

Examples of Setting Indicators for Each Development Objective

Financial Assistance Projects/Standard Indicator Reference (Basic Education)

Development objectives (*1)	Mid-term objectives	Sub-targets of mid-term objectives	Types of infrastructure	Standard indicator	Policy and methods for setting indicators	Country name	Project name	FY of evaluation (Note)
1. The expansion of basic education	1-1. Promoting enrollment in basic education	1-1-1. Increasing the quantity of education services	Building new school extending school Constructing teacher accommodation facilities	Operation and effect indicators Basic indicators (1) The additional number of students who were able to enter school as a result of the project implementation (2) The percentage of the teacher positions filled (if the construction of teacher accommodation facilities is included in the project)	Basic indicators (1) Check both the planned number (expected number) and the actual number at the time of the ex-post evaluation. (2) Compare the percentages of teacher positions filled (or the percentage of required teaching positions filled) before and after the project implementation.	Mozambique	The Project for Construction of Secondary School	2009
				Supplementary indicators (*2) (1) The ratio of classroom shortage (The number and the percentage resolved) (2) The enrollment ratio (in the area) (3) Commuting distance (time) shortened (4) The ratio of applicants to places, or the percentage of capacity filled (5) The ratio of teacher accommodation facilities used	Supplementary indicators (1) The indicator shows to what extent the shortage of classrooms (that is calculated from the number of school-age children and the number of existing classrooms in the area) has been resolved through construction of new classrooms or extension of classrooms. (Note: The relevant data in the area needs to be available in order to adopt this indicator.) (2) The indicator enables an enrollment ratio comparison between the project area and an area which had a different enrollment ratio, or between the project area and the national average. This shows the reduction in disparities between areas. This indicator is difficult to adopt in a country where an EMIS (Education Management Information System) has not been established. In addition to EMIS data, it is necessary to obtain population statistics data in order to calculate the enrollment ratio. (3) The commuting distance can be verified by converting it to a commuting time. Check the commuting time through interviews or questionnaires if it is difficult to obtain numerical data.	Senegal	The Project of Construction of Lower Secondary Schools in Louga Region and Kaolack Region	2012
				Supplementary indicators (1) The ratio of applicants to places, or the percentage of capacity filled (2) Satisfaction levels for the learning environment (3) Ventilation, lighting/indoor illumination, etc.	(4) The percentage of enrolled students compared to the capacity of the schools. This indicator is used to check whether the measures to increase the capacity have been fully utilized. (5) The percentage of teachers using accommodation facilities compared to the capacity of the facilities. This indicator is used to check whether the accommodation facilities are being used by teachers (i.e. check whether the accommodation facilities has been effectively utilized).	Morocco	Basic Education Sector Support Project (ODA Loan)	2013
				Supplementary indicators The number of qualified teachers graduated from the teacher training schools				

(*1) Development objectives “3. Meeting the learning needs of the youth and adults,” “4. Improving early child care and pre-primary education” and “5. Improving education management” were omitted because no financial assistance project comes under these objectives. The mid-term objectives and the sub-targets of mid-term objectives, which do not apply to financial assistance projects, were also omitted.

(*2) Supplementary indicators should only be set when certain conditions are met, for example specific data being available.