

# JICA's project evaluations



**Evaluation Department  
Japan International Cooperation Agency  
(JICA)**

Evaluation

Learning

Accountability

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# 1. Problems in developing countries matter for the whole world

- ✓ **Problems such as poverty, natural disasters and conflict** not only have a serious impact on the vulnerable in developing countries. With potential to escalate into grave conflicts, endemics of infectious disease or environmental devastation on a global scale, they also threaten **the sustainability of the whole world**.
- ✓ In this day and age, more than just pursuing the interests of one's own country, we need to address these common global issues.



Poverty and food shortages



Damage from natural disasters is increasing in severity on a global scale

## In the world...

- **659 million** people are living in extreme poverty\* and suffering from hunger. (\* Living on less than \$2.15 a day)
- **13,700** children per day die mostly from preventable causes before celebrating their fifth birthday.
- **1.7 billion (1 in 5 people)** have no access to sanitary toilet.
- **100 million** people are forcibly displaced due to conflicts. (May 2022)

(Source: World Bank, UNICEF, UNHCR)

# 2. Global efforts

- ✓ In September 2015, “**Transforming Our World: The 2030 Agenda for Sustainable Development**” was adopted at the UN Sustainable Development Summit. Based on the fundamental principle of “no one being left behind,” the agenda highlighted the “**Sustainable Development Goals (SDGs)**” comprised of 17 goals and 169 targets to be achieved by 2030 by the international community acting as one.
- ✓ The international community is currently addressing these issues, striving to achieve the goals for sustainable development.

## SUSTAINABLE DEVELOPMENT GOALS

17 GOALS TO TRANSFORM OUR WORLD



→ <Example>

### [Goal 6]

Ensure availability and sustainable management of water and sanitation for all

### [Target 6.1]

By 2030, achieve universal and equitable access to safe and affordable drinking water for all

### [Indicator 6.1.1]

Proportion of population using safely managed drinking water services

# 3. JICA's efforts

- ✓ The Japanese Government is also continuing its efforts to solve problems in the world.
- ✓ As the executing agency for Japan's Official Development Assistance (ODA), the Japan International Cooperation Agency (JICA) is, in collaboration with the international community, engaging in solving the diverse issues faced by developing countries, including the SDGs.

**JICA's vision: Leading the world with trust**

- ✓ JICA operates a suite of three assistance schemes—**Technical Cooperation, Finance and Investment Cooperation and Grant Aid**—to provide developing countries with assistance in policy and institutional improvement, human resources and capacity development, and infrastructure development.

## Technical Cooperation

JICA provides support to developing countries for the development of human resources, institutional development, dissemination of technology and R&D necessary for their economic and social development, such as through the dispatch of experts, provision of equipment and acceptance of technical training participants in Japan.



Science and maths class at primary school in Bangladesh



Mass rapid transport system project in India

## Finance and Investment Cooperation

JICA lends or invests funds under concessional terms to developing countries for their development.

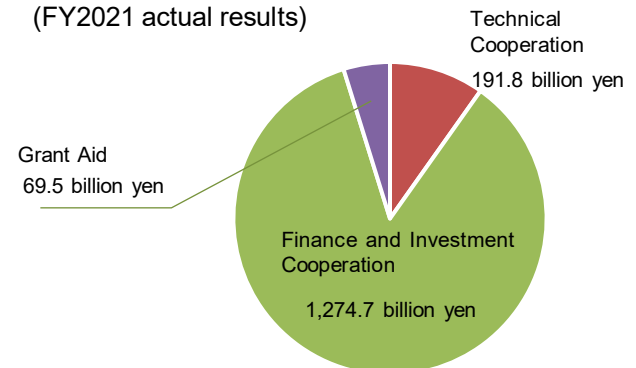
## Grant Aid

JICA grants development funds to developing countries to support the building of facilities and procurement of equipment and materials necessary for economic and social development.



Regional water supply project in Mauritania

<Scale of each form of assistance>  
(FY2021 actual results)



(Source: JICA Annual Report 2022)

- For further details, see JICA's "Types of Assistance" webpage.  
[https://www.jica.go.jp/Resource/english/our\\_work/types\\_of\\_assistance/index.html](https://www.jica.go.jp/Resource/english/our_work/types_of_assistance/index.html)

## ◎ Basic Knowledge ◎

### Japan's Official Development Assistance (ODA)

**60 years** Japan's Official Development Assistance (ODA) has contributed to the development of developing countries and to the peace and stability of the international community for more than 60 years since starting in 1954 after the World War II.

**Policy** In accordance with the Development Cooperation Charter approved by the Cabinet in 2015 and revised in 2023, Japan has provided ODA in ways that suit the circumstances and wishes of the recipient country, based on the fundamental policy of “supporting the self-reliant efforts of developing countries.” Japan supports the self-reliant efforts of developing countries because it too achieved growth as a consequence of self-reliant efforts while receiving support from a number of foreign countries. In order for a developing country to maintain ongoing economic growth, it is important that the people of that country have the strength and ability to create economic growth themselves. For this reason, rather than simply giving financial and physical resources, Japan also puts an emphasis on building human capacity, such as by dispatching experts to the developing countries and imparting knowledge and technologies to the local people, or by inviting the people of the developing country to Japan to undertake training.

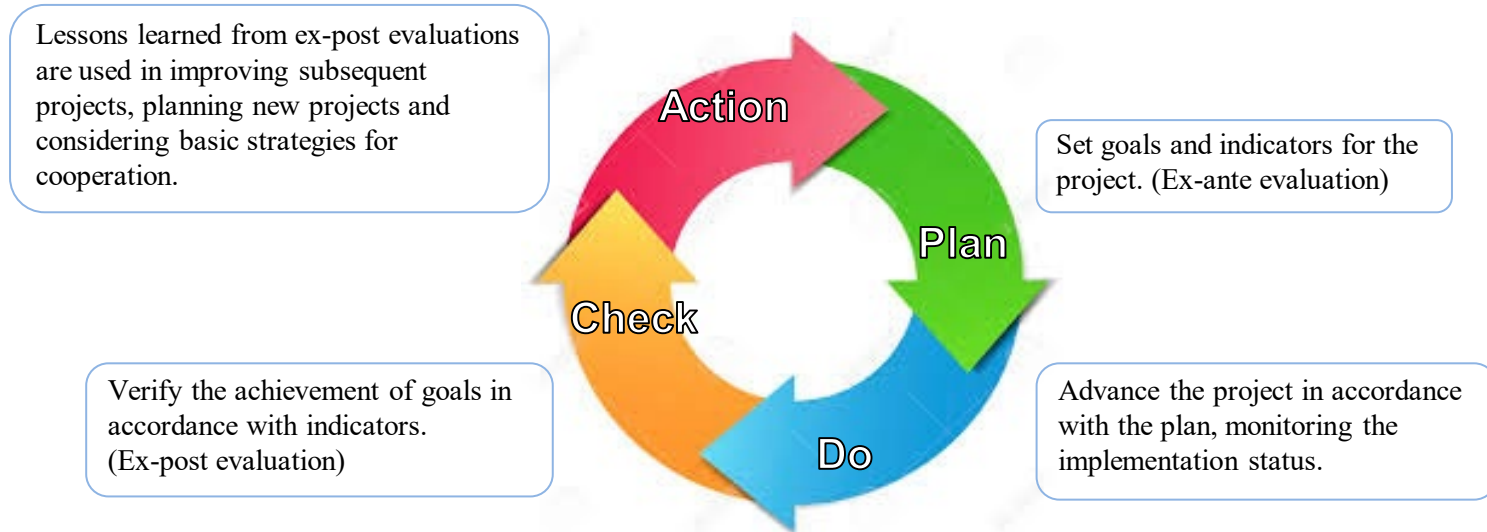
**Achievements** To date, Japan has assisted as many as 190 countries and regions through its ODA. In particular, given its close political and economic relationship, Japan regards the Asian region as a top-priority area for ODA and has provided much ODA to this region. In the “Opinion Poll on Japan in Seven ASEAN Countries,” which was conducted in 2014, about 90% of people responded that the economic and technical cooperation provided by the Japanese Government has helped in their own country's development. Drawing on this experience in Asia, more recently, Japan has expanded its ODA supporting economic growth and development to Africa, where poverty rates remain high despite achieving extraordinary economic growth. Examples include support directed at eliminating extreme poverty and hunger, as well as support for building human capacity and for promoting trade and investment. Doing so also contributes to the realization of peace and regional stability.

**Evaluation** In order to implement ODA more effectively and efficiently, improvements need to be made to development cooperation based on an understanding of how it has been implemented and on the associated effects. The recommendations and lessons learned from the results of ODA evaluations are conveyed to relevant departments in the Japanese Government as well as to the governments of recipient countries in order to utilize them in future planning and implementation processes. In addition, publicizing ODA evaluation results online and through other media also serves to fulfill the government's accountability on how ODA is used and the effects generated by ODA projects.

Sources: White Paper on Development Cooperation 2015 (Evaluation): <http://www.mofa.go.jp/files/000176281.pdf>  
[White Paper on Development Cooperation 2019 | Ministry of Foreign Affairs of Japan \(mofa.go.jp\)](http://www.mofa.go.jp/whitepaper/)

# 4. JICA's project evaluations

- ✓ JICA implements projects for developing countries according to a project cycle. It has four steps: Plan, Do, Check, Action.  
“Project Evaluations” are conducted consistently throughout the project cycle, from before to after implementation of a project.



- ✓ JICA's project evaluations have 2 main purposes.

## ■ Accountability

**Conducting evaluation objectively and publishing evaluation results promptly in a form that is easy to understand** are to deepen understanding for the development effectiveness of ODA projects and for the response taken for various issues.

## ■ Learning and taking action

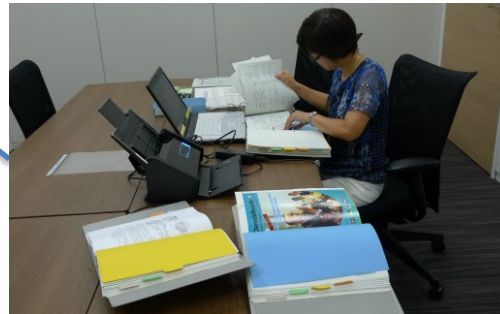
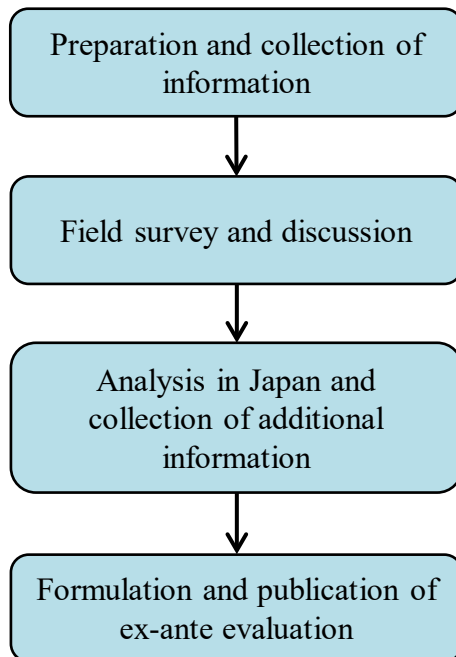
Carrying out an evaluation to confirm the results of each project and **giving feedback on lessons learned from those evaluation results** help in improving subsequent projects, formulating new projects and considering fundamental cooperation strategies.



# 5. Evaluation of each project –Ex-ante evaluation–

- ✓ Prior to project implementation, JICA conducts an “ex-ante evaluation” to verify the need for the project and to set targets for project outcomes. During the ex-ante evaluation, from the perspective of the Six DAC Criteria (see explanation on next page), **JICA confirms in advance the need and priority of the project, verifies the project outline and anticipated outcomes, and establishes indicators for measuring those outcomes.**
- ✓ At this time, JICA also confirms that the results from reviewing environmental and social considerations and lessons learned from past projects have been properly reflected.
- ✓ Once the project has commenced, JICA **monitors and evaluates the project based on the evaluation plan and indicators set at the time of the ex-ante evaluation.**

## <Ex-ante evaluation process>



JICA collects and analyzes existing information on the recipient country and region, the target project, the implementing agency and beneficiaries, etc.



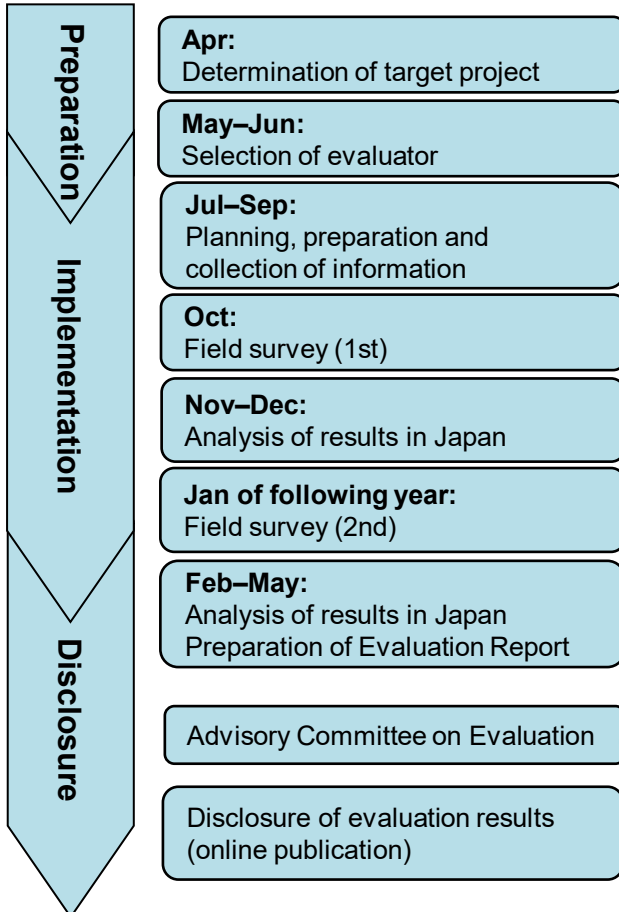
JICA visits the planned location of the project and the planned site for activities, and confirms the actual situation at the site. JICA also discusses with officials from the partner country, and confirms project implementation plan, etc.



# 5. Evaluation of each project –Ex-post evaluation –

- ✓ Ex-post evaluations are conducted for **all projects costing over 200 million yen**. They are **comprehensive evaluation for the completed projects and verification of its effects after project completion**.
- ✓ For projects costing over one billion yen, JICA strives to **ensure the objectivity and transparency of the evaluation results** by incorporating **evaluations conducted by external third parties (external evaluations)**. External evaluations are conducted by external evaluators such as development consultants that specialize in evaluations. JICA is also working on getting opinions from diverse perspectives, such as universities and NGOs.

## <Ex-post evaluation (external evaluation) process>



Evaluator collects materials on the target project and other information necessary for the evaluation, and prepares an evaluation plan.

Evaluator visits the project site to confirm the current situation and interviews users to grasp the project outcomes



During the 2nd field survey, the project site is revisited and interviews conducted in order to collect additional information. A seminar is also held to explain the results of analysis to the recipient country.



JICA has established a committee comprised of external experts to enhance the quality of evaluations and to ensure accountability.

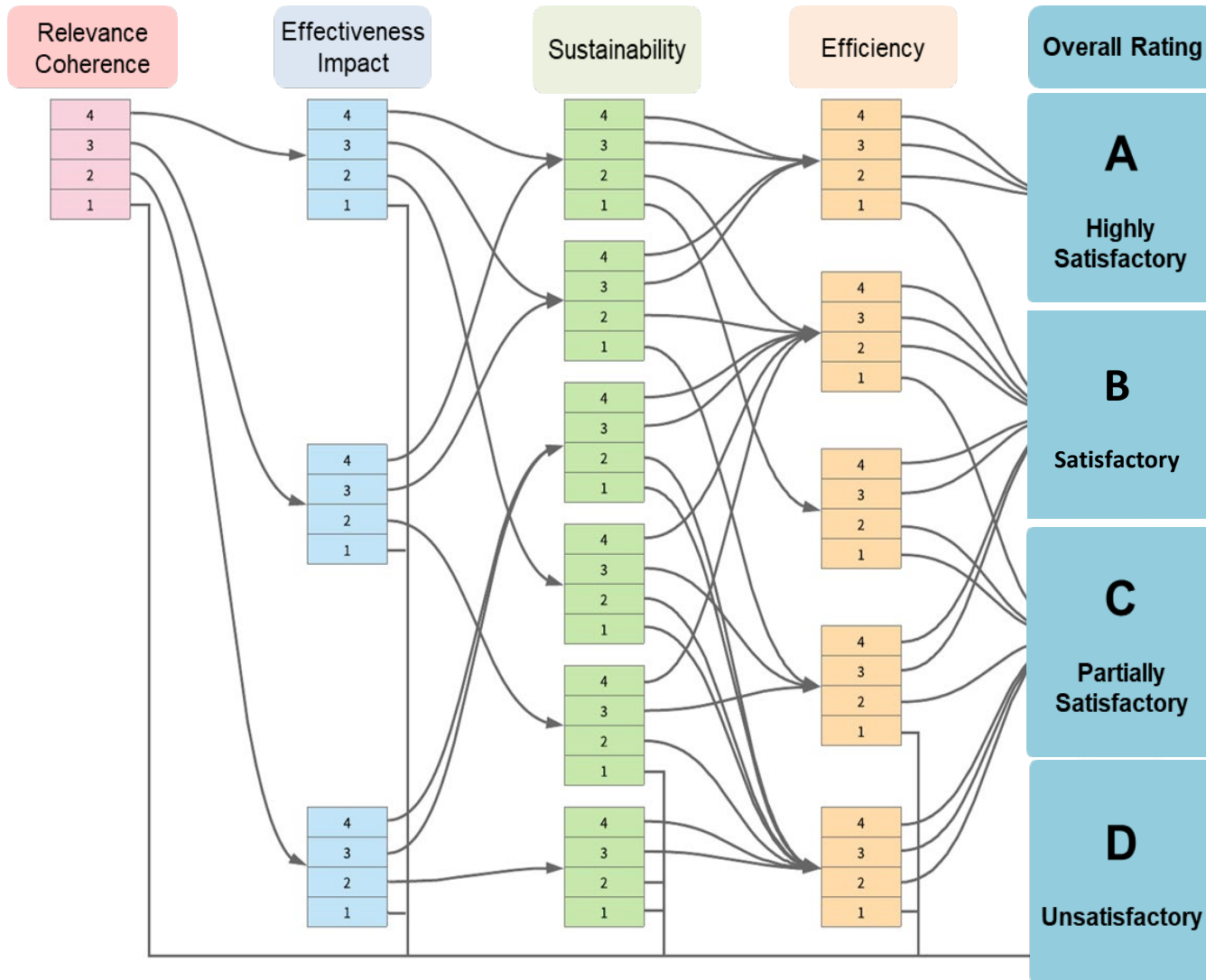
# 5. Evaluation of each project –Evaluation Criteria–

- ✓ JICA consistently conducts its evaluations by applying the **“Six DAC Evaluation Criteria”** as an international perspective for ODA evaluation established by the Development Assistance Committee (DAC) of the Organization for Economic Co-operation and Development (OECD) and JICA’s own **rating system**.
- ✓ JICA's project evaluation criteria  
Based on the revision of the DAC evaluation criteria in December 2019, JICA has revised its project evaluation criteria for the first time in about 10 years since the establishment of the new JICA. The new criteria is applied to projects evaluated in FY2021.

items	New Definition (6 criteria)	Items	New Definition (Non-Score)
Relevance	<ul style="list-style-type: none"> <li>◆ Validity with project implementation (development needs)</li> <li>◆ <u>Focus on “Beneficiary.” Consideration for inclusiveness and equity</u></li> <li>◆ Appropriateness of the project plan and logic of approach</li> </ul>	Performance (New)	<ul style="list-style-type: none"> <li>• <u>Analyze, objectively and subjectively, the process regarding roles and contributions fulfilled during planning/screening and project implementation for relevant parties, such as JICA, to achieve the project objectives.</u></li> </ul>
Coherence (New)	<ul style="list-style-type: none"> <li>◆ <u>Consistency with development assistance policies of the Japanese Government and JICA</u></li> <li>◆ <u>Synergistic effect/mutual relations with JICA's other projects (technical cooperation, loans, grant aid, etc.)</u></li> <li>◆ <u>Complementarity, harmonization, and coordination with other assistance/projects in Japan, other development organizations, etc.</u></li> <li>◆ <u>Consistency with global framework (international targets, initiatives, standards, etc.)</u></li> </ul>	Additionality (New)	<ul style="list-style-type: none"> <li>• <u>JICA's unique approaches, values and elements (inputs) that could be provided because of JICA, and innovative approaches that should be specially mentioned.</u></li> <li>• <u>Offering/sharing of new knowledge obtained through the project.</u></li> </ul>
Effectiveness	<ul style="list-style-type: none"> <li>◆ The degree of achievement of target level in target year of expected project outcome <u>(differential results across the groups)</u></li> </ul>		
Impact	<ul style="list-style-type: none"> <li>◆ Positive and negative indirect and long-term effects (systems and norms, people's well-being, human rights, gender equality, and the environment)</li> </ul>		
Efficiency	<ul style="list-style-type: none"> <li>◆ Comparisons of planned and actual projects inputs, project period, and project cost</li> </ul>		
Sustainability	<ul style="list-style-type: none"> <li>◆ Outlook on sustainability of effects that are realized by the project for aspects of policy/political, institutional/organizational, technical, financial, social &amp; environment, risk, and operation &amp; maintenance</li> </ul>		

# 5. Evaluation of each project –Evaluation Criteria–

<Revised Rating Chart> \*Applied to projects evaluated after FY2021



## Rating system

Projects are assessed by applying the six DAC evaluation criteria and are rated according to the flowchart on a four-level scale of A to D.

Rating		
Effectiveness/Impact	③	<b>Overall B</b>
Relevance/Coherence	③	
Efficiency	②	
Sustainability	②	

Note: Ratings do not encompass all aspects of a project. Although they are useful as an indicator measuring the effectiveness of the project, etc., they do not take into account the difficulty of the project or the degree of JICA's contribution towards achieving the project outcomes.

# 6. Examples of evaluation results (1)

## Mexico: The Project for Diversity Assessment and Development of Sustainable Use of Mexican Genetic Resources (SATREPS)

From 2013, JICA provided technical cooperation support for The Project for Diversity Assessment and Development of Sustainable Use of Mexican Genetic Resources in Mexico. The project concluded in August 2018, and an ex-post evaluation was conducted by an external evaluator in FY 2017.

The project was highly evaluated for **strengthening the core institution and sustainable use of Mexican genetic resources through international collaboration.**

(External Evaluator: Hajime Sonoda, Global Group 21 Japan, Inc.)

Rating		Overall <b>B</b>
Effectiveness/Impact	③	
Relevance/Coherence	③	
Efficiency	④	
Sustainability	②	

### 《Project Description》

- ◆ Project Cost (Japan Side): 325 million yen
- ◆ Project Period: August 2013 – August 2018
- ◆ To support the capacity development of the National Center for Genetic Resources (CNRG).

### 《Effectiveness, Impact》

- ◆ The project strengthened the genebank function of CNRG for stable conservation and management of genetic resources by evaluating genetic diversity, developing information bases, and developing long-term conservation methods for genetic resources.
- ◆ It was confirmed that the CNRG is becoming a central institution for promoting the conservation and sustainable use of Mexican genetic resources. Thus, **effectiveness and impact are high.**



Orthodox seeds stored in cold dry storage of CNRG

### 《Relevance/Coherence》

- ◆ The project has synergistic effects with other JICA projects and also consistent with the international framework on conservation and utilization of genetic resources and the Mexican government's commitment to the SDGs. Thus, **its relevance and coherence are high.**

### 《Efficiency》

- ◆ Both the project period and project cost were within the plan, **the efficiency is very high.**

### 《Sustainability》

- ◆ From a financial point of view, there are some issues in securing budgets for research project obtained from external institutions. Therefore, **the sustainability of the effects achieved by the project is moderately low.**

### Genetic Resources Conserved in CNRG's Genebank (as of June 2022)

	Number of conserved genetic resources
Orthodox seeds (dried and low temperature store)	Crops: 26,296 lines Forage crops: 1,249 lines Forest trees: 1,975 lines
Recalcitrant seeds (cryopreservation)	Crops: 223 lines (2,367 specimens) Forest trees: 58 lines (580 specimens)
Botanical garden	Crops: 154 lines Forest trees: 474 lines
Others	DNA: 29,519 specimens Sperm of domestic animals / aquatic organisms: 24,697 specimens Embryo: 138 specimens Oocyte: 1,549 specimens Microorganisms: 491 lines (1,519 specimens)

Source: Prepared from materials provided by CNRG



# 6. Examples of evaluation results (2)

## Tunisia: National Television Broadcasting Center Project

From 2007, JICA provided ODA loan for National Television Broadcasting Center Project in Tunisia. The project completed in July 2019, and an ex-post evaluation was conducted by an external evaluator in FY 2021. The project was highly evaluated for **contributing to disseminating information related to health and hygiene and providing educational opportunities.**

(External Evaluator: Kenichi Inazawa, Octavia Japan, Co., Ltd.)

Rating		Overall <b>A</b>
Effectiveness/Impact	④	
Relevance/Coherence	③	
Efficiency	②	
Sustainability	④	

### « Project Description »

- ◆ Disbursed amount : 4,069 million yen
- ◆ Loan agreement : March 2007    Project Competition : July 2019
- ◆ To enhance television broadcasts by introducing broadcasting equipment and by transferring technologies to the new television broadcast center of the Tunisia Television Establishment (ETT) responsible for public broadcasting thereby contributing to the realization of highly reliable public broadcasting, increased opportunities to provide information to the public through television broadcasting, and the promotion of mutual understanding between Japan and Tunisia.

### « Effectiveness, Impact »

- ◆ This project has increased information provision opportunities, improved program quality, and improved viewers' trust in the ETT as a source of information. The project also contributed to measures against COVID-19 and has achieved its objectives more than it is planned. Therefore, **effectiveness and impact are very high.**

### « Relevance/Coherence »

- ◆ “Consistency with the development plan” and “consistency with development needs” are confirmed, and there are commonalities between this project and the projects of other doners. Therefore, **its relevance and coherence are high.**

### « Efficiency »

- ◆ The project period was significantly longer than planned. Therefore, **the efficiency is moderately low.**

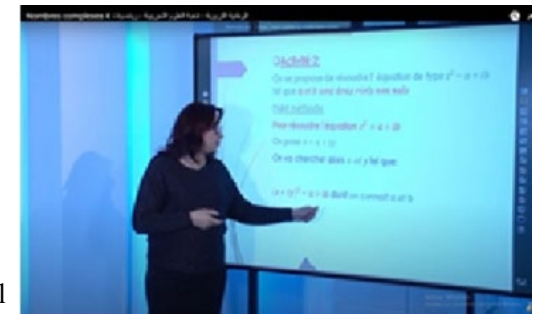
### « Sustainability »

- ◆ No issues have been observed in the policy/systems, institutional/organizational, technical or financial, including the current status of the operation and maintenance system. Therefore, **the sustainability of the project effects is very high.**

### 【Contribution to measures against COVID-19】

TV broadcasting had already begun when the COVID-19 spread from 2020 onwards. During the COVID-19 pandemic, the ETT established a new educational channel and **broadcasted many programs related to infectious disease control, health and hygiene.**

From 2020 onwards, many educational institutions had to close as the COVID-19 spread. Anxiety increased especially among students who were supposed to take entrance exams, which became a social problem. The ETT took this issue seriously, focused on cooperation and coordination with the Ministry of Education to overcome the situation, and **launched an educational channel for students who could not attend school or were forced to stay at home.** The content ranges from children's programs to educational programs such as mathematics, physics, and literature. The ETT broadcasts about 200 programs in a year, and the studio equipment procured through this project greatly contributed to the start of this educational channel.



Educational Channel

# 6. Examples of evaluation results (3)

## Ghana: The Project for the Construction of Advanced Research Center for Infectious Diseases at Noguchi Memorial Institute for Medical Research (NMIMR)

From 2016, JICA provided grant aid support for the Project for the Construction of Advanced Research Center for Infectious Diseases at Noguchi Memorial Institute for Medical Research (NMIMR) in Ghana. The project completed in March 2019, and an ex-post evaluation was conducted by an external evaluator in FY 2021. The project was highly evaluated for **contributing to strengthening the capacity of Ghana and West Africa as a whole to respond to infectious diseases.**

(External Evaluator: Hamada Mayumi, Foundation of Advanced Studies on International Development (FASID) )

Rating		Overall <b>A</b>
Effectiveness/Impact	③	
Relevance/Coherence	③	
Efficiency	③	
Sustainability	③	

### 《Project Description》

- ◆ Actual grant amount : 2,182 million yen
- ◆ Grant agreement : May 2016    Project completion : March 2019
- ◆ To improve the research, testing and educational functions of NMIMR by constructing the Advanced Research Center for Infectious Diseases (ARC)

### 《Effectiveness, Impact》

- ◆ The project objective of improving the functions of NMIMR has been achieved. Therefore, **the effectiveness and impact are high.**

### 《Relevance/Coherence》

- ◆ Synergies between this project and a Science and Technology Research Partnership for Sustainable Development (SATREPS) program were observed and linkage with training by other donors was recognized. Therefore, **its relevance and coherence are high.**

### 《Efficiency》

- ◆ The project cost was within the plan, although the project period exceeded the plan. Therefore, **efficiency is high.**

### 《Sustainability》

- ◆ Slight issues have been observed concerning the operation and maintenance. However, there are good prospects for improvement/resolution. Therefore, **sustainability is high.**



Noguchi Memorial Institute for Medical Research (from the road)

### 【Contribution to measures against COVID-19】

Initially, the NMIMR was **the only institution in Ghana that could conduct PCR tests for COVID-19**, and it conducted 80% of the tests in Ghana in the early stages of the disease's spread. Besides, NMIMR provided training to 56 domestic laboratories, greatly contributing to the increase in the number of laboratories capable of PCT testing. Moreover, the NMIMR has made contributions in genetic analysis and surveillance. Furthermore, the NMIMR conducted training on methods for testing and analysis for laboratory technicians from neighboring countries. **This contributed to strengthening the capacity neighboring countries to respond to COVID-19.**

In this way, this project has significantly contributed to the fight against COVID-19 in Ghana and neighboring countries. At the same time, it is noteworthy that the NMIMR's high-quality research and testing capacity, the prompt decisions and responses by the Ghanaian government and the NMIMR, and **the NMIMR's staff's sincerity** shown in the crisis response, which made this contribution possible.

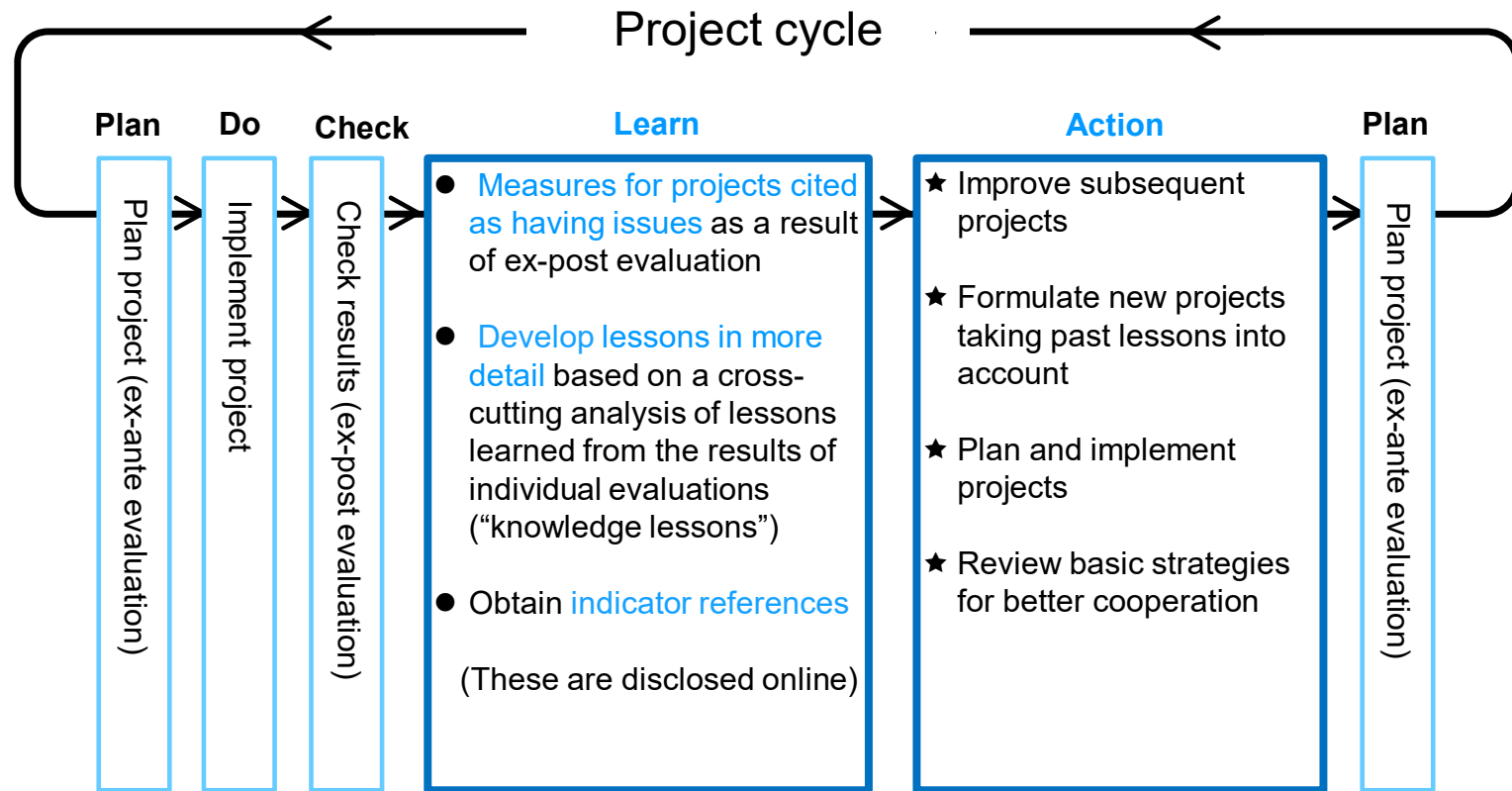


Inspection work in progress (photo by NMIMR)



# 7. Utilization of evaluation results

- ✓ JICA strives to utilize the results of ex-post evaluations and the lessons learned in improving subsequent projects, in planning new projects and in considering basic strategies for cooperation.
- ✓ By doing so, JICA aims to improve projects and development effectiveness through the project cycle of: Plan, Do, Check, Action.



\* (Reference)

1. Lessons learned from evaluation results: [https://www.jica.go.jp/english/our\\_work/evaluation/lessons/index.html](https://www.jica.go.jp/english/our_work/evaluation/lessons/index.html)
2. Indicator references: [https://www.jica.go.jp/english/our\\_work/evaluation/indicators/index.html](https://www.jica.go.jp/english/our_work/evaluation/indicators/index.html)

# 8. Examples that utilized evaluation results (1)

## – Measures for projects cited as having issues –

### 1. Peru: Cajamarca Water Supply and Sewerage Improvement and Expansion Project

#### <Overview of evaluation results and issues observed>

Construction of sewage treatment plants (STPs) in some cities had to be suspended due to opposition from residents, rising concerns over the risk of **direct discharge of untreated sewage around residents or into rivers, as occurred before STPs were constructed**. Moreover, more residents were opposed to transferring the service to the Water Supply and Sewerage Public Corporation, amid concerns the service would affect the service fee as the project implementation period was expanded. Under such circumstances, ongoing issues still remained, including the maintenance and management of STPs given the lack of proper maintenance and operation and the fact that **some facilities have already become inactive**.

#### <Recommendations and lessons learned>

As for lessons learned, in case the project sustainability is directly related with municipal authorities, such as transferring the right of facility operation, it is important to **assess and take measures to ensure arrangements remain feasible, even if the political conditions change**.

#### <Measures to be taken by the JICA department overseeing the project>

JICA continues to encourage the executing agencies to complete construction as earlier as well as following up on the efforts of the Peruvian government to improve policies and systems in the water supply and sewerage sector and **striving to develop sustainable systems**.

### 2. The Philippines: Mini-Hydropower Development Project in the Province of Ifugao

#### <Overview of evaluation results and issues observed>

As a consequence of the project, the Likud Mini-Hydro Power Plant was constructed with power generation capacity as planned. However, due to **the unapproved power agreement**, the amount of generated electrical energy at the generating end, which indicates the quantitative effects, was far below the target value during the period from the target year to that when the ex-post evaluation was conducted.

#### <Recommendations and lessons learned>

Since local government are deemed to take the initiative to obtain plant approvals, **it is important to estimate the realistic time and risks required for each procedure considering the capability of implementing** agencies during the planning stage.

#### <Measures to be taken by the JICA department overseeing the project>

JICA has supported approval procedures by the Energy Regulatory Commission.



Constructed Likud Mini-Hydro Power Plant

# 8. Examples that utilized evaluation results (2)

## —Applying lessons learned from past projects to new projects—

### 1. Tamil Nadu Investment Promotion Program (Phase 2) (India)

<Lessons learned from similar projects> Tamil Nadu Investment Promotion Program (India)

Lessons have been learned regarding the importance, with respect to enhancing the effectiveness of investment climate improvement measures and reforms, of incorporating the views of the private sector and the issues they face into investment climate reform plans, as well as that of disseminating and sharing information with the private sector, including Japanese companies operating in the region.

<Measures>

- (1) In this project, consultations were held with the implementing agencies while taking into account opinions from industry, including JETRO and the private sector, allowing **an effective policy matrix to be developed.**
- (2) **The Plan Monitoring Committee (PMC) meets regularly** to review and share progress, with the participation of the Japanese Embassy, JICA, and JETRO.

<Results>

As the result of the improved investment climate, **foreign direct investment in the state did not decline even amidst the COVID-19 pandemic.**

### 2. Emergency Housing Reconstruction Project (Nepal)

<Lessons learned from similar projects> Programme for Rehabilitation and Recovery from Typhoon Yolanda (Philippines)

The following 3 points need to be considered in implementing this project:

- (1) Establishment of a progress management committee comprised of relevant organizations in the partner country, and the regular holding of committee meetings
- (2) Steep rise in prices due to demand fueled by rehabilitation/reconstruction projects
- (3) Support for reconstruction taking into account the risk of disaster

<Measures>

In discussion with the World Bank (co-financer), the provision of reconstruction aid that also takes into account the risk of disasters other than earthquakes will be considered, based on the following three concepts:

- (1) **Establishment of an implementation and monitoring system** for the smooth implementation of the project
- (2) **Estimation of costs** and determination of sub-projects **taking into account the steep rise in the cost of materials and labor**
- (3) **“Build Back Better”**



Exhibition showing the construction of a model earthquake-resistant house at the venue of the consultative group meeting in Nepal

# 9. Aspiring for "better projects" (1) - Impact Evaluation -

## 1. Quantitatively understanding the effects of a project (Impact Evaluation)

Impact evaluation is a technique of rigorously measuring the changes (impact) in a target society brought about by specific measures, projects, or development models.

Amid a shifting focus toward development outcomes, international organizations such as the World Bank and bilateral aid agencies have proceeded to implement impact evaluations. JICA conducts impact evaluations in such sectors as health, education and agriculture.

[Application of impact evaluations]

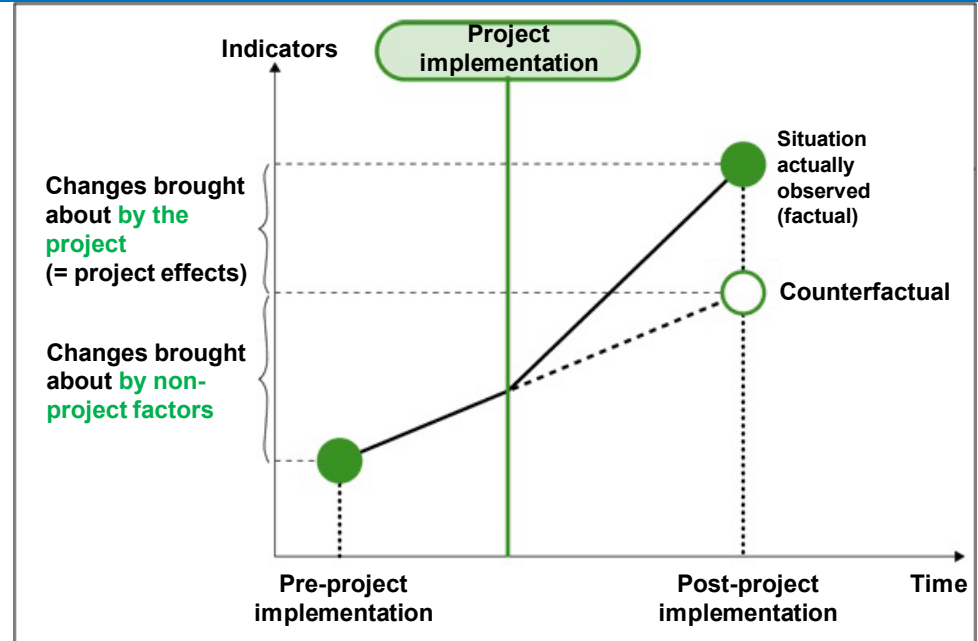
—Project for the Improvement of Mathematics Teaching in Primary and Secondary Education (ESMATE ) (El Salvador, from 2015 to 2019) —

The ESMATE project developed an intervention package (ESMATE program) comprised of textbook distribution, introductory teacher training and organization of mutual review meeting of teachers. In order to evaluate the impact, JICA conducted a cluster-Randomized Controlled Trial (cRCT) for grade 2 students from 2018 to 2019. The results demonstrated that the ESMATE program **improved learning outcomes in mathematics**. The ESMATE program was scaled up nationwide in the following year. While the control group also received the ESMATE program in year 2 of the research, **students in the treatment group performed better in mathematics**, indicating that based on the improved understanding in year 1 of the research they advanced their mathematics learning in year 2.

The results of the impact evaluation were shared timely with Ministry of Education in El Salvador by organizing national seminars, which **enhanced the continuity in the textbook policy** of the Ministry even after the change of government in 2019.

\* Detailed results of impact evaluations: [https://www.jica.go.jp/english/our\\_work/evaluation/tech\\_and\\_grant/impact/index.html](https://www.jica.go.jp/english/our_work/evaluation/tech_and_grant/impact/index.html)

\*\* Working papers and seminars on Impact Evaluation, search on JICA Research Institute: <https://www.jica.go.jp/jica-ri/index.html>



# 9. Aspiring for "better projects" (2) - Process Analysis -

## 2. Process Analysis

JICA is conducting “process analysis,” which focuses not only on the verification of project effect (outcomes) but on the implementation process leading to these effects, with aim of linking lessons learned through project evaluation to project implementation. **This analysis is characterized by its ability to ascertain effects and impacts that cannot be derived only from project evaluation based on the six DAC evaluation criteria.**

### **[Process Analysis on “Capacity Development through the School-Based Continuing Professional Development Projects in Zambia”]**

A simplified project ethnography method was used to analyze the multiple facets and commonalities of the capacity development (CD) process by overlaying the narratives of multiple counterparts. The results of the study confirmed **the importance of respecting the counterparts’ sense of ownership, the ‘trial and error process’ of the counterparts and the flexible operational management of the project.** Lesson Study (see note) introduced through the project contributed to the development of teachers' skills, and furthermore, it was confirmed that the student-centered lesson could have contributed to the improvement of children's learning.

(Note) “Lesson Study” is a method developed in Japan for improving teaching by studying teaching materials, conducting classes, discussing them with fellow teachers, and applying the results to plans for subsequent teaching materials.



Student-centered lesson (multi-directional between students) in a primary school where Lesson Study is being practiced.



Lesson Study by trainee teachers at a college

\* For more details, visit the following link:

[Process Analysis | What We Do - JICA](#)



# 9. Aspiring for "better projects" (3) - Internal Capacity Development -

## 3. Facilitating application of lessons learned from evaluation results

In an effort to take issues and success factors identified from the experiences of past projects and to promote their widespread utilization in other projects, JICA summarizes them into **reference points to be used when formulating/planning/implementing similar projects**. Specifically, JICA extracts the experiences (lessons learned) from past projects, categorizes them into separate issues and sectors and analyzes them. The results are being accumulated and organized so that they can be used by everyone. So far, JICA has worked on identifying practical lessons learned in such sectors as waste management, sewage management, peacebuilding and local governance.

Lesson 10:	Appropriate introduction of 3R (Reduce, Reuse, Recycle)
Applicable cases	Where a project is intended to promote the introduction of 3R to establish a recycling-based society
Risks	<ul style="list-style-type: none"> <li>There is a risk of providing support that does not meet the needs or priority issues of the target country.</li> <li>There is a risk of limiting project activities due to the lack of involvement of stakeholders in the promotion of waste management.</li> </ul>
Possible measures to be taken	<p><b>[Relevance of the introduction of 3R]</b> Support for 3R initiatives should be based on the understanding of the development level of the target country because the need for 3R varies significantly among developing countries, depending on the economic development level and the municipality size.</p> <p><b>[Points to be considered when introducing recycling and waste reduction initiatives]</b> (i) Develop an approach based on the prospect of the cost-bearing capacity of local authorities. (ii) Promote discussion with waste generators. (iii) When the private sector has already involved in separate waste collection, develop measures to support the mechanism</p> <p><b>[Identification and explanation of advantages]</b> The assessment of the effectiveness and progress of 3R activities based on quantitative data can improve the understanding of the link between the activities and their effects such as waste reductions and economic values.</p>

Table: Lessons learned in field of waste management

### ◎Column◎

#### Message from the JICA Uganda Office ~ "Don't stop following up!" ~

JICA Uganda Office was **able to conduct the evaluations efficiently and smoothly, thanks to a small-scale but long time follow-up led by national staff** after completion of the project. The national staff in charge reaffirmed the importance of enhancing the capacity of the organization (implementing agency) rather than the individual and the necessity of assessing things from long-term perspectives (project sustainability and continuous monitoring) as well as the responsibility of JICA as a development agency that could bring them a good learning opportunity. Our national staff will play a lead role in monitoring the project and follow-up and **leverage the evaluation results on an ongoing and positive basis.**



National staffs of  
JICA Uganda Office



# Relevant websites

- JICA

<https://www.jica.go.jp/english/index.html>

- Project evaluation in JICA

[https://www.jica.go.jp/english/our\\_work/evaluation/about.html](https://www.jica.go.jp/english/our_work/evaluation/about.html)

→ Search the results of past evaluations

<http://www2.jica.go.jp/en/evaluation/index.php>

→ Read past Annual Evaluation Reports

<https://www.jica.go.jp/english/activities/evaluation/reports/index.html>

- JICA Ogata Sadako Research Institute for Peace and Development

<https://www.jica.go.jp/jica-ri/index.html>

→ Read research results (working papers)

<https://www.jica.go.jp/jica-ri/ja/publication/workingpaper/index.html>

- Search books in the JICA Library

<http://libopac.jica.go.jp/top/index.do?method=change&langMode=ENG>

- Website for visualizing ODA (outlines of JICA projects)

<http://www.jica.go.jp/oda/> (Japanese)



<Contact>

**Evaluation Department, Japan International Cooperation Agency (JICA)**

Email : [jicaev@jica.go.jp](mailto:jicaev@jica.go.jp)

5-25, Nibancho, Chiyoda-ku, Tokyo 102-8012, Japan

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