1. Standard indicator reference and typical lessons learned (Basic education)

Mid-term sub-targets corresponding to models in this reference

Model name	Corresponding mid-term sub-targets
Model (1) Teacher training (Improvement of teachers' teaching performance)	1-2-1 Increase in teachers and improvement in their awareness, knowledge, an teaching performance)
	5-2-6 Improvement in school management performance (Strengthening the function committees (COGES))

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and skills (Improvement of teachers'

functions of school management

JICA standard indicator reference and typical lessons learned in technical cooperation projects (Basic education): <u>Model (1) "Teacher training (Improvement of teachers' teaching performance)"</u>

Development strategic objective	Mid-term objective	Indicators at a program goal level	Mid-term sub-target	Overall goals/Project purposes and indicator examples	Methods/Policies for setting indicators	Typical lessons learned	Example of project purpose (image of projects)	Reference projects
Development strategic objective	Development thematic issue level to which the cooperation program corresponds	Connection with the target years and indicators in sector/regional development plans by the recipient country's government	Level of thematic issue to solve in individual projects	To (outcome) By/through (output) Thereby contributing to (impact) Indicator examples	Ways of thinking, points to remember, and important points in setting indicators	Write in lessons and risks to be necessarily used or reflected in implementing projects corresponding to the "mid-term sub-targets" from the perspectives of: 1) planning stages and 2) management.	Example of project purpose (image of projects)	Project information with good practices to refer to
1. Enhancement of primary and secondary education	1-2. Improvement in quality of primary and secondary education	 (1) Completion rate in primary and secondary education (2) Results of national exams (3) Promotion rate in primary and secondary education (4) Survival rate in primary and secondary education (5) Results of educational achievement tests prepared in the project (6) Results of examinations for promotion (7) Consistency among curriculums, class performance, and national exams 	1-2-1 Improvement in teachers' awareness, knowledge, and skills (Improvement of teachers' teaching performance)	(Proposed model description) To ensure improvement of teachers' teaching performance (Outcome) By improving teachers' knowledge and motivation for their performance through teacher training, (Output), Thereby contributing to improvement in quality of pupils' and students' learning in class. (Impact) (Standard indicator examples) 1. Indicator examples of overall goal (Basic) (1) Results of national exams (2) Achievement level of teaching objectives (3) Ratio of pupils or students addressing learning actively (Supplementary) (1) Results of educational achievement tests prepared in the project (2) Results of examinations for promotion (Others) (1) Extension of the output to other regions (*in case of pilot projects)	* ¹ In practice of teacher training contents, the training results are evaluated in terms of whether or not teachers can practice what they learned at the training in daily class. Basically, using the evaluation tool, their performance is observed to measure the percentage of teachers who can practice the training contents, along with changes in practice levels. Besides, it is easy to evaluate changes in teachers' teaching performance on the surface (such as whether or not group work is done), while it is difficult to look at essentials such as whether or not pupils or students are thinking. For setting indicators to look at essentials, deeper consideration is necessary. It is quite difficult to make it at the time of project	(Lessons on means for output extension) • In teacher training by a cascade (transmitting training) method, for preventing risks of failure in transmission and erroneous transmission of knowledge, it is effective to keep cascade levels lean and conceptualize training contents to transmit by using keywords, etc. • The extension means focusing on a cluster (direct training) method is suitable to output establishment in more limited areas such as a school or school district. For introducing such training, it is necessary to gain understanding and support of local parties concerned. (Lessons on institutionalization) • For policy support or institutionalization in extension of teacher training or standard of output, activities to gain the recipient country's understanding and consideration to facilitate institutionalization are important, but it is the most important to gain "support from teachers and pupils or students" who are final beneficiaries. • In some cases, adding necessary improvements to	 To ensure enhancement of science and mathematics education at the secondary education level with INSET in the pilot areas By developing a training system for regional key trainers (leading teachers) based in Kenya Science Teachers College (KSTC) and an in-service education and training (INSET) system for nine pilot areas in the country, Thereby contributing to capacity building of Kenyan youth in science and mathematics. To ensure establishment of a system for the Ministry of Education to extend CCA nationwide By the Ministry of Education's strengthening the teacher training system to extend the child-centered approach (CCA) nationwide, establishing the INSET system to continue improvement of teaching through independent training activities (cluster meetings) and developing a teacher's guide in mathematics and teaching aids for extension of CCA to 90% of 	 Strengthening Mathematics and Science in Secondary Education (SMASSE) in Kenya (Term of Cooperation: May 20, 1997 through May 19, 2002) The Project for Strengthening Child-Centered Approach (SCCA) Phase 2 in Myanmar (Term of Cooperation : July 2008 through December 2011)

				 2. Indicator examples of project purpose (Basic) (1) Achievement level of teaching objectives (2) Ratio of pupils or students addressing learning actively (3) Practice of teacher training contents^{*1} (4) Comprehension of teacher training contents^{*2} (5) Teachers' awareness, motivation, and skills (Supplementary) (1) Self-evaluation on practice of teacher training contents 	formulation. * ² In comprehension of teacher training contents, according to challenges (short skills or knowledge) of target teachers identified in problem analysis, comprehension tests, questionnaires, etc. are used to determine whether or not the teachers could learn knowledge and skills to acquire.	existing teacher training can realize policy support or institutionalization more easily than seeking administrative support for newly-set-up teacher training. ("Comprehensive Analysis of Evaluation Results in Primary and Secondary Education in Science and Mathematics," 2004, written in Japanese, and others)	 primary sch by 2015. To ensure teaching for subject teaching classes in p secondary of By develop management school base programs (Straining conthat the proextended to areas with S can be impl without SB Thereby co continuous pupils' and performanc and mathem
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The development strategic objectives chart in basic education is shown in "Effective Approaches for JICA Development Issues (Basic education)" instead of "Thematic Guidelines."

y schools in Myanmar

sure improvement in ng formulation and teaching skills of ice teachers in science athematics to give tudent-centered in primary and lary education, veloping a ement system for based training ms (SBTP) to enhance g contents in SBTP so programs can be ed to new clusters in ith SBTP while they implemented in areas t SBTP, y contributing to uous improvement in

and students' mance in basic science athematics education. 3. The Project for Improving Teacher Training for Primary Science and Mathematics Education in the Philippines (Term of Cooperation : April 2002 through April 2005)

(Other projects to refer to) 4. SMASSE Phase 2 in Kenya (Cooperation period: July 2003 through December 2008) and SMASSE Phase 3 in Kenya (Term of Cooperation : January 2009 through December 2013)

5. SCCA in Myanmar (Term of Cooperation : November 2004 through November 2007)

6. SMASTE School Based Continuing Professional Development Project in Science in Zambia (Cooperation period: October 2005 through October 2007) and Strengthening Teachers' Teaching Performance and Skills through School-Based Continuing Professional Development Project (STEPS) in Zambia (Term of Cooperation : October 2011 through December 2015)

7. Project for the Improvement of Teaching Method of Mathematics in Honduras (Term of Cooperation : April 2003 through March 2006) JICA standard indicator reference and typical lessons learned in technical cooperation projects (Basic education): Model (2) "Improvement of school management"

Development strategic objective	Mid-term objective	Indicators at a program goal level	Mid-term sub-target	Overall goals/Project purposes and indicator examples	Methods and policies for indicator preparation	Typical lessons learned	Example of project purpose (image of projects)	Reference projects
Development strategic objective	Development issue level to which the cooperation program corresponds	Connection with the target years and indicators in sector/community development plans by the recipient country's government	Level of issue to solve in individual projects	To (outcome) By/through (output) Thereby contributing to (impact) Indicator examples	Ways of thinking, points to remember and important points in setting indicators	Write in lessons and risks to be necessarily used or reflected in implementing projects corresponding to the "mid-term sub-targets" from the viewpoints of: 1) planning stages and 2) management.	Example of project purpose (image of projects)	Project information with good practices to refer to
5. Improvement of education management	5-2. Strengthening of educational administration systems	(1) Results of third-party evaluation by ministries and agencies in charge of administrative auditing (2) Proportion of the educational budget per capita to GNP per capita (3) Progress of the national implementation plan (action plan)	5-2-6 Improvement of school management performance (Strengthening the functions of school management committees (COGES))	(Proposed model description) By strengthening the functions of school management committees (COGES) , reflecting community needs in school management, building collaborative relationships with schools, and strengthening the capacity of local educational administration for improvement of school management, (Output) To ensure improvement of school management, (Outcome) Thereby contributing to improvement of learning environment. (Impact) (Standard indicator examples) 1. Indicator examples of overall goal (Basic) (1) Number of distributed textbooks (2) Number of prepared teaching aids (3) Number of newly-employed teachers (4) Attendance of teachers (5) Number of class hours (6) Time for work at home on parents' watch	*1 Implementation (Completion) rates of school activity programs vary greatly depending on budget size. Therefore more accurate implementation rates can be measured through examination in which the implementation rates of programs are sorted by budget scale. Generally most activity programs are formulated ambitiously, so that it is essential to check the implementation status in addition to the planned conditions. *2 Concerning the number of participants in meetings for formulation of school activity programs, you may examine not only the number of participants but also the number of	 Establishment of a school management system involving local residents by setting up school management committees (COGES) and other means can increase awareness of the importance of education and encourage utilization of local resources, which results in contribution to improvement of school enrollment and completion rates, adjustment of gender gap, etc. That also contributes to independent development of communities by capacity building to solve problems with them on their own as well as multicultural coexistence by promotion of mutual understanding among residents. ("JICA's Cooperation in Education: Present and Future," the position paper in September 2010, written in Japanese) It is necessary to keep it in mind that comprehensive improvement covering quality of teachers, textbooks and curriculums is required in order that activities to improve school management can result in enhancement of educational access and educational achievements. ("Handbook for Evaluation on Basic Education Cooperation," 2011, written in Japanese) 	 To ensure establishment of a workable school management committee model that can be extended nationwide By setting up school management committees (COGES) democratically, implementing school activity programs through community participation, establishing a support system for school management committees (COGES) , and conducting internal evaluation and experience sharing for model extension, Thereby contributing to nationwide extension of the workable school management committee model and improvement of children's school attendance through the workable school management committees (COGES) . To ensure strengthening of the implementation system of school management committees support policy to set up and maintain workable school management committees (COGES) at primary schools in the country By strengthening capacity of parties concerned at different levels to set up school management committees (COGES) across the country, building a 	 "School for All": The project on support to educational development through community participation Phase 2 in Niger (Term of Cooperation : August 2007 through July 2010) School Management Committee Support Project in Burkina Faso (Term of Cooperation : November 2009 through November 2013)

				2. Indicator examples of project purpose (Basic) (1) Implementation (Completion) rate of school activity programs ^{*1} (2) Number of participants in meetings for formulation of school activity programs ^{*2} (Supplementary) (1) Frequency of meetings for formulation of school activity programs ^{*3}	meetings together. In addition, you can focus on not only selection of participants but also specific social groups or gender. * ³ Concerning the frequency of meetings for formulation of school activity programs, it is desirable to examine not only the number of participants in meetings but also the number of meetings together.	Conclusion of minutes between target prefectures and JICA to clarify roles and responsibilities of administrative bodies concerned can be an effective means to bring out their strong involvement and independence from a financial and organizational perspective. (Terminal evaluation of Project No.3. written on the right) (However, pay attention to the fact that this lesson is effective in countries where educational budget and authority to shuffle personnel are decentralized.)	monitoring s management (COGES) a model for improvement through school committees pilot areas (7 and Zinder F Thereby com- enhancement and access to through school by school m committees
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g system for school ent committees S), and developing or educational nent activities chool management es (COGES) in s (Tahoua Region er Region), contributing to nent in quality of s to basic education chool management management es (COGES).

> (Other projects to refer to) 3. Local Educational Administration Improvement Program in Indonesia (Term of Cooperation : September 2004 through September 2008)

4. The project on support to educational development through community participation in Niger (Term of Cooperation : January 2004 through December 2006)

5. Broadening Regional Initiative for Developing Girls' Education (BRIDGE) Program in Taiz Governorate in the Republic of Yemen (Term of Cooperation : June 2005 through November 2008)

6. Supporting Community Initiatives for Primary Education Development in the Southern Provinces in Laos (Term of Cooperation : December 2007 through December 2011)