

Chapter 3 Improving Projects Using Evaluation Results

3-1 JICA's Efforts

One of the primary objectives of JICA's evaluation is to enhance learning among the people and organizations involved in development assistance. In order to learn from evaluation results and improve projects, simply making reports is not enough. We have to share evaluation results as organizational knowledge and aggressively feed back this knowledge to future projects in the pursuit of achieving more effective and efficient projects.

To this end, JICA makes various efforts to promote feedback of evaluation results to projects. As part of these efforts, JICA conducted a study on feedback of evaluation results in fiscal 2003 (hereinafter referred to as "the previous study") to understand and improve current situations of feedback.

(1) Summary of the FY 2003 Study Results

The following factors concerning feedback of evaluation results were made clear from the questionnaire survey of the previous study. Details are available in JICA Annual Evaluation Report 2003*.

- Less than half of JICA staff had ever used evaluation results. The earlier a department integrated evaluation into its management cycle, the higher the rate of its staff's using the results of evaluation.
- JICA staff used the results of terminal evaluations most frequently on individual projects, and the main means of access to the evaluation results was the evaluation report.
- Evaluation results were often used to perform other evaluation studies, manage and operate individual projects, and plan projects.
- Most respondents who did not use the results of evaluation gave their reasons as follows: "can handle duties without using them," "do not know what kind of evaluation results are available," and "do not know how to access them."
- Most users of evaluation results found the information useful to their operation.
- However, some users commented that the evaluation information was not of any help. The reasons were: recommendations and lessons are superficial and lack details, and they are not applicable because they are unique to certain projects.

Furthermore, as a result of analysis of the responses to the questionnaire, the following issues arose in the process of feedback of evaluation results.

a. Improving Accessibility

Improved accessibility to evaluation results is essential to promote feedback of evaluation results. Many respondents especially stated that the website needs to be improved. Currently, the contents of the Evaluation page are being expanded; however, this may not be well known among the users. It is therefore necessary to disseminate information pertaining to the availability of the website and accessibility while further upgrading the contents.

b. Improving the Quality of Evaluation Results and Providing User-friendly Information

Current evaluation results vary in quality and quite a few lack detailed descriptions and versatile contents. Thus, many think the quality of evaluation results should be improved. Improving the quality and usefulness of evaluation results is essential to promote feedback of evaluation results. Since JICA staff frequently refers to evaluations in the past when implementing evaluation studies, selecting good examples of evaluation and sharing them widely as good practices are effective in terms of improving the quality of evaluation.

c. Developing a Feedback Mechanism

Many expressed the opinion that establishing a mechanism to secure feedback is necessary to promote feedback of evaluation results. To do that, past individual experiences must be systematically accumulated as organizational knowledge. It is also essential to integrate feedback of daily work into the project process, in order to make use of such accumulated experience in projects, regardless of the amount of professional experience of each staff member.

d. Improving Recognition and Awareness of Evaluation

Recognizing the importance of learning from evaluation results and a willingness to improve projects by using evaluation results are indispensable to the continuous improvement of projects. In order to deepen the recognition of JICA staff about the usefulness of evaluation, it is desirable to collect exemplary cases, in which the feedback of lessons and recommendations improved projects, from departments or staff who have already utilized evaluation results. Also it will be useful

* Annual Evaluation Report 2003 is available on the Evaluation page of JICA's website.

to share the information about those good practices within the organization.

(2) Efforts to Promote Feedback

From the study described above, several steps to improve the project using the evaluation results are identified: there are encouraging as well as discouraging factors in promoting feedback. The result of the previous study shows that most of the users pointed out the value of evaluation information. Therefore, once the effectiveness of feedback in terms of improving projects is affirmed, it is expected that recognition and awareness of evaluation will improve and the utilization of evaluation results will become widespread. To this end, it is necessary to eliminate the discouraging factors of feedback and pave the way toward utilization for promoting feedback. Figure 1-6 shows the concept of such a feedback mechanism of evaluation results and measures to facilitate this mechanism.

Based on this recognition, JICA adopted the following measures to eliminate discouraging factors for utilizing evaluation results in fiscal 2003 and 2004.

a. Developing a Feedback Mechanism

By adding the section of “Lessons Learned from Past Experience” in the Ex-ante Evaluation Document, a mechanism for referring to evaluation results was introduced into the operation process.

b. Improving Accessibility

The number of evaluation results listed on the website has been increased. Also the availability of the Evaluation page and access to the website was informed through training sessions.

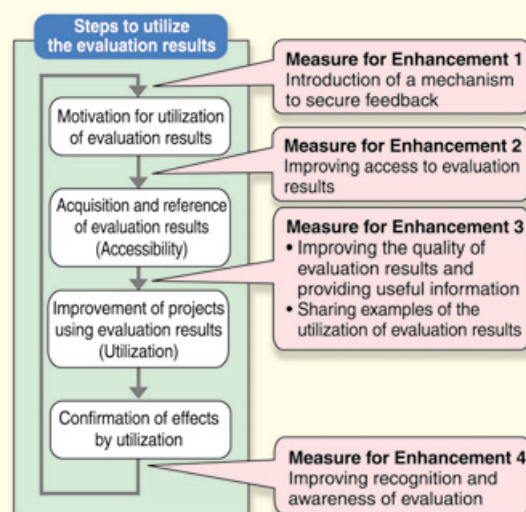
c. Improving the Quality of Evaluation Results

While efforts were made to improve quality of evaluations by revising the guidelines and offering evaluation training, the issue-specific synthesis studies were conducted to draw easy-to-use and systematic lessons learned. Furthermore, JICA has conducted secondary evaluation on terminal evaluation results since fiscal 2004 to clarify the issues that are helpful to the improvement of evaluation quality. In addition, in the same fiscal year JICA introduced Good Practice Evaluation Award to share the cases of good evaluation within the organization (JICA Good Practice Evaluation Award “The Outstanding Evaluation Award”).

d. Improving Recognition and Awareness of Evaluation

JICA carried out various types of evaluation training, including training for evaluation chiefs, and improved the

Figure 1-6 Measures to Enhance Feedback of Evaluation Results (Conceptual Figure)



recognition and awareness of evaluation. Also, the recognition of usefulness was widespread by presenting specific examples of the use of evaluation results. In order to motivate the organization to use evaluation results, Good Practice Evaluation Award was introduced also to widely share good practices in which evaluation results were used for improving projects (JICA Good Practice Evaluation Award “The Feedback Promotion Award”).

JICA conducted a study on the feedback of evaluation results in August 2004. The results of the study are reported in the following section, 3-2. The summary and results of Good Practice Evaluation Award, which JICA launched in fiscal 2004, are introduced in the subsequent section, 3-3.

3-2 Current Situations and Problems in Feedback of Evaluation Results

As described in the previous section, JICA adopted various measures to promote feedback of evaluation results in fiscal 2003 and 2004 based on the results of the previous study. In line with these efforts, JICA again conducted a questionnaire survey among JICA staff to understand the degree of improvement of feedback and identify specific tasks for the future in August 2004. This section reports the results of this questionnaire survey and issues identified in the survey.

FY 2004 Study Results on Feedback of Evaluation Results

[Study Methods]

Taking into account year-to-year comparisons with the previous study, the same questions were included in the questionnaire that were in the previous study. Questions to verify the effectiveness of various measures taken in fiscal 2003 and 2004 as well as questions to collect and analyze information about good practices using actual evaluation results were added. The major questions included in the questionnaire are as follows.

- **Current Situation of Feedback of Evaluation Results**
 - Are evaluation results referred to?
 - Which evaluation results are accessed and for what?
 - Are evaluation results fully utilized and to what extent?
- **Encouraging and Discouraging Factors for Promoting Feedback**
 - What are the encouraging factors to promote the use of evaluation results?
 - What prevents the feedback of evaluation results?
- **Actual Utilization of Evaluation Results**
 - What pattern is seen in the Utilization of Evaluation Results (What evaluation results are utilized for which projects)?
 - What motivates feedback and utilization?
 - Is feedback of evaluation results effective?
- **Examination of Effectiveness of Various Measures to Promote Feedback and Future Tasks**
 - Were efforts made so far effective in promoting feedback of evaluation results (developing a mechanism, improving access, improving the quality of evaluation results, and

improving recognition and awareness)?

- What measures are required to promote feedback in the future?

[Study Results]

(1) Current Situation of Feedback of Evaluation Results

Basic Data on Respondents

The study questionnaires were distributed to issue-based departments, regional departments, other departments, domestic offices, and overseas offices, and were filled out by 625 people (the response rate was 54%). This is 1.7 times more than the rate of the previous study in 2003 (the number of respondents in 2003 was 367 and the response rate was 37%). Basic data on respondents is shown in Figure 1-7.

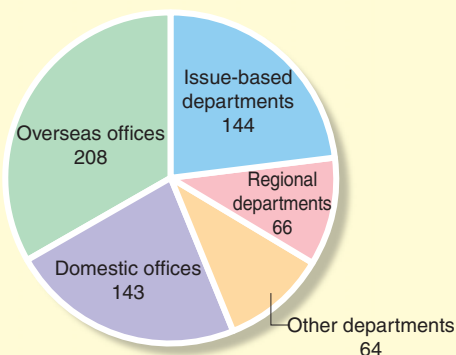
Are Evaluation Results Referred to?

More than 60% of respondents have referred to evaluation results (Figure 1-8) and the number is increasing. The rate of access varies by department (Table 1-4).

When looking at the use of evaluation results, more than 60% of respondents (385 respondents, 62%) answered that they had referred to JICA's evaluation results (Figure 1-8). This rate improved noticeably from the survey results of fiscal 2003, in which the rate of respondents who answered that they had accessed the evaluation results was less than half of the total respondents (46%).

When looking at use by affiliation (Table 1-4), the rate of

Figure 1-7 Composition of Respondents (N=625 people)



[Reference] Roles of Each Department

(1) Headquarters

1) Issue-based departments are in charge of implementing Technical Cooperation Projects in each issue and area.

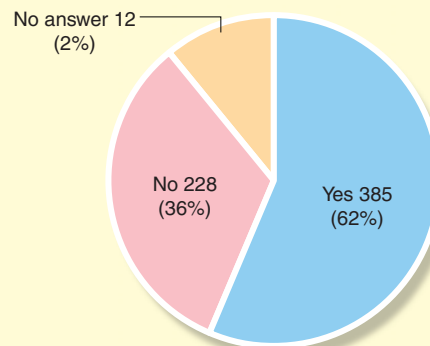
2) Regional departments are mainly in charge of formulating JICA Country Program for each country, and identifying and formulating new projects in each region.

3) Other departments handle Volunteer Programs, study and project promotion of grant aid, Disaster Relief Programs, etc.

(2) Overseas offices play the roles of liaisons that connect the headquarters and the government of each partner country, and undertake the identification and implementation of Technical Cooperation Projects.

(3) Domestic offices mainly conduct training programs.

Figure 1-8 Access to Evaluation Results (N=625 people)



access in the order from the highest to the lowest is issue-based departments (74%), overseas offices (69%), regional departments (59%), domestic offices (47%), and other departments (44%), thus indicating there are some differences among departments. This may be caused by the difference regarding the time of introduction of the evaluation system among departments. Issue-based departments and overseas offices implement Technical Cooperation Projects into which the evaluation system was introduced relatively early. They access the evaluation results at a high rate of around 70%. Moreover, when the rate of access is compared between staff of the departments in charge of implementing evaluations and staff of the departments not implementing or unaware of the implementation, the former is 73% and the latter is 36%, showing a distinctive difference (Table 1-5).

Taking a look at job positions (Table 1-6), the rate of

access is higher among managers (70%) than general staff (58%). Among managers, evaluation chiefs in particular access evaluation results at a high rate of 84%. Evaluation chiefs are required to improve quality and promote feedback of evaluation results through monitoring evaluations. They participated in training for evaluation chiefs. Thus, they are relatively more aware of the usefulness of evaluations, which is believed to attribute to the high rate of access.

Looking at the relationship between the participation in evaluation study and the access to evaluation results (Table 1-7), 83% of respondents who have experience in participating in evaluation studies have accessed evaluation results, whereas only 39% of respondents who have no experience in evaluation studies have accessed evaluation results. The result showed clearly that participation in evaluation studies contributes to a higher rate of access to evaluation results.

Table 1-4 Rate of Access by Affiliation

Affiliation	Accessed	(ratio to total)	(ratio to department)	Not Accessed	(ratio to total)	(ratio to department)	Total
Issue-based departments	107	28%	74%	36	16%	25%	144
Regional departments	39	10%	59%	26	11%	39%	66
Other departments	28	7%	44%	34	15%	53%	64
Domestic offices	67	17%	47%	71	31%	50%	143
Overseas offices	144	38%	69%	61	27%	29%	208
Total	385	100%		228	100%		625

(Including 12 respondents who gave no answer)

Table 1-5 Relationship between Implementation and Access to Evaluation Results (N=625 people)

Does your department conduct evaluation?	Have you accessed evaluation results?			
	Yes	No	No answer	Total
Yes (N=421)(67% of the total)	307 (73%)	108 (26%)	6 (1%)	421 (100%)
No/unknown (N=185) (30% of the total)	67 (36%)	114 (62%)	4 (2%)	185 (100%)
No answer (N=19) (3% of the total)	11 (58%)	6 (32%)	2 (10%)	19 (100%)
Total	385 (62%)	228 (36%)	12 (2%)	625 (100%)

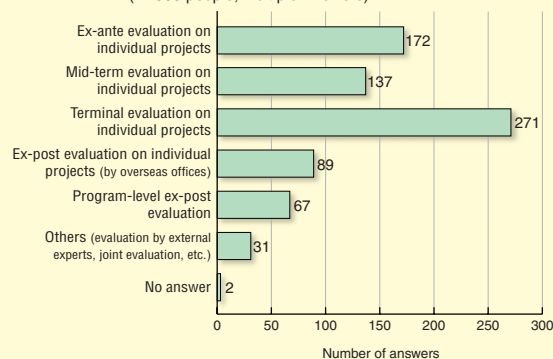
Table 1-7 Relationship between Participation in Evaluation Study and the Access to Evaluation (N=625 people)

Experience in participating in evaluation study	Have you accessed evaluation results?			
	Yes	No	No answer	Total
Yes (N=317) (51% of the total)	263 (83%)	52 (16%)	2 (1%)	317 (100%)
No (N=303) (48% of the total)	119 (39%)	175 (58%)	9 (3%)	303 (100%)
No answer (N=5) (1% of the total)	3 (60%)	1 (20%)	1 (20%)	5 (100%)
Total	385 (62%)	228 (36%)	12 (2%)	625 (100%)

Table 1-6: Relationship between Job Position and the Access to Evaluation Results (N=625 people)

Job position	Have you accessed evaluation results?			
	Yes	No	No answer	Total
Management post (N=173) (27% of total)	121 (70%)	48 (28%)	4 (2%)	173 (100%)
Evaluation chiefs (N=38) (6% of total)	32 (84%)	6 (16%)	0 (0%)	38 (100%)
General staff (N=447) (72% of total)	261 (58%)	179 (40%)	7 (2%)	447 (100%)
No answer (N=5) (1% of total)	3 (60%)	1 (20%)	1 (20%)	5 (100%)
Total	385 (62%)	228 (36%)	12 (2%)	625 (100%)

Figure 1-9 Types of Evaluation Results Accessed (N=385 people, Multiple Answers)



Which Evaluation Results are Accessed and for What?

a. What Kind of Evaluations are Accessed?

JICA staff accesses terminal evaluation on individual projects the most. The access to ex-ante evaluation on individual projects has increased (Figure 1-9).

Those who answered that they had accessed evaluation results were asked to select all types of evaluation results accessed. The result shows 271 respondents have accessed terminal evaluation on individual projects at most, followed by ex-ante evaluation on individual projects (172) and mid-term evaluation on individual projects (137). Ex-post evaluation and mid-term evaluation followed terminal evaluation in the previous study. It has thus become clear that the access to ex-ante evaluation increased from the previous year. Ex-ante evaluation was introduced in fiscal 2000 on a trial basis, and was launched full-scale in fiscal 2001. Factors contributing to the increase in access to ex-ante evaluation results can be attributed to the following two reasons: certain cases of results of ex-ante evaluation have been accumulated three years after it was introduced and the number of staff members engaged in ex-ante evaluation has increased in the process of setting up new projects.

b. How are the Evaluation Results Obtained?

Most staff members obtain evaluation results from evaluation reports that are kept in their designated office cabinets. However, the number of staff members who obtain results from the website has increased (Figure 1-10).

Many respondents who answered that they had accessed evaluation results obtained information from evaluation reports that were kept in their designated office cabinets. This tendency has remained from the previous study. On the other hand, 105 of 385 respondents (27%) who had accessed eval-

uation results chose the website as the source of evaluation results in this survey, showing that the number of JICA staff who have access to evaluation results through the website is on the rise. The previous study showed not much use of the website*, and promoting the use of the website as a means to obtain evaluation results was regarded as a task for the future. Various efforts were made to improve this situation. For example, in order to disseminate the availability of the website so as to increase access, the Annual Evaluation Report 2003 featured the presence of an Evaluation page including the Access Guide. The use of the website was encouraged during evaluation training. The contents were further improved by increasing listed evaluation results and uploading the revised JICA Evaluation Guidelines. Such efforts may explain the increase in the amount of access in this survey.

In addition to the website, JICA Knowledge Site is also used to some extent. It is obvious that there is certain demand for the distribution of evaluation results through electronic media as well as the published reports.

c. What Format of Evaluation Results are Accessed?

Many of those who have referred to evaluation results access Evaluation Reports and Summary of Evaluation Results (Figure 1-11).

As for the question of what editorial patterns of evaluation results were accessed, Evaluation Report (282) ranked at the top of the list, followed by Summary of Evaluation Results (151), which organized the overview of evaluation reports into several pages, and documents used in briefing/study meetings (88). Summary of evaluation results are included in the beginning of evaluation reports and became available on the JICA website in fiscal 2003 (evaluations conducted after fiscal 2001). With this, the use of the website increased, and the access to summary is expected to further increase in the future.

Figure 1-10 Source of Evaluation Results
(N=385 people, Multiple Answers)

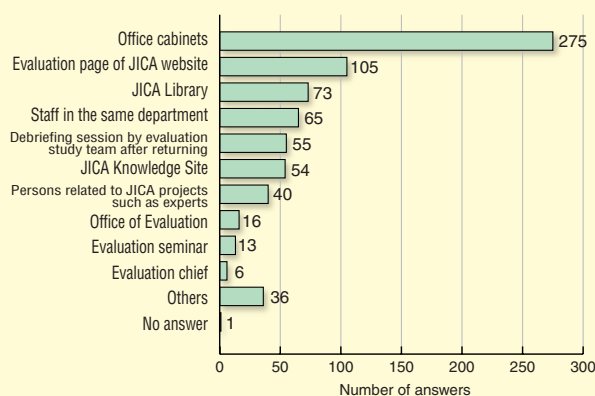
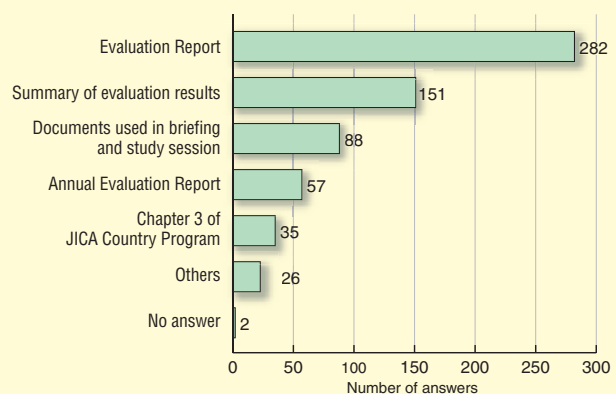


Figure 1-11 Format of Evaluation Results
(N=385 people, Multiple Answers)



* Twelve of 170 (7%) JICA staff who had used evaluation results answered that the website was their source of information.

d. For What Kind of Operation are Evaluation Results Accessed?

Evaluation results are mainly accessed to improve the quality of projects, such as in planning and revision of individual projects, and identifying, formulating, and adopting projects (Figure 1-12).

The operations for which evaluation results are accessed go from the top as follows: planning and revision of individual projects (209), identifying, formulating, and adopting projects (177), operation and management of individual projects (147), and conducting other evaluation studies (158). In the previous study, the most cited operation was conducting other evaluation studies. Based on these results, it is fair to conclude that evaluation results are now accessed to improve the quality of projects. In contrast, the access to evaluation results for formulating or revising the policies at the program level, such as JICA Country Program or thematic guidelines, is limited.

Are Evaluation Results Fully Utilized and to What Extent?

More than half of JICA staff who have referred to evaluation results say that they actually provide feedback of evaluation results to their operations. Those who have utilized evaluation results tend to continue using them

Figure 1-12 Types of Operation for Which Evaluation Results are Accessed (N=385 people, Multiple Answers)

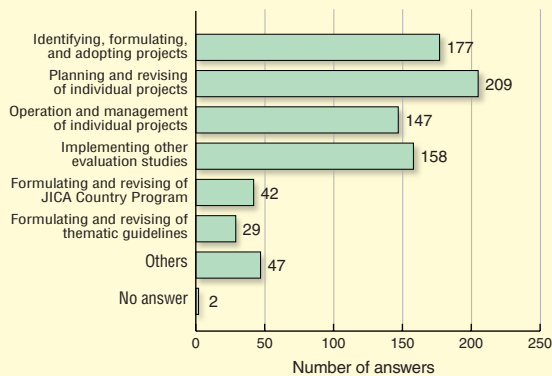
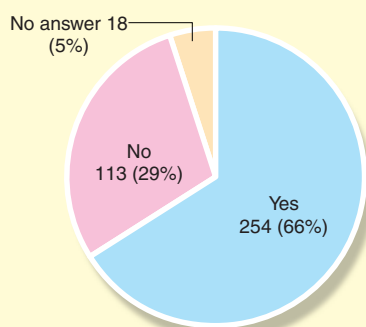


Figure 1-13 Utilization of Evaluation Results for Improving Projects (N=385 people)



(Figures 1-13 and 1-14).

Among 385 respondents who answered that they had accessed evaluation results, 254 (66%) said that they had actually provided feedback of the evaluation results to their operations (Figure 1-13). This figure accounts for approximately 40% of all respondents. Those who answered that they had utilized the results were then asked about the number of times they had utilized evaluation results: 89 (35%) answered more than five times, 82 (32%) two to four times, 61 (24%) once (Figure 1-14). It is clear from this result that many of those who utilized the results once tend to continue to use them again. It is fair to assume that those who have utilized evaluation results once realize the benefits and enter into a positive cycle of using them again on subsequent occasions.

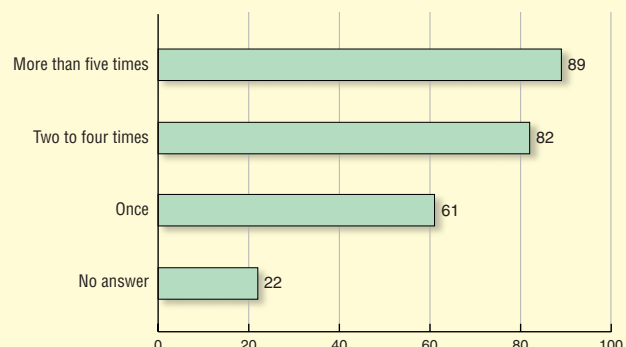
(2) Encouraging and Discouraging Factors for Promoting Feedback

What Are the Encouraging Factors to Promote the Use of Evaluation Results?

The following encouraging factors to promote the use of evaluation results were found from the results of the study.

- The rate of access to evaluation results by the evaluation chief appointed to the project implementing department is particularly high. It is therefore fair to assume that the roles to be assumed by the evaluation chief, such as quality control of evaluation and promotion of feedback, as well as learning opportunities such as training of evaluation chiefs, are encouraging factors to promote the access to evaluation results.
- Experience in participating in evaluation study is what accounts for the big rise in the rate of access to evaluation results. In the background, there is widespread knowledge that referring to examples from the past is helpful for the actual planning and implementing of evaluation studies, which gives an incentive for accessing evaluation results.
- JICA staff who have utilized evaluation results is likely to use them more than once. It is fair to conclude that it gener-

Figure 1-14 Number of Utilizations of Evaluation Results (N=254 people)



ates a positive cycle in which once they realize feedback improves their operations, they repeat the references to the evaluation results.

What Prevents the Feedback of Evaluation Results?

As described above, 385 out of 625 respondents have referred to evaluation results. Among these, 254 respondents utilized them to improve their operations, and 113 referred to them but did not utilize them (Table 1-8). We will now focus on the 228 respondents who did not refer to evaluation results and the 113 respondents who referred to them but did not use them, and find the reasons why they did not refer to them and utilize the results.

a. What Is the Reason for Not Referring to Evaluation Results?

Most respondents who did not refer to evaluation results gave as their reason “can handle duties without using them,” “do not know what kind of evaluations were conducted,” and “would like to refer to evaluation results but are too busy to do so.” (Figures 1-15 and 1-16).

The study asked respondents who did not refer to evaluation results (228) to select multiple reasons why they chose not to refer to them (Figure 1-15). About 40% indicated that they

could handle their duties without using evaluation results (92). This is followed by those who admitted that they did not know what kind of evaluations were conducted (57) and that they were too busy to refer to them even though they wanted to (57). Looking at the details, a cross-tabulation showed the reasons for not referring to evaluation results and whether evaluations are conducted by the department the respondents belong to. (Figure 1-16).

Among those who answered “can handle duties without using evaluation results” (92), 41 respondents (44%) belong to departments that conduct evaluations, and 50 respondents (54%) belong to departments that do not conduct evaluations or do not know whether or not evaluations are conducted in their departments. This revealed that there is a certain portion of staff who does not feel the need for the use of evaluation results, even though they belong to departments that conduct evaluations. Targeting this group, it is necessary to consolidate the reference mechanism for evaluation results and encourage the access to evaluation results by improving their awareness. This is also evident from the result of another question, “where do you access the evaluation results” of 228 respondents who had not referred to evaluation results (Figure 1-17). The result showed that nearly 40% (86) did not try to access any.

In the departments that conduct evaluations, quite a few

Table 1-8 Breakdown of Reference and Utilization by Respondents

Total respondents	Reference		Utilization	
	Yes	No	Yes	No
625	385	228	Yes	254
			No	113
	12	No answer	No answer	18
			No answer	12

Figure 1-16 Reasons for Not Referring to Evaluation Results with Classification of Departments (N=228 people, Multiple Answers)

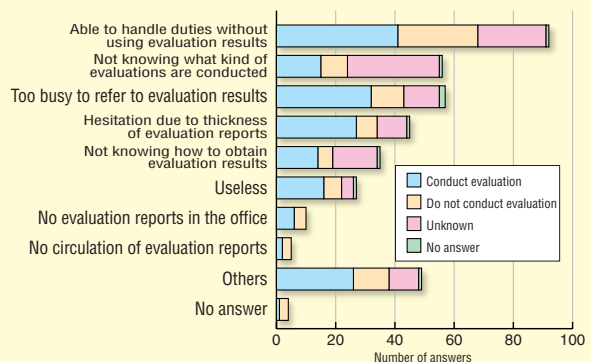


Figure 1-15 Reasons for Not Referring to Evaluation Results (N=228 people, Multiple Answers)

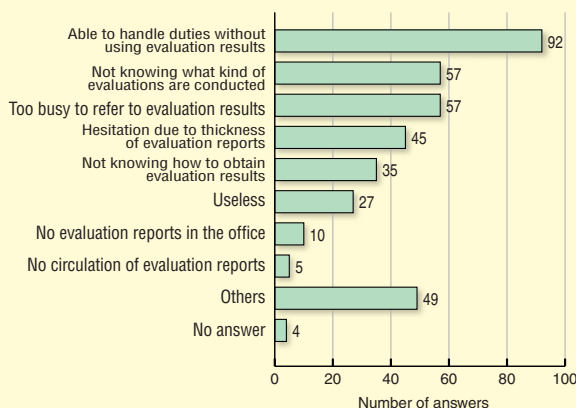
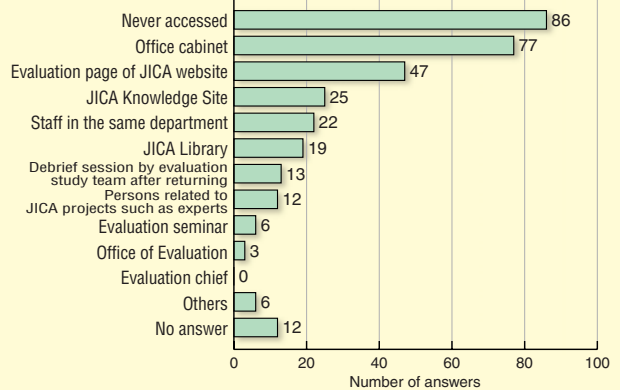


Figure 1-17 Source of Evaluation Results for Those Who Failed to Refer to Evaluation Results (N=228 people, Multiple Answers)



gave as an answer, “would like to refer to evaluation results but are too busy to do so” and “feel hesitant as reports are too thick.” It is therefore necessary to make the evaluation results concise while continuing to disseminate the availability of simple forms of evaluation results such as the summary sheet.

b. What Is the Reason for Not Utilizing Evaluation Results, Even Though They Were Referred to? Many of those who have not utilized evaluation results gave “superficial recommendations and lessons, lacking concreteness” as their reason (Figure 1-18).

Among the 385 respondents who had referred to evaluation results, approximately 30% (113) could not use them for actual operations. When asked for all the reasons why, the top answer was “superficial recommendations and lessons, lacking concreteness” followed by “no necessary information available” and “too unusual for certain projects and not applicable.” Most of the respondents indicated that the information contained in the evaluation results was not sufficiently useful from the perspective of feedback that improves operations (Figure 1-18). Specific reasons included in “Others” are “did not intend to utilize but simply to refer to,” “received Project Evaluation StudyTeam, but was not involved in actual evaluation,” thus indicating that many referred to evaluation results without any intention to use them. This reasoning needs

to be considered separately from the insufficiency of the content of evaluation results since they are different in nature.

(3) Actual Utilization of Evaluation Results

The result of the study has indicated that two obstacles interfere with the process from the feedback of evaluation results to the improvement of operations by using them. One obstacle occurs before referring to evaluation results (lack of intention to refer to or poor access to evaluation results) and the other occurs before applying the information or lessons obtained from the evaluation results to the improvement of projects (insufficient or useless evaluation results). In this section, by focusing on the questionnaire results of the 254 respondents who actually utilized evaluation results to improve their projects (the number of case examples: 510), an analysis is made to find out what evaluation results were actually utilized and to verify the effectiveness of feedback of evaluation results.

What Pattern is Seen in the Utilizaion of Evaluation Results?

a. General Trend

Useful information is likely to be found in evaluation results (five evaluation criteria, etc.), recommendations, and lessons, and is used particularly for identifying, formulating, and adopting projects as well as for planning and revising similar projects (Figures 1-19 and 1-20).

The survey was multiple choice and asked respondents which information was useful and for what operation the evaluation results were used in individual cases, based on their experience in using evaluation results. The top three pieces of useful information were “recommendations” (257), “evaluation results (five evaluation criteria, and contributing and hindering factors),” (232), and “lessons” (204). The top three operations for which the evaluation results were utilized were “identifying, formulating, and adopting projects” (152), “planning and revising similar projects” (139), and “evaluation of

Figure 1-18 Reasons Why Referred to Evaluation Results but Did Not Use Them (N=113 people, Multiple Answers)

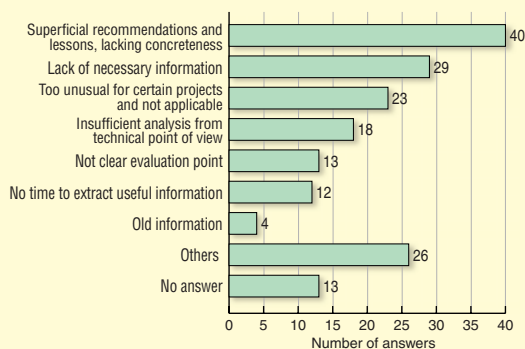


Figure 1-19 Useful Information (N=510 cases, Multiple Answers)

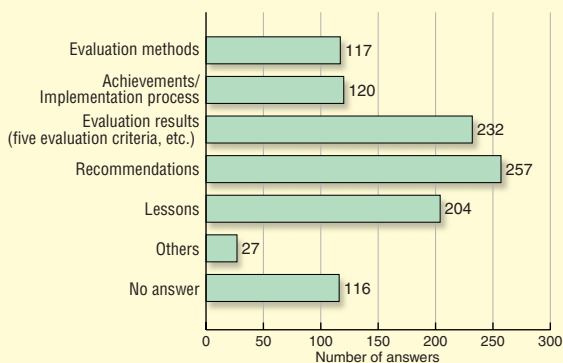


Figure 1-20 Operations for Which Evaluation Results Were Used (N=510 cases, Multiple Answers)

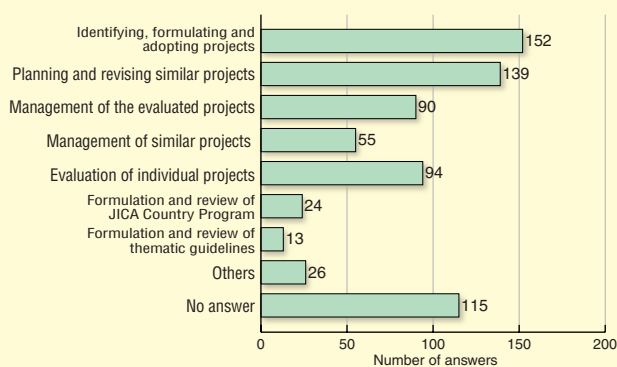


Figure 1-21 For What Specific Activities in Identifying, Formulating, and Adopting Projects Were the Evaluation Results Used? (N=152 cases, Multiple Answers)

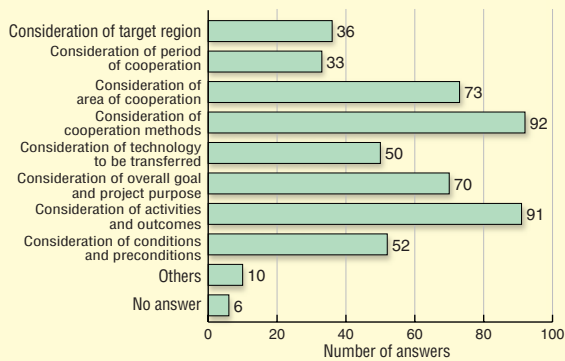
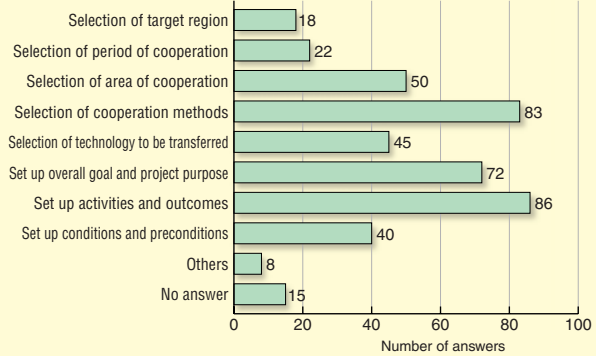


Figure 1-22 For What Specific Activities in Planning and Revising Similar Projects Were the Evaluation Results Used? (N=139 cases, Multiple Answers)



individual projects” (94).

In addition, a correlation between “useful information” and “operations for which evaluation results were used” was examined to identify what type of information was used for what kind of operation. The results showed that “evaluation results (five evaluation criteria, and contributing and hindering factors),” “recommendations,” and “lessons” were used frequently for operations such as “identifying, formulating, and adopting projects” and “planning and revising similar projects.” Since evaluation results and recommendations were used for “management of the evaluated projects,” it is naturally apparent that evaluations are used as a tool of project management. The evaluation results are also used for examining evaluation methods of other individual projects.

The following characteristics were further observed from the survey on activities using evaluation results.

- When looking at details of the activities using evaluation results for “identifying, formulating, and adopting projects” (152) and “planning and revising similar projects” (139), there are similar tendencies. Evaluation results were used, in more than half of the cases, for “the selection of cooperation methods” and for “setting up activities and outcomes”

in both categories. (Figures 1-21 and 1-22).

- When looking at details of the activities using evaluation results for “management of the evaluated projects” (99) and “management of similar projects” (55), there are similar tendencies. Evaluation results were used, in more than half of the cases, for “assigning experts and examination of activities,” “reviewing activities and outcomes,” and “establishing implementation and support systems” in both categories (Figures 1-23 and 1-24).
- In more than half of the 94 cases where evaluation results were used for the evaluation of individual projects, they were used for terminal evaluations (Figure 1-25). This is presumed to be due to the fact that a consistent evaluation system from the ex-ante to ex-post stage has been introduced relatively recently, and terminal evaluations have been at the center of project evaluations for a long time.
- In the 24 cases where evaluation results were used for JICA Country Programs, more than 40 % were used for “remarks on JICA’s cooperation,” “JICA’s cooperation programs,” “basic concepts of JICA’s cooperation,” and “development issues.” In the 13 cases where evaluation results were used

Figure 1-23 For What Specific Activities in Management of the Evaluated Projects Were the Evaluation Results Used? (N=87 cases, Multiple Answers)

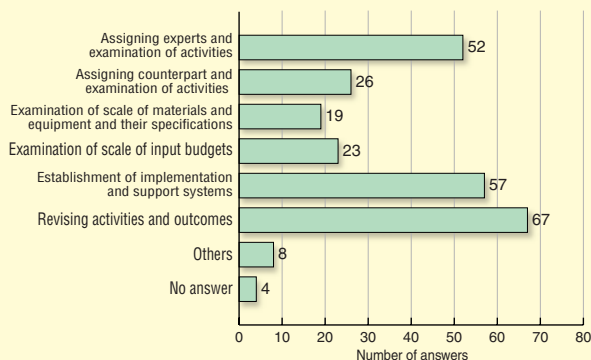
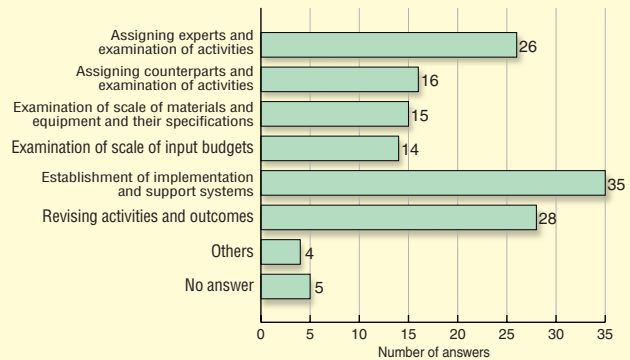


Figure 1-24 For What Specific Activities in Management of Similar Projects Were the Evaluation Results Used? (N=139 cases, Multiple Answers)



for thematic guidelines, they were used in a wide variety of phases such as “policies and approaches,” “cases and achievements,” “outline of the relevant cooperation,” etc. (Figures 1-26 and 1-27).

b. Specific Examples

Based on the questionnaire survey, the following projects were found to be good examples of using evaluation results at the stage of identifying, formulating, and planning new projects. For example, lessons learned from the Project for Family Planning and Women in Development of Jordan were used for the formulating stage of the Reproductive Health Project in Syria. Particularly, the project utilized the lessons learned about activities associated with enlightenment and promotion of reproductive health, the effectiveness of a comprehensive approach including empowerment of women, and the necessity of the project focusing on an entry-point to the community (eg. Health Festival, etc.). This is an example of pursuing organized project management using the experiences and lessons learned from the preceding projects to deal with socially and culturally sensitive themes. As an example of using evaluation results at the planning stage, there is a case where the terminal evaluation results of the Small-scale Irrigated Agriculture Promotion Project in the Republic of Ghana (F/U) were used to set the project purpose of Ghana’s Improvement

of Participatory Irrigation Management System. Specifically, the purpose of strengthening the support function of irrigated agriculture technology was set based on the recommendation; “Ghana Irrigation Development Authority (GIDA) should place more emphasis on the technical guidance and dissemination to farmers,” and “government support is necessary for the operation and maintenance of irrigation facilities and agricultural machinery, marketing, and organizing farmers.” Also, it became possible to design a project that facilitates the organization of farmers by adding “training for technical guidance and dissemination provided by GIDA officers to the farmers” to their activities.

At the implementation stage, there were cases in which the evaluated project was revised using its mid-term evaluation results (the Project on Improvement of Maritime Education in Turkey) and the mid-term evaluation results of a similar project were used to improve the management of the project (mid-term evaluation results of the Japan Human Resource Development Center in Laos were used for management of the Japan Human Resource Cooperation Center in Viet Nam).

As examples of using evaluation results for conducting evaluation studies, there are some cases of utilizing results for other evaluations of the same project and other cases of using them for evaluations of similar projects in the same country. As an example of the former, in the Project on the Improvement of Techniques for the Production of Vegetables in Morelos State in Mexico, mid-term evaluation results were used for the terminal and ex-post evaluations of the same project. As an example of the latter, the terminal evaluation results of the Cho Ray Hospital Project of Viet Nam were used for the terminal evaluation of the Bach Mai Hospital Project for Functional Enhancement, Viet Nam.

The good practices of the use of evaluation results obtained from the questionnaire survey are described in the next section, 3-3.

Figure 1-25 At What Stage of Evaluation Were the Evaluation Results Used? (N=94 cases, Multiple Answers)

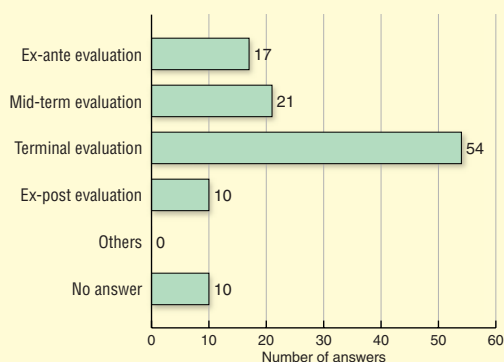


Figure 1-26 For What Part of the JICA Country Program Were the Evaluation Results Used? (N=24 cases, Multiple Answers)

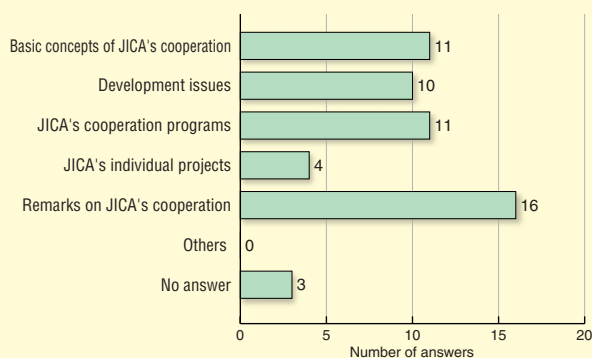
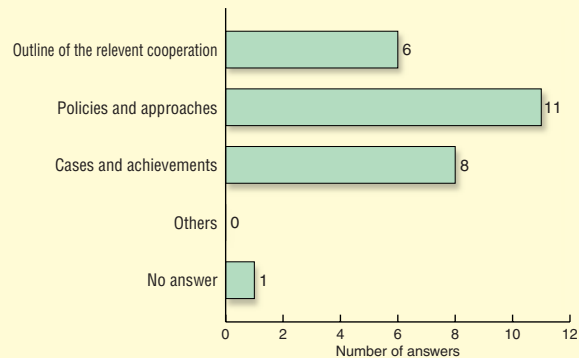


Figure 1-27 For What Part of Thematic Guidelines Were the Evaluation Results Used? (N=13 cases, Multiple Answers)



Suggestions from supervisors and colleagues in the department motivate use of evaluation results in most cases. There are also many cases where JICA staff spontaneously uses evaluation results without external influence (Figure 1-28).

Respondents were asked to indicate what motivated feedback and actual use of evaluation results (multiple answers). The largest number selected “others” (158), followed by “suggestions from supervisors and colleagues in the department” (130). Details of “others” include “supposed to use it,” “spontaneously,” “for improving the quality of project,” and “it was necessary to use it,” thus indicating that most of the respondents were not particularly conscious of it but the decision to use evaluation results was made on the basis of their own judgement. Based on the fact that the respondents have already used evaluation results and the majority have used them more than once, it is assumed that they would provide feedback of evaluation results, thinking of it as one of the essential tasks in the operation cycle (Figure 1-14).

b. Specific Examples

■ Suggestions from Supervisors and Colleagues in the Department and Spontaneous Use of Evaluation Results

It has already been mentioned that many were motivated to use evaluation results by suggestions from supervisors and colleagues. Results of the questionnaire survey and interview surveys indicate that such suggestions were not given in a top down manner in most cases: instead, motivation emerged from daily interaction among the staff members. Many users of evaluation results are conscious of how to improve projects or operations they are involved in, and take actions accordingly. In pursuing these measures, they receive suggestions to refer to the evaluation results of the past from supervisors or colleagues. The study revealed that many of those who selected “others” as the answer provided feedback spontaneously, initiated by individual staff members, for the following reasons: “feedback of evaluation results depends largely on the degree of consciousness of the person in charge of the

project,” “to gather information about related issues while always being cognizant of new information ensures access to good information,” “to bring about the project’s outcomes rests on the consciousness of individual staff members that they must achieve project goals without repeating the same mistakes,” and “lessons from projects in the same country and the same area are vital in cases where the cooperation background and implementing systems are unique.”

■ Suggestions from Stakeholders Involved in Projects

The terminal evaluation results of the Project of Family Planning and Women in Development of Jordan were used for the formulation of the Reproductive Health Project of Syria because a project formulation advisor for regional cooperation was involved in both projects. The Information Technology Upgrading Project of Jordan is an example of a case in which external persons who were involved in the project provided feedback. The Philippine Software Development Institute was used for formulating the project. Suggestions from the external organization, which had been a member of the domestic advisory committee for a long period of time, made a great contribution to the feedback.

■ Information Sharing System Within the Department, Team, or Thematic Task Force

As organizational efforts, the JICA Brazil Office holds preliminary sessions with prescreening, prior to the submission of an official request from the Brazilian counterpart, for sharing opinions based on the evaluation results. Furthermore, the education taskforce holds a series of information sharing luncheons frequently as an opportunity to exchange and share information. In addition to the information obtained from various studies, the evaluation results of educational projects are actively shared among the taskforce members. In addition, the Japan Center Team sets up mailing lists and websites concerning the projects of Japan Centers in various countries to share information about their activities and operations.

■ Introduction of a Feedback System

As a part of a system to incorporate the use of evaluation results into the operation process, the section titled “Lessons Learned from Past Experience” was added to the ex-ante evaluation document and the staff in charge is required to fill in this section as a means of promoting feedback since fiscal 2003. This new system has already made some differences in the use of evaluation results*. For example, when the Project Design of Matrix (PDM) of the Project for Improving Shipment System and Distribution of the Agricultural Products in Paraguay was reviewed, this system provided a chance for using the ex-post evaluation of the Marketing Improvement Project on Fruit and Vegetables of Paraguay, and cooperation methods, activities and outcomes, and external factors

Figure 1-28 Motivation for the Use of Evaluation Results
(N=510 cases, Multiple Answers)

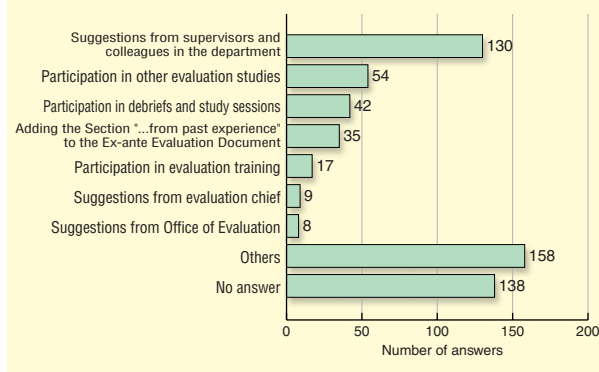
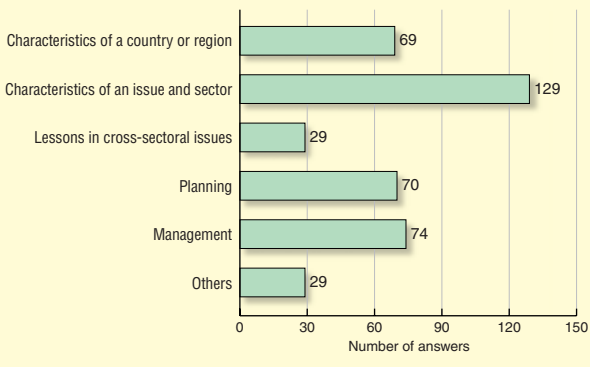


Figure 1-29 Items of Evaluation Results Referred to When Filling the Section “Lessons Learned from Past Experience” (N=244 cases, Multiple Answers)



were examined.

Meanwhile, the questionnaire survey also asked the respondents what kind of information was referred to when filling in this section, and it was found that more than half of the respondents referred to the characteristics of issue and sector. It was also made clear that those who referred to management methods, planning ways and characteristics of the country or region accounted for nearly 30 % each (Figure 1-29).

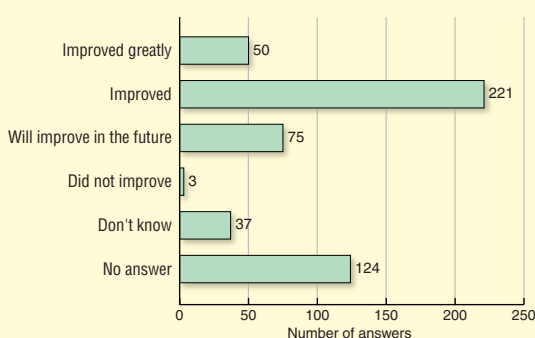
■ Others

In addition, there were opinions such as “participation in evaluation studies encouraged me to feedback evaluation results voluntarily,” and “cross-sectoral evaluation and reviews gave me easy access to generalized lessons,” thus indicating that participation in other evaluation studies, debriefs, and study sessions related to evaluation led to the use of evaluation results.

a. General Trend

Use of evaluation results brings about improvement in operations to which evaluation results are fed back. (Figure 1-30 and 1-31).

Figure 1-30 Improvement by Feedback of Evaluation Results (N=510 cases)



The survey was conducted to determine whether the use of evaluation results had brought about any improvement in operations to which evaluation results were fed back. Approximately 70% of the respondents marked as answers “greatly improved,” “improved,” or “will improve in the future,” whereas only three respondents reported no improvement.

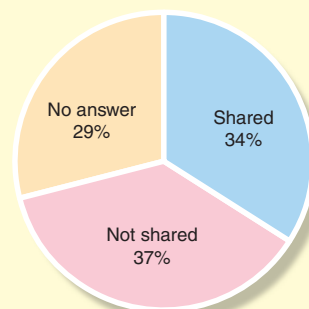
The cases in which lessons from the evaluation results are shared with partner countries are as high as 30%. It is not clear from this study whether sharing has brought about any outcomes, however, it is expected that the evaluation results will lead to improved development policies and projects of the partner governments in the future. It was also found in some cases that the transfer of evaluation results to partner countries had deepened the understanding of partner governments, indicating the possibility of feedback of evaluation improving the effectiveness and efficiency of overall assistance.

b. Specific Examples

The following effects were observed in the cases where evaluation results were used for identifying and formulating new projects: “quality of the project is improved,” “project formulation is facilitated,” “mistakes in the similar projects were avoided,” “points of concern when examining contents of requests from partner country were clarified through lessons in the similar fields and issues,” and “concepts were effectively and efficiently organized in formulating the overall framework and compiling reports.”

Meanwhile, the following effects were noted in the cases where evaluation results were utilized for other evaluations: “evaluation survey was conducted smoothly by explaining the evaluation criteria and evaluation methods through the past exemplary evaluations to consultants and counterparts,” “the experts understood more about project management through the provision of explanations about evaluation methods at the time of implementing the evaluation,” and “understanding by overseas consultants of JICA’s evaluation methods were deepened.”

Figure 1-31 Feedback to and Sharing with the Partner Government (N=510 cases)



* See the next section, (4), “Examination of Effectiveness of Various Measures to Promote Feedback and Future Tasks”

(4) Examination of Effectiveness of Various Measures to Promote Feedback and Future Tasks

Based on the study results described above, it was confirmed that the feedback of evaluation results was improved compared to the previous study. We need to identify what is specifically necessary to improve operations through the use of evaluation results. Therefore, we will examine whether JICA's efforts were effective over the last year using the results of the previous study. Then, we will discuss issues to be considered for the promotion and improvement of the use of evaluation results based on the recommendations obtained from the results of questionnaires.

1) Effectiveness of the Efforts of Last Year

The rate of referring to evaluation results has increased from 46% to 62%. Efforts such as enhancement of information contained on the website, dissemination of accessibility, revision of format of Ex-ante Evaluation Document, and evaluation training were found to be effective in increasing the references and use of evaluation results.

First, the information contained on the "Evaluation" page of JICA's website was enhanced and the accessibility was disseminated in order to increase the number of people who access. Since the number of people who access evaluation results from this page has increased over the last year (Figure 1-10), its effectiveness in the improvement of the rate of references is evident. In addition, since the summary of evaluation results is the second most popular medium (Figure 1-11) following the Evaluation Report itself, it is also fair to assume that obtaining a summary through the website is becoming more popular.

With regard to the effect of adding the section "Lessons Learned from Past Experience" in the Ex-ante Evaluation Document to institutionalize the feedback, 68 respondents (11%) said that they refer to evaluation results more often. This indicates that the new effort helped increase the number of people who access evaluation results (Figure 1-32). On the other hand, 346 respondents, which account for more than half of the respondents, did not know about the introduction of this system, suggesting that the majority had not had a chance to get involved in the formulation of projects at the time of the questionnaire (six months after the introduction of this system). Respondents who did not know about the addition of the section have a lower rate of use of evaluation results than those who gave either "no change" or "increased" as the answer. Therefore, use of evaluation results will be further promoted when those who have not used them become more familiar with the section and start referring to the evaluation results when filling out the Ex-ante Evaluation Document.

Furthermore, in order to improve awareness of evaluations, JICA appointed an evaluation chief in each department and provided training for them. The rate of use by evaluation chiefs is high (Table 1-6) and thus it is fair to conclude that the change in awareness of evaluation chiefs has taken place.

The rate of reference by overseas offices made a drastic increase from 58% to 69% over the last year. Since fiscal 2002 overseas offices have managed project-level ex-post evaluations, and distance training has been offered to enhance the evaluation capacity of overseas offices since fiscal 2003. These efforts may have contributed to the rise of awareness about evaluation. Moreover, after JICA became an independent administrative institution in October 2003, the number of projects launched by overseas offices has been increasing amid the trend of enhancing the functions of overseas offices. It is expected that references to and use of evaluation results by overseas offices will further increase.

This study was not able to analyze how effective the efforts of improving the quality of evaluation results were. However, since a certain number of staff use program-level ex-post evaluations (thematic evaluations, or country-program evaluation) (Figure 1-9) or Annual Evaluation Report (Figure 1-11), it is fair to assume that implementation of comprehensive and cross-sectoral evaluation leads to the increase in the rate of reference or use to some extent.

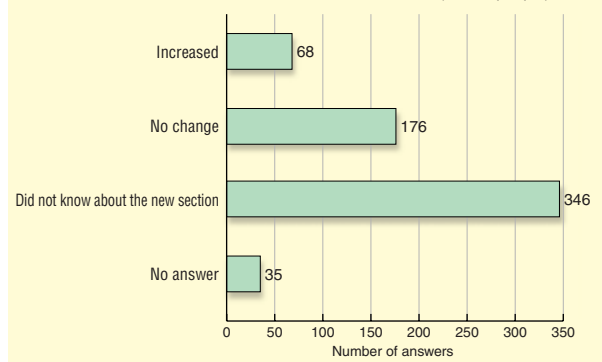
2) Future Tasks

It is continuously necessary to improve accessibility and quality as concluded in the previous study.

In order to understand what is necessary to promote reference to and use of evaluation results, all the respondents to the questionnaire survey were asked about improvements necessary to use evaluations (multiple answers). The result shows the largest number of respondents chose "to improve accessibility," accounting for more than half of the respondents (339, 54%), followed by "to improve evaluation quality (223, 36%)" and "to develop a mechanism to utilize evaluation" (156, 25%) (Figure 1-33).

Comparisons were made among three groups of respon-

Figure 1-32 Changes in the Number of References After the Revision of Ex-ante Evaluation Document (N=625 people)



dents: those who used evaluation results, those who did not refer to evaluation results, and those who referred to but did not use them. In the comparisons, the same general trends were observed but there were differences in detailed characteristics of individual improvement measures. For example, the largest group among those who feel it is necessary to improve accessibility is that which has used the evaluation result, and the largest group among those who feel it is necessary to improve evaluation quality is that which has referred to but did not use the evaluation result. The largest group among those who feel it is necessary to develop a mechanism to utilize evaluation is that which has never referred to evaluation results.

Based on these results, those who have used evaluation results are willing to use them proactively and tend to request easier access. Those who have not used evaluation results want to see improved evaluation quality so that they can use results for improving projects. Those who have not referred to evaluation results tend to think that the use should be organizationally promoted by developing a mechanism to incorporate the use of evaluation results into routine operations.

Now we will analyze specifically what is needed in each category of “development of a mechanism for utilization of

evaluation results,” “improvement of accessibility,” and “improving evaluation quality” using the results from the descriptive responses of the questionnaire.

a. Mechanism of Utilization

Consolidating the existing system within JICA has priority over introducing a new system.

JICA has promoted the development of a mechanism to incorporate the use of evaluation results into routine operations by adding a new section titled “Lessons Learned from Past Experience” in the Ex-ante Evaluation Document. However, as mentioned already, there are people who do not know about this new section.

Some recommended introducing a new system, such as indicating the department name that requests feedback at the end of the Evaluation Report, etc. Still, many expressed different views; for example, “any system that might hinder the smooth implementation of the project itself should be avoided” and “awareness of each individual staff member or concerned person is no less important than a system.” To consolidate the existing system in which evaluation results are referred to and used to compile the Ex-ante Evaluation Document should be a primary task.

b. Improvement of Accessibility

As specific means to improve accessibility, enhancement of JICA Knowledge Site and a database capable of search for similar projects are needed.

As described already, more than 50% of respondents consider it important to improve accessibility to evaluation results in order to promote their further use. This result has not changed from the previous study, but when looking at the medium of access that needs improvement, the top three answers are “JICA Knowledge Site” (206), “JICA website” (163), and “Designated office cabinets” (74). Compared to last year, the number of JICA staff members who feel it necessary to improve the JICA Knowledge Site has notably increased (Figure 1-34). This implies that many staff members want access not only to evaluation results but also to various information relevant to target sectors and issues.

As far as the Knowledge Site is concerned, many replied that there was a lack of information and that the Knowledge Site itself should be improved to make it more user-friendly. Although the improvement of the Knowledge Site is under way, progress varies depending on the sectors and issues. Continuous efforts are still necessary to improve convenience and enhance the contents.

It was also found that many felt it necessary to improve search functions; for example, to be able to find similar projects even if their names are unknown. Reflecting the fact that the number of cases where evaluation results are referred to or used at the time of formulating projects (Figures 1-12 and

Figure 1-33 Improvements Necessary to Use Evaluation
(N=625 people, Multiple Answers)

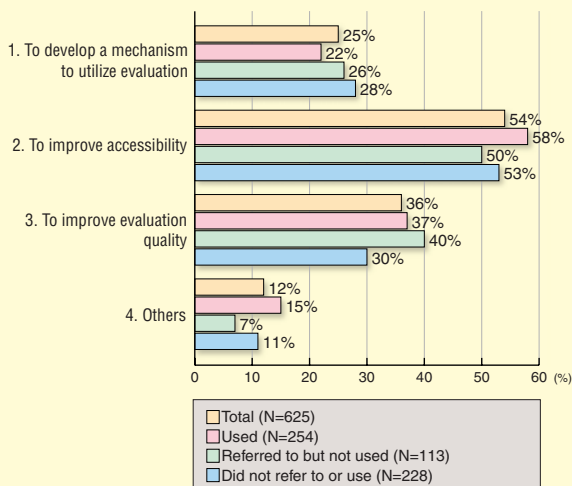
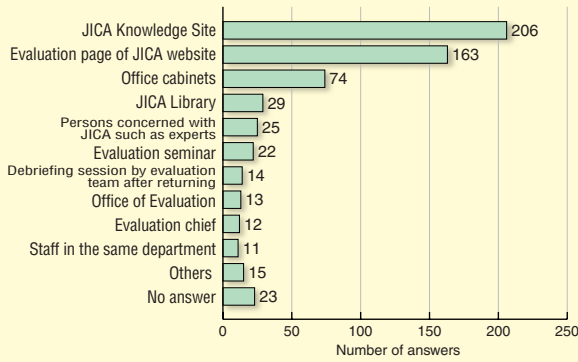


Figure 1-34 Improvements Necessary to Obtain Evaluation Results
(N=339 people, Multiple Answers)



1-20) is on the rise, it can be concluded that a function that will make it easy to search for evaluation results of similar projects is required.

The overall needs for obtaining evaluation results through electronic media, including websites, are high, as described already. Therefore, it is necessary to continue efforts to respond to these needs. As a means to improve access, particularly from overseas offices, digitization of evaluation results is essential.

c. Improvement of Quality

For improving the quality of evaluation results, recommendations and lessons need to be effectively analyzed and presented so that feedback is secured afterwards. In addition, evaluation results should be described in an easy-to-understand manner.

A little less than 40% of the respondents pointed out improvements in the quality of evaluation results are necessary, and this is particularly noticeable among those who referred to but did not use evaluation results as mentioned already. The respondents were then asked to select specific improvements to be sought through multiple choice, and the results were as follows: “recommendations (105),” “lessons (100),” “evaluation methods (88),” “evaluation results (five evaluation criteria, etc.) (80),” and “achievements and implementation process (45)” (Figure 1-35).

The descriptive responses to the questionnaires indicated a need to draw out recommendations and lessons with feedback in mind; for example, “results and recommendations need to be compiled in view of providing feedback to similar projects,” “emphasis should be placed on how to apply the lessons learned to the ongoing project or other similar projects,” and “it is important to present easy-to-understand lessons by clarifying what was good and what was not good.” Others pointed out that information should be presented in such a way as to clearly convey useful information; for example, “specific details should be included,” “descriptions should be easy to read and understand,” and “some descriptions need

to be more specific.”

The operations to which they would like to apply evaluation results in the future include: “planning and revising similar projects,” “identifying, formulating and adopting projects,” and “management of similar projects.”

The study asked the respondents to choose the operations to which they would like to apply evaluation results, and the results show “planning and revising similar projects (420),” “identifying, formulating and adopting projects (366),” “management of similar projects (273),” and “implementation of evaluation study (226)” (Figure 1-36). The results are similar to those obtained last year, indicating a tendency that they would like to use evaluation results to upgrade the quality of operations, such as formulating new projects and management of similar projects.

In order to improve the quality of evaluation, it is concluded that useful information should be described and presented in an easy-to-understand manner so that recommendations and lessons can be effectively used for the formulation of projects.

(5) Conclusion

Based on the study results described thus far, the tasks to be performed in the future to enhance feedback of evaluation results are summarized below.

1) Fostering Incentives for the Use of Evaluation Results

The primary reason for not referring to evaluation results is “can handle duties without using them,” and nearly 40 % of those who have not referred to evaluation results answered that they did not access any media to obtain evaluation results. This is perhaps because the significance and objectives of evaluation as well as the advantages of the use of evaluation results have not been fully recognized. To provide those who have not referred to evaluation results with incentives to use them, two ways should be effective: developing a mechanism in the oper-

Figure 1-35 Improvements Necessary for Evaluation Quality (N=223 people, Multiple Answers)

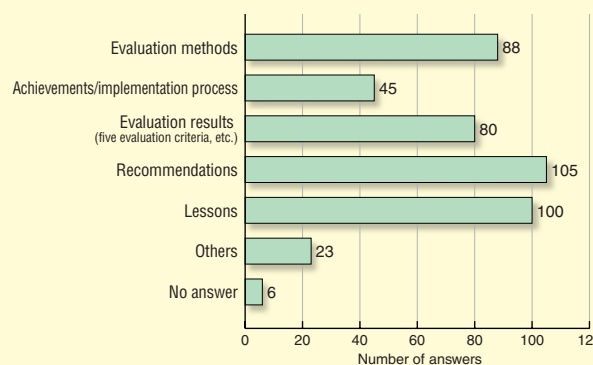
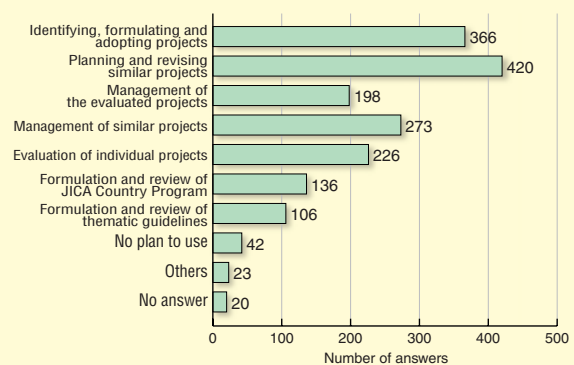


Figure 1-36 Operations for Which Evaluation Results Will be Used in the Future (N=625 people, Multiple Answers)



ation process, and improving awareness about evaluation.

As far as a mechanism is concerned, as mentioned above, the obligation to fill the section of “Lessons Learned from Past Experience” in the Ex-ante Evaluation Document has been thoroughly introduced since fiscal 2003. However, this mechanism is still at an early stage and has yet to be widely recognized. With regard to introducing a new system, there are concerns about the mechanism becoming stultified or imposing additional operational burdens. It is therefore necessary first to consolidate the existing system.

As for improvement of awareness, the possibility of positive cycles is likely to be generated; once people use evaluation results and realize the effectiveness, they refer to evaluation results at the next time. Thus, it is expected that the number of people who recognize the effectiveness of the use of evaluation results will increase as time passes. This is due to the expectation that awareness about the use of evaluation results will increase once the incentives identified in this study are activated by various encouraging factors in promoting feedback of evaluation results (Evaluation Chief System, participation in evaluation study, information and opinion exchanges in daily operations and study sessions, filling out Ex-ante Evaluation Documents, and efforts by individual departments). It may take some time to provide such incentives to each person in charge and to raise full awareness about the effect of the use of evaluation results. Nonetheless, it is considered effective to continue proactive efforts such as deepening understanding about the usefulness of feedback during various evaluation training sessions, and disseminating the good practice of feedback to learn from successful cases. The Good Practice Award (Feedback Promotion Award) should be effective in achieving this end.

2) Improving Convenience for Obtaining Evaluation Results

The use of electronic media is becoming popular for obtaining evaluation results. JICA has made efforts to enhance the Evaluation page of the website, and the number of people who access has increased as the page improves by presenting summary of evaluation results by fiscal year and evaluation type. JICA needs to continue enhancing this website; at the same time, many would like to see improvements in the Knowledge Site as an access source. Efforts in relevant sectors and issues are therefore necessary to incorporate information (including evaluation results) that is particularly useful for the launch of projects into the Site.

It is necessary to pay attention to the following points while enhancing and improving access to evaluation results.

- Further dissemination of information about how to access evaluation results
- Enhancing the convenience of the media by upgrading the search function to facilitate easy access to information on

similar projects

- Creating a network linkage by centralizing the relevant information as much as possible to secure an aggregated source of information

3) Improving the Effectiveness of Evaluation Results

The most important task is the improvement of the quality of evaluation. When the quality of evaluation results is not sufficient, they are not used for the improvement of operations, even if they are referred to. Also the person in charge will doubt the effectiveness of the evaluation itself. Recommendations and lessons, in particular, need to be compiled in view of feedback from evaluation results. Many staff members would like to use lessons at the stage of launching a project, and it is thus necessary to make organizational efforts to enlist specific information that is frequently used, such as characteristics of sectors and issues, characteristics of countries and regions, management methods, and project planning methods, etc.

The possible specific tasks include selecting evaluation reports that can be role models through secondary evaluations by external experts and disseminating them as good evaluations, and extracting concrete, generalized lessons by evaluating multiple projects in a cross-cutting manner by sector and issues or country and region.

Good Practice Award (Outstanding Evaluation Award) and Synthesis Study on Evaluation Results then should be useful to accomplish these tasks.

3-3 Good Practices of Feedback

(1) Establishment of JICA Good Practice Evaluation Award

1) Background and Objectives

As introduced in Section 3-1 of this chapter, JICA promotes feedback of evaluation results to improve projects and takes various measures to this end. In the process of these endeavors, we have realized the importance of improving the quality of evaluations, sharing good practices of evaluation results used for projects, and learning from experiences so as to promote feedback of evaluation results. As observed in the previous section, it is particularly necessary to promote efforts with these points in mind in order to make use of evaluation results for project improvement.

As a result, JICA launched the Good Practice Evaluation Award in fiscal 2004, as part of its activities to encourage a learning organization. This award aims to share knowledge within the organization for the purpose of improving learning effects by selecting and awarding high-quality evaluations and feedback cases of evaluation results that can be role models for others, and provide the incentives for promotion of

feedback by improving the quality of evaluation.

The Good Practice Evaluation Award consists of two categories: Outstanding Evaluation Award and Feedback Promotion Award. The winners in each category are awarded by the Chair of the JICA Evaluation Committee, and good practices are shared widely both inside and outside of JICA*.

a. Outstanding Evaluation Award

The Outstanding Evaluation Award is exclusively bestowed upon high-quality evaluations, in which appropriate studies and high-quality analyses were conducted, and effective recommendations and lessons were drawn on solid grounds. Those evaluations are expected to be role models for others.

b. Feedback Promotion Award

This award is exclusively bestowed upon model efforts, in which lessons learned from evaluation results or other similar projects were used at the time of planning, managing, and evaluating a project in order to improve the project.

There are two sub-categories in the Feedback Promotion Award. The Ex-ante Evaluation Award is bestowed upon excellent cases in which lesson learned from other similar projects have been fully and effectively used at the time of formulating a project, and the selection has been conducted based on the section of the “Lessons Learned from Past Experience” in the Ex-ante Evaluation Document. The General Award is bestowed upon excellent cases in which efforts have been made to improve projects by using evaluation results or lessons from similar projects in a more general sense.

2) Outstanding Evaluation Award

■ Methods of Selection/Criteria

The selection of the Outstanding Evaluation Award recipients was made by a selection committee including external experts following discussions in a working group comprising the members of JICA’s departments based on secondary evaluation** results that are performed by the Advisory Committee on Evaluation. Selection criteria are as follows.

- Evaluation framework (appropriateness of schedule, staff composition and specialties)
- Information gathering (appropriateness of evaluation questions and methods of information gathering)
- Current situations (examination of achievements and project implementation processes, assessment of causal relations)
- Analysis (objectivity and comprehensiveness of analysis)
- Evaluation (appropriateness of five evaluation criteria and conclusions)

- Recommendations and lessons (credibility and usefulness of recommendations and lessons)
- Report (understandability of the descriptions and data presentation in the report)

■ Results

As a result, four projects were selected from the projects subject to secondary evaluation by the Advisory Committee on Evaluation in fiscal 2004 (terminal evaluations of 48 technical cooperation projects).

3) Feedback Promotion Award

■ Methods of Selection/Criteria

The selection of the Feedback Promotion Award recipients was made by the selection committee including external experts following discussions in a working group comprising the members of JICA’s departments based on the results of the preliminary selection in which a large number of evaluation chiefs participated. Selection criteria are as follows.

● General Award

- Selection of lessons (effectiveness of the lessons from the source project)
- Methods of use (practicability of methods of use, importance of the contents)
- Occurrence of effects (occurrence of specific effects, prospect of future effects)
- Overall evaluation of use of lessons of individual projects
- Overall evaluation of organizational efforts

● Ex-ante Evaluation Award

- Selection of lessons (effectiveness of the lessons from the source project)
- Methods of use (practicability of methods of use, importance of the contents)
- Overall evaluation of use of lessons of individual project

■ Results

Three projects were selected as General Award winners from 21 projects reported as good practices of feedback of evaluation results in the questionnaire given to JICA departments and domestic and overseas offices. Five projects were selected as Ex-ante Evaluation Award winners from 41 projects that conducted ex-ante evaluation during the six-month period starting with February 2004, when the section of the “Lessons Learned from Past Experience” was added as a revision of the Ex-ante Evaluation Document. The following section will introduce specific efforts made by the winners.

(2) Examples of Efforts of Winners of Feedback Promotion Award

Among the winners of the JICA Good Practice Evaluation Award in fiscal 2004 those that won the Feedback Promotion

* The Outstanding Evaluation Award and Feedback Promotion Award target evaluations and efforts of the relevant projects themselves. JICA has a separate award, The JICA Award, for projects with excellent outcomes.

** Details are available in Part 4 of this report.



Lesson at a pilot school (Project for Development of Science and Mathematics Teaching for Primary and Secondary Education in Indonesia)

Award are outlined in this section as they are closely associated with the theme of this chapter, namely the improvement of projects using evaluation results. Please see the article in Box 15 for the efforts of the Outstanding Evaluation Award winners.

1) Feedback Promotion Award (General Award)

a. Basic Education

Lessons from the past have been used in various ways in projects in the field of basic education, such as applying the lessons from specific projects in the past or from cross-cutting synthesis studies to new projects, and applying the lessons learned from multiple projects to a specific new project.

The Project for Strengthening Cluster-based Teacher Training and School Management in Viet Nam and the Strengthening Child-centered Approach in Myanmar Education have included training for school managers coupled with teacher training in the activities. This action was based on the lesson that says it is important to promote understanding and establish a system to encourage the participation of school managers and administrators, which was obtained from the result of Synthesis Study on Evaluation in Science and Mathematics Education Projects. The lesson learned from the Strengthening of Mathematics and Science in Secondary

Education in Kenya, the Strengthening Child-centered Approach in Myanmar Education and the Project for Development of Science and Mathematics Teaching for Primary and Secondary Education in Indonesia clarified the cost sharing for activities such as training that must be discussed in advance for sustaining the project after the termination of cooperation. Based on this lesson, for projects in the field of basic education it is recognized as being necessary to reach an agreement in advance with a partner country for sharing of costs in training in order to ensure sustainability of the project. Furthermore, in the Project for Development of Science and Mathematics Teaching for Primary and Secondary Education in Indonesia, the project activities for the latter half were changed to field-oriented activities such as integrating mock classes, based on the mid-term evaluation results that said focus should be placed not only on teachers colleges, but also on how students, the end beneficiaries in the education field, will change.

In addition, there are other cases of using past lessons for project planning and management. For instances, in order to implement activities in accordance with the academic year of local schools, the duration of a project was adjusted flexibly.

Using knowledge management, establishing a thematic task force, and conducting synthesis evaluation accumulated knowledge and experience, thus greatly contributing to the use of lessons. As efforts particularly made by the education task force, the Sharing Luncheon meetings were held two or three times a month to exchange practical information among JICA staff and experts, in addition to conventional meetings. Relevant information in the education sector, including evaluation results of projects, is exchanged and shared in the Sharing Luncheon, thus greatly contributing to the promotion of feedback of evaluation results.

b. Information Technology

In the information technology sector, lessons from various

Project Outline

Feedback Promotion Award (General Award)

Basic Education

Project for Strengthening Cluster-based Teacher Training and School Management in Viet Nam (September 2004–September 2007)

Viet Nam has identified the improvement of education as a high-priority policy, and the government has declared a shift from rote- and lecture-oriented learning to student-centered learning as a specific means to this end. In this situation, this project has been conducted in order to develop a training model for teachers, school managers, and local education administrators for the introduction of new curriculums.

Strengthening Child-centered Approach in Myanmar Education (November 2004–November 2007)

The official enrollment ratio and completion ratio of primary education in Myanmar remain low at 67% and 40% respectively because of poor access to schools in rural areas, rote- or lecture-oriented teaching methods and rigid systems for

grade promotion, and admissions to higher schools. In order to improve these conditions, the project endeavors to reform as part of the curriculum of teachers colleges and establishes a training system for in-service teachers so that student-centered learning will become widespread.

The Project for Development of Science and Mathematics Teaching for Primary and Secondary Education in Indonesia (October 1998–September 2005)

The spread of primary education in Indonesia has been remarkable in recent years. However there are various issues including the poor quality of teachers and the lack of educational facilities. Since strengthening science and mathematics education responding to the need for advanced scientific technologies is particularly essential, the project provides cooperation in training for in-service teachers in science and mathematics and improvement of teacher training programs at major universities.

Strengthening of Mathematics and Science in Secondary Education in Kenya (May 1997–May 2002)

Kenya, due to financial difficulties, was suffering from shortages of textbooks, teaching materials, and teachers of science and mathematics, and the quality of education, particularly in the areas of science and mathematics education, declined markedly. In order to improve this situation, this cooperation was implemented to develop a training system for trainers in each region based at the Kenya Science Teachers College and an in-service teacher training system in pilot areas throughout the country. Currently, Phase 2 is underway to expand the training system nation-wide and also disseminate it to surrounding countries.

similar projects in the past have been utilized for subsequent projects.

Based on the lesson learned from the Information Technology Human Resource Development Project in the Philippines that cooperation projects in the IT sector should be short-time intensive programs to avoid obsolete technologies during the project period because of the rapid pace of technological advances, the duration of the Information Technology Upgrading Project in Jordan was shortened from five years to three years. This project was the first case of outsourcing to the private sector in this field and it enabled the short-term dispatch of experts with the right knowledge and appropriate timing. This system actually responded to a lesson learned from the Viet Nam Information Technology Training, which explains that expert dispatch programs should be combined with short-term experts to respond to rapid technological advances and specialized technologies. This project shed light on private outsourcing, which was utilized subsequently.

Other lessons from past projects were applied to the Information Technology Upgrading Project in Jordan and Information Technology Human Resource Development Project in the Philippines. These lessons from the past are the following two. The first lesson is the introduction of commission-based salaries for lecturers by courses that were charged. Equipment, which can be procured locally such as computers, needs to be obtained from the country. These efforts have allowed for a proper response to challenges such as obsolete advanced technologies and equipment and the specialization of technologies, thus leading to improved quality of projects. Enhancing the system of training centers and charging for training programs have contributed to the sustainability of projects after the completion of cooperation.

c. Uzbekistan-Japan Center for Human Development in Uzbekistan (Mid-term Evaluation) and Japan Center Projects (Technical Cooperation Project)

At the mid-term evaluation, the Uzbekistan-Japan Center for Human Development developed and implemented evaluation methods in line with the contents of the project based on the mid-term evaluation of the Vietnam-Japan Center, which was the only available example of evaluation of Japan Center Projects at the time.

Specifically, the evaluation of the Vietnam-Japan Center Project applied the usual five evaluation criteria. However, in addition to these five criteria, the evaluation of the Uzbekistan-Japan Center Project analyzed the factors that contributed to its success in relation to the role of the Center in the whole area of business as well as in the area of Japanese language education in Uzbekistan, and examined future directions in detail. This attempt was based on the perspective that it is essential to obtain evaluation results that fully reflect the characteristics of the Japan Center Projects, which are different from achievement-oriented normal Technical Cooperation Projects. Objectivity of evaluation was also increased by involving external experts who were well versed in the conditions of Uzbekistan in addition to the partner organizations from the Japan side. In this way, points of views and points to be considered when evaluating the unique Japan Center Project that is different from regular Technical Cooperation Projects became clear and contributing factors to its success were fully analyzed.

Implementation of the Japan Center Projects used to be undertaken by different departments, and sharing know-how became an issue as the number of projects increased. Then, a mailing list was set up for 120 to 130 stakeholders associated with the Japan Center (experts, offices, and relevant departments of the headquarters) to share information. Activities in each Center have been introduced and information on management has been exchanged using this mailing list. The Japan Center Website has been launched to cater to different Japan Centers around the world and to share information on the activities and operations of each Center. This approach

Information Technology

Information Technology Upgrading Project in Jordan

(December 1999–November 2002)

Jordan is not well endowed with natural resources and thus prioritizes the development of human resources. In particular, human resources development in the information technology (IT) area is a priority issue. This project aimed to contribute to the development of IT industries and human resources by transferring client/server (C/S) system technologies, managing training courses unique to the partner country, and providing software development services.

The Viet Nam Information Technology Training

(March 1997–March 2003)

The government of Viet Nam has reinforced the information engineering area as part of its Doi Moi policy, and aims to create an informational society to improve productivity and promote quality control. Under this situation, the project cooperated

with the development of a management system in Viet Nam so that they are able to independently run training programs and seminars on information processing in line with the needs of the industry.

Information Technology Human Resource Development Project in the Philippines

(July 2004–July 2008)

Promoting high-value IT industries, such as software development, is an issue in the Philippines. It is therefore necessary to develop IT professionals who meet the needs of the industry. In this project, related technologies are transferred to the Philippines so that they are able to continue providing IT training to increase the technological level of IT-related human resources.

Japan Center Project

Uzbekistan-Japan Center for Human Development in Uzbekistan

(December 2000–November 2005)

Innovative reforms to introduce market principles are under way in Uzbekistan. However, there are many issues such as reforming state-owned enterprises and fostering the private sector that have to take place before developing a market economy. JICA has opened the Uzbekistan-Japan Center for Human Development in Uzbekistan for fostering human resources who can undertake the practical work of establishing a market economy and promoting mutual understanding between Japan and Uzbekistan. Specifically, business courses are set up, Japanese language courses are offered and information about Japan is transmitted from the Center. Similar Japan Center Projects have been implemented in other countries including Kazakhstan, Cambodia, Kyrgyzstan, Viet Nam, Myanmar, Mongolia, and Laos.



Business course at the Japan Center in Uzbekistan

links Japan Centers around the world and enables effective information sharing and exchange.

2) Feedback Promotion Award (Ex-ante Evaluation Award)

a. The Master Plan Study on Rural Electrification Project by Renewable Energy in Cambodia (Development Study)

A wide range of lessons extracted from the reports of the various committees and study groups in the area of rural electrification using renewable energy and similar related projects are used for formulating new projects.

One example is clarification of the nature of cooperation by setting an objective to promote electrification as an improvement of social welfare. This action was based on a lesson from the preceding Study on Utilization of Photovoltaics for Rural Electrification in Kiribati, which indicates that setting a clear-cut goal focusing more on social welfare than on development of economic infrastructure led to the formulation of an appropriate electrification plan. Moreover, this study gives consideration to the consistency among existing electrification plans or electricity development plans while confirming the progress of these plans. This is based on a finding of the Study on Rural Electrification Project by Renewable Energy in Lao People's Democratic Republic that said the basic project plan was consolidated

through a detailed study of the existing electric systems and the clarification of the concept of rural electrification. Furthermore, lessons learned from similar projects in the past are utilized for formulating new projects with regard to the following areas: promotion of understanding of the residents (particularly understanding of the technical limits of renewable energy), enhancement of the implementation capacity of the partner country, strengthening of the framework to promote electrification projects, and the development of a clear business model or mechanism to ensure sustainability and independence.

b. Strengthening Child-centered Approach in Myanmar Education (Technical Cooperation Project)

Synthesis study in the education area and lessons learned from the similar projects in the past are used for the formulation of a new project.

This project set out to transfer full knowledge and skills for student-centered learning to school managers and administrators through training as a project outcome. This was based on a lesson from the Thematic Evaluation: Synthesis Study of Evaluation in Science and Mathematics Education Projects, which reveals the importance of involving school managers and administrators to foster understanding and to establish necessary systems. Another applied lesson from the same synthesis study was to make sure that the number of levels of the cascade system, a teacher training system in which training is handed down from top to bottom, is limited. In response, the project set three levels: (1) faculties of teachers colleges, (2) trainers for school groups, and (3) regular primary school teachers. Based on the lesson learned from Strengthening of Mathematics and Science in Secondary Education in Kenya, which indicates that independence and sustainability were ensured because training implementation costs and participation fees were borne by the pooled fund on the Kenyan side, this project decided not to provide participation fees in the

Project Outline

Feedback Promotion Award (Ex-ante Evaluation Award)

The Master Plan Study on Rural Electrification Project by Renewable Energy in Cambodia

(November 2004–July 2006)

A disparity between urban and rural areas has become an issue in Cambodia in recent years. In particular, the development of living infrastructure including power in the rural areas where much of the impoverished live has to be addressed. This project formulates an overall plan for promoting electrification projects in rural areas in Cambodia and transfers technology that enables the Cambodian side to update and formulate an electrification plan on its own.

The Study on Utilization of Photovoltaics for Rural Electrification in Kiribati

(March 1992–February 1994)

This is a rural electrification project in North Tarawa of the Republic of Kiribati. After studying the needs and the payment capacity of residents, solar photovoltaics were installed in 55 houses comprising six villages, and technical cooperation in operation and

management was also conducted.

The Study on Rural Electrification Project by Renewable Energy in Lao People's Democratic Republic

(October 1998–December 2000)

A pilot project for rural electrification was implemented in the same manner as the Kiribati project, targeting six villages. In addition, a basic plan for rural electrification using renewable energy in Laos was drawn up based on various data from the pilot project.

Strengthening Child-centered Approach in Myanmar Education

(November 2004–November 2007)

See p. 66

Capacity Building of Master Training for Modernization of Customs Administration in Viet Nam

(August 2004–August 2007)

For accession to the WTO, Viet Nam is required

to comply to international standards for customs procedures. This project aims to upgrade the capacity of implementing staff training through training instructors and developing teaching materials so that the Viet Nam side can train customs officers themselves.

Customs Modernization Education (Local In-country Training) in Viet Nam

(Fiscal 2001–2003)

Improvement of transparency and accountability of customs administrations, and expedition and simplification of customs procedures have become urgent tasks in Viet Nam to promote foreign investment and trade. Furthermore, customs procedures are required to comply with international standards before its accession to the WTO. Consequently, this project provided a total of 33 training courses in three years in Hanoi and Ho Chi Minh to enable customs officers to acquire the necessary basic knowledge and skills for the introduction of the international standards of customs procedure.

training for primary school teachers in order to ensure economic independence, sustainability, and ownership.

c. **Capacity Building of Master Training for Modernization of Customs Administration in Viet Nam (Technical Cooperation Project)**

The terminal evaluation results of the preceding project are used for the formulation of a subsequent project.

The terminal evaluation of local in-country training entitled Customs Modernization Education, which precedes this project, concluded that since only general knowledge of customs was taught in the training program, trainees were not able to acquire professional skills and knowledge. In other words, the project could not train the staff to be instructors. Thus, this project narrowed the focus area to customs collection, which is a high-demand issue, and decided to provide intensive cooperation. The terminal evaluation result also indicates that the lectures were given by Japanese short-term experts to the officers of all the regional customs stations with the assistance of interpreters in the local language, and this hindered instruction in line with the individual needs of regional customs bureaus. Learning from this, the language barrier was removed by the establishment of a system in which Vietnamese customs officers trained as instructors provide training directly to fellow officers. In addition, a plan was made to increase independence and respond to individual local needs by having the Vietnamese customs bureaus run training programs with their own human and financial resources.

d. **Reproductive Health Project in Afghanistan (Technical Cooperation Project)**

As experiences in the target country are limited, experiences and lessons from several projects in this sector are combined and used for formulating and managing effective and efficient projects. Such projects include the Maternal and Child Health Project in Pakistan, an Islamic country, and the

Maternal and Child Health Project (Phases 1 and 2) in Cambodia, which was then in the reconstruction process.

Specifically, there was a lesson indicating that in order to effectively implement activities for improving reproductive health it is necessary to improve the overall reproductive health system through comprehensive implementation of the following measures, in addition to upgrading the clinical technology level of health care professionals: (1) improving the capacity of planning and management control of administrators at both the central and local government levels, (2) formulating and executing policy guidelines and principles, and (3) improving healthcare facilities. Based on this lesson, training has been offered to upgrade the capacity of administrators in planning and management; a study has been carried out on policy-making capacity and operation management capacity in the reproductive health field; and clinical services centered at base hospitals have been strengthened. The lesson learned from the Maternal and Child Health Project in Cambodia is that there is a lack of proficiency in English and a lack of capacity in the use of computers in the country in the reconstruction process. Based on this lesson learned, interpreters have been allocated and computer training has been provided for effective cooperation.

Reproductive Health Project in Afghanistan
(August 2004–August 2009)

In Afghanistan, people suffer from a poor health environment and the mortality rate for pregnant women is 1,600 for every 100,000 cases, the highest rate in the world. This project has tried to strengthen policies through training for administrators, improve services at base hospitals, and develop related human resources in the field of reproductive health.

The Maternal and Child Health Project in Pakistan
(June 1996–June 2001)

As evident from the high mortality rate of pregnant women in Pakistan, health conditions for mothers were poor, and the qualitative and quantitative improvement of healthcare professionals such as nurses and midwives was an urgent task. This project provided maternal and child health centers with technical cooperation to conduct basic re-education of healthcare professionals to improve maternal health.

The Maternal and Child Health Project (Phase 1 and 2) in Cambodia

(April 1995–March 2000, April 2000–March 2005)
The aim of the cooperation in Phase 1 of this project was to strengthen clinical services and develop human resources of the National Maternal and Child Health Center, in order to improve the poor maternal and child health conditions in Cambodia. The cooperation in Phase 2 has continued to enhance the function of the Center and develop human resources in the field of maternal and child health since 2000.

Study on Revitalization of Small and Medium Enterprises in Argentina

(August 2004–March 2006)
Argentina has specified sustainable economic growth accompanied by increase in employment as the primary task for recovery from the economic crisis in 2001, and has emphasized revitalization of the economy, especially manufacturing industries. In this sense, the development of small and

medium-sized enterprises is particularly important and various efforts have been made to this end. This project isolates issues associated with the strengthening of competitiveness of small and medium-sized enterprises in Argentina and recommends solutions to such issues, while utilizing Japanese experience in the development of and assistance for small and medium-sized enterprises.

Artisan Craft Development Plan for Rural Industrialization in Socialist Republic of Viet Nam
(February 2002–March 2004)

Viet Nam has been facing disparities between urban and rural areas in recent years. In particular, labor redundancy in rural areas is a serious issue. In this project, an analytical study and a pilot project were carried out with the primary purpose of promoting local artisan crafts and creating employment opportunities in the non-agricultural sector. A master plan for promoting artisan crafts was further formulated based on the results.

e. Study on Revitalization of Small and Medium Enterprises in Argentina (Development Study)

In light of the strong trend of decentralization in Argentina, lessons learned from the preceding project carried out within a decentralization framework are used.

Specifically, the preceding study, the Artisan Craft Development Plan for Rural Industrialization in the Socialist Republic of Viet Nam, provided the lesson that it is difficult for a local government to formulate effective and efficient plans to support small and medium-sized enterprises by itself even under a decentralization policy, and it is therefore necessary to implement a pilot project in collaboration with all the

concerned parties in the area of supporting small and medium-sized enterprises. Based on this lesson, this study aims to establish an implementing framework by concerned parties including the private sector, increase common awareness, and formulate practical and sustainable measures supporting small and medium-sized enterprises.

There was a report from senior volunteers in the area of support for small and medium-sized enterprises in Argentina that supporters of small and medium-sized enterprises in Argentina were, in general, poor at giving on-site instructions on production control and productivity. To counter this situation, a study was conducted emphasizing on-site experience in production control in order to improve the on-site problem-solving capacity and assist small and medium-sized enterprises, thus intensively strengthening the production control system.

Box 15 Examples of Efforts of Winners of Outstanding Evaluation Awards

(1) Terminal Evaluation Report on the Groundwater Development and Water Supply Training Project in Ethiopia

This evaluation fully grasps current conditions based on large amount of quality data collected through questionnaires and interview surveys. Then the evaluation examines hindering factors that occurred during operation such as an inappropriate set of indicators and a lack of common awareness among related personnel. It also clarifies issues to be dealt with and future directions.

(2) Terminal Evaluation Report on Information Technology Upgrading Project in Jordan

Performance data in terms of outputs and project purpose in each year are sufficiently accumulated through monitoring (changes in the number of clients, changes

in the level of knowledge, etc.), and an analysis is conducted in accordance with each indicator, based on such quantitative and qualitative data. The report is clear and well written, effectively using tables and charts and the attachment of concise documents such as questionnaire results and outlines of the interviews, etc.

(3) Terminal Evaluation Report on the Project for Family Planning and Gender in Development (Phase 2) in Jordan

The implementation rate of family planning in the target region, which is the indicator of the achievement rate of the project purpose, is sufficiently analyzed based on quantitative data. The data include the difference with the national index and the change in awareness using pre-test and post-test data collected at the workshop.

The evaluation came out with clear

grounds and high credibility.

(4) Terminal Evaluation Report on Strengthening of Mathematics and Science in Secondary Education in Kenya

The project includes monitoring and evaluation indicators to show the change in the attitude of teachers and improvements in the quality of teaching methods; and the results of monitoring is used for terminal evaluation. Thus, a reliable analysis is made on the outcomes and the degree of achievement of the project purpose with a combination of quantitative and qualitative data. Clear and specific recommendations and lessons on project targets and periods are extracted based on the evaluation results, and they are presented in an easy-to-understand manner.

Project Summaries of Related Projects

The Groundwater Development and Water Supply Training Project in Ethiopia

(January 1998–January 2003)

The national diffusion rate of water supply in Ethiopia is extremely low, compared to the average rate of Sub-Saharan countries, and people are compelled to spend much time and effort to secure water for everyday life. Consequently, this project aimed to supply sufficient and safe water through technical training to local government officers engaged in the development of groundwater and water supply projects. The results of cooperation showed the improvement of technical level in water supply and living conditions in the local community though there was still a need to improve the training system of the partner.

Information Technology Upgrading Project in Jordan

(December 1999–November 2002)

See p. 67

This project was completed with some success, generating outcomes such as improvements in technologies on the Jordanian side.

The Project for Family Planning and Gender in Development (Phase 2) in Jordan

(July 2000–June 2003)

In Phase 1, cooperation was provided for promoting family planning in a model area that is the most conservative and poorest region in the South. In this Project (Phase 2), the target area was extended from the model area to promote further family planning and to encourage the

social participation of women, as a continuation of the outcomes of Phase 1. This cooperation contributed not only to a change in women's actions, which was the intended objective, but also to a significant change in the awareness of men.

Strengthening of Mathematics and Science in Secondary Education in Kenya

(May 1997–May 2002)

See p.66

As a result of the project, a training system for in-service teachers was established and the quality of mathematics and science education improved; so the project was effective. Currently Phase 2 is under way to expand the outcome regionally.