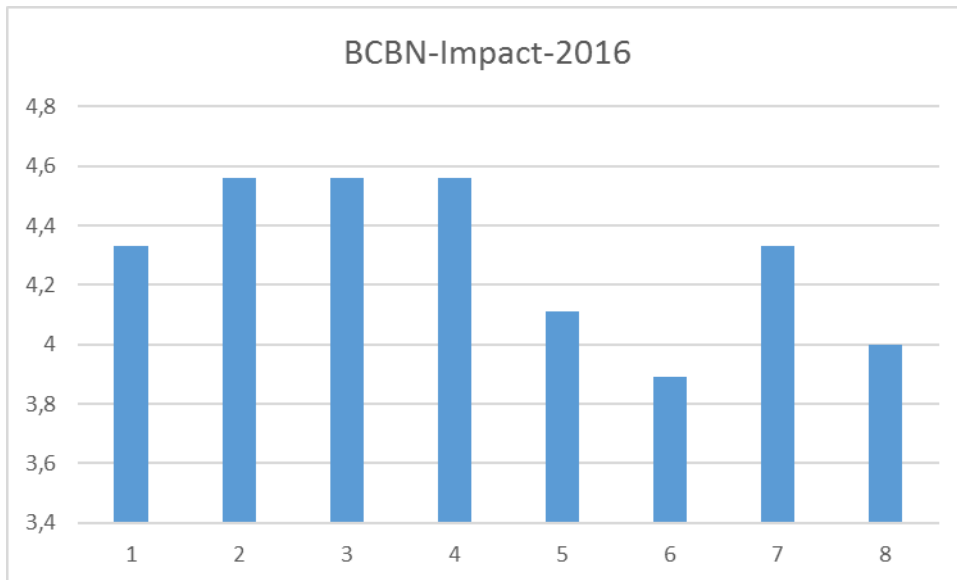
Sustainability
1. The project created a sound competency base for my career path.
2. The project initiated lasting improvements (e.g., knowledge and innovation base) in my NPO.
3. The BCBN project contributed to lasting productivity improvements among clients.
4. I apply the knowledge and skills gained in the BCBN project for ongoing structural and process improvements in my organization.
5. The knowledge and skills gained in the BCBN project are applicable in different contexts and with different clients.
6. The project contributed to the development of ongoing productivity enhancement and knowledge communities within and/or among countries.
7. After the BCBN project, new networks were established that will play a future role in productivity enhancement
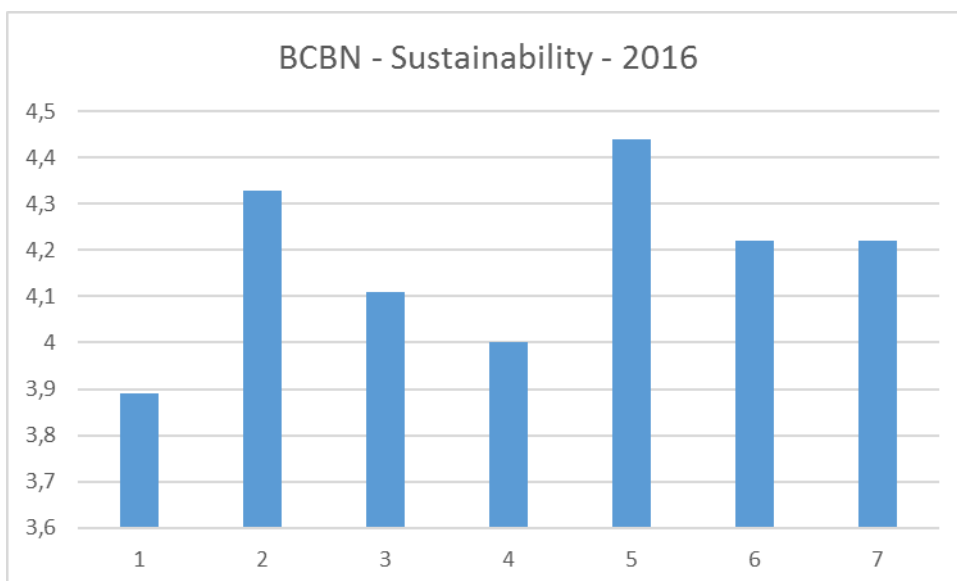
Overall Assessment of the Five Criteria
1. How would you rate the overall relevance of the BCBN project from the NPO perspective?
2. How would you rate the overall effectiveness of the BCBN project from the NPO perspective?
3. How would you rate the overall efficiency of the BCBN project from the NPO perspective?
4. How would you rate the overall impact of the BCBN project from the NPO perspective?
5. How would you rate the overall sustainability of the BCBN project?

BCBN-Overall Assessment - 5 Evaluation Criteria 2016
1. Relevance, 2. Effectiveness, 3. Efficiency, 4. Impact, 5. Sustainability
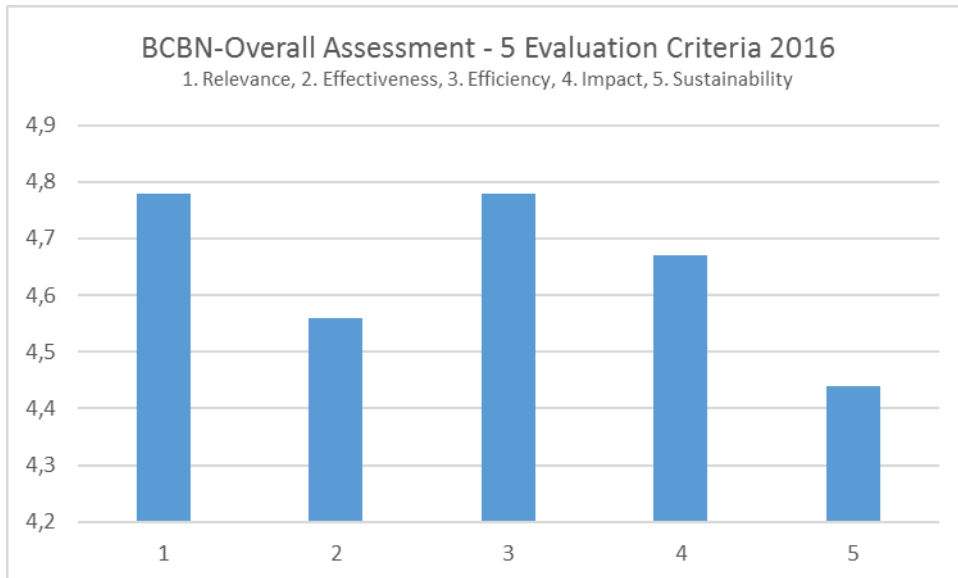
4. NARRATIVE INTERVIEWS—COUNTRY VISIT

4.1. Country Visit – Philippines (1.5 days)

During the short visit to the Philippines the consultant could talk to Mr. Antonio D. Kalaw (President and Executive Officer – Development Academy of the Philippines/ The National Productivity Organization), Mr. Carlos A. Sayco (Senior Fellow – Productivity Programs), as well as Mr. Michael del Mundo, Ms. Monica Saliendra, Melida Caluen, M. Theresa A. Augustin, Ms. Mary Sagapan as well as Maria Rosalio A. Ablan.

a. Importance of monitoring and evaluation and clear focus on relevance

Mr. Antonio D. Kalaw highlighted that National Productivity Organization (NPO) has to focus on specific sectors and topics to stay relevant. For the Philippines a key area in future will be the focus on public sector productivity, therefore DAP-NPO Philippines will focus on this area. In this context it is of relevance, that the Development Academy of the Philippines (DAP) is tasked by law to ensure compliance with the Republic Act 9485 assessing public sector productivity of government agencies using Organizational Performance Indicator Framework (OPIF) as well as Office Performance Evaluation System (OPES). As DAP-NPO Philippines has developed intense know-how on this subject, they could function as hub for the APO member countries for sharing insights as well as developing innovative approaches for promoting public sector productivity. Mr. Kalaw highlighted also the importance of systematic and in depth evaluation studies, particularly impact studies to find out what kind of results are created through the APO programs. He suggested that a program like the productivity promoters program, which is being implemented for decades should be assessed through an impact evaluation.

b. Development of Productivity Practitioners Program (Ma. Theresa A. Augustin)

The productivity practitioners program is a very old programme with a duration of four weeks aiming at creating a pool of practitioners. This intense programme has been implemented for 20 times and should have created few hundreds of productivity promoters. Data of participants at DAP are available for the last six years only. Even though the programme absorbs significant amount of resources, there has been no systematic tracking of the participants or proper monitoring of the action plans submitted by the participants. However, without tracking the participants it is difficult to get an idea about the outcomes of this programme. It is not clear if the programme really leads to establishing a pool of productivity promoters and how they are connected with each other and act as powerful network promoting the idea of productivity enhancement.

In the discussion it was suggested that this programme could be a case for an impact assessment as it has been implemented for 20 years and due to the long four weeks duration of the programme one could expect some significant outcomes.

c. Workshop on Results-based Management for Public-sector Organizations (Ms. Imelda Caluen – Managing Director Center for Governance)

The four days workshop has been designed for 18 qualified participants from APO member countries and has stated objectives such as:

a. *To discuss the concept, methodologies, and tools of results-based Management (RBM) and the benefits of RBM implementation;*

b. To share key challenges in conducting RBM and exchange best practices of RBM application; and

c. To come up with ideas for promoting the effective use of RBM as a tool to enhance the productivity of public-sector organizations.

For Ms. Imelda Caluen, the workshop did not provide much new insights, as the situation with RBM in the Philippines is already well advanced. However, it was interesting to find out, what is happening in other countries. She presented her case and described the situation in the Philippines. Based on her country presentation during the workshop she was contacted later from FTPI, Thailand to share her insights. She appreciated the idea of an Action Plan very much as this is effective in improving competencies as well as organisational practice. However, she (among other participants) failed to present an Action Plan.Even though she could use insights of the programme and had sporadic interactions with fellow participants. She is missing a follow up. She is not clear either with regard to what happens after having submitted an action plan. Somehow "the story stops here" and she is not clear if APO is really interested to know the outcome. She does not see any triggers or learning points enabling actions.

Analysing the project notification, an Action Plan is not specifically mentioned and does not appear prominently in the objectives, as they ares only referring to "ideas for promoting effective use of RBM". The "Proposed Outline of Country Paper" mentions that participants should "Describe any form of support/intervention needed to cope with those challenges to improve RBM or the current performance management system". The project notification could highlight more the importance of taking action and initiating changes. Furthermore it could be clearly mentioned that participants are expected to use the knowledge gained for specific actions addressing the challenges in their organisations, which they are asked to describe in their country paper. A follow up tracking by mail could check if they have implemented or not the ideas or actions developed during the workshop. For example, other projects such as the "Workshop on Good Agricultural Practices (GAP) for Increasing Farm Productivity and Enhancing Environmental Sustainability "mention as objective" "Develop Action plans for promoting GAP in member countries". However, it seems that there is neither standard regarding how to anchor action plans in the different programs nor standard procedure how to track the implementation of the action plan.

d. **Philippine Quality Award and improving Public Sector Agency – Culture of Excellence (MA. Theresa A. Augustin -NPO)**

This programme was regarded as very successful as the programme contributes to benchmarking and the TES helped public service institutions to improve their excellence.

e. **National Conference on the Development and Promotion of Agritourism in the Philippines 2-4th December 2014 (Monica D. Saliendres)**

Ms. Saliendres highlighted the successful case for the 1st National Conference on Agritourism. The clever and timely design of a conference paying attention to careful selection of stakeholders can create a great outcome contributing to positive societal impact. In this case, a special website was created to promote the conference and encourage policy makers, entrepreneurs, government officials, local chief executives, tourism industry officials,

tour operators, private agritourism operators, farmers organisations and cooperatives, representatives from civil society organisations and members of the academia to participate in the conference. This resulted in participation of more than 90 participants representing the various stakeholder groups. Dr. Therdchai Choibamroon, APO Resource Person from Thailand provided best practices of agritourism and agritourism marketing and presented how agritourism can be an instrument for increasing income of rural households. The presence of Senator Cynthia Villar and Congresswoman Sharon Garin enabled a focused discussion of the House Bill 3745. The congress was instrumental in bringing many voices together and catalysing the quick passage of the bill on agritourism in the Philippines.

This case shows, how a clever strategy regarding advertisement as well as ensuring the right participants and resource persons around an important topic relevant for the country can have a significant outcome contributing to a broad impact.

f. Workshop on Sustainable Development South Korea (Mary Sagapan, DAP, Philippines)

Ms. Sagapan who has participated in the workshop on Sustainable Development was deeply impressed with the site visits and the case of Saemaul Undong (New Village Movement). The workshop injected the spirit of cooperation and working together in developing societies. The bottom up approach and the importance of attitude for achieving objectives are some of the insights she got from that workshop. She is in contact with some participants through a whats app group, but there was not follow up activity through the program.

g. Focus Group Discussion – What should be improved?

At the end of the meeting a focus group discussion identified following points for improvement

1. APO officers require clarity on RBM as well as on Results Oriented Monitoring and Evaluation.
2. A clear understanding of RBM should be coupled with organisational procedures and templates enabling a results-oriented monitoring.
3. The project notification could specify more clearly the intended results at different levels and not only objectives.
4. An Action Plan should be a nice to have template, but should be a mandatory tool acting as a bridge between outputs and outcomes.
5. The responsibility of an organisation does not stop with the end of the workshop, even though their ability to control processes may end there.
6. Follow up mechanisms must be clear and the PDCA cycle should catalyse learning.

4.1. Laos

The two day visit to Laos provided a chance to meet various stakeholders involved in a Demonstration Company Project (DMP) on HACCP 2013-2014 ()
During the visit the consultant had the opportunity to have discussions with six local consultants from various institutions (National University of Laos Nul, Department of SME Promotion, DOSMEP and Pakpasack Technical Vocational School) who were participating in the activities of the DON Project on HACCP. During the visit it was also possible to visit two out of the three factories participating in the DMP project. One company produced Fermented Fish and the other specialised in Lao Coffee, Le Trio Coffee. The following is a summary of the key findings of the interviews.

a. Meetings with NPO head Mr. Somdy INMYXAY and NPO officers Ms. Alounni SISAVATH, Ms. Chintana SIAPHAY and Mr. Khamphanh LUANGAMATH

The discussions with the NPO head and officers provided an overview of the situation in Laos. There is a high demand for improving management practices of SMEs, and APO projects are very relevant in addressing such needs. However, the capability of national consultants to provide services, document the lessons learnt and spread knowledge and skill about GMP or HACCP is still too low to address the increasing demand in the market. In addition, the limited manpower at DOSMEP may have to be increased or alternative strategies developed to create a pool of national consultants capable of providing consultancy services on GMP and HACCP.

The portfolio of the various APO programs implemented in LAOS (Workshop, DEM, NFP, BCBN, DON) was also discussed and one of the challenges is again the lack of manpower to implement more programmes.

In general, the NPO is strategically well placed within the Department of SME Promotion (DOSMEP) providing easy access for working with SMEs and providing key services needed to improve their management practices. The DMP on HACCP has been successful in improving the hygienic conditions in three factories producing meatball, fermented fish and coffee. All three products play a key role in Lao economy and have led to significant and measurable improvements in terms of production as well as contributing to income of the companies. This confirms the high relevance as well as effectiveness of the project. However, the ambitious goal of increasing consulting capability of the national consultants, including NPO staff, could not be reached. Even though around 15 local consultants have participated in the DMP on HACCP, most of those trained are not claiming to be able to provide, by themselves, such consultancy services. Only two of the local consultants seem to be capable of providing the necessary consulting services on a complex topic such as HACCP. All of the consultants are from government agencies (DOSMEP, NUL, MAF, MOH and PTVS). The present contractual and working conditions do not enable the consultants, mostly working in government institutions, to provide such services as they do not have a clear mandate to do so. Therefore, even though the project was successful in improving conditions in the three selected companies, there seems to be little hope, at present, of reaching out to more companies by using the three companies as learning cases. The design of the TES seems to have focused more on the companies than on enhancing the competencies of the local consultants to provide such services in the future. In order to ensure sustainability of such programs, the local consultants would require more training and support as well as clear organizational mandate to apply their acquired knowledge in providing services to the SMEs.

b. Discussions with the local consultants

Consultant from National University of Laos (Ms. Syapahay Panatyaononh)

Ms Syapaahay Panatyaononh is a lecturer and participation in the project has sensitized and motivated her to develop a new curricula regarding food safety as she has realized that at present the practices in Laos are not very hygienic. The material distributed through the HACCP project was very helpful in designing the new course on Food safety.

She has been able to develop a new teaching session of 16 hours on food safety in a course she is responsible for. Her faculty is specially focusing on Tourism and Hotel Management and at present is teaching around 150 Students in three batches. Some students studying this course have their own family business, which they take over after their study. Others join the hotels in Laos or study further. Considering the expansion of the tourism sector in Laos the development of the new curricula is a significant outcome of the project.

This is not only relevant to the needs of the country, but as it is anchored in the government university, it will be sustainable and will contribute to improved food safety through the improvement of hygiene in the hospitality industry, as well as to the reputation of the sector and to increased income.

This interview demonstrates how careful selection of local consultants, who are part of key institutions playing a role in relevant sectors, can leverage the outputs of the project to significant outcomes.

Ms. Kongsone Manyboth (Ministry of Health)

She visits various factories and checks the hygienic conditions in the factories, and through participation in the HACCP project, she was able to improve her knowledge and practice of checking procedures. She has visited the fermented fish factory regularly and has seen how the factory has significantly grown through the DMP project and has even constructed a new warehouse. However, they do not have any detailed data on production or sales and it is not possible to quantify the improvements.

She was suggesting it would be a useful idea to present such cases as exhibitions and showcases to other enterprises in Laos.

Ms. Alouni Sisavath (DOSMEP)

Ms. Alouni was involved in advising the fermented fish factory, a traditional fermented fish processing factory. She was already a powerful entrepreneur with a well-known and well-established product in the market. The HACCP project helped improve the management practices through creating awareness on hygienic production, and building design as well as packaging.

The entrepreneur has invested money for purchasing new non-eroding machines and has redesigned the building with separate rooms. This has contributed to significant improvements in the work procedure as well. The company has benefitted from the HACCP consulting process and has gained increased recognition in Laos and has even started to export fish to neighbouring countries through informal structures.

Even though she has been trained in HACCP, the consulting process requires detailed knowledge and she is feeling capable of doing HACCP consultancy alone. With support from a senior consultant she would be able to provide consulting services.

Phonsvanh Keonakhone (Ministry of Health) and Daosouk oula Vilay (Papasack Technical Vocational School -PTVS)

In the group discussions these two highlighted the importance of the project for the country, as there is a lot of food processing done in Laos and the hygienic conditions require much improvement. According to them, the following is key to promoting HACCP in Laos.

Developing expertise and knowledge on food hygiene at national level through various measures such as exhibitions and public awareness campaigns would contribute to improving the health of the Laos people.

The application of HACCP standards and increased application of Good Management Practices (GMP) will improve the export opportunities of Laos Products especially to countries such as Thailand, Singapore or Japan.

d) Ms. Phonsavanh Keonakhone has used her increased knowledge to initiate improvement of the hygiene of practices in the hospital canteen. This leads to improved workplace, benefitting people working at the canteen as well as the patients now enjoying more hygienic food. Especially considering that the patients are a sensitive group, such improvements in the hospital canteen are seen as crucial

c. Visit to Demonstration Companies

Visit to Demo Company 1 - Trio Coffee Factory - Ms. Phonesavanh VILIVONG
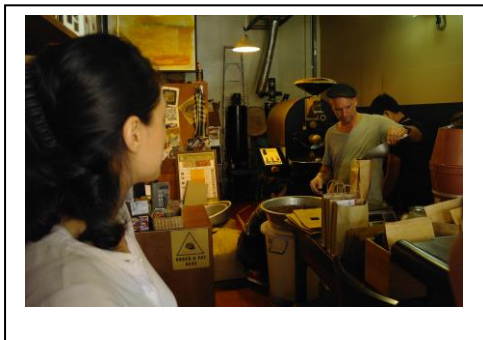
Ms. Phonesavanh is a vibrant young entrepreneur with an entrepreneurial family background. She is recognized as one of the leading young entrepreneurs by international organisations and has even been awarded as such. She has also participated in the DMP on HACCP. However, in her coffee roasting factory, she could not significantly apply the specific recommendations of HACCP as she was not able re-organize the equipment in her comparatively small factory. In comparison to meat ball and fermented fish,

coffee is not so sensitive towards health hazards as it has less critical points.

In addition, she was already performing at a high level in terms of applying GMP in her value chain including direct purchasing high quality raw material from farmers, sophisticated roasting with the latest machinery and excellent packaging and marketing. Her products are targeting only high-end consumers with specialized Lao coffee. As she had spent a few years in Germany and is well-educated, she is familiar with the key aspects of good management practices. She used the Demonstration Project more as a networking opportunity than as a specific re-organization and improvement of her production process.

She is also running a café, which is an attractive location for tourists and locals who can enjoy very good coffee and have some interesting conversations in a quiet atmosphere.

She is now functioning as an ambassador for GMP by receiving delegations such as rice producers and explaining to them how she manages such high level of GMP in her small company. She is also very committed to developing specialized LAO agricultural products such as coffee for marketing abroad by working with farmers in improving the quality of raw coffee and by improving the value chain, thus showcasing the best possibility of Lao coffee to the Lao people as well as people outside Lao.

Even though the material benefit of the DMP may be low in this case, the reputational gain and gain in social capital through networks as well as contribution to leadership capability is high. She is representing a new generation of vibrant entrepreneurs capable of functioning as leaders of networks and showcasing Lao products to the world. She would also be an ideal partner in future initiatives focused on marketing GMP to other LAO SMEs.

Visit to Demo company 2 – Houng Heuang Sinh Fermented Fish Factory - Owner Ms. Vilaysinh TEUNTAN

The Houng Heuang Sinh Fisch factory was a DMP on Hazard Analysis and Critical Point (HACCP) in 2014. The owner Ms. Vilaysinh Teuntan is a vibrant local entrepreneur and one of the leading producers of fermented fish, a highly appreciated processed local fish well known for its quality. As a family enterprise she runs the company with her husband and has been awarded with many prizes and the project has assisted her in improving the hygienic conditions through various improvements, which have led to various outcomes. Following is a short summary of the outcomes and contribution to a few impacts discussed during the company visit.

a) She has increased her knowledge on food hygiene and is applying this in her organizational practice by teaching her employees to follow good management practices as well as practicing it herself.

b) She has purchased new non corroding machines, a heavy investment which helps produce hygienically better fish. Such investments are not only benefitting her, but also the dealers and producers of such machines. This time she has purchased a machine from Thailand.

c) She has reorganized her production unit with a special protected clean space for packaging the fermented fish, which is now totally separated from the storage space for the fermenting fish. The fish is stored in huge plastic barrels and fermented for several months and as this also being the area where new fish is brought and put into the drums for fermentation, this has significantly improved the working condition for the workers at the packaging station as well enabling her to better control the environment of the critical point of packaging.

She has improved the packaging significantly by providing more detailed information about ingredients as well as the exposure period. The new packaging, including certificates, creates better credibility for her product and enables her to increase the price of the product.

d) She has diversified her products and has created new high priced fish paste, which is much more expensive than the other products in her portfolio. These new highly exclusive products are received well as they are bought by people who sell them in neighbouring countries such as China and Thailand.

e) Her improved consciousness and production of high quality products has led her to demand better raw material. The fish supplier is now selecting more carefully and gets a higher price for her fish.

f) She is employing a few poor youth from the country side, who work part-time in the factory and go to school part-time. This provides them with the opportunity to study as well equip them with skills for future work.

g) Her company is producing a highly valued local product, which is closely linked to the food traditions of Lao. By improving the hygienic conditions, it enables a special local product to be exported around the world. She has been contacted by people in England and USA, and in particular by Laos expat communities, to market and sell her product abroad.

h) She is sharing her knowledge and experiences on HACCP and GMP with other entrepreneurs, but of course the secrets of her fermentation process will not be shared.

i) She has been able to increase her income in the last three years significantly, which she has used to invest in private house such as new chairs but also in new cars, construction of additional space and purchase of machines.

The case of the The Houng Heuang Sinh Fisch factory

This case demonstrates clearly the potentials of a DMP to contribute to significant improvements of production processes by focusing on hygienic conditions and packaging. This improves the financial gains of the company, enabling further investments and creating additional employment opportunities for the youth. The fact that the product is a very traditional one closely interconnected with the Laos traditional cuisine and mainly used by Laos people living abroad as well as in Laos gives it special significance. By improving the hygienic standards as well as developing more sophisticated high end products the fermented fish is becoming attractive for the new urban market, with increased demand for processed hygienic products.

Another aspect of the project is its contribution to empowering women entrepreneurs to demonstrate to Laos society their capability to innovate and develop products and be successful in generating income and job opportunities, as well as its skill development of youth.

The project offers great potential to document the outcomes and contribution in more detail and use this company for providing more training on GMP and HACCP to other companies. However, this would require funding and qualified manpower from the DOSMEP, which is at present not available. APO's contribution could come in the form of enabling capacity development of DOSMEP to provide such trainings and use the company as a learning case.

4.3. Strategic Planning workshop for APO Liaison Officers (LOs) – Tokyo

The participation at the Strategic Planning Workshop for APO Liaison Officers from 19-21st July in Tokyo provided a formal and informal discussions with the Liaison officers. The formal discussion included a presentation with the title "Results-based Monitoring System) and enabled an intense sharing on concepts and processes of results-based monitoring system as well as the situation in the countries. In general they expressed an increased interest as well pressure in the APO member countries to apply Results-based Management approaches as the government system is moving more and more in this direction. They expressed in general also the importance of focusing on results as this provides more opportunities to showcase the success of APO work as well as to secure the

funding or event to attract further funding from national or international donors.

However the situation in different countries seems to be different, Philippines and Pakistan are at present experiencing the need for Results-based Management especially in the government space strongly. The LOs expressed also that more focus on results is challenging and requiring more support in terms of capacity development measures as well as clear guidelines and templates enabling easy application of results based monitoring concepts and tools. It was also discussed that formulating indicators for the outputs and outcomes are a challenging task and may have to be done with expertise so that later relevant aspects are measured.

5. Summary and Recommendations

5.1. RESPONSE TO THE QUESTIONNAIRE

The response to the IES was good, as a total of 307 participants of APO have responded. The questionnaire consisted of Likert scale (close ended) as well as open questions. This resulted in getting an enormous amount of data on how the respondents could make use of the APO projects to achieve results (outputs and outcomes) for them personally as well as for productivity enhancement in their organizations. They also provided insights on which elements and activities of the APO projects contributed to achieving the five evaluation areas, viz., relevance, effectiveness, efficiency, impact and sustainability. Finally, they provided many new ideas on how APO projects could be improved further.
The responses in comparison to the last impact evaluation were lower. In total, 2740 e-mails were sent, and 307 respondents answered the survey, i.e., around 11 per cent. Considering the fact that some e-mails bounced back, and that the time frame given to the respondents for a more complex questionnaire was comparatively shorter, the number of responses are good.

5.2. How successful are APO projects?

The overall assessment of APO projects by the respondents is very positive. On a scale of max 5, the total average rating calculated by mathematical calculation of the average of the disaggregated data is 4,34 and that is significantly higher than the IES Evaluation of 2014, which was 4.23. That is 86,8 % per cent and can be considered as very high.

The difference between the APO project type rated highest, which is the OSM with 4.40 and the program rated lowest, which is the training course with 4.25 is only 0.15 out of a total of 5. This narrow difference between the seven assessed project types indicates that all APO projects are rated as very high in achieving results related to the five evaluation areas of relevance, effectiveness, efficiency, impact and sustainability. The training courses have improved comparatively as the margin to the best performer OSM has been narrowed from 0.2 in 2014 IES to only 0,15 in this IES.

5.2.1. Average Rating of the six Programme Types

The following figure provides an overview of the overall total average rating according to the seven project types. The total average is calculated on averages of the clusters of questions formulated for the five evaluation areas. Each area was covered through six to eight questions.

Picture: Total Average Rating per Project Type

Average Rating per program type - 2016
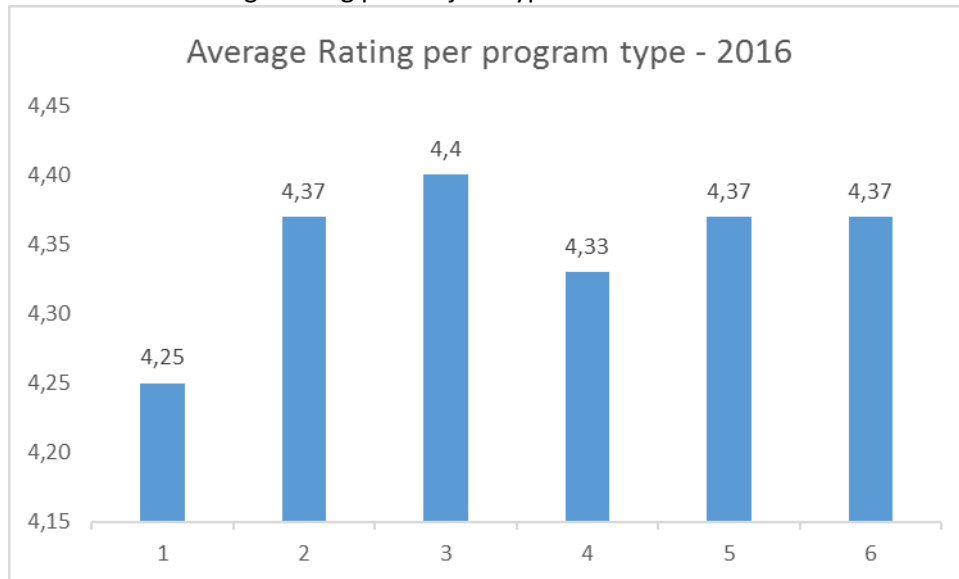
Legend: 1. TRC / 2. WSP / 3. OSM / 4. CON / 5. DON / 6. BCBN

The OSM is in average of all five criteria rated relatively high by the respective respondents with WSP, DON and BCBN close to OSM. Con is rated slightly lower and TRC lowest.

5.2.2 Average Overall Assessment by the Respondents

At the end of each cluster of questions related to the five evaluation areas (relevance, effectiveness, efficiency, impact and sustainability) the respondents were also asked to provide their personal subjective overall rating regarding the five evaluation areas. For example, the first evaluation area asked the following question: How would you rate the overall relevance of the project you attended?

In general, the trends between the total average calculated according to the differentiated questions (30 questions in total) and the overall assessment of the participants, based on the five general questions shows a similar trend.

Overall Assessment of all programs- 2016
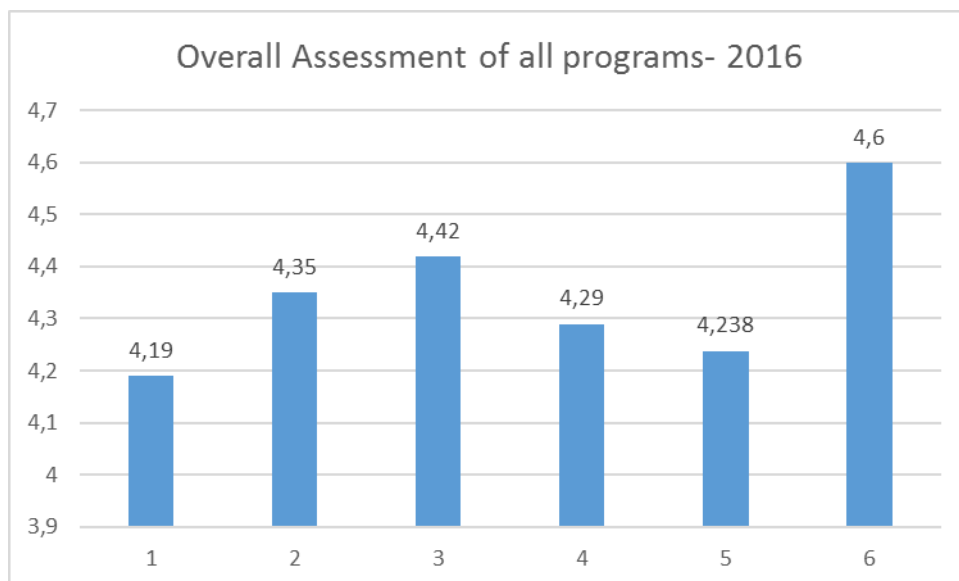
Legend: 1. TRC / 2. WSP / 3. OSM / 4. CON / 5. DON / 6. BCBN

5.2.3 Comparing the different Average Ratings

The comparison of the average rating based on the calculation of the ratings of all specific questions compared (black line) to the overall assessment (grey line) of the five evaluation areas for the seven project types shows a similar trend.

Comparing Total Average as calculated with Selfassessment (control question) 2016
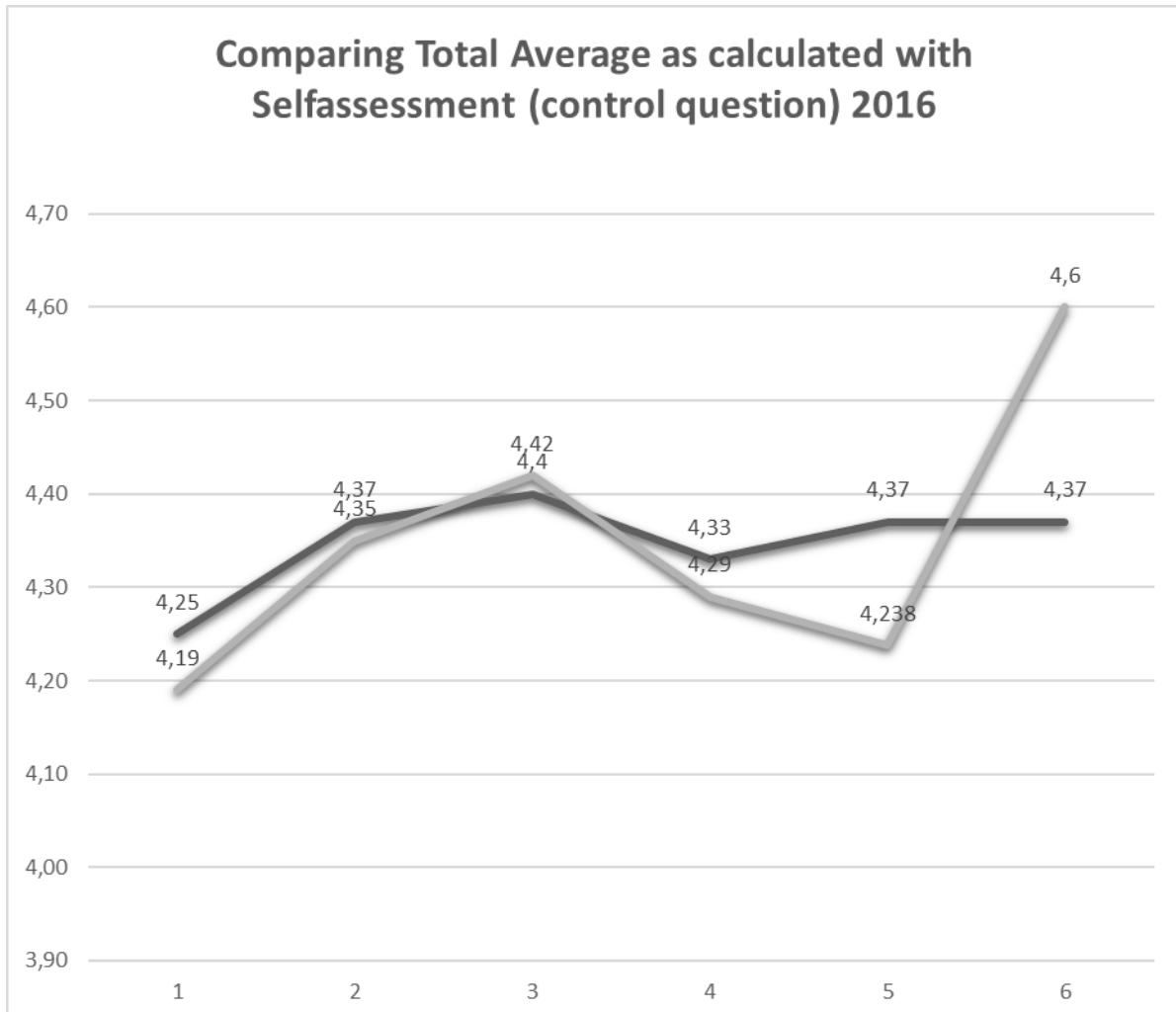
Legend: 1. TRC / 2. WSP / 3. OSM / 4. CON / 5. DON / 6. BCBN

There is no contradiction in the different comparative assessment of the rating. In the majority of the cases, the overall calculated rating and the overall assessment varies within a very close bracket or range (around 0.05). This is a clearly indecation for the quality, validity, consistency and robustness of the data thus provided by the respondents. Only in the case of the DON and BCBN, there appears a bigger divergence between the ratings. In both the program types the sample size is relatively small (less than 10). This small size will cause more distortion.

In conclusion, the findings of this Impact Evaluation Study indicate that the APO projects are of high internal robustness. They findings further highlight the contributions of the APO projects to the five evaluated areas, viz., relevance, effectiveness, efficiency, impact and sustainability.

There are nuanced differences in ratings with regard to the different project types as well as the five evaluation areas. This will be discussed in detail in the following chapter. However,

considering the fact that the inputs and activities implemented in the different project types were different, there possible achievements in terms of the five evaluation areas will also be different. It is therefore recommended that this comparison is treated with caution and is ue used for further reflection and less for direct action.

5.2.4 Comparing the ratings between the five core evaluation areas

The following graph compares the overall average rating of the respondents of all project types according to the five evaluation areas. The ratings of the previous 2014 IES are given in bracket. In general, the 307 respondents of this survey rated the APO projects as highly relevant 4,39 (4.29) and efficient 4,39 (4.23). The criteria of effectiveness 4,36 (4.27) and impact 4,36 (4,25) achieving the intended desired results at the level of outputs and outcomes and impact are rated comparatively low. The criteria of sustainability 4,23 (4.08) received comparatively low rating similar to previous IES. In general, in all five criteria the IES evaluation reveals a better achievement compare to IES 2014. That can be regarded as an indicator for the improvements by APO in the last years.

The sustainability dimension is rated low in almost all project types as compared to the other four dimensions. This is fully in line with the general experience with capacity development projects focusing mainly on competencies such as knowledge, skills and attitude. With the kind of interventions that APO is implementing—which are often very short, for example, only for a few days covering a broad domain and huge region—it is and will be a great challenge to contribute to long lasting effects. However, the respondents provide a whole range of ideas on how APO can improve the sustainability of the outcomes of its projects especially by improving the capacity at national level. This will be discussed in detail in the section on recommendations.
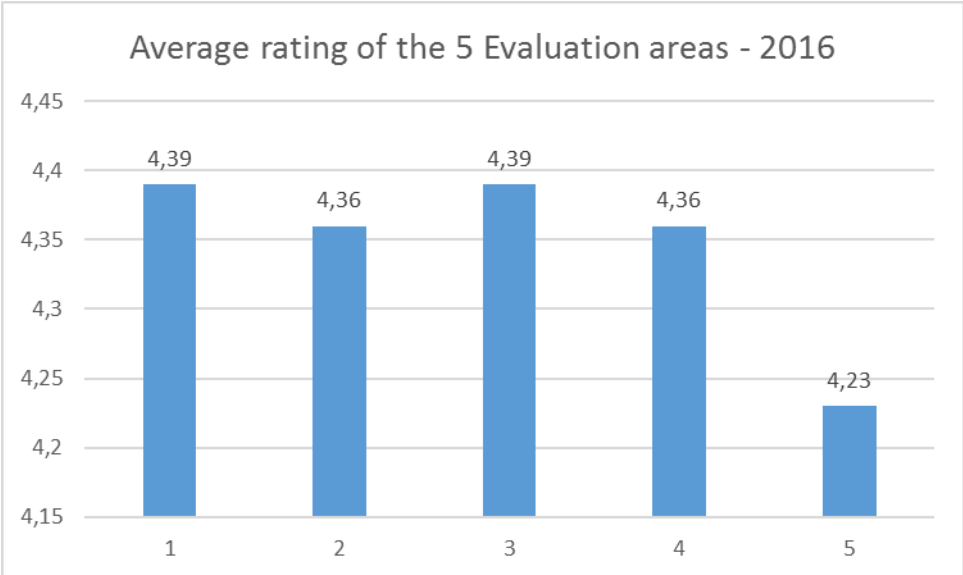

1. Relevance; 2. Effectiveness; 3. Efficiency; 4. Impact; 5. Sustainabililty

5.2.5. Presenting the Ratings of the Different Programme Types According to the Five Evaluation Areas

The following section will provide an overview of how the different project types were assessed in terms of the five evaluation areas covered in this IES. Each evaluation area was broken down into a set of questions providing the base for the assessment.

Relevance

This parameter relates to the extent to which the activities of a project or program are suited to the priorities and policies of the target group, partner agencies (NPOs), national priorities, societal needs, as well as the needs and strategies of the donor agencies. Some useful questions include: (i) to what extent are the results of a project aligned with the priorities of different stakeholders and the country; (ii) how are the needs/challenges of relevant stakeholders reflected and used in the design and implementation of a program.
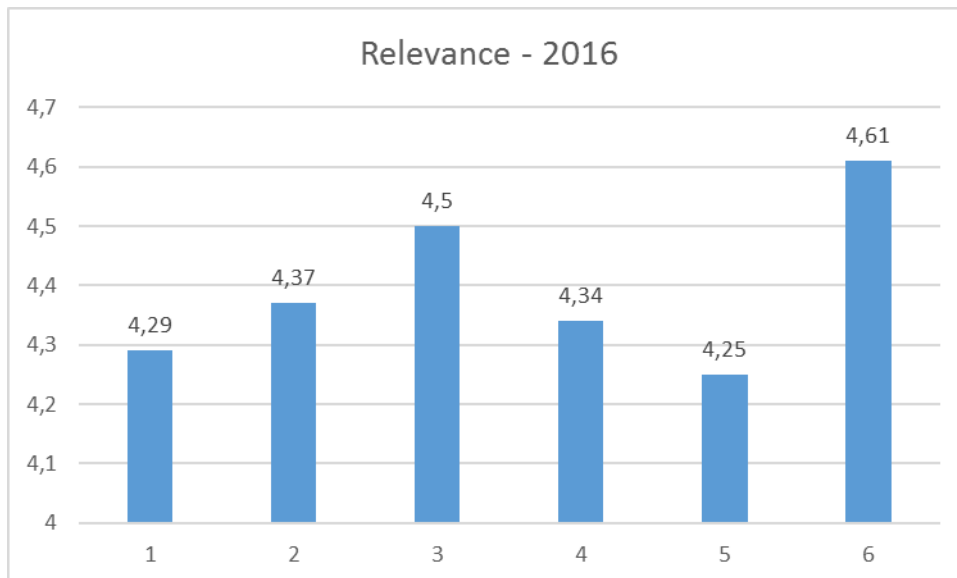
Relevance - 2016

1. TRC / 2. WSP / 3. OSM / 4. CON / 5. DON / 6. BCBN

In general, the dimension of relevance of the APO projects is rated comparatively high compare to the other four dimensions. The reason for this is a strong appreciation of the close cooperation between APO and NPO projects, and their efforts to design and implement projects with topics relevant to the needs of various stakeholders, viz., the participants, the APO member countries and other organizations involved in the project.

Comparing the different project types within this evaluation area, the OSM and BCBN are rated very high in terms of being relevant and the two project types of Training Course and DON are rated comparatively low.

In order to understand in detail the ratings, it is helpful to check the respective questions related to the respective evaluation area as well as the answers provided to the open questions. This information can be found in ANNEXURE 2 and ANNEXURE 3. For example the respondents of the DON do rate that it as a valuable and important tool for productivity enhancement. However in order make the interventions more relevant, they also recommend better feedback sought and used for adapting the contents and processes to participants needs.

Effectiveness

This is a measure of the extent to which a project or program's activities could attain the desired objectives (intended positive outcomes). Some useful questions include: (i) to what extent are the objectives clearly defined and agreed upon; (ii) to what extent are the objectives achieved or are likely to be achieved; (iii) what are the major factors influencing the achievement or non-achievement of the program objectives.

Effectiveness 2016
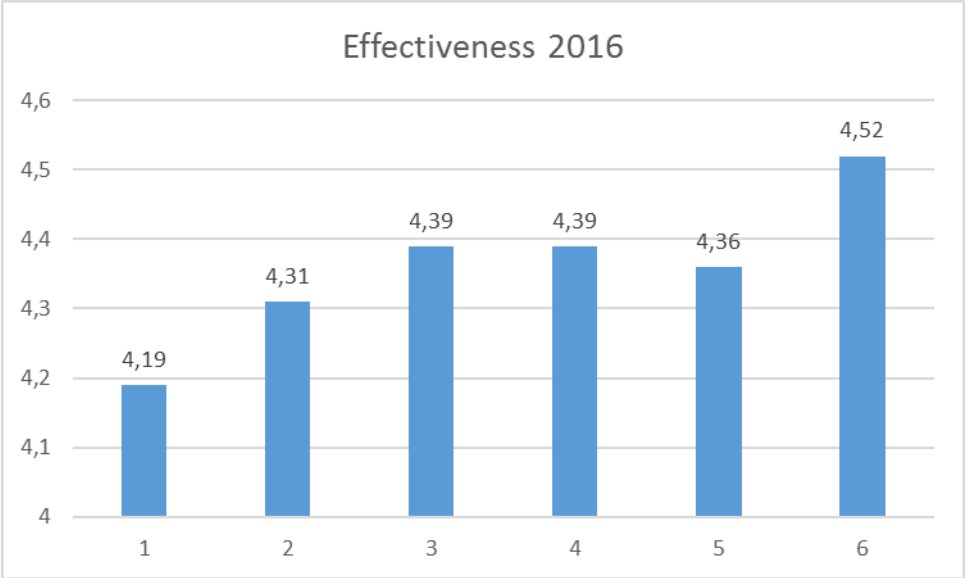
1. TRC / 2. WSP / 3. OSM / 4. CON / 5. DON / 6. BCBN

The BCBN is leading in terms of being effective followed by OSM and CON are rated comparatively high in terms of achieving the intended results and being effective with the activities they implement and the interventions they use. WSP and DON are rated comparatively slightly lower. The TRC is rated in terms of effectiveness lowest. The participants rated the question "the project helped to improve productivity in my organization" with only 3.92. That is one of the lowest rating of all questions. This indicates, that TRC is not effective in providing know-how targeted at improving productivity in the organization and may use the Action Plan exercise more rigidly.

Efficiency

Efficiency measures the outputs, qualitative and quantitative, in relation to the inputs. It is an economic term, which is used to assess the extent to which available resources are used efficiently for achieving the desired results. This generally requires comparing alternative approaches to achieving the same outputs, to see whether the most efficient process has been adopted. Some useful questions include: (i) were the activities cost-efficient; (ii) were the objectives achieved on time; (iii) was the program or project implemented in the most efficient manner as compared to available alternatives.
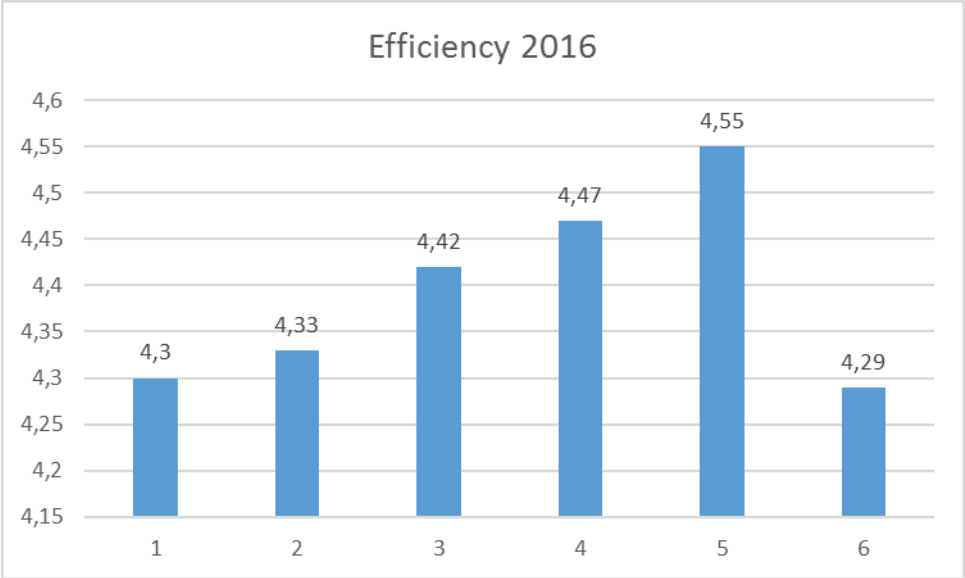
Efficiency 2016

1. TRC / 2. WSP / 3. OSM / 4. CON / 5. DON / 6. BCBN

The DON is rated high in terms of efficiency, while BCBN and TRC are rated lowest

Impact
This factor measures positive changes produced by a development intervention, directly or indirectly, intended or unintended, at a wider societal level—social, economic, environmental, and other developmentally relevant aspects. The assessment should be concerned with both intended and unintended results, and should include the positive and negative impact of external factors, such as changes in terms of trade and financial conditions. Some useful questions include: (i) what has happened as a result of the program or project and why; (ii) what real difference has the activity made to the beneficiaries.
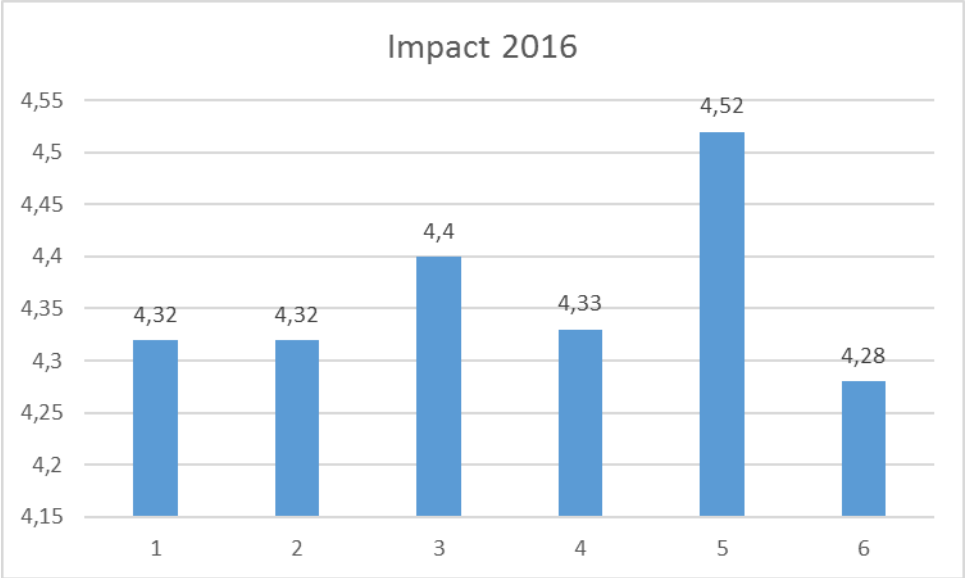
1. TRC / 2. WSP / 3. OSM / 4. CON / 5. DON / 6. BCBN

The DON and OSM are rated comparatively high in contributing to impact, followed by CON, WSP and TRC. The BCBN is rated comparatively low in this evaluation area with

Sustainability

Sustainability is concerned with measuring whether the benefits of an activity are likely to continue after the donor funding has been withdrawn. Sustainability has environmental, social, cultural, and financial facets. Some useful questions include: (i) to what extent did or will the benefits of a program or project continue after donor funding ceased? (ii) how has the project contributed to strengthening individual competencies, organizational capabilities or sectoral capacities (iii) what were the major factors that influenced the achievement or non-achievement of the intended results in a sustainable way.

1. TRC / 2. WSP / 3. OSM / 4. CON / 5. DON / 6. BCBN
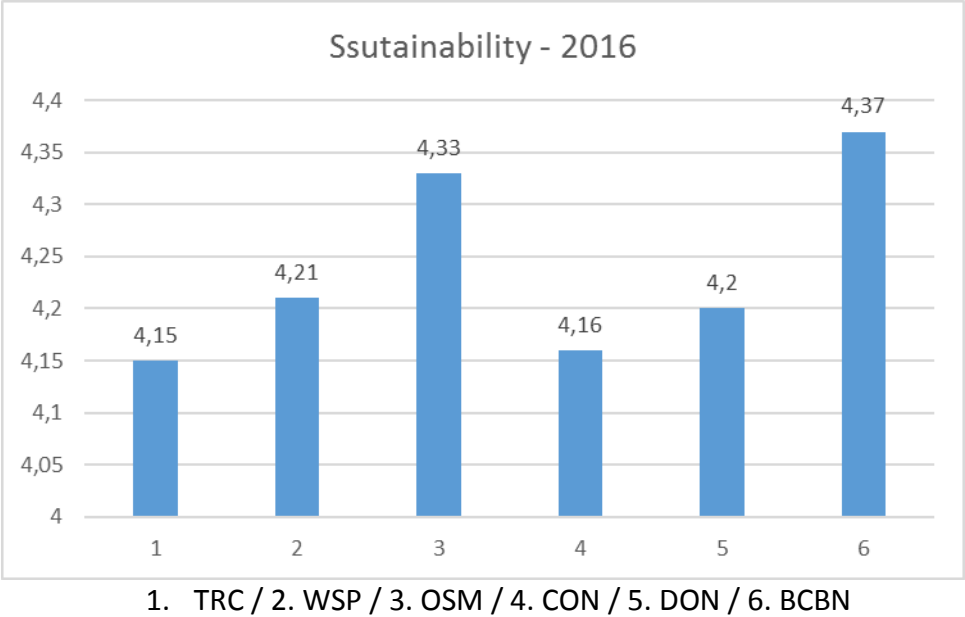
The BCBN is rated comparatively high, followed by OSM. WSP and DON are somewhere in the middle range and CON and TRC being at the end of the rating.

5.3. Recommendations

The following recommendations are based on the visits to the Philippines and Laos, as well as the discussions with the Liaison officers during the Strategic Planning Workshop for APO Liaison officers (19-21 July 2016) in Tokyo. In addition, the open commentaries of the more than 300 respondents of the survey provided valuable insights for the formulation of the recommendations.

As described in the previous chapter the APO programs are in general very successful in achieving targets in the five evaluation criteria of Relevance (4.39), Effectiveness (4,36), Efficiency (4,39), Impact 4,36) and Sustainability (4,23). The six evaluated programmes achieve also in general a high rating OSM (4,40), WSP (4,37), CON (4,33), BCBN (4,37), DON (4,37), and TRC (4,25). However the open feedback by the respondents as well as the differences in the ratings and the discussions with the NPOs in the Philippines and Laos and finally with the Liaison officers provided many valuable insights for further improvement of the APO programme. They are summarized below:

Strengthening the individual competencies and organizational capabilities for Results-based Management (RbM) & Results-oriented Monitoring (RoM)
The IES builds on the evaluation format developed for the previous impact evaluation by using the results chain, questionnaire as well as the online survey monkey. This provides continuity as well as comparability with the results of the 2014 Evaluation. The evaluation framework uses five key evaluation criteria: Relevance, Effectiveness, Efficiency, Impact and Sustainability. These criteria are at the core of such a results-oriented evaluation, which is ideally a component of a more holistic results-based management system.

Such a results based management system would ensure that for each type of APO programme there is a clear and logical formulation of results (outputs and outcomes) described in the project notification, especially the section related to the formulation of objectives, which would be the base for monitoring and steering.

Such a clear formulation of a results chain (outputs, outcome and impact) will provide clarity for the stakeholders from the very beginning of a program, and link the program to higher-level national and international goals that the project will be contributing to.

A clear understanding of how time-bound interventions can contribute to higher level goals will ensure that key stakeholders keep the intended outcomes in mind and will not be satisfied with the implementation of activities or with the achievement of narrowly defined outputs and the mere reformulation of activities (such as, satisfaction of participants, meeting held, conference organized, study mission conducted, a manual published, a framework developed or a publication produced).
Organizational practices, processes and structures focused on results is a strong base to provide evidence-based answers to the difficult questions of external donors and government agencies regarding the outcome of a training, workshop, online course etc.

Experiences with other organizations, which are summarized in the various publications under the heading of "Managing for Development Results" (www.mfdr.org), reveal that results orientation is less a question of a concept or a study, but rather requires a culture change in the mind sets of the stakeholders involved in managing the project. This often creates resistance to changing the present approach, which is mainly focused on activities and outputs. A collaborative approach to explore possible strategies for focusing on results within the organizational contexts of APO and partners is essential.

Importance of a shared understanding of Results hypothesis

In the 2014 IES, it was recommended to discuss the results chain with key stakeholders of the Asian Productivity Organization, thus aiming to improve and agree on the results chain. The results chain, as described in the introductory part, is a hypothesis about causal relationships and underlying assumptions between activities, outputs, outcomes and impacts in a certain domain for a specific intervention. Formulation of a good results chain requires logical, systematic engagement of key stakeholders with an in-depth knowledge of the domain for which the results chain is constructed. This would not only result in a more contextualized results chain, but more importantly it would enhance the understanding of the key stakeholders about the intended results at different levels, thus providing a base for design, implementation, monitoring and evaluation of programs with a clear focus on results.

However, the discussions with the Liaison officers as well as with DAP in the Philippines and NPO Laos, highlighted that a clear understanding of results based management and a shared understanding on results hypothesis for each of the APO programs is still lacking.

Therefore, it is suggested that APO enhance in general the organizational capabilities as well as the individual competencies of key actors in the APO – NPO system such as Liaison officers or a monitoring expert in each NPO in key concepts and instruments of results-based management and results-oriented monitoring. In addition, a short guideline or manual explaining the concepts with examples could be useful.

Strengthening the capability of NPOs on Managing for Results

The international cooperation arena is getting more challenging and competitive as international, as well national, donor agencies are increasingly focusing on results and demand from implementing agencies an evidence-based reporting on value for money. This trend will continue and as more and more international implementing agencies are applying a results-based management system, with results chain or results frameworks being at the core of the evaluation system, the pressure to manage and especially to monitor and evaluate programs and projects with a results orientation will increase.

In discussions with DAP-NPO in Philippines this trend was mentioned as an increasing challenge for the NPOs. NPOs would require the capability to implement a results based monitoring and evaluation process so that they can convince the national agencies of the value of APO programs to secure national support.

This would require more than an IES as this is implemented every two years, and can only provide a general overview. However, the methodology applied here can be translated to a national results oriented monitoring system enabling a systematic country specific outcome – impact evaluation. Once this is in place, the data can be used as an additional key element of general IES of all APO member countries. Therefore it is suggested to strengthen the capability of NPOs in Results Based Monitoring in few selected APO member countries and use this as a learning case for further expansion.

The introduction of a Results based monitoring is not a technical exercise of establishing a tool or a system. It is a collaborative exercise of co-creating a results chain, that is, create a powerful base for designing appropriate interventions, allocate resources, monitor activities against intended results and, ultimately, evaluate the achievement of the results. Such a systematic management gravitating around results provides legitimacy and accountability to the public funding used in projects and programs and has the potential to attract additional funding.

Continuous Assessment, Monitoring and Evaluation

The respondents highlighted, in their feedback, the need for a continuous monitoring and evaluation process of all APO projects. Such evaluations could be done at varying time periods and not only

immediately after the completion of the project or after two years as is the case with this IES. As already discussed, the scope of the IES, even though it is called Impact Evaluation Study is more on tracking the first two levels of the impact results such as outputs and outcomes. Therefore, it is suggested to conduct an Impact Evaluation Study of projects completed 5 to 10 years from now, through feedback of participants of these projects. Such a study would provide further insights on the impact of APO and factors that have contributed to sustainability of APO projects. It will also highlight factors that should be strengthened further in the future.

The discussion with DAP in Philippines highlighted that they are running a long term programme for Productivity Promoters, which has already trained the 20th batch. This would be an ideal case for an Impact evaluation to try to find out the long term results of APO programs.

The respondents highlight the importance of appropriate needs assessments of the participants by prioritizing topics in consultation with the APO partners and member countries. Considering the dynamic changes in the country contexts (economic, social etc.), and changing priorities in national planning, such a needs assessment would be key to ensuring the relevance of APO programs to the needs of the member countries. .

The respondents also highlight the need for a continuous monitoring process of the projects, with a method of seeking their feedback on continuous adaptation in the APO projects. As has been already discussed earlier, their feedback covers different dimensions such as the selection of resource persons, participants, topics, and design in terms of learning methodology etc., and monitor how they affect the achievement of results in terms of outputs and outcomes.

It is recommended to reflect on the present monitoring practices applied including the evaluation forms and consider establishing or improving a systematic monitoring system focusing on different time periods as well as on key success factors so that appropriate actions could be taken.

Focus on specific sectors

Discussions with DAP highlighted the importance of focusing on sectors and domains aligned with national priorities and challenges in respective countries. Providing standard training on a wide variety of subjects has the risk of low visibility and the challenge of limited contribution to desired outcomes. As government is increasingly quering about the benefit of the APO program to national goals, it seems to be more strategic to focus on areas of priority in respective countries by implementing some high flagship programs concentrating on national priority areas. The present allocation of money for such specifically targeted domains compared to broad knowledge sharing programs such as TRC, OSM and WSP may have to be discussed at strategic level.

Strengthening local consultancy base

The discussions with the NPO in Laos highlighted the importance of developing a strong local consultancy base and expanding the successful case to the broader societal context. Technical Expert Programs have demonstrated their capability to create a significant result in a very narrowly defined area such as HACCP with few selected companies. In the case of Laos, some of the local consultants have prepared curricula for courses in Universities or used their knowledge for changes in the area of work. This is clearly an outcome to be proud of.

However, considering the high demand for improving hygienic standards or good management practices even in a small country such as Laos, a more strategic path for developing capacity at national level is mandatory. Only if the programme can enable development of individual competencies to provide consultancy services, develop curricula or initiate changes within organizations, and only if this is combined with organizational capabilities such as DOSMEP, can we expect a broader outcome and contribution to impact and ultimately sustainability of a productivity enhancement intervention. However, in order to achieve this, the Demonstration Company Projects have to focus more on capacity development and less on creating few successful cases. This would require careful selection of local consultants (government agencies with the capability to provide

services or consultancy companies) who have the mandate, time and motivation to provide consultancy services in the future and enhance their know-how and skills and mentor them so that they can become consultants confident in providing such services.

Therefore, it is suggested that APO DON projects should pay more attention to strengthening competencies of carefully selected local consultants for providing consultancy services in the relevant area. The measurement of success, especially during the monitoring phase of the program, should be less the establishment of a successful demonstration company, and more how this is going to be used to create improvements among other SMEs by showcasing to others through exhibitions, ensuring that the capacitated national consultants provide services to other companies and by making use of the owners of the demonstration companies as ambassadors for productivity enhancement.

Tracking Outcomes and impact and using them for further learning
The respondents provided many examples of how an APO program has contributed to productivity enhancement within their organizations as well as outside their organizational setups. These examples range from sharing their knowledge with others, initiating improvement in their organizational practices, providing consultancy services to a wide spectrum of clients, engaging in designing manuals and new curricula at Universities, up to supporting certification processes of private enterprises. These evidences highlight that even a short study mission or workshop could enhance their know-how, trigger attitudinal changes and improve significantly their understanding of how to improve productivity enhancement in their countries.

These outcomes could be more systematically documented and the participants who have already created outcomes and contributed to impact can be invited to share their success stories with a wider APO community and become a center of Community of Practice. This may require a shift from a resource person centered teaching and training approach toward a practitioner and change maker community of practice approach.

It is recommended to make use of knowledge management instruments such as yellow page, community of practice or MOOCs to communicate the successful experiences across the APO member countries. This could provide recognition to those who have used the APO programs for creating outcomes and impact and create learning opportunities for others on how to replicate such success stories.

It is recommended to analyze the data of the more than 1400 respondents of the IES of 2014 and 2016 and map the participants who have created significant outcomes and analyze the success factors as well as create mechanisms for, how these cases can become a valuable source for further learning. This can be done through documentation, inviting them as resource speakers / change makers or providing them the opportunity to meet, discuss and formulate recommendations for creating results with the APO programs.

Action Plan and follow up activities
The discussions with DAP in the Philippines as well the feedback provided by the respondents suggest that the instrument of Action Plan requires further improvement. The function of the Action Plan formulated by the participants at the end of a programme is intended to catalyze reflection about how to use the knowledge gained for changes or creation of products contributing to productivity enhancement in their countries. It is also an instrument to identify specific actions once participants return to their organizations. However, experiences with learning programs such as TRC, OSM, WSP and CON show that often participants are absorbed in their activities on return, and forget easily the learnings and new insights gained in the APO program. They hardly find time to implement activities leading to outcomes. Therefore, it is key that the Action Plans are followed up with a tracking, mentoring or motivational support process.

Therefore, it is recommended that the Action Plan exercise be mandatory for the learning programs and these Actions Plans are standardized and systematically tracked for a period of 6 months through e mails in terms of their application. A proper documentation could provide valuable data on who has implemented what kind of activities as well as what kind of challenges the participants face and how they can be supported in overcoming them.

Practical approach: Field Visits, practical examples and case studies
The feedback of the respondents highlights that they appreciate a practical contextualized learning approach which blends productivity related concepts, framework and tools with practical examples, case studies and/or study visits. This was already highlighted in the 2014 IES and this is further confirmed in the recommendations provided by the respondents. This is one of the reasons for the higher rating of the Observational Study Mission (4,4), and for Workshops (4,37) compared to the Training Courses (4,25).

Many respondents provide in their open feed back to the questionnaire evidences that field visits and case studies in particular contributed significantly to gaining actionable knowledge and useful insights for promoting productivity enhancement in their organizations as well as in their countries.
.
The special benefit of an APO program is to learn from practices in different countries and use these to apply new ideas in one`s own specific working area.

Information about productivity concepts and instruments are nowadays available via internet, but specific skills and competencies to translate such knowledge into challenging contexts is what is required. Respondents highlight that they appreciate practical examples, well presented cases, as well as field visits enabling them to interact with multiple stakeholders and understand how productivity related innovations and changes could emerge in specific contexts. Many also highlighted that interactions between developed and developing countries around productivity related issues focusing on cases can be a rich and exciting experience for new insights and innovations. in particular, visits to Malaysia, Singapore, South Korea and Japan were mentioned as interesting cases for in-depth learning or triggers for mindset and attitudinal change.

Considering that the contexts of APO member countries are diverse and that it may not always be possible to travel frequently to all countries, it is recommended that in the training courses, in addition to presenting theoretical concepts and frameworks, the resource persons can anchor such concepts with specific case studies or their own experiences so that the participants can develop specific and practical solutions for their challenges.

Training Course
This interpretation of the findings is validated by the feedback on the format of the Training Course, which has been rated lowest and is consistent with the rating of the last IES.
The respondents highlighted the issue of resource persons as one of the major points for improvement of the training courses.

They should not only be subject-matter specialists, but also capable of communicating effectively with the participants by being well versed in English and able to interact with the participants in a more dynamic way. They should not only have a sound theoretical understanding of the subject, but more importantly, they should have extensive practical experience. It is obvious that a training course is different from an OSM in terms of its design and cannot create the same opportunity for visiting cases. However, it is recommended to develop further the methodology of the training course to accommodate concepts and frameworks presented by resource persons with real cases linked to practical issues of how to translate them to organizational and socio-cultural contexts. The

same applies to the country papers presentation, they should be contextualized and focus on sharing experiences and cases.

The intended outcome of APO projects is, in general, to apply the latest insights and knowledge related to productivity enhancement to improving productivity in specific organizations, sectors and APO member countries. This requires much more than the acquisition of theoretical knowledge. It requires strengthening the ability of key actors to translate such know-how into specific contexts, which are often imperfect and where they face resistance and multiple challenges.

Networking

The participants of the APO projects often have extensive experience in the area of productivity development. Training programs, workshops, conferences and observational study missions provide an excellent opportunity to deepen their knowledge as well as to widen their perspectives. The feedback of the respondents highlights that in addition to presentations by the resource persons, the discussions and networking with peers is one of the most important feature of the APO projects. These create an opportunity to connect with peers during the events, and share insights and challenges and develop possible solutions. In addition, they build relations, which help them coach and mentor each other after the completion of the APO project.

The respondents suggested devoting more time during the APO projects for such networking activities as well as to create more platforms (online, alumni meetings, advanced courses) so that they can build a community of practice and continue to support each other.

Considering this, it is recommended to embed, in all APO projects, time for networking as well as to create technical infrastructure to enable such networking among alumnus. At present, participants use social networking platforms such as Facebook and e-mails to connect with each other and share knowledge. However, for APO as an organization this is difficult to monitor and a well-designed alumni platform would not only enable more systematic networking, but would also enable APO to monitor the use of knowledge, sharing of ideas and development of innovative ideas by the participants of the APO program.

Learning Approach: From training to learning

The training methodology applied in the various APO projects is in general much appreciated with a high overall rating of around 4,3 out of a possible highest rate of 5. The respondents highlight that interactive and participatory methods applied in APO projects, such group work, case studies and field visits, are powerful in gaining knowledge and expertise, enabling them to contribute effectively to productivity in their organizations and countries.

The respondents suggest expansion of such learner-centered approaches and reduce the time presently used for top-down power-point presentations on facts and figures which are sometimes difficult to fully understand and especially to make use of in practical productivity enhancement.

ANNEX 1: Results Chain of APO Programmes

Training Courses (TRC)

Type	Description of Project Categories	Target Improvements and Changes Anticipated by the Project	Activities/ Interventions	Outputs	Outcomes	Secondary Outcomes	Intended Impact
Training Courses (TRC)	Impart information and practical skills based on an established body of knowledge following a structured curriculum to improve competency and performance.	1. Improve knowledge, skills and attitudes. 2. Motivate carefully selected agents of change (i.e., selected participants) by providing productivity and sustainability related know-how, frameworks, and tools relevant for improving individual and organizational performance.	1. Lectures and presentations by experts, facilitated group work sessions, case studies, and team building exercises. 2. Learning from other participants and their experiences through presentations, group sessions, and critical reflections. 3. Mentored Action Plan (MPA) formulation focused on improving individual and organizational performance	1. Increased knowledge and skill base of participants – especially mastering of productivity frameworks and tools. 2. Individual Action Plans (IAP) describing intended applications of insights, know-how and tools learned in TRC 3. Network with experts and practitioners initiated.	1. Improved individual and organizational performance within the organizations of TRC participants. 2. New initiatives across organizational boundaries launched by TRC participants and their networks. 3. Awareness and/or improvement in productivity/quality processes of private enterprises and government agencies linked to the participants of the TRC.	APO trained professionals contributing to capacity base in the Asia-Pacific Region and promoting productivity- and sustainability-related issues.	Productivity enhancement in the Asia-Pacific Region.

Workshops (WSP)

Type	Description of Project Categories	Target Improvements and Changes Anticipated by the Project	Activities/Interventions	Outputs	Outcomes	Secondary Outcomes	Intended Impact
Workshops (WSP)	Discuss, share knowledge on, and explore emerging topics related to productivity tools, techniques, methodologies, and issues for making relevant recommendations and/or developing action plans to energize the productivity community.	1. Better knowledge and experience sharing amongst the stakeholders on productivity methodologies and tools. 2. Enabling to identify emerging trends and topics of productivity issues to be able to formulate effective recommendations for appropriate actions.	1. Presentation of innovative practices and cutting-edge methodologies and tools. 2. Sharing and reflection in peer groups. 3. Inspirational speeches by leading practitioners. 4. Action plan formulation.	1. Recommendations and action plans for the enhancement and dissemination of innovative practices and tools formulated. 2. Collaboratively designed (revised/ contextualized) frameworks and tools. 3. Network among the participants/experts initiated.	1. New platforms and networks established that contribute to productivity increasing agenda. 2. Enhanced visibility of APO and NPOs. 3. Increased use of productivity frameworks, tools, and techniques in the area of influence of WSP participants	Improved capacity base in the Asia-Pacific Region for promoting productivity and sustainability.	Productivity enhancement/ movement in the Asia-Pacific Region.

Forums/Conferences (CON)

Fora/ Conferences (CON)	Disseminate new knowledge, best practices, and research findings to a wider audience. Share different views and knowledge on current and emerging productivity-related issues, their implications, and potential solutions through big events.	1. Create awareness and improve knowledge of the participants. 2. Motivate the participants to disseminate the new knowledge gained from the forum/conference for practical improvement of productivity or management,	1. Presentations of best practices and approaches. 2. Presentation of key issues/challenges and potential solutions. 3. Inspirational keynote speeches on challenges and necessary actions.	1. Awareness and new perspectives on productivity-related issues developed. 2. Key actors gain knowledge on best practices and key approaches enabling productivity and sustainable development. 3. Initiation of networks among the participants/experts.	1. Ideas for new initiatives and networks are developed. 2. Participants of the CON share their insights and knowledge gained across a wide spectrum of organizations. 3. Relationships between APO-NPO and key actors in the field are strengthened.	Key actors are sensitive to productivity-related issues and engage in activities with APO-NPO.	Productivity movement in the Asia-Pacific Region.

Observational Study Missions (OSM)

Observational Study Missions (OSM)	Provide learning opportunities based on direct observations of best practices, innovations, and advanced technologies.	1. Motivate participants to apply the observed best practices to their own business or organizational settings.	1. Visits to best practices and hot spots of innovation in member countries. 2. Expert lectures providing conceptual background. 3. Reflection sessions focused on translating insights gained to particular context	1. Knowledge and practices identified and ideas for transfer generated. 2. Applicability of various cases to one's own context reflected upon. 3. Action plan on application of practices developed. 4. Network of experts and practitioners initiated.	1. Productivity/quality increase through the application of best practices in organizations of participating members of the OSM. 2. Dissemination of know-how and best practices among peers.	Innovations in the Asia-Pacific Region spread faster.	Knowledge sharing and diffusion of innovation in the Asia-Pacific Region is escalated.

Institutional Strengthening of NPOs (DON)

Institutional Strengthening of NPOs (DON)	Consists of two mutually dependent components: DON Strategy to determine the needs of member countries; and DON Implementation to translate the results of DON Strategy into training programs that meet those specific needs.	1. Improve the performance of the trained NPOs. 2. Motivate the trained NPOs to come up with measurable improvements.	1. Experts provide their know-how and expertise to NPOs. 2. Frameworks for strategy and productivity techniques are applied. 3. Facilitation of strategy formulation and identification of areas for intervention. 4. Promotion of networking with peers and experts. 5. Interventions focused on competency development and motivation of NPO professionals.	1. Enhanced competencies of NPO personnel for developing strategic interventions contributing to productivity and sustainability. 2. Strengthened capabilities of NPOs for promoting productivity and sustainability. 3. Tailor-made programs addressing the needs of respective countries developed.	1. Enhanced visibility of NPOs through strategic actions and partnerships with leading organizations. 2. Multiplier effects at the level of companies assisted by NPOs. 3. Increased services provided by NPOs to clients in respective APO member countries. 4. Increased application of tools and techniques propagated by NPOs among their clients.	New flagship projects initiated by the NPOs making use of DONs and sharing of such best practices with other NPOs.	NPOs are appreciated as dynamic drivers of productivity in the country as well as in the region.

Bilateral Cooperation Between NPOs (BCBN)

Bilateral Cooperation Between NPOs (BCBN)	Provides opportunities for productivity professionals, high-level officials, or policymakers from NPOs or related organizations in one member country to visit one or more other NPO, organization, or enterprise for mutual learning and collaboration.	1. Motivate the participants to apply their learning to improve performance. 2. The participants disseminate the learning to others within the NPO or their country (e.g., by internal seminars).	1. Best practices and expertise is shared. 2. Peer learning through bilateral interaction and visits. 3. Sharing of actionable knowledge and mentoring among peers. 4. Trust building and networking opportunities.	1. Knowledge and solutions in cross-country peer groups is shared, critically assessed, and necessary knowledge co-created. 2. Action plan on application of key insights and learning formulated. 3. Mentoring and support structure among peers established and foundation for communities of best practice laid. 4. Network with experts and practitioners among the hosting/visiting countries initiated/ strengthened.	1. Successful cross-country cooperation escalates application of best practices and promotes innovation. 2. Community of practice sharing know-how and best practices established. 3. Powerful and vibrant bilateral network of NPOs drive cooperation within the APO-NPO network.	Strong knowledge partnership on a concerned subject with proven best practices.	NPOs create knowledge and innovation hubs recognized regionally and beyond.

Europass Curriculum Vitae	

Personal information

First name(s) / Surname(s)	**Mohan** DHAMOTHARAN
Address(es)	Pfarrgasse 20, 69121 Heidelberg, Germany
Telephone(s)	+49 6221419245 Mobile: +49 1788750955
E-mail	mohan@gmx.net
Nationality	Indian
Date of birth	30.05.1960
Gender	Male

Work experience

Dates	1996–present
Occupation or position held	Independent Consultant
Main activities and responsibilities	Design and implementation of trainings on various topics such as Managing for Development Results, Outcome Oriented Monitoring, Leadership Development, Capacity Development and Competency based Learning Solutions
Selected clients	- AMI (Asian Management Institute), Bangkok, Thailand; - AIZ (Academy for International Cooperation), Bad Honnef, Germany; - APO (Asian Productivity Organization), Tokyo, Japan; - BMZ (German Federal Ministry for Economic Cooperation and Development), Berlin, Germany, - CIM (Centrum für Internationale Migration und Entwicklung), Frankfurt, Germany; - CLAAS, Harsewinkel, Germany; - Development Policy Forum-GIZ, Berlin, Germany; - Ericsson Infotech AB, Karlstad, Sweden, - FAO (Food and Agricultural Organisation), Rome, Italy; - GIZ-India, New Delhi, India; - GTZ, Eschborn, Germany; - InWEnt , Bonn – Berlin, Germany, - IPMA (International Project Management Association), Hoersholm, Denmark; - City Mannheim (Change Project –City Council, Mannheim, Germany; - SNV (Netherlands Development Organisation), The Hague, Holland; - SNV-Asia, Hanoi, Vietnam; - University of Hannover, Germany; - University of Heidelberg, Germany; - University of Hohenheim, Stuttgart, Germany; - WHR, Women for Human Rights, Kathmandu, Nepal, etc.
Type of business or sector	Consulting

Dates	1993-1996
Occupation or position held	Visiting Scientist at ICRISAT (International Crops Research Institute for the Semi-Arid Tropics), Patancheru-Hyderabad, India
Main Activities and Responsibilities	Research focused on "Communication Methods for a Dialogue between Scientists and Farmers". Responsible for management of a GTZ-BMZ funded research project. Designed and implemented series of multi-stakeholder workshops and produced video film, tool box on participatory methods and papers.
Name of Employer	University of Hohenheim, 70593 Stuttgart, Germany
Type of business or sector	International Research
Dates	1991-1992
Occupation or position held	Scientific Assistant at the Institute for Agricultural Communication and Extension
Main Activities and responsibilities	Supported the institute in designing and implementing workshops on moderation, communication and agricultural extension. Organized international workshops on topics such as "Indigenous Knowledge Systems"
Name and address of employer	University of Hohenheim, 70593 Stuttgart, Germany
Type of business or sector	Agricultural Research, Organizing Conferences and Teaching
Dates	1990–six months
Occupation or position held	Graduate Assistant at the Center for Tropical Agriculture
Main Activities and responsibilities	Supported in preparing an exhibition about International Agricultural Research
Name and address of employer	University of Hohenheim, 70593 Stuttgart, Germany
Type of business or sector	Agricultural Research

Education and training

Dates	1982-1990
Title of qualification awarded	Diplom Agrar Ingenieur / Agricultural Engineer, MSc
Principal subjects/occupational skills covered	Development Theories, Economics, Agricultural extension
Name and type of organization providing education and training	University of Hohenheim, Germany

Personal skills and competences

Mother tongue(s)	**German, Tamil**
Other language(s)	

Self-assessment	Understanding		Speaking		Writing
European level (*)	Listening	Reading	Spoken interaction	Spoken production	
English	C 2	C 2	C 2	C 2	C2

(*) Common European Framework of Reference for Languages

Social skills and competences	Team Work: - Worked in various types of teams from research, consultant up to multi-cultural teams. - More than two decades of facilitating and moderating learning process from small groups up-to conferences with more than 150 people using world café settings. - Co-designed complex programs through intense interactions with professionals from government, private and civil society sector. - Guided several teams in implementing research, training and study tours and experienced in interactions with high-level policy makers. - Organized various flagship programs for the BMZ involving Ministers from various countries and President of the World Bank, African Development Bank and Europe Aid. - Worked in various community-centered project and familiar with working at rural setups and supporting communities in developing community plans and strategies to improve their livelihood conditions. Intercultural competencies: - Several decades of experience with living and working in different cultural contexts - Implemented more than 300 short-term learning programs in more than 25 countries in Asia and Africa. - Training on cross-cultural competencies and worked with several ministries from countries such as India, Indonesia, Fiji, Vietnam, etc.
Organizational skills and competences	- Organized over 50 complex study missions to various countries - Vast experience with training management and guiding teams under difficult conditions, such as in fragile contexts (Yemen, Nepal, Papua New Guinea, etc.) - Coordination and organization of events involving hundreds of people.
Technical skills and competences	- Excellent in translating complex ideas into media such as exhibition, video and brochures. - Produced several video films for ICRISAT, APO and GIZ as well as exhibitions for various clients. - Designed and supported various clients in preparing tool books (FAO, GIZ, APO) and online learning solutions on topics such as Capacity Development, Outcome Oriented Monitoring and Evaluation and Managing for Development Results
Computer skills and competences	- Competent with most Microsoft Office programs
Artistic skills and competences	- Photography and Videography – photos are used in various publications and have been produced as camera men video for the GIZ.
Other skills and competences	- Gained over the decades in depth knowledge of international cooperation and use this knowledge in designing learning solutions or coaching professionals from government agencies in shaping international cooperation toward sustainable development. - Experienced in designing and implementing highly reflective leadership development programs using innovative methods of learning for complex topics such as Climate change and International Cooperation in multi-sectoral groups with strong involvement of high level policy makers.
Driving licence	Category B
Additional information	References: Dr. Christine Bigdon, GIZ-India Inge Halene, GIZ-AIZ, Bad Honnef, Germany Hinrich Mercker, GIZ, Bonn, Germany Dr. Ulrich Gärtner, AMI, Bangkok, Thailand Mr. AKP Mochtan, DSG of ASEAN, ASEAN Secretariat Publications: - Dhamotharan, M. et al. (2014): Competency Framework for International Cooperation, GIZ-India, New Delhi, India - Dhamotharan, M. (2010): Changing Behaviour of Facilitators, Capacity Org-Issue April 2010 - Dhamotharan, M. (2009): Handbook on Integrated Community Development, APO-Tokyo, Japan

Selected Assignments

Time	Location	Company	Position	Description
2014 -2013 (55 days)	India / Germany	GIZ	Consultant/ Trainer	Action Learning and Exposure Programme for Indian Ministries (Department of economic Affairs, Ministry of agriculture, Ministry of Urban Development etc.) working in bilateral and multi-lateral cooperation with focus on Outcome Oriented Monitoring and Evaluation
2014-2009 (60 days)	Bad Honnef, Germany	GIZ	Trainer	> 20 Training Courses (2.5 days) on Managing for Development Results and Outcome Oriented Monitoring
2014 (30 Tage)	India	GIZ	Consultant	Co-designing a Leadership Development Module with LBSNAA-Mussoorie-India for the Indian Administrative Service, Tool Book and ToT tot he Faculty
2013 (5 days)	Fiji	APO	Chief Facilitator	54th Meeting of Heads of NPOs with 80 Delegates
2013 (23 days)	Indonesia / South Africa	GIZ	Consultant Facilitator	ToT on Leadership Development
2013 (15 days)	India	AIZ-GIZ	Consultant Trainer	Developing a competency framework for professionals in International Cooperation
2013 / 2012 (24 days)	Berlin / Germany	GIZ	Consultant Facilitator	Organizing and facilitating two high-level Events: Future Forum on behalf of the BMZ with 100 high-level Delegates
2012 – 2010 (3 times total 90 days)	Germany	GIZ	Consultant Trainer	Study Tour to Department of Economic Affairs – Bilateral Partner of BMZ to Germany with focus on Outcome Oriented Monitoring and Evaluation and Development of Training Material and Online Learning Modules
2012/2011 (80 days)	Indonesia / South Africa / Germany	GIZ	Consultant Facilitator	Climate Leadership Programme (CLP 2)
2011 (9days)	Jakarta / Indonesia	GIZ	Trainer	Capacity Building for the ASEAN Secretariat: Advanced Monitoring and Evaluation Training
2011/2010 (90 days)	Indonesia/ South Africa / Germany	InWEnt	Consultant Trainer	Climate Leadership Programme (CLP 1)
2010 (80 days)	Rome, Italy	InWEnt	Consultant	Consulting FAO in developing their Capacity Development Concept and Learning Solutions including Training manual

i Managing for Development Results (www.mfdr.org) is the latest terminology used for a management approach developed from Logical Framework Approach and Results-based Management

ii "Paris Declaration and Accra Agenda for Action"

http://www.oecd.org/dac/effectiveness/parisdeclarationandaccraagendaforaction.htm

iii "Countries, Territories and Organisations Adhering to the Busan Partnership for Effective Development Co-operation"

http://www.oecd.org/dac/effectiveness/busanadherents.htm.

iv OECD DAC NETWORK ON DEVELOPMENT EVALUATION EVALUATING DEVELOPMENT CO-OPERATION SUMMARY OF KEY NORMS AND STANDARDS SECOND EDITION (http://www.oecd.org/development/evaluation/dcdndep/41612905.pdf)