

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, and skills (Improvement of teachers' teaching performance)
Model (2) Improvement of school management	5-2-6 Improvement in school management performance (Strengthening the functions of school management committees (COGES))

The development strategic objectives chart in basic education is shown in “Effective Approaches for JICA Development Issues (Basic Education)” instead of “Thematic Guidelines.”

JICA standard indicator reference and typical lessons learned in technical cooperation projects (Basic education):

Model (1) “Teacher training (Improvement of teachers’ teaching performance)”

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	<ul style="list-style-type: none"> 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 extend CCA nationwide, establishing a system to continue improvement of teaching through independent training activities (cluster meetings and school meetings), and developing a teacher’s guide in mathematics and teaching aids for extension training, Thereby contributing to extension of CCA to 90% of 	<p>1. Strengthening Mathematics and Science in Secondary Education (SMASSE) in Kenya (Term of Cooperation: May 20, 1997 through May 19, 2002)</p> <p>2. The Project for Strengthening Child-Centered Approach (SCCA) Phase 2 in Myanmar (Term of Cooperation : July 2008 through December 2011)</p>

			<p>2. Indicator examples of project purpose (Basic)</p> <p>(1) Achievement level of teaching objectives</p> <p>(2) Ratio of pupils or students addressing learning actively</p> <p>(3) Practice of teacher training contents^{*1}</p> <p>(4) Comprehension of teacher training contents^{*2}</p> <p>(5) Teachers' awareness, motivation, and skills (Supplementary)</p> <p>(1) Self-evaluation on practice of teacher training contents</p>	<p>formulation.</p> <p>^{*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.</p>	<p>existing teacher training can realize policy support or institutionalization more easily than seeking administrative support for newly-set-up teacher training.</p> <p>(“Comprehensive Analysis of Evaluation Results in Primary and Secondary Education in Science and Mathematics,” 2004, written in Japanese, and others)</p>	<p>primary schools in Myanmar by 2015.</p> <ul style="list-style-type: none"> To ensure improvement in teaching formulation and subject teaching skills of in-service teachers in science and mathematics to give pupil/student-centered classes in primary and secondary education, By developing a management system for school based training programs (SBTP) to enhance training contents in SBTP so that the programs can be extended to new clusters in areas with SBTP while they can be implemented in areas without SBTP, Thereby contributing to continuous improvement in pupils' and students' performance in basic science and mathematics education. 	<p>3. The Project for Improving Teacher Training for Primary Science and Mathematics Education in the Philippines (Term of Cooperation : April 2002 through April 2005)</p> <p>(Other projects to refer to)</p> <p>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)</p> <p>5. SCCA in Myanmar (Term of Cooperation : November 2004 through November 2007)</p> <p>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)</p> <p>7. Project for the Improvement of Teaching Method of Mathematics in Honduras (Term of Cooperation : April 2003 through March 2006)</p>
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				<p>2. Indicator examples of project purpose (Basic)</p> <p>(1) Implementation (Completion) rate of school activity programs^{*1}</p> <p>(2) Number of participants in meetings for formulation of school activity programs^{*2} (Supplementary)</p> <p>(1) Frequency of meetings for formulation of school activity programs^{*3}</p>	<p>meetings together. In addition, you can focus on not only selection of participants but also specific social groups or gender.</p> <p>^{*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.</p>	<p>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)</p> <p>(However, pay attention to the fact that this lesson is effective in countries where educational budget and authority to shuffle personnel are decentralized.)</p>	<p>monitoring system for school management committees (COGES) , and developing a model for educational improvement activities through school management committees (COGES) in pilot areas (Tahoua Region and Zinder Region), Thereby contributing to enhancement in quality of and access to basic education through school management by school management committees (COGES) .</p>	<p>(Other projects to refer to)</p> <p>3. Local Educational Administration Improvement Program in Indonesia (Term of Cooperation : September 2004 through September 2008)</p> <p>4. The project on support to educational development through community participation in Niger (Term of Cooperation : January 2004 through December 2006)</p> <p>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)</p> <p>6. Supporting Community Initiatives for Primary Education Development in the Southern Provinces in Laos (Term of Cooperation : December 2007 through December 2011)</p>
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