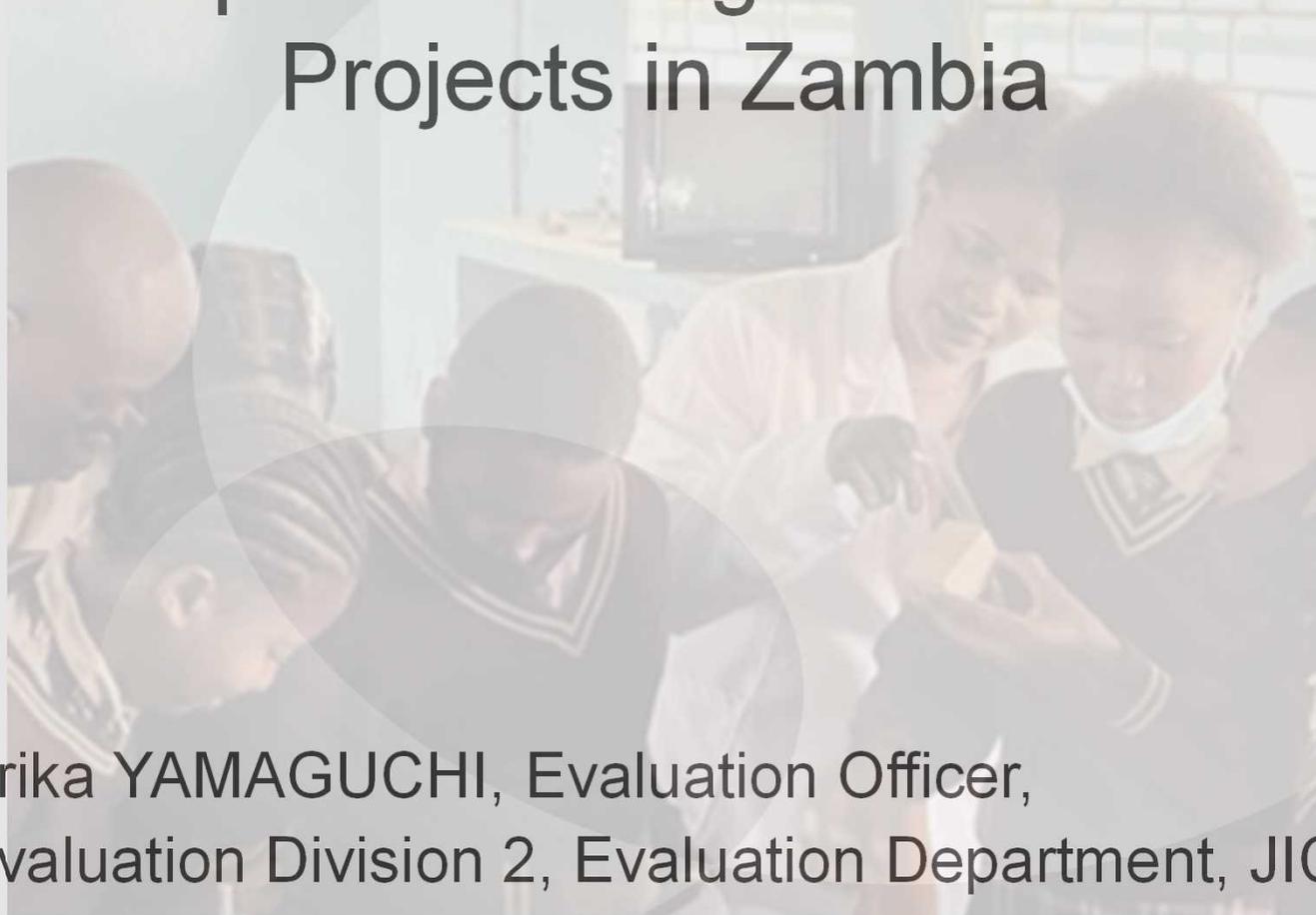




Process Analysis on Capacity Development through Lesson Study Projects in Zambia



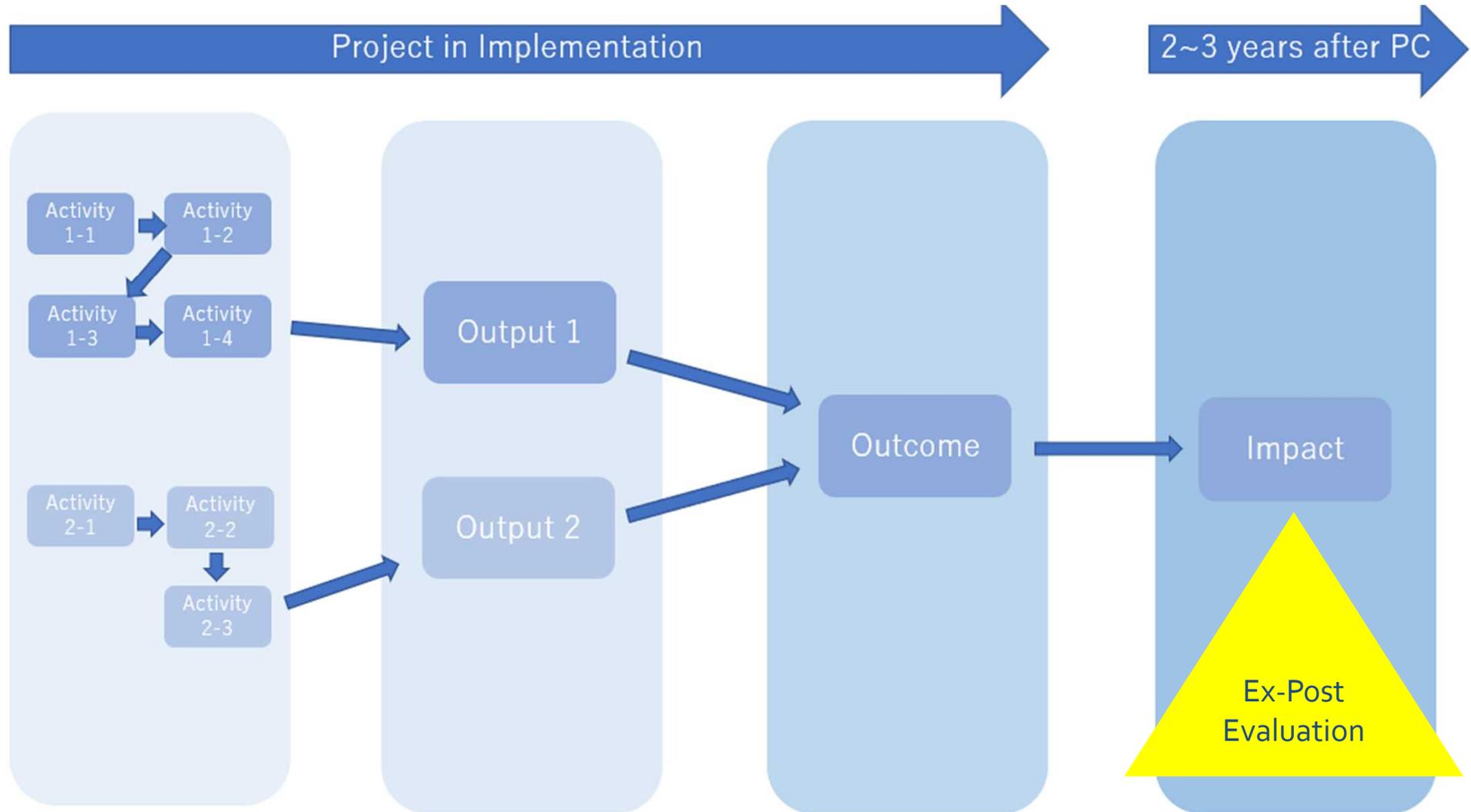
Erika YAMAGUCHI, Evaluation Officer,
Evaluation Division 2, Evaluation Department, JICA

Contents

- Six DAC Evaluation Criteria and How JICA Evaluate
- Process Analysis
- Process Analysis on Capacity Development through Lesson Study Projects in Zambia



Six DAC Evaluation Criteria and How JICA Evaluate



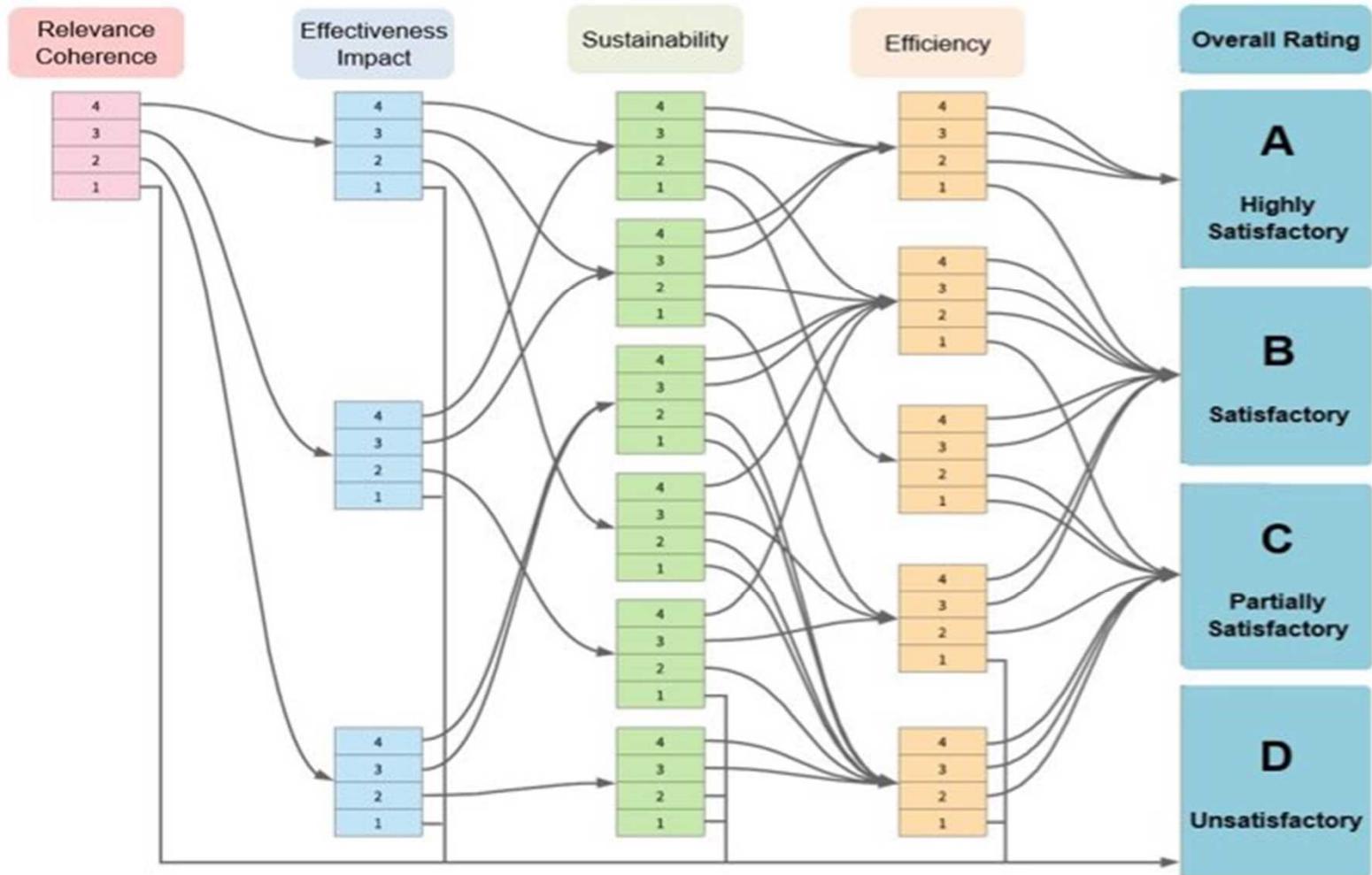
Six DAC Evaluation Criteria and How JICA Evaluate

items	New Definition (6 criteria)
Relevance	<ul style="list-style-type: none"> •Validity with project implementation (development needs) •<u>Focus on “Beneficiary.” Consideration for inclusiveness and equity</u> •Appropriateness of the project plan and logic of approach
Coherence (New)	<ul style="list-style-type: none"> •<u>Consistency with development assistance policies of the Japanese Government and JICA</u> •<u>Synergistic effect/mutual relations with JICA’s other projects (technical cooperation, loans, grant aids, etc)</u> •<u>Complementarity, harmonization and coordination with other assistance/projects in Japan, other development organizations, etc.</u> •<u>Consistency with global framework (international targets, initiatives, standards, etc)</u>
Effectiveness	<ul style="list-style-type: none"> •The degree of achievement of target level in target year of expected project outcome <u>(differential results across the groups)</u>
Impact	<ul style="list-style-type: none"> •Positive and negative indirect and long-term effects (system and norms, people’s well-being, human rights, gender equality, and the environment)
Efficiency	<ul style="list-style-type: none"> •Comparisons of planned and actual projects inputs, project period, and project cost
Sustainability	<ul style="list-style-type: none"> •Outlook on sustainability of effects that are realized by the project for aspects of policy/political, institutional/organizational, technical, financial, <u>social & environment, risk, and operation & maintenance</u>

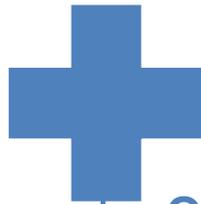
Six DAC Evaluation Criteria and How JICA Evaluate

items		New Definition (6 criteria)
Relevance And Coherence ③	Relevance ④	<ul style="list-style-type: none"> •Validity with project implementation (development needs) •<u>Focus on “Beneficiary.” Consideration for inclusiveness and equity</u> •Appropriateness of the project plan and logic of approach
	Coherence ③	<ul style="list-style-type: none"> •<u>Consistency with development assistance policies of the Japanese Government and JICA</u> •<u>Synergistic effect/mutual relations with JICA’s other projects (technical cooperation, loans, grant aids, etc)</u> •<u>Complementarity, harmonization and coordination with other assistance/projects in Japan, other development organizations, etc.</u> •<u>Consistency with global framework (international targets, initiatives, standards, etc)</u>
Effectiveness And Impact ③	Effectiveness ③	<ul style="list-style-type: none"> •The degree of achievement of target level in target year of expected project outcome <u>(differential results across the groups)</u>
	Impact ③	<ul style="list-style-type: none"> •Positive and negative indirect and long-term effects (system and norms, people’s well-being, human rights, gender equality, and the environment)
Efficiency ②		<ul style="list-style-type: none"> •Comparisons of planned and actual projects inputs, project period, and project cost
Sustainability ③		<ul style="list-style-type: none"> •Outlook on sustainability of effects that are realized by the project for aspects of policy/political, institutional/organizational, technical, financial, <u>social & environment, risk, and operation & maintenance</u>

Six DAC Evaluation Criteria and How JICA Evaluate



Six DAC Evaluation Criteria and How JICA Evaluate



Objectivity and Transparency of Evaluation Decisions

Sharing the basic framework enables consistent evaluation

Visualization of the degree of effectiveness

Four-step rating system clarifies comparison of planned and actual results and the degree of target achievement

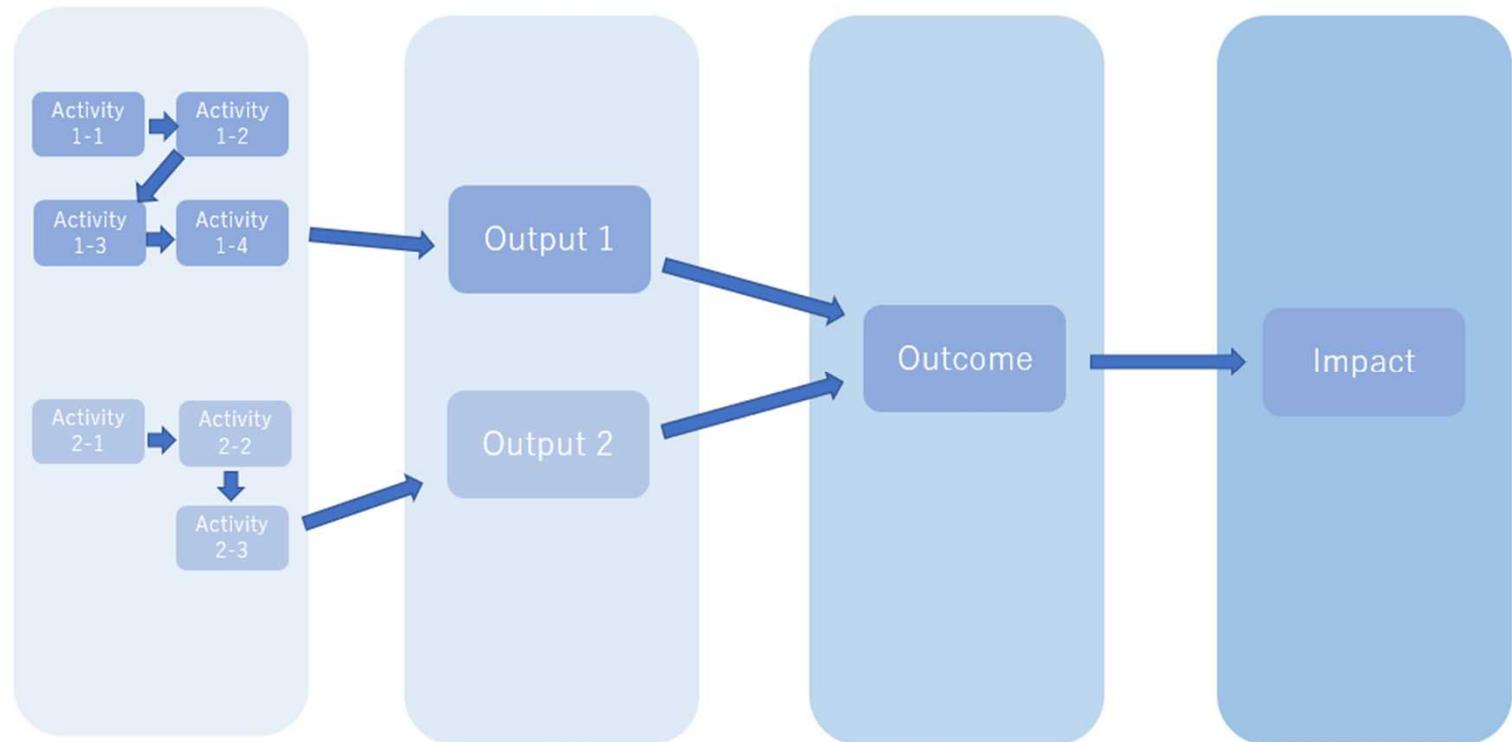
Factor analysis of success & failure

Unclear why/how the effect was/was not manifested

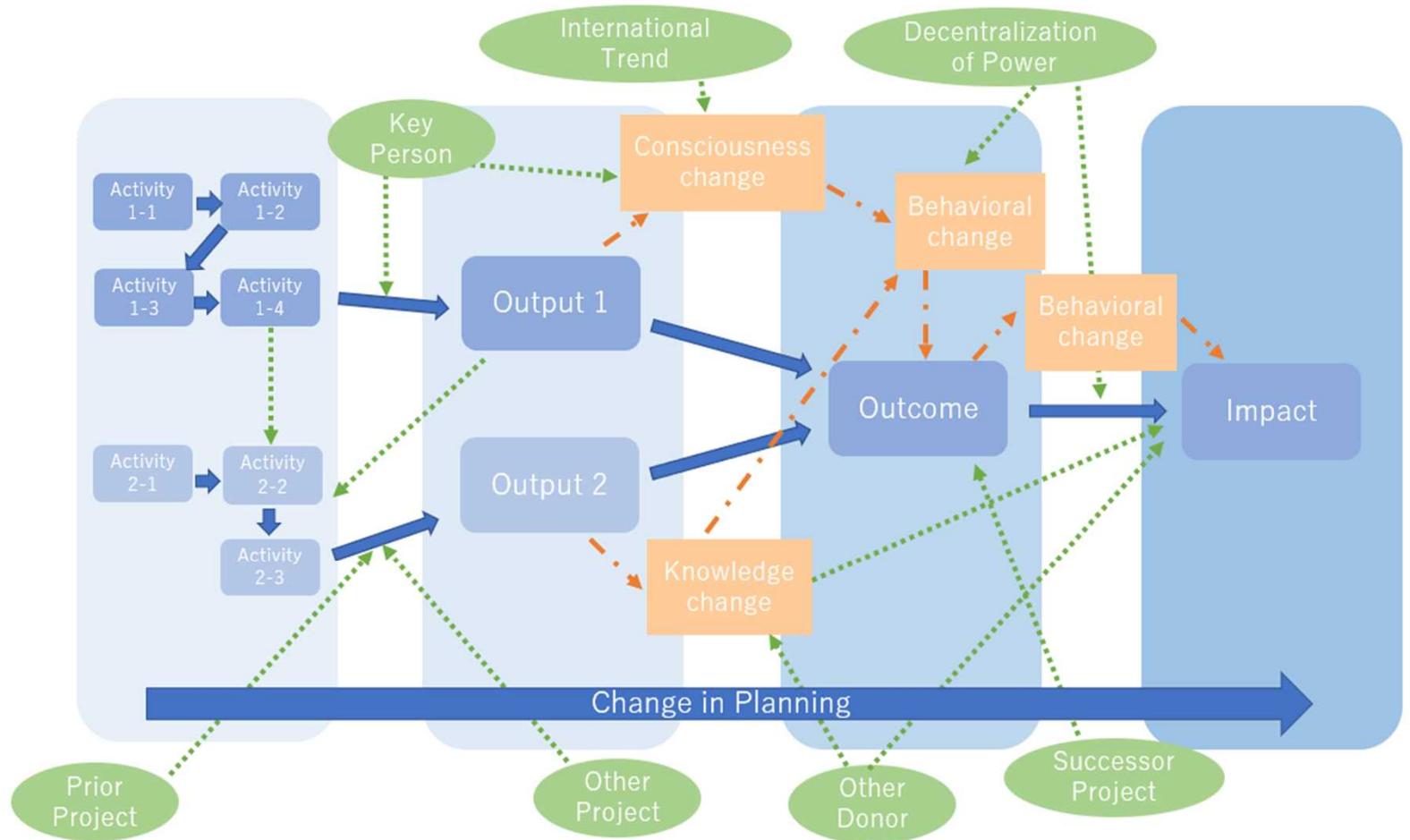
Consideration of Context and characteristics Specific to individual projects

Degree of ingenuity and contribution of those involved is not clear

Process Analysis



Process Analysis



Process Analysis

Formative Evaluation

- Conducts **during the design/development phase** of the subject being evaluated or in the middle of continuous improvement and formation
- Serves **to improve the project**

Summative Evaluation

- Conducts **after the intervention** of the project, where the evaluation focuses on the results and whether the resources have been used efficiently.
- Useful for evaluations aimed **at ensuring accountability and at learning for other projects in the future**

What can be Ascertained in a detail

Effects and Impacts that **Cannot be Derived** Solely **from Planned/Actual Comparisons**

Verification of Project Implementation

Factors contributing to or hindering outcome achievement

Relationship with the Target Group

Changes in attitudes and behaviors of the target group

Project Management

project staff's working style, recognition and initiative, appropriateness of monitoring and course correction, and the level of contribution of each stakeholder

Overall Perspective

key factors in project effectiveness, ingenuity of those involved

⇒ **Beneficial for better project operation and management by extracting **recommendations** and **lessons learned** for program improvement**

Projects for which Process Analysis was Conducted

<p>[India] Delhi Mass Rapid Transport System Project (Phase 2) (I) ~ (V)</p>	<p>[Kenya] Strengthening Management for Health in Nyanza Province</p>	<p>[Thailand] Project on Strengthening of Multi-Disciplinary Teams (MDTs) for Protection of Trafficked Persons</p>	<p>[Sri Lanka] The Project for Construction of Manmunai Bridge</p>
			
<p>Transportation / GA</p>	<p>Health and Medical Care / TC</p>	<p>Gender and Development / TC</p>	<p>Transportation / L</p>
<p>March 2006 to March 2010</p>	<p>July 2009 to June 2013</p>	<p>March 2009 to March 2014</p>	<p>September 2011 to May 2014</p>
<p>[Rwanda] Strengthening School-based Collaborative Teacher Training (SBCT Project)</p>	<p>[Vietnam] Cai Mep – Thi Vai International Port Construction Project (I) (II)</p>	<p>[Vietnam] Lach Huyen Port Infrastructure Construction Project(I)(II)(III)</p>	<p>[Vietnam] Terminal 2 Construction Project in Noi Bai International Air (I)(II)(III), Noi Bai International Airport to Nhat Tan Bridge Connecting(I)(II), Nhat Tan Bridge Construction(I)(II)(III)</p>
			
<p>Education / TC</p>	<p>Ports and Harbors / L</p>	<p>Ports, Roads and Bridges / L</p>	<p>Airports and Roads / L</p>
<p>January 2013 to December 2015</p>	<p>March 2005 to April 2015</p>	<p>Being Carried out since November 2011</p>	<p>September 2011 to May 2014</p>

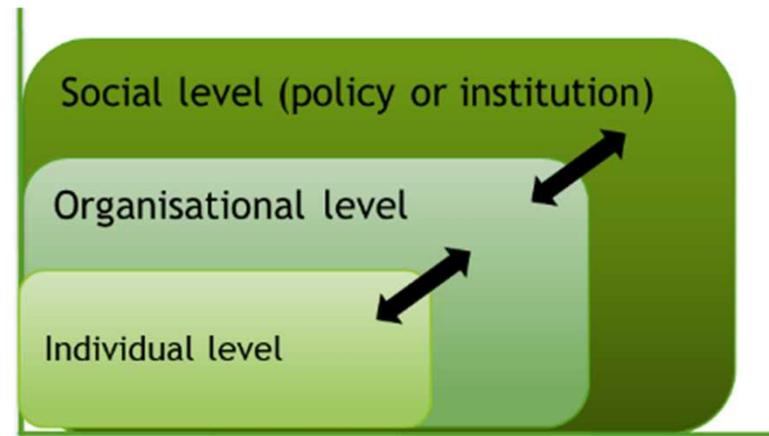
Process Analysis on Capacity Development through Lesson Study Projects in Zambia



What Capacity Development is

Capacity Development (CD): The process of improving the **capacity** of developing countries **to cope with challenges** as an aggregate of multiple levels, including individual, organizational and social”. Emerged in the late 1990s as an important driver for sustainable development.

Everything
from formal organisations
to informal organisations.



Institutions and norms,
as well as the political
and cultural environment