

The 18th ODA Evaluation Workshop

February 8-9, 2023

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Photos

Opening Session

Welcome and Opening Remarks by Co-Hosts



Mr. KUSAKABE Hideki



Dr. Asela KALUGAMPITIYA

Introduction of Workshop and Explanation of Agenda by Co-Chairs



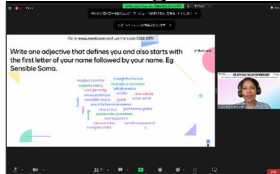
Prof. ISHIDA Yoko



Prof. NISHINO Keiko

Ice-breaking and Photo Session

Ice-breaking



Ms. Rajani
KAYASTHA

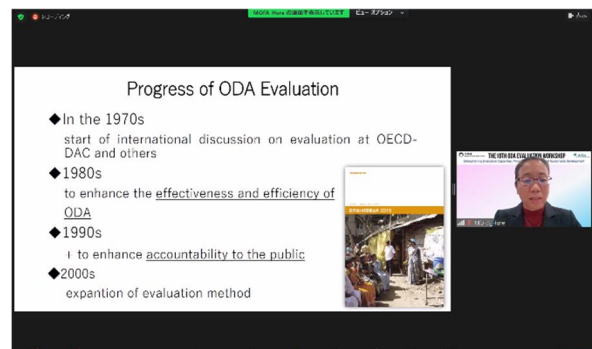
Photo Session



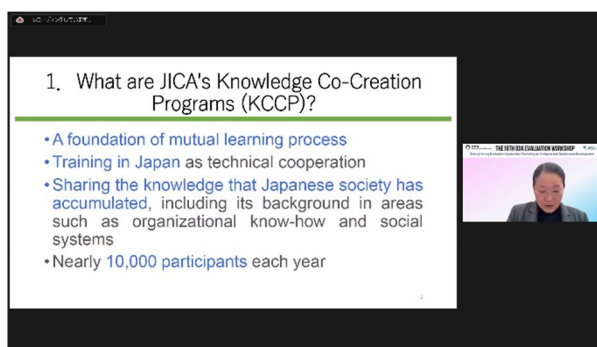
Session 1: Japan's Efforts for Evaluation Capacity Development



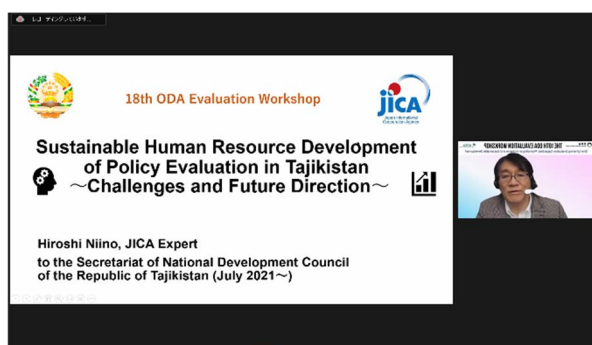
Moderator: Prof. ISHIDA Yoko



Speaker: Ms. HURE Yukiko



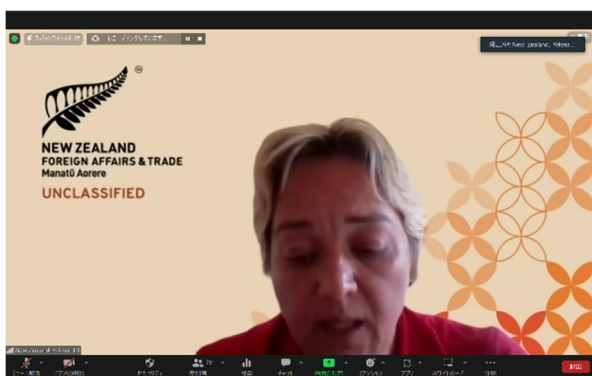
Speaker: Ms. SAKUMA Miho



Speaker: Mr. NIINO Hiroshi



Information Sharing: Mr. Jiang SHENTSU

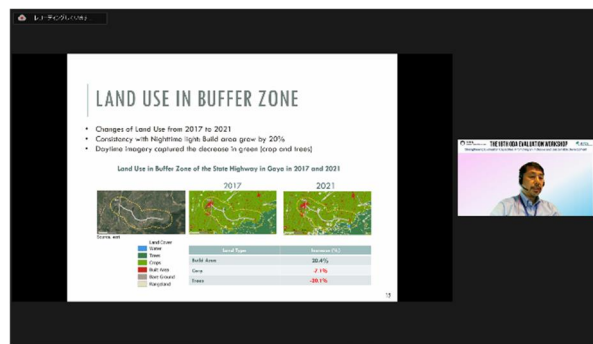


Information Sharing: Ms. Yelena HILL

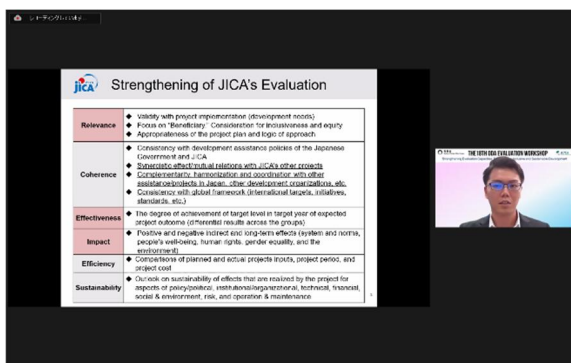
Session 2: Application of GIS to Promote Evidence-Based Evaluation



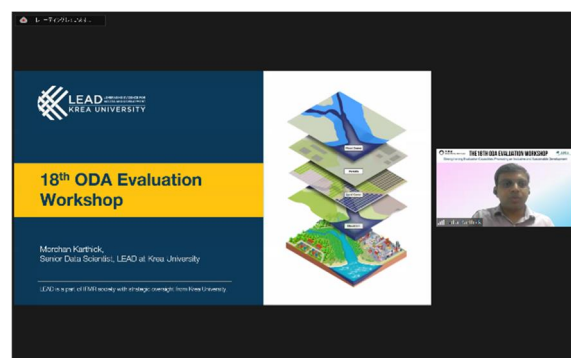
Moderator: **Dr. Emmanuel Y. JIMENEZ**



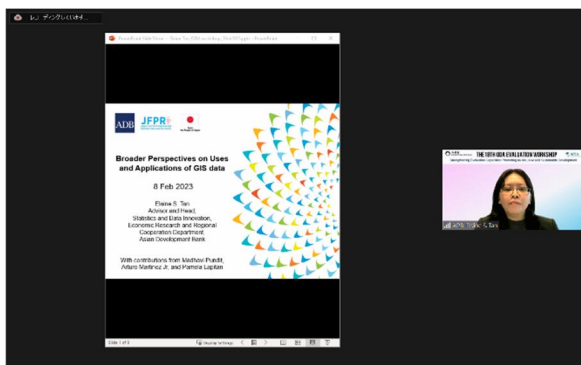
Speaker: **Dr. YOKOTA Toshiyuki**



Discussant: **Mr. SATO Koichi**

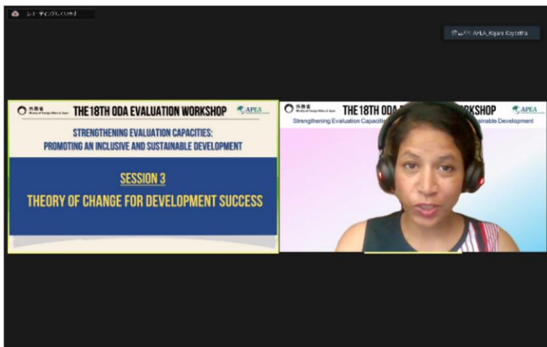


Discussant: **Mr. Morchan KARTHICK**

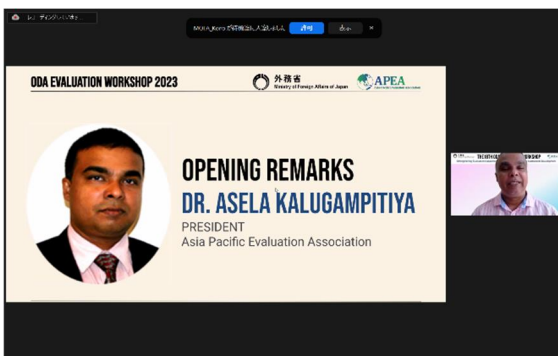


Discussant: **Dr. Elaine S. TAN**

Session 3: Theory of Change for Development Success



Moderator: **Ms. Rajani KAYASTHA**



Speaker: **Dr. Asela KALUGAMPITIYA**

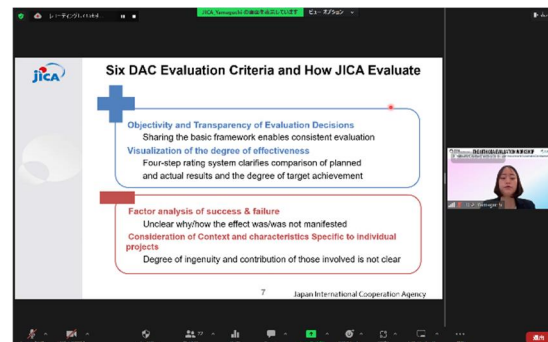


Speaker: **Dr. Soma DE SILVA**

Session 4: JICA's Project Evaluation and Current Challenge, "Process Analysis on Capacity Development through Lesson Study Projects in Zambia"



Moderator/Speaker: **Mr. YUSA Tsuyoshi**



Speaker: **Ms. YAMAGUCHI Erika**

Program

Day 1 (February 8)	
13:00–13:20	Registration
13:20–13:35 (15min)	<p><u>Opening Session</u></p> <ul style="list-style-type: none"> – Welcome and Opening Remarks by Co-Hosts Mr. KUSAKABE Hideki, Deputy Director-General/Deputy Assistant Minister, International Cooperation Bureau, Ministry of Foreign Affairs of Japan Dr. Asela KALUGAMPITIYA, President, Asia Pacific Evaluation Association (APEA) – Introduction of Workshop and Explanation of Agenda by Co-Chairs Prof. ISHIDA Yoko, President of Japan Evaluation Society, Professor of Graduate School of Humanities and Social Sciences, Hiroshima University, Japan Prof. NISHINO Keiko, Vice President of APEA, Professor of School of Policy Studies, Kwansei Gakuin University, Japan <p>- Administrative introduction (Housekeeping instruction etc)</p>
13:35–13:50	Ice-breaking & Photo Session
13:50–15:20 (90min)	<p><u>Session 1: Japan's Efforts for Evaluation Capacity Development</u></p> <p>Moderator: Prof. ISHIDA Yoko</p> <p>【Presentation】</p> <p>[1] Ms. HURE Yukiko, Deputy Director of ODA Evaluation Division, MOFA</p> <ul style="list-style-type: none"> - Partner Country-led Evaluation <p>[2] Ms. SAKUMA Miho, Senior Researcher, International Development Center of Japan Inc.</p> <ul style="list-style-type: none"> - Capacity Building for Improved “Project Evaluation” Design, Implementation and System Institutionalization (2020-2022) <p>[3] Mr. NIINO Hiroshi, JICA Expert</p> <ul style="list-style-type: none"> - Sustainable Human Resource Development of Policy Evaluation in Tajikistan <p>[4] Information Sharing from Donor Countries (3-5mins/Country)</p> <p>[5] Q&A</p> <p>[6] Wrap up by Prof. ISHIDA Yoko</p>
15:20–15:30	Break
15:30–17:00 (90min)	<p><u>Session 2: Application of GIS to Promote Evidence-Based Evaluation</u></p> <p>Moderator: Dr. Emmanuel Y. JIMENEZ, Director General of Independent Evaluation, ADB</p> <p>【Presentation】</p> <p>[1] Dr. YOKOTA Toshiyuki, Principal Evaluation Specialist, ADB</p> <ul style="list-style-type: none"> - Evidence-Based Evaluation -Application of GIS- <p>[2] Discussants:</p> <ul style="list-style-type: none"> - Dr. Elaine S. TAN, Advisor, Office of the Chief Economist and Director General, and Head, Statistics and Data Innovation Unit, ADB - Mr. SATO Koichi, Evaluation Officer, Evaluation Department, Japan International Cooperation Agency (JICA) - Mr Morchan KARTHICK, Senior Data Scientist with Leveraging Evidence for Access and Development (LEAD), Krea University, India <p>[3] Q&A</p> <p>Wrap up by Dr. Emmanuel Y. JIMENEZ</p>

Day 2 (February 9)	
13:00- 13:20	Registration
13:20-13:30	Ice-breaking Session
13:30-15:00 (90min)	<p><u>Session 3: Theory of Change for Development Success</u> Moderator: Ms. Rajani KAYASTHA, Former Evaluation Specialist, UNICEF 【Presentation】 [1] Dr. Asela KALUGAMPITIYA, President of APEA [2] Dr. Soma DE SILVA, Former Regional Adviser, M&E, UNICEF South Asia</p> <ul style="list-style-type: none"> - Why do development interventions fail? - Theory of Change and Using Results Framework in Evaluation <p>[3] Q&A [4] Wrap up by Ms. Rajani KAYASTHA</p>
15:00-15:15	Break
15:15-16:45 (90min)	<p><u>Session 4: JICA’s Project Evaluation and Current Challenge, “Process Analysis on Capacity Development through Lesson Study Projects in Zambia”</u> Moderator: Mr. YUSA Tsuyoshi, Deputy director, Evaluation Planning Division, Evaluation Department, Japan International Cooperation Agency (JICA) 【Presentation】 [1] Mr. YUSA Tsuyoshi, Deputy Director, Evaluation Planning Division, Evaluation Department, JICA</p> <ul style="list-style-type: none"> - Outline and Challenge for better JICA’s Project Evaluation <p>[2] Ms. YAMAGUCHI Erika, Evaluation Officer, Evaluation Division 2, Evaluation Department, JICA</p> <ul style="list-style-type: none"> - JICA’s Current Challenge to Improve the Quality of Evaluation. Case Study: Process Analysis on Capacity Development through Lesson Study Projects in Zambia <p>[3] Q&A [4] Wrap up by Mr. YUSA Tsuyoshi</p>
16:45-17:00	<p><u>Closing Session</u> Co-Chairs’ Summary</p>

Co-Chairs' Summary

Session 1: Japan's Efforts for Evaluation Capacity Development

Session 1 was organized by the Ministry of Foreign Affairs (MOFA). In this session, the three presenters introduced and discussed the process, achievement, and challenges of Japan's capacity development efforts in ODA evaluation through the different schemes conducted by the Ministry of Foreign Affairs (MOFA), Japan and Japan International Cooperation Agency (JICA).

Ms. Hure, from MOFA, presented about the Partner Country-led Evaluation. She shared the progress and achievement so far by showing the evaluation practices in the past seven years. The wide use of the online conference system has contributed to the improvement in the active participation of the partner countries and fruitful discussion during evaluations.

Ms. Sakuma, from International Development Center of Japan, explained about the progress and achievement about the JICA online Knowledge Co-Creation Program (KCCP) for capacity building in evaluation. She shared the progress, achievement, and learning gained through the program implementation. She found that useful interactive learnings have been developed among the participating countries through discussing needs, challenges, and possible countermeasures during the program.

Mr. Niino made a presentation about JICA's technical assistance in which he has been involved as a JICA expert in Tajikistan. He shared the progress and achievement of the program for sustainable human resources development for the policy (evaluation) of the Tajikistan government. In Tajikistan, the evaluation has been gradually recognized as useful tool of policy making and the officers are more interested in learning the methodology and practices of M&E in Japan.

After the three presentations, the challenges and experiences of capacity development in evaluation were shared by China, New Zealand, and APEA. It was commented that the capacity development program such as KCCP presented in the session would be beneficial in the small island countries. The importance of the communication between the donor and partner countries was reaffirmed and the effectiveness of the online conference system was noted.

Session 2: Application of GIS to Promote Evidence-Based Evaluation

Session 2 was organized by the Asian Development Bank (ADB) and presented a new technological option for evaluators. It presented and discussed applicability of Geographic Information System (GIS), advantages and challenges of GIS analysis with case studies. Dr. Emmanuel Y. Jimenez, Director General of Independent Evaluation, ADB opened and moderated session 2.

Dr. Yokota Toshiyuki, Principal Evaluation Specialist of ADB presented "Evidence-Based Evaluation - Application of GIS". He explained how using GIS can add values to the DAC evaluation criteria. He also explained that GIS can help finding data and evidence in all countries including fragile, conflict and violent situations. For attribution, GIS can set flexibly configurable impact zones to count socioeconomic changes attributed to the specific intervention. GIS can also improve target setting with configured socioeconomic data, nighttime light, disaster, pollution, and land use.

The first discussant was Mr. Sato Koichi, Evaluation Officer, Evaluation Department, JICA. To promote GIS use in project evaluation, JICA introduced capacity building program for the staff. Mr. Sato concluded his presentation as (1) GIS can provide three key vital information for evaluations, namely what, where, and why happened, (2) use of GIS require a certain level of knowledge and skills, and (3) coordination between evaluators and GIS experts is a must to promote the smooth application of GIS into evaluations.

The second discussant was Mr. Morchan Karthick, Senior Data Scientist with Leveraging

Evidence for Access and Development (LEAD), Krea University, India. He used a very interesting case of agriculture sector like increasing crop yields and farm production. To measure the impact of such project intervention, he points out that self-reported agricultural data is often prone to biases. Mr. Karthick also showed an another case of creating big data on national highways development to measure development impacts.

Lastly, Dr. Elaine S. Tan, Advisor, Office of the Chief Economist and Director General, and Head, Statistics and Data Innovation Unit, ADB, shared the ADB's utilization and applications of GIS data on various cases such as agricultural land use of Georgia and poverty reduction in the Philippines and Thailand, as well as in monitoring and impact analyses of disasters such as typhoons and earthquakes in Asia and the Pacific. In her presentation, we learned that data source is available from not only satellite imagery but also from ship location data and mobile phone location data.

In the Q&A session, cost of GIS and the importance of capacity development was discussed. According to ADB, applying GIS is not too expensive considering the cost of RCT (randomized controlled trial) evaluation. GIS and other data set is not the panacea for evaluators; however, it can provide visualized data to easily review changes attributed to the project.

Session 3: Theory of Change (ToC) for Development Success

Session 3 was organized by the Asia Pacific Evaluation Association (APEA), and moderated by Ms. Rajani Kayastha, former evaluation specialist, UNICEF. Dr. Asela Kalugampitiya, president of APEA made an opening remark by stressing the importance of results for development interventions and making effective M&E system for any interventions.

Dr. Soma De Silva, former UNICEF South Asia Regional Adviser, and one of the founders of Sri Lankan Evaluation Association was the key lecturer of the session. The aim of this presentation was to draw the participants' attention to the role of the theory of change in making development interventions successful. She shared the global SDG index achievement of 2020 that was about 60 % of the goal. To achieve fully, it may take until 2092 if the current progress level continues. This does not mean that all development interventions failed or are failing but still needs more consolidated efforts. To lead the development interventions to success, three pillars such as theory of change, empirical evidence and M&E are essential.

Dr. De Silva presented OECD/DAC evaluation criteria, and shared the review process that took place in 2019. She posed a question of theory of change to show "Assumptions" can be a risk and need to be monitored. Then, the importance of causes analyses was addressed. There are layers of causes such as immediate causes, underlying causes, or basic causes. To make intervention successful, we need to review all causes by analyzing causality existing between causes. Then she introduced the results framework of outputs to outcome to impact.

Throughout the session, participants actively participated by answering a few short questions using the Mentimeter (a presentation platform) and Zoom polling function. In a Q&A session, many conceptual and practical questions on ToC were posed. The session 3 was successfully concluded with Dr. De Silva's last question "what challenges do you see in applying ToC to development interventions?" We all need to think deeply to respond to this important question.

Session 4: JICA's Project Evaluation and Current Challenge, "Process Analysis on Capacity Development through Lesson Study Projects in Zambia"

Session 4 was organized by JICA. The two presenters, from the Evaluation Department of JICA, introduced and discussed the process, achievement, and challenges to improve JICA's project evaluation and by explaining the outline and by introducing the findings from the case study of the

process analysis.

At first, Mr. Yusa Tsuyoshi, Deputy Director, Evaluation Planning Division answered some questions asked by the participants during Sessions 1 and 2 yesterday. It is expected to improve the communication between the participating countries and the JICA offices in those countries after this workshop.

Then, Mr. Yusa presented about JICA's role in Japan's ODA and the outline of JICA's project evaluation system including ex-ante evaluation and ex-post evaluation.

Ms. Yamaguchi Erika, Evaluation Officer, Evaluation Division 2, made a presentation about JICA's current challenge to improve the quality of evaluation through the process analysis. She shared JICA efforts to conducting process analysis of the various projects so far. And she introduced the results of the case study of process analysis on capacity development through the lesson study projects in Zambia were shared. In order to clarify how individuals have grown and the effectiveness of the CD support, data collection and analysis through literature review, qualitative data collection and analysis mainly through life story interview were conducted in the process analysis.

She explained that it is greatly desired that the process analysis approach will be further practiced and improved by discussing how to combine with the quantitative data analysis including impact evaluation to strengthen the evaluation quality.

Abstract of Presentations

(in order of the presentations)

Session 1: Japan's Efforts for Evaluation Capacity Development

Japan has been supporting evaluation capacity development in partner countries. This session presents how Japan contributes to improving the evaluation capacity of partner countries by introducing three different types of evaluation capacity development projects. The first presentation introduces “Partner Country-led Evaluation” which is managed by Ministry of Foreign Affairs of Japan. The second presentation will share JICA’s training course called “Capacity Building for Improved Project Evaluation Design, Implementation and System Institutionalization”. The last presentation will present an ongoing technical assistance on Capacity Building of the Secretariat of the National Development Council of Tajikistan which is implemented by JICA with support from the Japan Evaluation Society.

Moderator: Prof. ISHIDA Yoko

【Presentation】

[1] Ms. HURE Yukiko, Deputy Director of ODA Evaluation Division, MOFA

- Partner Country-led Evaluation

[2] Ms. SAKUMA Miho, Senior Researcher, International Development Center of Japan Inc.

- Capacity Building for Improved “Project Evaluation” Design, Implementation and System Institutionalization (2020-2022)

[3] Mr. NIINO Hiroshi, JICA Expert

- Sustainable Human Resource Development of Policy Evaluation in Tajikistan

[4] Information Sharing from Donor Countries (3-5mins/Country)

Session 2: Application of GIS to Promote Evidence-Based Evaluation

New technologies and global data sets enable development assistance to be assessed more effectively and efficiently. Geospatial data are available retrospectively and remotely, which is particularly useful for evaluators working in countries with data limitations and in the context of fragility, conflict, and violence. Another advantage is that data quality is the same and comparable across countries. Geospatial locations connect data to data and associate them with projects. It helps us monitor changes, understand trends, and identify corresponding solutions to promote Sustainable Development Goals.

The session will present and discuss applicability of geographic information system (GIS), advantage and challenges of GIS analysis, and case studies including the results of geospatial portfolio analysis and economic impact analysis of transport projects with geospatial data.

Moderator: Dr. Emmanuel Y. JIMENEZ, Director General of Independent Evaluation, ADB

【Presentation】

[1] Dr. YOKOTA Toshiyuki, Principal Evaluation Specialist, ADB

- Evidence-Based Evaluation -Application of GIS-

[2] Discussants:

Dr. Elaine S. TAN, Advisor, Office of the Chief Economist and Director General, and Head, Statistics and Data Innovation Unit, ADB

Mr. SATO Koichi, Evaluation Officer, Evaluation Department, Japan International Cooperation Agency (JICA)

Mr. Morchan KARTHICK, Senior Data Scientist with Leveraging Evidence for Access and Development (LEAD), Krea University, India

Session 3: Theory of Change for Development Success

The aim of this presentation is to draw the participants' attention to trends in development goals and to illustrate the role of the theory of change in making development interventions successful. For this purpose, the trend in SDG Index will be presented followed by a brief discussion on its implications. This will be followed by a brief reference to characteristics of successful development interventions, the presentation of theory of change as a results framework, and the use of results framework and OECD/DAC criteria to develop evaluation questions. Throughout the session participants will engage in a few short response activities linking the results framework to developing evaluation questions and therefore the evaluation design. The main take home message will be that the Results framework provides a basis for evaluation questions which is the foundation for the evaluation design.

Moderator: Ms. Rajani KAYASTHA, Former Evaluation Specialist, UNICEF

【Presentation】

[1] Dr. Asela KALUGAMPITIYA, President of APEA

[2] Dr. Soma DE SILVA, Former Regional Adviser, M&E, UNICEF South Asia

-Why do development interventions fail?

-Theory of Change and Using Results Framework in Evaluation

Session 4: JICA's Project Evaluation and Current Challenge, "Process Analysis on Capacity Development through Lesson Study Projects in Zambia"

The demand for objective data to evaluate ODA projects is increasing, partly because of the trend towards Evidence Based Policy Making (EBPM). And most of the time, the participating country allocates valuable resources to prioritized projects from the point of view of long and medium term development strategy. Some of the countries have started to support other countries.

Japan International Cooperation Agency (JICA), as the Japan's ODA implementing agency, has evaluated more than 100 projects, and feeded back annually. The accumulated number of evaluated projects and feedbacks reached more than 2,000.

JICA has tried to find ways to integrate findings from project evaluations to improve project management, such as thematic and impact evaluation. In these attempts, JICA has not only evaluated project results (outcomes), but also actively analyzed project processes (how the project process affected the delivery of outcomes) in order to apply the lessons learned to future projects or other ongoing projects.

This session 4 introduces JICA's project evaluation system and the result of process analysis on education project in Zambia.

Moderator: Mr. YUSA Tsuyoshi, Deputy Director, Evaluation Planning Division, Evaluation Department, Japan International Cooperation Agency (JICA)

【Presentation】

[1] Mr. YUSA Tsuyoshi, Deputy Director, Evaluation Planning Division, Evaluation Department, JICA

- Outline and Challenge for Better JICA's Project Evaluation

[2] Ms. YAMAGUCHI Erika, Evaluation Officer, Evaluation Division 2, Evaluation Department, JICA

- JICA's Current Challenge to Improve the Quality of Evaluation. Case Study: Process Analysis on Capacity Development through Lesson Study Projects in Zambia

Profiles of Co-Chairs and Presenters

(in order of presentation)

Co-Chairs

Prof. ISHIDA Yoko Ph. D

Ishida Yoko, after having worked as an international cooperation consultant for 25 years, joined Hiroshima University in October 2015. When she worked as a consultant, she joined various policy-, program- and project-level evaluations of the Ministry Foreign Affairs (MOFA), JICA, local governments, NGOs etc. She has studied mixed method approaches for evaluating capacity development projects based on her experiences in the fields. Currently, as a professor at Hiroshima University and as president of Japan Evaluation Society (JES), she is engaged in capacity development of younger generations in Japan and in developing countries. She is also a member of the MOFA Policy Evaluation Advisory Group.

Prof. NISHINO Keiko

Nishino Keiko, having obtained MA in International Relations from the School of Advanced International Studies, Johns Hopkins University, she commenced her career at UNICEF in Bangladesh. After serving UNICEF for ten years, she established a consulting firm in Japan, and she herself planned, implemented, monitored, and evaluated various ODA projects. She also established an NPO to promote international cooperation at grass root level and to provide a learning ground for students. Since 2013, Prof. Nishino has been teaching various international subjects as professor at Kwansei Gakuin University. She is now serving for the Japan Evaluation Society as Advisor as well as Editor. She is also the Vice President of the Asia Pacific Evaluation Association (APEA) to promote evaluation in the Region.

Session 1: Japan's Efforts for Evaluation Capacity Development

[1] Ms. HURE Yukiko, Deputy Director of ODA Evaluation Division, MOFA

Hure Yukiko is a deputy director of ODA Evaluation Division, Minister's Secretariat, Ministry of Foreign Affairs of Japan. She has been working for the Ministry since 1997 and has extensive experience in diplomacy with French speaking countries. She joined the ODA Evaluation Division in March 2020. She is in charge of evaluations by governments in recipient countries.

[2] Ms. SAKUMA Miho, Senior Researcher, International Development Center of Japan Inc.

Sakuma Miho is a senior researcher of Evaluation Department, International Development Center of Japan, Inc. She has been a member of the Japan Evaluation Society since 2007. She holds a Master of Laws degree. She has extensive practical experience in policy evaluation, thematic evaluation, project evaluation, planning and implementation of training programs, and research in the field of public administration and governance.

[3] Mr. NIINO Hiroshi, JICA Expert

Niino Hiroshi is the JICA Expert dispatched to the Ministry of Economy and Trade of Tajikistan in the field on the “Capacity Building of the Secretariat of the National Development Council of

Tajikistan”. His previous job was as the Professor, Department of Regional Collaboration, Kochi University, and former Director General, Training Affairs and Citizen Participation Department at JICA up to 2016. He graduated from Tokyo University of Foreign Studies in 1979 and obtained a Bachelor of Arts. He started to work at NHK (Japan Broadcasting Corporation) as a Program Director from 1979 to 1983 and worked for a TV production company as a TV Program Director from 1983 to 1984. After that, he worked at JICA from 1984. Currently, as a JICA expert, he is working on human resource development for government ministries involved in policy evaluation for the next update of Tajikistan's national development plan, at the National Development Council under the Ministry of Economic Development and Trade.

Session 2: Application of GIS to Promote Evidence-Based Evaluation

Moderator: Dr. Emmanuel Y. JIMENEZ, Director General of Independent Evaluation, ADB

Emmanuel Jimenez is Director General, Independent Evaluation Department of the Asian Development Bank (ADB). Reporting to ADB's Board of Directors, his responsibilities include assessing ADB's development effectiveness, as well providing lessons to inform ADB operations. Prior to joining ADB, Dr. Jimenez worked as an Independent Consultant who provides advice, and conducts research and training on evaluation, economics, development management, education and social protection programs. Prior to this, he was the Executive Director and CEO of 3ie. In this role, he led and conducted impact evaluations and evidence reviews. He provided strategic direction to the organization as it championed the generation and use of evidence to guide decisions regarding policies and programs that improve lives in low and middle-income countries. Previously, Dr. Jimenez had worked for 30 years in the World Bank Group (WBG) and held several senior management roles across several departments such as the Independent Evaluation Group (IEG), the South Asia, East Asia, and Pacific Groups, and the Policy Research Department. Dr. Jimenez was a faculty member of the Economics Department of Western University in London, Canada. Throughout his career, he has published extensively, including articles in peer-reviewed professional journals, books and reports on economic development and served as managing editor of several international development journals.

Born in the Philippines, Dr. Jimenez is a national of Canada. He holds a Doctorate in Economics from Brown University in the United States, a Master's degree in Economics from University of Toronto in Canada, and a Bachelor's degree in Economics from McGill University in Canada.

[1] Dr. YOKOTA Toshiyuki, Principal Evaluation Specialist, ADB

Yokota Toshiyuki has over 35 years of experience in infrastructure development and evaluation. Prior to joining ADB, he worked at the World Bank, and the Ministry of Land, Infrastructure, Transport and Tourism of Japan. Dr. Yokota has worked for the ADB East Asia Region from 2006, then moved to the Independent Evaluation Department in 2010.

He holds a doctorate degree in Transport from the University of Tokyo and a master's degree on International Relations and Public Administration from Columbia University.

[2] Discussants:

(1) Dr. Elaine S. TAN, Advisor, Office of the Chief Economist and Director General, and Head, Statistics and Data Innovation Unit, ADB

(2) Mr. SATO Koichi, Evaluation Officer, Evaluation Department, Japan International Cooperation Agency (JICA)

(3) Mr. Morchan KARTHICK, Senior Data Scientist with Leveraging Evidence for Access and Development (LEAD), Krea University, India

Session 3: Theory of Change for Development Success

Moderator: Ms. Rajani KAYASTHA, Former Evaluation Specialist, UNICEF

Rajani Kayastha is a multisector monitoring and evaluation professional working since 2004 and has worked with UN organizations, bi-lateral agencies, INGOs and Government. She is a former Evaluation Specialist of UNICEF Regional Office for South Asia and currently working as an independent consultant, visiting lecturer on M&E and is also a theme member for NEPS under APEA. She particularly holds interest in M & E capacity building, Gender in M&E, M&E system establishing and strengthening, outcome harvesting, designing and adapting to new innovative approaches and reaching out and motivating young professionals.

[1] Dr. Asela KALUGAMPITIYA, President of APEA

Asela Kalugampitiya is a Sri Lankan lawyer, currently the President of both Sri Lanka Evaluation Association and the Asia Pacific Evaluation Association. He is a holder of Master of Evaluation from Germany. Asela was instrumental in launching the Global Parliamentarians Forum for Evaluation and managing the International Year of Evaluation 2015. He is an Advisory Committee member of the IPDET programme and is the Director- Center for Evaluation, University of Sri Jayewardenepura, Sri Lanka.

[2] Dr. Soma DE SILVA, Former Regional Adviser, M&E, UNICEF South Asia

Soma De Silva is a former UNICEF South Asia Regional Adviser on monitoring and evaluation. She pioneered the foundation of the Sri Lanka Evaluation Association and served twice as its President. She has served as the President of the International Organization for Collaboration in Evaluation (IOCE) and as the founder co-chair of EvalPartners. Her work was instrumental in establishing a postgraduate diploma in evaluation at the University of Sri Jayewardenepura, in furtherance of professionalization of evaluation. Her recent publication “Theory of Change for Development Success: A Workbook” was a further attempt to promote academic training in evaluation.

Session 4: JICA’s Project Evaluation and Current Challenge, “Process Analysis on Capacity Development through Lesson Study Projects in Zambia”

Moderator: Mr. YUSA Tsuyoshi, Deputy Director, Evaluation Planning Division, Evaluation Department, Japan International Cooperation Agency (JICA)

[1] Mr. YUSA Tsuyoshi, Deputy Director, Evaluation Planning Division, Evaluation Department, JICA

Yusa Tsuyoshi has been assigned to this position from August 2022. His major career is the formulation and operation of the project, especially in the field of health sector and ODA loan

operation in South Asia. Through his career, he was in charge of ex-ante and completion Evaluation and assigned as a Representative of JICA Cambodia Office from 2000 to 2004.

[2] Ms. YAMAGUCHI Erika, Evaluation Officer, Evaluation Division 2, Evaluation Department, JICA

Yamaguchi Erika joined Japan International Cooperation Agency (JICA) as Evaluation Officer from January 2022. The major career is Education. Prior to JICA, she worked as a cram school manager in a private company and worked as a startup staff for NPO supporting children from single-parent families and poor families in Japan. Also, she was sent to Kyrgyzstan as Youth Activity Volunteer of Japan Overseas Cooperation Volunteers (JOCV) by JICA, collaborating with local teachers and NGO to enhance ability of learning and to develop moral, especially of children from poor families. In addition, she was in charge of education in Laos and of Emergency Relief in Afghanistan and in Myanmar in an international NGO.

Voices of the Participants

Upon closure of the workshop, comments and suggestions were collected from the participants through a post-event questionnaire. Here is the brief result:

Overall Satisfaction was Very Good

All the participants who answered the questionnaire find the workshop agenda as useful to the works and practices, and the knowledge and experiences gained from the sessions are all insightful for a deeper understanding of evaluation methods and monitoring. Therefore, they would like to share the knowledge and experiences from the Workshop with the colleagues in their respective offices, and recommend them to join the future ODA Evaluation Workshops. As a whole, over 35% of the respondents rated the Workshop "Excellent" and the rest rated "Good".

How would you rate the workshop?



Virtual is Workable but Physical is Better for Interactive Workshop

This year's workshop was held on-line as we did last year, most of the participants did not have connection issues during the workshop and provision of information, documents and materials via internet are found satisfactory.

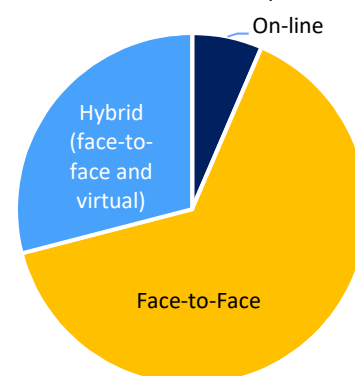
Close to two thirds of the respondents feel like "participated well" and "interacted well with other participants" via on-line, which is about the same rate as last year. Ice-breaking session with Mentimeter (interactive presentation app) to increase visible interaction was received well. However, about one third of respondents wishes more interactive exercise and/or more chances to speak, raise questions and discuss among themselves. Besides, there were many voices wishing for opportunities to share their own countries' experiences with other participants. Some participants suggested that there should be more interactive activities such as quiz and group activities during sessions.

How was your participation/ interaction?



Although most of the participants satisfied with on-line workshop, about two thirds of the respondents answered that they prefer face-to-face workshop, expecting more engagement, more active participation and more interaction. Many commented that meeting physically with other countries officials who have similar roles and responsibilities and discuss their issues and challenges around evaluation would help develop their evaluation capacities.

What is your preferred platform for participating the next ODA Evaluation Workshop?



Record of Discussions

Day 1

Opening Session

The 18th ODA Evaluation Workshop was opened by Ms. Nishino Yasuko, Director, ODA Evaluation Division, MOFA. Ms. Nishino invited welcome and opening remarks by the co-hosts.

- **Welcome and Opening Remarks**

Mr. Kusakabe Hideki, Deputy Director-General / Deputy Assistant Minister, International Cooperation Bureau, Ministry of Foreign Affairs (MOFA) of Japan welcomed all of the participants to the workshop. He expressed his appreciation to Dr. Asela Kalugampitiya, President, Asia Pacific Evaluation Association (APEA) for co-hosting the workshop, as well as Prof. Ishida Yoko, President, Japan Evaluation Society, Professor of Graduate School of Humanities and Social Sciences, Hiroshima University and Prof. Nishino Keiko, Vice President, APEA, Professor, School of Policy Studies, Kwansei Gakuin University for co-chairing the workshop.

He explained that since 2001, there have been 17 ODA Evaluation Workshops, and before COVID-19, they were face-to-face meetings, however, the format has changed to online. Nevertheless, He emphasized that the participants can interactively engage in this workshop. The theme of the workshop is strengthening evaluation capacities and promoting inclusive and sustainable development. The workshop consists of four sessions over two days.

He then mentioned that, Japan has been making efforts to support evaluation capacity development as a leader in the region. The Asian Development Bank (ADB) and APEA will also share valuable information on evaluation capacity development. He added that COVID-19 has affected many development programs in the region with devastating impacts on achieving the SDGs. Therefore, the evaluation of projects effectively and efficiently is more important than ever.

After Mr. Kusakabe, Dr. Asela Kalugampitiya gave a welcome and opening remark. He highlighted that the high population in the region is both a strength and a challenge. Also, COVID-19 and economic issues have brought more challenges. Therefore, achieving sustainable development is crucial for the region. Evaluation is an important tool to accelerate achieving sustainable development and is still emerging in many countries in the region. Therefore, the evaluation capacity needs to be enhanced for public officials and evaluation professionals to produce quality and credible evaluations, promote national evaluation policies and systems, improve competencies of evaluators to enhance previsualization, promote young and emerging evaluators to enter the evaluation field, and strengthen capacity of the evaluation associations. Managing evaluation processes is also a focus of evaluations to effectively use evaluation methods to influence policy and program decisions. Dr. Kalugampitiya then encouraged the participants of the workshop to actively engage and implement lessons learned in their respective countries.

- **Introduction of the Workshop and Explanation of the Agenda by the Co-Chairs**

Prof. Ishida gave a brief introduction of the 18th ODA Evaluation Workshop. Due to COVID-19, the workshop could not be held in 2019 and 2020. In 2021, an online workshop was held which was a valuable experience in opportunity to learn how to successfully execute an online workshop. Due to that experience, this year's workshop will be fruitful. She then invited Prof. Nishino to take the floor.

Prof. Nishino explained the agenda of the workshop. The workshop consists of four sessions. Session one is Japan's efforts for Evaluation Capacity Development by MOFA. Session two is Application of GIS to Promote Evidence-Based Evaluation by ADB. Session three is the Theory of Change for Development Success by APEA. Session four is JICA's Project Evaluation and Current Challenge, "Process Analysis on Capacity Development through Lesson Study Projects in Zambia" by JICA.

Session 1: MOFA – Japan's Efforts for Evaluation Capacity Development

- **Presentations**

The moderator of this session, Prof. Ishida, introduced the presenters of this session as well as their presentation topics. She then invited Ms. Hure Yukiko, Deputy Director of ODA Evaluation Division, MOFA to give the first presentation.

"ODA Evaluation and Partner Country-led Evaluation"

By: Ms. HURE Yukiko, Deputy Director of ODA Evaluation Division, MOFA

Ms. Hure first touched on how ODA evaluation has progressed since the 1970s. The importance of ODA evaluation was rose in the 1970s. In the 1980s, the main objective of the evaluation was to manage individual projects making the ODA more effective. In the 1990s, another objective was added to enhance public accountability as the scale and scope of Japan's ODA expanded and public interest increased. In the 2000s, the evaluation method was expanded. Since then, consistent evaluations on different levels have been carried out.

There are two important objectives of ODA evaluations. First, MOFA aims to make ODA more effective and efficient. Second, MOFA aims to gain public understanding and support by publishing the evaluation results. MOFA and JICA collaborate on ODA implementation and evaluations. JICA is responsible for ODA implementation and mainly conducts project level evaluations, and MOFA is mostly responsible for planning, formulating, and evaluating ODA policies. Policy-level evaluations include country assistance evaluations, thematic evaluations, and aid modality evaluations. Project-level evaluations include the evaluation of individual grant aid projects implemented by MOFA.

Ms. Hure then explained the partner country-led evaluations. This involves partner countries evaluating Japan's ODA to their own country. The goals include developing evaluation capacity of partner countries, improving the management of ODA, and reflecting various viewpoints from stakeholders. Evaluators can be government officials, academia experts, or local consultants, and they conduct program-level evaluations under specific themes. The first step of the country-led evaluation process is choosing evaluators and targets. Then according to the evaluation plan, research, analysis, and evaluations are conducted to produce recommendations. The evaluation report is posted on MOFA's website and feedback is provided to stakeholders.

Ms. Hure then introduced some examples of partner country-led evaluation. In 2015, in the Philippines, a joint evaluation was made in the field of disaster risk reduction to learn from each country's experience, enhance the partner countries' ownership of Japan's ODA, and promote mutual accountability; in 2016, in Uruguay, it gathered useful knowledge and recommendations for the forestry sector; in 2017, in Samoa, joint monitoring by all relevant agencies was recommended to share five year plans between MOFA of Japan and the Ministry of Finance of Samoa to strengthen information management for future programs; in 2018, in Mexico, the third country training program in environment sector was evaluated by Mexican Agency of International Cooperation for

Development (AMEXCID) at the occasion of 15 years anniversary of Japan-Mexico Partnership Programme on third country training; and in 2021, in Ghana, evaluation was made on two projects for capacity building of the Noguchi Memorial Institute for Medical Research.

“Capacity Building for Improved 'Project Evaluation' Design, Implementation and System Institutionalization”

By: Ms. SAKUMA Miho, International Development Center of Japan Inc.

Ms. Sakuma Miho, International Development Center of Japan (IDCJ) Inc. first introduced the IDCJ which is Japan's first think tank specializing in international development and cooperation. She then explained JICA's Knowledge Co-Creation Program (KCCP). In Japan's development cooperation, it maintains the spirit of jointly creating things that suit partner countries while respecting ownership interests and intrinsic characteristics of those involved. It has also maintained building reciprocal relationships with developing countries in which both sides learn from each other. This program serves as a foundation of the mutual learning process, and it has become a cornerstone of Japan's international cooperation.

KCCP training has been conducted online with participants from a variety of countries. The purpose of the training is to enhance the participants' knowledge of project evaluation methodologies and their evaluation capacity. The training materials have consisted of PowerPoint slides and YouTube videos which the participants could read and watch. The participants have studied on their own using the course materials and have asked questions through writing or directly in online sessions. Then they have received answers and comments from the lecturers. The participants have written two reports during the training. One was an inception report, prepared at the beginning of the training, which described the M&E system of the participant's ministry and identified issues related to M&E. The other was a final report, which was prepared during the training, in which the participants considered solutions to the issues using what they learned in the materials and lectures, and summarize them as an action plan. The course objectives and module outputs included understanding challenges of project evaluation systems in Japan and the world, acquiring knowledge and methodologies for evaluation design and project evaluation systems, and preparing a draft plan that they would conduct in their own country to propose a concrete plan for improvement of their project evaluation system based on the learnings from the course.

The lectures of the KCCP start at an introductory level and move on to the history of M&E, trial and error of the Japanese M&E system, and changes of the international M&E system. Additionally, members of JICA's evaluation office have given lectures on examples of practical and advanced evaluation efforts by JICA, particularly, an exercise using JICA's project evaluation case studies which was very well received by the participants.

She then went over the flow chart of the training program and action plan preparation. At first, participants identify issues and challenges. Then they receive comments from lecturers, conduct analyses, determine the scope of the action plan, develop a draft action plan by the end of the training, and make efforts to implement their action plan after the training is completed.

Ms. Sakuma then presented the action plans of the participants from two countries as examples. The first example was action plans prepared by participants from the Solomon Islands to establish an M&E system as an outcome of this program. For countries in which the M&E system is currently underway, a common concern is that the importance of M&E is not understood by the public and politicians. It is also common that M&E experts are not developed yet, projects have been monitored but not evaluated, and there are no evaluation guidelines or report forms. Another common problem is the lack of a budget to go on inspection tours for M&E or to train personnel. The participants from the Solomon Islands decided to tackle three different issues with three action plans by using what

they learned from the lectures. Another outcome from the program was an actual action plan prepared by a participant from one Southeast Asian country that has already established an M&E system and has been in the process of implementing M&E practices. In countries like this, more specific and clearer issues are often presented at the stage of the inception report.

The goal of the action plan was to revise the guidelines and evaluation criteria with reference to lessons from MOFA and JICA learned in the training course.

To conclude her presentation, Ms. Sakuma explained that the lecturers shared knowledge that the Japanese society has accumulated. The participants learned from Japan's experience and used them in a way that is consistent with the needs and circumstances in each participating country. Then all of the participants were able to understand that other countries are facing similar M&E challenges, and they could collaborate on measures to address them.

“Sustainable Human Resources Development of Policy Evaluation in Tajikistan”

By: Mr. NIINO Hiroshi, JICA Expert

Mr. Niino Hiroshi, JICA Expert, first introduced Tajikistan. It has a population of 10 million people and the lowest GDP per capita among the former Soviet Union countries. However, it has experienced a high annual growth rate recently. In 2016, a national development strategy was introduced. This strategy covers all sectors of socio-economic development in Tajikistan. Under this strategy, there are three midterm development programs every five years to ensure the staged implementation of the strategy. The second midterm development strategy is accompanied by more than 200 key indicators for monitoring and evaluations (M&E) to track the progress of the individual sector programs.

He then explained the framework of the implementation of the national development strategy. At the top is the national development council which is the coordinating body to implement the national development strategy. Various supporters from Japan, such as the Japan evaluation society and Kochi University, support this framework.

Unfortunately, evaluation is not recognized as a useful tool of policy making, which is a challenge. Also, government officials believe that the budget is more important than evaluations. Mr. Niino explained that he would like to overcome these challenges and connect evaluations with policy making and link the budget to programs. Now, JICA is focusing more on evaluations, programs, and project formulations in workshops. JICA wants to focus more on ex-ante evaluations to promote recognition of the project or program more clearly.

JICA experts support training in Tajikistan. JICA's country-focused training course on policy evaluations in Japan is in progress in cooperation with IDCJ. In addition, Tajikistan is now preparing to set up an institute of economy. In this institute, one section will manage human resource development of policy evaluations. Then, if the institutional setup in each ministry is ready, the NDC secretariat and each ministry will have enough capability to conduct M&E. In Tajikistan, between 2021 and 2022, nearly 20 webinars on evaluations were held including the theory and method of evaluations, project cycle management, the Japanese institutional system, and Tajikistan's experience. Between 2022 and 2023, a problem-solving workshop has been held, including setting up institutions and guidelines of evaluations. In the near future, Mr. Niino plans to invite Japanese specialists to Tajikistan to engage in discussions with their Tajik counterparts. In Japan, until 2025, training will be conducted on topics such as policy evaluations, project formation, evaluation reports, project planning, and ex-ante evaluations. The goal is to enhance human resource development and capacity to conduct M&E.

Prof. Ishida then invited the China International Development Cooperation Agency (CIDCA) to share experience in capacity development and evaluations.

The representative from the CIDCA first explained their agency. It aims to formulate foreign aid strategies, guidelines, plans, and policies; coordinate and propose advice on major foreign aid issues; advance China's reforms on matters involving foreign aid; identify programs; and supervise and evaluate the programs. He added that valuations involve the review of effectiveness after implementation which differs from the ODA's original concept of M&E. He then shared CIDCA's role in the supervision and evaluation of international development cooperation. China's foreign aid supervision and evaluation system with Chinese characteristics has gradually formed. It keeps pace with the times; it is based on developing countries; it makes concrete results a priority; it attaches great importance on exchange and mutual learning. Evaluations are significant in leading the high-quality development of foreign aid and effectively implementing a global development initiative. Joint consultation, evaluation, and improvement are guidance for CIDCA's evaluations. International development cooperation means all countries in partnerships benefit from each other. Scientificness, objectivity and fairness are principles in CIDCA's evaluations by performing self-evaluations and third-party independent evaluations. In terms of evaluation practices, CIDCA builds an evaluation framework in coordination with its management system. For example, it revises and releases several regulations. Moreover, it continues to diversify multidimensional evaluations including programs in various fields. Also, it employs innovative evaluation methods combining quantitative indicators and qualitative analyses. For example, it is developing a new international development project index system.

After China, Prof. Ishida invited the representative from the Ministry of Foreign Affairs and Trade of New Zealand to share experiences in capacity development and evaluations. New Zealand also strives to work in partnership with its specific partners. Its evaluation system of development activities consists of conducting strategic evaluations of activities in each country, evaluations of each activity conducted in each country, and using mixed method methodologies and partnering with in-country evaluators to ensure utilization of the best possible results in the methodologies that are familiar, accepted, and brought in by the countries. The second workstream is investment into building evaluation and statistical capabilities to share tools and methodologies with partners and making sure the evaluation community is working together. The third workstream is ensuring that work is being done across the ministry to increase evaluation capability of the whole ministry.

Prof. Ishida then invited APEA to share its experiences.

The representative from APEA first introduced their organization. One of its teams in the Asia-Pacific region is involved in a partnership for evaluation capacity building including an academic consortium with the goal of working on advocacy to promote gender inclusion in M&E. APEA works as a resource group to support academic institutions, initiating academic programs on M&E-related aspects, and to support curriculum development. In the region, there is a lack of M&E courses, so this work is important in order to build capacity and professionalize the field.

- **Q&A**

A participant from Indonesia asked Ms. Sakuma if the final report action plan can be downloaded. Ms. Sakuma answered that it is exclusive, only for the participants. Some parts of the action plans are shared, but the reports are not public.

A participant from Samoa commented that they have been an active partner in the region and have made efforts to support aid effectiveness. Areas of M&E that need focus are sustainability and capacity building. They expressed hope that KCCP will be available in Samoa in the near future as

it is important to build skills in the area, and to focus on certain areas that are necessary for Samoa to enhance. She explained that she would like to review CIDCA's presentation materials. Ms. Sakuma added that if there are people or institutions interested in KCCP, contact the JICA office in their respective country. The representative from CIDCA then added that participants can check the CIDCA website and discuss matters with the CIDCA participants in the workshop for additional information.

A participant from Fiji expressed support for Samoa's comments on their interest in participating in KCCP.

A participant from India asked Ms. Hure to explain Japanese ODA best practices for evaluation of ODA loans. Ms. Hure explained that MOFA is not in charge of implementation of ODA loans. However, JICA may have information on the matter. Prof. Ishida then explained that project evaluation is organized by JICA, and policy evaluation is done by MOFA. If time permits, JICA will address this after its presentation.

A participant from Vanuatu expressed support for Samoa's comments on their interest in participating in KCCP.

Prof. Ishida commented that the Tajiks are interested in M&E training and asked Mr. Niino how he promoted the importance of M&E training. Mr. Niino answered that most of the people he worked with are interested in learning about M&E because there are few learning opportunities for them. Therefore, it was not difficult to organize seminars and attract participants. He added that all presentation materials and lectures from the National Development Council are available on its website.

Prof. Ishida asked Ms. Hure about the most difficult component in conducting partner country-led evaluation. Ms. Hure explained that it is difficult to encourage partner countries to participate in the evaluation.

A participant from Laos asked about effective evaluation tools to enhance participation in ODA evaluations. Prof. Ishida answered that people are interested in planning and implementation. They know that evaluation is important but encouraging them to participate is the challenge. A speaker then explained that it is important to choose a theme or subject that is interesting for participants of evaluations so that they can understand the importance of the evaluations. Prof. Ishida added that an online system is important to invite evaluation participants to share ideas and views of evaluations.

Following this question, Prof. Ishida closed session one.

Session 2: ADB – Application of GIS to Promote Evidence-Based Evaluation

Dr. Emmanuel Y. Jimenez, Director General of Independent Evaluation, ADB explained that the responsibilities of the Independent Evaluation Department of ADB is to assess the development impacts of operations that ADB funds in developing member countries in the Asian region. It is challenging due to the utilization of data on the ground to measure and report on those impacts, and there is a lack of a baseline for comparison before and after the projects. Also, it is challenging to attribute changes in impacts to the intervention. Recently, ADB has gained access to geographical information systems to help get more timely and less expensive information sources to assess impacts. Therefore, in this session, Dr. Jimenez explained that the aim is to share experiences of ADB, JICA, and other partners that utilize new techniques to evaluate impacts of development activities.

- **Presentation**

“Evidence-Based Evaluation: Applications of Geographic Information Systems”

By: Dr. YOKOTA Toshiyuki, Principal Evaluation Specialist, ADB

Dr. Yokota Toshiyuki, Principal Evaluation Specialist, ADB first presented the value-addition of GIS for evaluations. He first explained that the objective of evaluations is to maximize development effectiveness of ADB evaluations through evaluation feedback including three key elements to promote development effectiveness: accountability, organizational learning, and resource allocation.

In general, there are three major elements in GIS analysis including the utilization of satellites and other instruments, data mapping, and the application of data. This presentation focused on the application of GIS data. Key evaluation criteria for project evaluation are relevance, effectiveness, efficiency, sustainability, and impact. Location data can be used in assessing relevance, efficiency, and sustainability. Socioeconomic data associated with location data, such as population data, can be used in assessment of relevance, effectiveness, and impact. Among these criteria, impact is the most challenging to be assessed.

From experience, infrastructure is fundamental for economic growth, including poverty reduction. However, it has been challenging to quantify the attribution of infrastructure to economic growth. The three major reasons for assessing impact indicators and strategic results indicators are finding data, measuring attribution, and unrealistic indicators, which are not useful for evaluation. Advantages of GIS include data accessibility and quality for all countries, and accuracy in assessing attribution can be improved by measuring socioeconomic data.

Next, he presented the applications of GIS for portfolio analysis. He explained that the first step is digitizing project locations. In this context, GIS data gives us relevant evaluation questions for further assessment. Next, a buffer zone is set to monitor socioeconomic and environmental changes in the project areas. Elements to monitor are land use, nighttime light, agriculture, and urban development. Population data can be useful to set up cross-sectoral cooperation with other sectors such as the education, health, and private sectors.

There are technical challenges which evaluators should keep in mind: the resolution and quality of data, volatility due to frequent data updates, and reliability of databases that can be used for evaluation.

Then, Dr. Yokota presented the use of nighttime lights to assess the impact on the project level. The ADB assesses the impact of national highway projects in Armenia. For the assessment, the difference-in-difference methodology was applied to estimate the effect of specific interventions by comparing the changes over time between the intervention group and control group. In this study, Dr. Yokota discovered that the annual growth rate of the project area was higher than the control group which can be interpreted as the attribution of the project is 40% of the economic growth in the buffer zone.

Dr. Yokota then explained the use of nighttime lights to assess the impact of the project on the sector level. The average attribution of 33 projects for economic growth was assessed. The average growth of 33 projects after project completion was 11%, against 6% before the projects were complete. The average economic growth of the attribution of 33 projects was 45%. In addition, triangulation is a crucial step to validate findings. The impact assessed by nighttime light was compared to the conventional economic analysis use EIRR calculated in relevant ADB project completion reports. Nighttime light is a proxy for economic growth representing indirect benefits in local areas. Triangulation helps impact assessments to complement each other and provides a holistic

understanding of a project's contribution to growth. The second triangulation of this study was with increasing population along the buffer zone. The total amount of nighttime light and population increased in the project areas. Nighttime light is responsive to infrastructure investment in the short term. However, population is not elastic in the short term but should be elastic in the long term.

Dr. Yokota emphasized that GIS analysis is not mandatory and will not replace existing evaluation methodology, but it strengthens existing evaluation exercises by providing missing data; and the global data set associated with location has been evolving. The basic tools for evaluation are document review, data analysis, and listening to the people's voice used for triangulation.

- **Discussants**

Dr. Jimenez then called on Mr. Sato Koichi, Evaluation Officer, Evaluation Department, JICA to explain his experience with GIS. Mr. Sato first explained that he promotes the use of GIS and satellite data into JICA's evaluations. In JICA's evaluations, satellite data is likely to strengthen relevance, effectiveness, and impact. However, a current challenge when using satellite data is low penetration of satellite data among existing evaluators, meaning the lack of evaluators' knowledge and skills to incorporate satellite data into their evaluations. To overcome this challenge, JICA undertakes dissemination activities. For example, it launched a knowledge-sharing platform to access completed evaluations that utilized satellite data and created a Google Earth-based manual to deliver hands-on training to evaluators.

Mr. Sato then explained a case study in Thailand featuring an elevated railway constructed by JICA. Satellite data, particularly nighttime light, was utilized to verify its contribution to the economic development of the area. After analysis, differences of nighttime light were discovered, which shows that the project attributed to economic development of the target area. By using two-time periods data, Mr. Sato was able to determine the specific locations that were affected by the project.

In summary, Mr. Sato's satellite data has great potential to answer vital evaluation questions. However, to utilize the satellite data effectively, a certain level of knowledge and skills of the data are needed. Also, evaluators and GIS experts must collaborate to promote the smooth application of GIS and satellite data into evaluations.

Dr. Jimenez then invited Mr. M.P. Karthick, Senior Data Scientists, Leveraging Evidence for Access and Development (LEAD), Krea University to present the use of GIS data in India. Mr. Karthick presented case studies from LEAD. The first case study was a project to collect better agricultural data. Self-reported agricultural data by farmers is prone to biases and is not accurate as an indicator. Therefore, GIS data was used to evaluate rice fields through image analysis. On average, the productivity reported by farmers was higher than what was estimated from satellite imagery due to differing local units of measurements and imprecise conversion factors. GIS helped get accurate measurements of agricultural productivity at a low cost.

The second case study involves creating big data on national highway development. Most of the data on this subject is not available in a usable format for research and evaluation. Therefore, LEAD is trying to create a usable data set through converting text data into spatial data. Ultimately, LEAD is studying the impact of infrastructure development in various areas, such as access to public health.

The final case study is on location analysis of hyperlocal points for demand-side factors. LEAD conducted a survey on demand-side factors and collected GPS coordinates of the respondents. Then it geocoded infrastructure in the proximity of the respondents and calculated the distance between respondents and access points to understand how availability and access to infrastructure affect the labor force. This allowed LEAD to identify areas where infrastructure needs improvement.

, Dr. Jimenez then invited Dr. Elaine Tan, Office of Chief Economist and Head of Statistics and Data Innovation, ADB to present broader perspectives on uses and applications of GIS data. GIS data can be useful to evaluate the impact of a wide range of development topics such as agricultural reforms, poverty, and disasters. Along with evaluations, monitoring and planning purposes of GIS data tools need to be considered. For example, to plan scenarios, plan policy changes, and more effective mobilization. Various sources of data can be utilized, such as credit card transaction data, social media post data, online searches, etc.

Dr. Tan then explained a use case in which she is working with Georgia to develop granular land-use maps for agriculture. Images from the Japan Aerospace Exploration Agency and European Space Agency were matched with vegetation and elevation data, and an AI model was trained to predict the type of land use for each pixel. The goal is for Georgia to be able to utilize this data to combat land degradation and the impact of land reforms by the government.

Another use case Dr. Tan highlighted was using GIS-based poverty maps in the Philippines and Thailand. She emphasized the importance of considering how localized and targeted social assistance can reduce poverty in neighborhoods in specific local areas. To that end, granular poverty proportions need to be understood. Governments with budget constraints need to consider minimizing inclusion and exclusion errors, which happen when households ineligible for assistance actually receive assistance and households eligible for assistance actually do not receive assistance. GIS-based poverty maps are useful for evaluation purposes including ex-ante planning purposes. For example, beneficiaries of social assistance can be identified and targeted efficiently and quickly.

GIS data tools can also be used to monitor disasters. For example, the impact of typhoons can be evaluated based on vegetation data and the numbers of fishing vessels in the affected area. Additionally, automatic information system (AIS) data can match with weather data to estimate ship loss during typhoons. Finally, map-based mobile phone data can be used to measure locations of human activity after a disaster. AIS data can also be used in other applications such as studying disruptions in maritime infrastructure.

- **Q&A**

Dr. Jimenez asked the panelists how difficult and costly it is for people in developing countries or regions to utilize GIS technologies. He also asked if there have been developing regions or countries that have been able to use these technologies.

Mr. Sato explained that it is feasible for developing countries and regions to utilize GIS technologies because most satellite data can be accessed for free. Dr. Tan added that much of this data is becoming open source. Regarding costs, three important considerations are the cost of the data, cost of human capital, and IT technology. Regarding the difficulty, it is necessary to have a team of various skill sets when working on a GIS project. Teams with multi-talents and deep expertise will complete projects successfully.

Dr. Yokota supported the previous comments and added that applying GIS is reasonable in terms of costs.

Mr. Karthick added that LEAD holds many workshops on GIS for data analytics for researchers. GIS has the image of being too complicated to implement, but once researchers start using it, they realize it is not as difficult as previously thought. Also, the data and capacity building tools are open source.

Dr. Jimenez then asked the participants if these kinds of technologies are helpful for their work and if the demand will rise.

A participant from Samoa added that human capital and the need for capacity building remains a challenge because the talent and skill sets are lacking especially in terms of processing data and translating it into usable information. Therefore, it will take a significant amount of time for Samoa to reach a reasonable level of GIS data usage.

Ms. Ana Erika Lareza, APEA explained that the cases where she has observed the utilization of GIS were in environmental studies and not in evaluations. There are still many gaps that need to be addressed in terms of evaluations and capacity building.

Dr. Jimenez added that as projects are planned, the project designers have targets in mind, and they know there are possible ways of measurements through GIS data, which might encourage them to set indicators leading to more evaluations. He then asked MOFA to share its thoughts about the comments in this session. MOFA explained that GIS evaluation is an alternative to other costly methods. Japan may play a leading role in this new methodology, so it encouraged JICA to further promote the effort.

A participant from Fiji explained that they worked with a GIS consultant in the field of climate change and discovered that the consultant was awarded a JICA sponsorship in GIS. He then asked if this type of sponsorship from JICA is still available. This message was passed on to the JICA office.

Dr. Jimenez concluded the session by explaining that the toolkit for doing rigorous evaluations has expanded, and there are ways to use data to make decision making more evidence based.

Prof. Ishida then invited Mr. Kusakabe to give comments for Day 1. Mr. Kusakabe thanked all of the participants of the first day of the 18th ODA Evaluation Workshop. He added that it is easy to understand the effects that ODA has on GIS. In Japan, explaining the effects of ODA is important, and GIS is useful for that.

Day 2

Session 3: APEA – Theory of Change for Development Success

Ms. Kayastha, the moderator of the session, welcomed the participants to the third session of the workshop. She explained that the objectives of this session were to draw the participants' attention to trends in development goals and to illustrate the role of the Theory of Change in making development interventions successful.

- **Opening Remarks**

Dr. Kalugampitiya took the floor for the opening remarks and welcomed the participants to the second day of the workshop. He emphasized that planning for results is crucial, and M&E is not an easy task. It is important in M&E to understand the results that will be achieved. To that end, this session aimed to provide valuable information.

- **Presentation**

“Theory of Change for Development Success”

By: Dr. Soma DE SILVA, Former Regional Adviser, M&E, UNICEF South Asia

Dr. Soma De Silva, Former Regional Adviser, M&E, UNICEF South Asia first explained that what comes to mind when considering development is the SDGs. In order to achieve the SDGs by 2030, greater efforts need to be made in development. It has been estimated that, at the current rate, we will reach the SDGs in 2092. The current development efforts will not give us the necessary SDG results by 2030. However, there have been positive and successful development efforts around the world. In countries that achieve results, we see that they are focused on results, and they engage in M&E.

She then highlighted what is needed for development success. Development intervention success depends on the Theory of Change, empirical evidence, and M&E. Unless it is founded on the Theory of Change, results will not occur. However, theory alone is not sufficient. Therefore, empirical evidence from previous interventions and M&E are also necessary. Dr. De Silva emphasized that the focus of this presentation was what makes development intervention successful and the Theory of Change of development interventions.

Dr. De Silva and Ms. Kayastha then invited the participants to respond to a questionnaire. The first question was “Why have development efforts failed?” Responses included a lack of accountability, planning, implementation, data, transparency, proper commitment, capacity in M&E, accountability, and resources. The second question was “What are the criteria for successful development interventions?” Responses included poor coordination, planning, transparency, good management, strong ownership and readiness, locally owned and led, capacity building with clear objectives, inclusive participation from all stakeholders, inclusiveness, and being country driven.

Dr. De Silva then touched on how development interventions in various countries could be improved. A fundamental basis for development interventions is to collect ideas, similar to how the participants answered the previous questions, carefully consider the responses, and classify them into smaller criteria. For example, the OECD DAC has five criteria to evaluate programs. In 2019, these criteria were reviewed and one more was added. It is now agreed internationally that for a development intervention to be successful, there must be six criteria that such an intervention should conform to. These criteria are relevant, effective, efficient, sustainable, coherent, and impactful. She highlighted that coherence is an important criterion because it is important to consider how development interventions work within the region among different players and stakeholders. In the past, relevance meant something that was needed by the people. If a development intervention is not needed, then the resources to develop it would be wasted. However, the context in which people live is continually changing. Therefore, an intervention must be able to adapt to different contexts. Development interventions must be continually monitored to confirm if relevance is still present.

She also emphasized the importance of planning development interventions through all stakeholders, particularly the people for whom the intervention is done. Then implementation takes place, and after that, the implementation must be monitored. Sometimes monitoring is not enough. Therefore, evaluation is necessary to determine if the necessary actions are being taken. The United Nations Evaluation Group provides guidelines for evaluation competencies and the role of evaluations. Evaluations have to produce recommendations, which must be actionable. Once recommendations are made, management must make a response and prepare an improvement plan. In the management response, the management expresses agreement or disagreement with the recommendations and then prepares an improvement plan. An improvement plan identifies issues in the original plan, such as a lack of relevance, which are considered by the management and a response is given. The improvement plan must be monitored on the governmental level to ensure improvements occur. By doing this, people are served and given rights, such as education and health care.

As previously mentioned, the Theory of Change is a pillar of development interventions. To produce change, development professionals, planners, and evaluation professionals need to collect ideas and produce Theories of Change. For example, considering apples can keep children healthy if eaten every day, an apple can be distributed to every child each day and the children will not catch the common cold. The theory behind this is that apples contain vitamin C. To this end, pragmatic evidence, implementation strategies, and discussing ideas are necessary. The logic of the Theory of Change is if the household has food, then children eat nutritious food, then children are nourished.

Dr. De Silva and Ms. Kayastha asked the participants to answer the following question. “Assumptions are not part of the Theory of Change. Do you agree or not?” The majority of the participants answered that the statement is false, meaning assumptions are a part of the Theory of Change. Dr. De Silva commented that there are many things happening with the Theory of Change. For example, is it true that in a household with food and children that the children get enough nutrition? This logic involves many assumptions. Assumptions need to be identified and considered. For example, there can be food present in the house; however, if the preparation of the food does not preserve the nutrition, then people will not benefit from the food. Therefore, it cannot be assumed that if households have food, the children will eat nutritious food because factors, such as assumptions, affect this outcome.

When considering the Theory of Change, the first step is a situation analysis. First, the issue must be identified. For example, the community can be interviewed to determine what issues they are facing. Then, based on this, developing an intervention for this community must be considered. At this point, Dr. De Silva and Ms. Kayastha asked the participants to answer the following question. “To develop an intervention, what is the most critical information you need? Detailed information about stakeholders, causes of the problem, similar development interventions occurring, or information about available resources?” The majority of the participants prioritized the cause of the problem as the most important piece of information for a development intervention. Dr. De Silva added that the cause of the problem was identified as the most important piece of information; however, the other pieces of information are also important for a development intervention.

Generally, there are multiple causes of an issue including immediate causes, underlying causes, and basic causes. If an issue occurs due to three causes, then an intervention must make sure the three causes are addressed. For example, a child failing in school could be due to a lack of sleep, hunger, and/or disliking the teacher. This is a fundamental principle of the Theory of Change. A development intervention removes the causes of an issue. In addition, a good theoretical or conceptual understanding of an issue before it is addressed is necessary. Therefore, developing a theoretical framework for our respective fields will be helpful in making development interventions successful. For example, a child will be malnourished if they do not have enough food or have malnourishing diseases. These immediate causes are caused by underlying causes which are caused by basic causes. This is a global conceptual framework. However, in a community, different factors can be the causes of the immediate causes.

Dr. De Silva then presented how Sri Lanka reduced maternal deaths through the Theory of Change and development intervention. The maternal death rate in Sri Lanka was high at around 50%. If the child delivery is sanitary, then mothers do not get tetanus, and they survive the childbirth. Therefore, the government set up maternity units for safe child delivery. In cases where there were issues with childbirth, then mothers could be transported from these units to a hospital. In this situation, the logic of the Theory of Change was if midwives are trained, then delivery is safe, then mothers survive. From this, a results framework was established with the impact being reducing maternal deaths. The three outcomes of this framework that lead to the impact were improving primary health care, improving management of complications in pregnancy and delivery, and improving health-care-seeking behavior. In order to achieve these outcomes, each outcome relied on outputs such as

maternity units, trained health staff, home visits, and prenatal and antenatal facilities. This results framework can be used as a blueprint for a development program. After implementing this results framework, maternal deaths decreased, and institutional deliveries increased. If there is no Theory of Change, then a lot of work can be done without impacts, outcomes, and results.

In summary, Dr. De Silva explained that we need to understand issues and causes, remove causes, and monitor. She stressed that monitoring is data collection as an integral aspect of implementation. Moreover, monitoring helps us identify false assumptions. Evaluation is also critical to ensure that improvement happens on a continuous basis. She ended her presentation by posing a final question to the participants; What challenges do you see in applying the Theory of Change to development interventions?

- **Q&A**

First, Ms. Kayastha asked Dr. De Silva how to understand the level of importance of different results. Dr. De Silva explained that this is a question that is being discussed currently. People are questioning the Theory of Change in order to improve it. It is important to consider if outcomes have the same contribution to the impact, and if they are different, it is important to consider how that can be shown. Once this is determined, it is easier to implement the program. In terms of evaluations, it is critical to consider what evaluators should look for. For example, which outcomes that programs complete and what the level of importance of those outcomes is.

A participant from Indonesia mentioned that most of the Theory of Change is being applied in the health and education sectors. They then asked if the Theory of Change can be used in the energy and government sectors. Dr. De Silva explained that in the health and education sectors, problems can be easily articulated. However, other areas, such as child protective issues, problems are not as easily articulated. Unless the problem can be articulated, an intervention cannot be developed. For example, in the context of ethnic conflicts, is it possible to assign a program? Yes. The first step is to articulate the problem, such as identifying the specific problem, ethnicities, and people. Then consider the causes and turn them into results.

Then a participant asked if there is a difference between the Theory of Change being implemented in developing and developed countries. Also, a participant from Nepal asked to what extent we can be dependent on conclusions or findings from the Theory of Change. Dr. De Silva first explained that, theoretically, there should not be a difference in the Theory of Change in developed or developing countries. The impact, outcomes needed to achieve that impact, and the outputs needed to achieve those outcomes cannot change theoretically. However, context-specific elements can change, such as the environment where the Theory of Change is implemented. Causes of problems in developed countries and developing countries can be different.

To answer the second question, Dr. De Silva explained that if the Theory of Change was correctly executed, then yes, it can be relied upon. However, it is not a concrete blueprint set in stone. It should be implemented with flexibility. That is why there should be M&E in order to determine if the implementation is successful, and if it is not, determine what should be changed.

Ms. Kayastha concluded the session by summarizing that the session was to help the participants to understand how the Theory of Change works, how development intervention can be successful on the pillars that it is based on, and the Theory of Change gives us a basis on how interventions give various results for the intended impact of the intervention.

Session 4: JICA's Project Evaluation and Current Challenge, "Process Analysis on Capacity Development through Lesson Study Projects in Zambia"

Mr. Yusa Tsuyoshi, Evaluation Department, JICA, the moderator of the session, addressed three questions previously raised by participants. First, is there a scholarship for GIS participation in Japan? He explained to contact the JICA office in the participants' respective countries because JICA provides scholarships depending on each country's situation. Second, is there a best evaluation for the ODA yen loan? He answered that he did not find a definition of the best evaluation. Therefore, he does not have an answer to the question with the given information. Third, participants asked Ms. Sakuma how to join the training program provided through KCCP. Mr. Yusa explained to contact the JICA office in the participants' respective countries.

- **Presentations**

"JICA's Project Evaluation

By: Mr. YUSA Tsuyoshi, Evaluation Department, JICA

Mr. Yusa first presented JICA's vision of leading the world with trust, taking the lead in holding the bonds of trust across the world, and aspiring for a free, peaceful, and prosperous world where people can hope for a better future and explore their diverse potential. Under this vision, JICA will work on human security and quality growth. Human security and quality growth are important parts of JICA's mission. Under JICA's mission, there are strategies for global development under the categories of people, peace, prosperity, and the planet.

JICA has 96 overseas offices, 14 domestic offices, and 1,929 staff members. JICA is in charge of Japan's ODA as one of the world's largest bilateral aid agencies. JICA supports development through various cooperation methods and promotes the development of human resources and establishment of human resources in developing countries. JICA also supports developing countries' capacity development in solving problems. Additionally, it lends funds for development to developing countries and is in charge of project evaluations.

JICA's operational flow of cooperation projects starts with a regional, country, and thematic assistance strategy. Then a preparatory survey for project formulation is conducted. After that, JICA can start the appraisal for project formulation, cooperation begins, and evaluations are carried out. JICA carries out evaluations on the project level.

JICA technical cooperation includes the dispatch of Japanese experts to developing countries and acceptance of training participants and students to disseminate Japanese technologies and knowledge. 175 billion Japanese yen is the annual scale of operation with public works and utilities taking 19.7%. JICA ODA loans' annual scale of operation is 1,523 million Japanese yen with transportation taking 45.6%. JICA grants' annual scale of operation is 85.6 million Japanese yen with public works and utilities taking 48%.

JICA's project evaluation has two main purposes: accountability of conducting evaluations objectively and publishing evaluation results to deepen the understanding of development effectiveness of ODA projects, and learning and taking action. JICA's cycle of project evaluations involves planning, doing, checking, and taking action. The planning stage includes designing the project and deciding the expertise to be dispatched. The doing stage involves monitoring project activity and adjusting the trajectory as required. The checking stage includes ex-post evaluations once a project is completed. The action stage involves ensuring accountability by conducting ex-post evaluations on all projects costing 200 million Japanese yen or more. After completion of each

evaluation, the results are published on the JICA website. Following is analysis and project improvement.

Mr. Yusa then explained the 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. 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. The ex-ante evaluation process consists of the preparation and collection of information, field surveys and discussion, analysis in Japan and collection of additional information, and formulation and publication of ex-ante evaluations. JICA conducts ex-post evaluations for all projects costing 200 million Japanese yen or more. For projects costing over one billion Japanese yen, JICA strives to ensure the objectivity and transparency of evaluation results by incorporating evaluations conducted by external third parties.

“Process Analysis on Capacity Development through Lesson Study Projects in Zambia”

By: Ms. YAMAGUCHI Erika, Evaluation Department, JICA

Ms. Yamaguchi Erika, Evaluation Department, JICA presented the six DAC evaluation criteria and how JICA evaluates, conducts process analysis, and conducts process analysis on capacity development through lesson study projects in Zambia. JICA plans projects with activities and outputs, outcomes, and an impact. If all outputs are accomplished, then outcomes and the impact will be accomplished. The six DAC evaluation criteria are relevance, coherence, effectiveness, impact, efficiency, and sustainability. JICA will rate projects based on these criteria. Project analysis is also conducted which takes into account the relationship between the activities, outputs and impact. Ideally, the project flow to success is simple. However, in reality, there are many factors which affect the flow. There are two types of process analyses: formative evaluation and summative evaluation. Formative evaluation is implemented during the project to improve the project. Summative evaluation is conducted after the intervention of the project.

She then explained what can be ascertained in a detailed process analysis. Effects and impacts that cannot be derived from planned/actual comparisons are observed, such as the verification of project implementation, relationships with the target group, project management, and the overall perspective. This is beneficial for better project operation and management by extracting recommendations and lessons learned for program improvement. JICA has evaluated process analyses, and they are implemented in any scheme, including transportation and health and medical care.

Ms. Yamaguchi then introduced the latest process analysis on capacity development lesson study projects in Zambia. Capacity development is a process of improving the capacity of developing countries to cope with challenges. The levels of capacity development are on individual, organizational, and social levels. The lesson study in Zambia was a method developed in Japanese culture to improve classes by studying, teaching and discussing teaching materials with colleagues and applying the results to the following lessons. The target of the project was to improve teaching skills and the quality of education in Zambia. The purposes of the study were to understand how individuals have grown, examine the effectiveness of capacity development support, and the key question was how capacity development support has made it possible to influence individual, organizational, and social change and to contribute to the improvement of children's learning.

She then explained the research framework. The expected study results were the effectiveness of capacity development projects, the capacity development process, and the contribution to children's learning. Data was collected through this study and analyzed. The method of the study applied a simplified version of project ethnography. The interview survey had a large number of participants due to snowball sampling. Interviews were divided into general information-gathering and life story

interviews. The study was conducted two times and contained structured and semi-structured interviews.

Life story interviews showed us that teaching is not a popular profession, elementary school teachers teach middle school science and math, the pressure for exam reports is high, and study groups of teacher volunteers exist. Capacity development came to be realized because the lesson study approach is highly compatible with capacity development. Capacity development support changed the individuals through fostering a sense of ownership from resistance to colonial education. Also, the mindset of people changed. Capacity development of individuals spread to the organizations by utilizing the lesson study approach in school management to create an organization for mutual learning. Staff and faculty who have achieved results in the lesson study are placed at key points in the organization. Capacity development support spread throughout society and the environment for maintaining capacity development developed through strengthening the institutionalization of continuing the lesson study. Furthermore, tacit knowledge of experience by facilitators through guidelines and journals was shared, which contributed to the spread and maintenance of capacity development. There are two factors that promoted capacity development support; flexible project management through direct project management and absorption of the Kenyan SMASSE, an educational project, to suit one's own country. The lesson study contributed to teacher growth through enhancing the quality of teaching and lessons, fostering awareness and confidence as a teacher, and improving conflicts in using the lesson study and subsequent retention. The lesson study contributed to children's learning through teachers' motivation for the lesson study which changes children's performance. Group learning throughout the lesson study promoted learning and memorization.

Ms. Yamaguchi then touched on challenges and future use. The process analysis needs research experience and a deeper understanding of the subject matter, and it is important to focus on factual discrepancies and narratives that arise in life stories that rely on memory. Qualitative data from ethnography cannot be generalized. On the other hand, it is useful for understanding direction and developing strategies.

- **Q&A**

A participant asked Ms. Yamaguchi if JICA was the main player of the survey, and she answered that JICA hired a consultant. The participant then asked for clarification of snowball sampling. Ms. Yamaguchi explained that interviews were conducted for 140 people. Then the evaluators asked interviewees if they knew other potential participants for the interview. The participant also asked about the process analysis. Ms. Yamaguchi explained that it was started in 2016, and the reports are available on the JICA website.

Mr. Yusa asked Ms. Yamaguchi if the duration of this survey is longer than other surveys in terms of the process analysis. Ms. Yamaguchi replied that it was not necessarily longer.

A participant from the Philippines asked if JICA is planning to conduct impact evaluation in the future. Ms. Yamaguchi answered that JICA does impact evaluation. However, it has not decided how many per year. The impact evaluation is available online. The participant added that they have engaged in evaluations with JICA Philippines. However, their impact evaluation was not rigorous enough to measure the impact of a project. Ms. Yamaguchi added that before project implementation, JICA plans the impact evaluation. If JICA wants to recognize the impact or effectiveness, then an ex-post evaluation is sufficient and planned before the project is implemented. The participant then added that they joined ex-post evaluations with JICA Philippines in the past, and asked if there would be a policy to revive these types of ex-post evaluations with partner countries because they have stopped.

Mr. Yusa said that the process analysis and ethnography is a trial, and it is not a process evaluation. The OECD/DAC evaluation criteria should be considered.

Ms. Nishino added that process analysis has something in common with the Theory of Change. She asked Dr. De Silva or someone from APEA to comment on this point. Dr. Kalugampitiya said that applying this into practice in different countries will give rise to questions, so sharing information among the participants is crucial.

Closing Session

- **Co-Chairs' Summary**

The Co-Chairs, Prof. Ishida and Prof. Nishino, read the Co-Chairs' Summary before closing the session. The Co-Chairs expressed their sincere thanks to MOFA Japan, APEA, JICA, ADB, all participating countries, all presenters, and all participants of the workshop.

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