## **Indicators by Development Strategic Objective**

## Financial Assistance Projects /Indicator Reference by Development Strategic Objective (Basic Education)

Note: Those written in blue are Global Sustainable Development Goal (SDG) Indicators. In light of recent global trends, relevant Global SDG indicators are listed for project officers who may wish to refer to these indicators when developing a project plan (setting indicators).

Development  strategic Mid-term	Mid-term	Types of	Indicators / Globa	al SDG Indicators, etc. (written in		Reference projects by infrastructure type			
objectives objectives (*1)	sub-targets	infrastructure	blue)		Policy and methods for setting indicators	Country name	Project name	Evaluation year	
1-1. 1 . Expanding Promoting I enrollment enducation in basic s	1-1-1. Increasing educational services (quantitatively)	Construction / Expansion of New School Building	Operation and effect indicators	Basic indicators  (1) Number of classrooms suitable for continuous use in the target area / schools  (2) Number of pupils / students enrolled in the target schools	Basic indicators  (2) Check both the planned figures and the actual results achieved by the ex-post evaluation. Note the following points.  - The ex-ante evaluation sheet should be annotated with the number of pupils / students per classroom used to calculate target values.  - When target values are calculated based on the assumption that the school(s) will run in double or triple shift, the ex-ante evaluation sheet should be annotated as such.  - Estimate the increase in pupils / students based on reasonable assumptions with regard to the number of classrooms built.  As for Indicator (2), a detailed needs assessment is required to set target values (This will apply to all school construction projects). When a project is designed (target values are set) based on an inadequate future projection of the number of pupils / students, it may result in disuse or overcrowding of classrooms. It is therefore essential to check population growth rates in the target areas, as well as the actual enrollment numbers in selected sample		The Project for Construction of Secondary Schools  The Project of Construction of Lower Secondary Schools in Louga Region and Kaolack Region  Basic Education Sector Support Project (ODA Loan)	2009 2012	

		Supplementary indicators (*2)	Supplementary indicators
		(1) Satisfaction levels of pupils /	(1) (2) These indicators should be evaluated
		students with the learning	through interviews with pupils / students,
		environment	school principals, teachers, and parents /
		(2) Appreciation of school	guardians.
		principals and teachers on the	(3) The ratio of actual enrollment to capacity.
		environment for education, school	(4) The effect on the commuting distance or
		management, and classroom	time should be evaluated through an
		management	interview / questionnaire survey with pupils /
		(3) Enrollment-to-capacity ratio /	students, taking into accounts the data
		enrollment capacity fill rate	collected in the planning phase such as the
		(4) Level of commuting distance	presence of existing school in target area.
		(time) reduction	(5) The occupancy rate to capacity in the
		(5) Student dormitory occupancy	dormitory.
		rate (for projects including	(6) The occupancy rate to capacity in the
		construction of student dormitories)	teacher accommodation facility.
		(6) Teacher accommodation	(7) The ratio of children enrolled in relevant
		occupancy rate (for projects	level of education to the population of the
		including construction of	corresponding school age.
		accommodation facilities for	(7) The use of this indicator should be
		teachers)	considered only when appropriate statistics
		(7) Enrollment rate	corresponding to the size and target area of
		Reference:	the project are available (in case of
		Global SDG Indicator 4.a.1.:	large-scale projects).
		Proportion of schools with access	
		to the following facilities	*Sex-disaggregated data should be collected.
		(Note: Measurable performance	
		indicators may vary depending on	
		the project purpose. Access to (d)	
		adapted infrastructure and	
		materials for students with	
		disabilities and (f) single-sex basic	
		sanitation facilities is provided in	
		general types of Grant Aid	
		Projects.)	
		(a) electricity; (b) the Internet for	

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					pedagogical purposes; (c)				
					computers for pedagogical				
					purposes; (d) adapted				
					infrastructure and materials for				
					students with disabilities; (e) basic				
					drinking water; (f) single-sex basic				
					sanitation facilities; and (g) basic				
					handwashing facilities (as per the				
					WASH indicator definitions)				
					Reference:				
					Japanese Government's SDGs				
					Implementation Guiding Principles				
					Indicator: Number of projects				
					formulated in consideration of				
					SDGs				
					Reference:				
					JICA Medium-term Plan Indicator:				
					Number of children benefitted from				
					JICA's support for improvement of				
					learning				
				Operation and	Basic indicators	Basic indicators	Cambodia	The Project for	2009
				effect indicators	(1) Number of classrooms suitable	It is not intended that all of the indicators in		Construction of	
					for continuous use (in decent	the left column will be used. Appropriate		Primary	
	1-2.				condition) in the target area /	indicators according to the project purpose		Schools in	
1. Expanding	Improving	1-2-5. Improving	Expansion /		schools	should be selected.		Phnom Penh	
basic	the quality	education	Rehabilitation /		(2) Number of pupils / students	(1) (2) The definition of "decent condition"		(Phase 3)	
education	of basic	facilities	Reconstruction of		learning in classrooms (suitable for	should be clarified for each project and be	Cameroon		2010
Cadoation	education	idollitios	School Buildings		continuous use / in decent	complemented qualitatively by		The 5th Project	
	education				condition)	Supplementary Indicators (1) and (2).		for Construction	
					(3) Number of pupils / students per	(2) (3) Check both the planned figures and		of Primary	
					classroom	the actual results achieved by the ex-post		Schools	
					(4) Number of students enrolled in	evaluation. Note the following points.	Madagascar		2014

double / Implementary indicators  (6) Operating and maintenance classrorous and interaction of the control of t		,				
sissescome succession and maintenance content of the supplementary indicators (1) 2 Appelementary indicators (2) 2 Appelementary indicators on the successor of the same part of the successor of			double / triple-shift classes	- The ex-ante evaluation sheet should be	The Project for	
(9) Operating and maintenance coals for school buildings  - With martest values are calculated based on the assumption total the double? (repe-shift school(s) will be replaced, the ex-ante evaluation sheet should be annotated as such:  (3) The project of the ex-ante evaluation sheet should be annotated as such: (3) The project values as such: (4) The project values as such: (5) The ratio of enrolled students as such: (6) The ratio of pupils of students per values are calculated based on the evaluation these should be enrolled as desired. (6) The ratio of the total area of all classrooms. (7) Staffaction forward or pupils of sendor and principals, teachers, and permets of any values and resonance of an evaluation of any value of any values. (8) Number of pupils of sudents per values are calculated based on the seasons when any values are calculated based on the seasons of the value of an evaluation of any value			(5) Number of multi-grade	annotated with the number of pupils /	Construction of	
costs for school buildings  When target values are calculated based on the assumption that the double / fighte shift schools/ with replaced, the ex-are evaluated as south.  (3) The ratio of enrolled students to classrooms. Compare the baseline (pre-project) values, planned (target) values, and actual (post-project) results and availuate them against the government stanctards (the same shall apport) between them against the government stanctards (the same shall apport between them against the strong and transfer.  Supplementary indicators  (1) Satisfaction levels of pupils / students with me learning environment  (2) Approximation of school principles and teachers on the environment for education, school memogenemia.  (3) Classroom area per student  (4) Enrollment-or-capacity tatio / encollement againsty this content to the total area of all classrooms.  (6) Number of pupils / students per (5) The ratio of pupils / students to teachers.  (6) The ratio of pupils / students to teachers.			classrooms	students per classroom used to calculate	Primary School	
the assumption that the double? triple-shilt schools will be repeated, the exerate evaluation sheet should be annotated as such.  (3) The ratio of enrolled students to classrooms. Compare the baseline [pre-project) values, planned (target) values, and Kadlack and actual pack pre-project) values, planned (target) values, and Kadlack and execute planned (target) values, and Kadlack and execute planned (target) values, and Kadlack and valuate them against the government standards (thu same shall apply hereinafter).  (4) There is a special need for double-shift schools in some outless. Consideration on such background is necessary when setting this indicator.  (5) Supplementary indicators  (1) Satisfiaction fevels of pupils / students with the learning environment  (2) Appreciation of school principals and studentes on the anwoorder of orduciation, school in principals and studentes on the anwoorder of orduciation, school management, and classroom management.  (2) Classroom area per student  (4) Enrollment-to-capacity ratio / enrollment capacity is interest capacity is interest.  (5) Number of pupils / students per classroom.  (6) Number of pupils / students per classroom.  (6) Number of pupils / students per classroom.  (6) Number of pupils / students per classroom.			(6) Operating and maintenance	target values.	(Phase 4)	
school(s) will be replaced, the ex-ante volution of variation of variation shoot should be annotated as such.  (3) The ratio of enrolled students to classrooms. Compare the baseline (pre-project) values, planned (target) values, and actual (post-project) results and variation (pre-project) results and variation (pre-project) results and variation and fooldack and actual (post-project) results and variation the same shall apply hereinatier).  (4) There is a special need for double-shift schools in some cultures. Consideration on such background is necessary when setting this indicator.  Supplementary indicators  (1) Satisfaction levels of pupils / students with the learning environment of purition of the public of pupils in the environment of principals and teachers on the environment for aducation, school management, and classroom  (3) Classroom area per student  (4) Enrollment-bc-capacity ratio / envirolment capacity fill rate (5) Number of pupils / students per classroom  (6) Number of pupils / students per classroom  (6) Number of pupils / students per classroom  (6) The ratio of pupils / students to loachors.			costs for school buildings	- When target values are calculated based on Senegal		2012
evaluation sheet should be annotated as such.  (3) The ratio of enrolled students to classrooms. Compare the baseline (pro-project) values, planned (target) values, and actual (post-project) revalues, planned (target) values, and scalual (post-project) values, and actual (post-project) values, and scalual them against the government standards (the same shall apply hereinather).  (4) There is a special need for double-shift schools in some cultures. Consideration on such background in encessary when setting this indicator.  Supplementary indicators  (1) Satisfaction levels of pupils / students with the learning minimization of students with the learning environment (2) Appreciation of school principals and seachers on the environment for education, school management, and classroom management.  (3) Classroom area per student  (4) Enrollment-to-capacity ratio / errollment repaired; fill rate enrollment capacity; fill rate enrollment capacity; fill rate enrollment capacity; (5) The ratio of the total area of all classrooms.  (6) Number of pupils / students per classrooms.				the assumption that the double / triple-shift	The Project of	
such. (3) The ratio of enrolled students to classrooms. Compare the baseline (pre-project) values, planned (target) values, and actual (post-project) results and evaluate them against the government standards (the same shall apply harefinalter). (4) There is a special need for double-shift schools in some cultures. Consideration on such background is necessary when setting this indicator.  Supplementary indicators (1) Satisfaction leveled of pupils / students with the learning environment (2) Appreciation of school principals and teachers on the environment for education, school management, and classroom management. (3) Classroom area per student (4) Enrollment-de-capacity ratio of enrolled students. (5) Number of pupils / students per classroom. (6) Number of pupils / students to classroom. (6) Number of pupils / students to classroom. (6) The ratio of pupils / students to classroom.				school(s) will be replaced, the ex-ante	Construction of	
(3) The ratio of enrolled students to classrooms. Compare the baseline (Pre-project) values, planned (target) values, and Kaolack (Pre-project) values, planned (target) values, and Kaolack and actual (post-project) results and evaluate them against the government standards (the same shall apply heroinater).  (4) There is a special need for double-shift schooks in some cultures. Consideration on such background is necessary when setting this indicator.  Supplementary indicators  (1) Satisfaction levels of pupils / Subject of the learning environment of the planting of				evaluation sheet should be annotated as	Lower	
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schools in some cultures. Consideration on such background is necessary when setting this indicator.  Supplementary indicators  (1) Satisfaction levels of pupils / students with the learning through interviews with pupils / students, environment school principals, teachers, and parents / guardians. (Other relevant indicators, such as principals and teachers on the environment for education, school management, and classroom area per student (4) Enrollment-to-capacity ratio / enrollment capacity ill rate (5) Number of pupils / students per (6) The ratio of pupils / students to leachers.				same shall apply hereinafter).		
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principals and teachers on the environment for education, school management, and classroom management.  (3) Classroom area per student (4) Enrollment-to-capacity ratio / enrollment capacity fill rate (5) Number of pupils / students per classroom (6) Number of pupils / students per (5) Number of pupils / students per classrooms.  "willingness to go to school" and "willingness to learn," can also be used to evaluate qualitative effects.) qualitative effects.) (3) The ratio of the total area of all classrooms to the number of enrolled students. (4) The ratio of actual enrollment to enrollment capacity. (5) The ratio of pupils / students to classrooms. (6) Number of pupils / students to teachers.			environment	school principals, teachers, and parents /		
environment for education, school management, and classroom management. (3) Classroom area per student (4) Enrollment-to-capacity ratio / enrollment capacity fill rate (5) Number of pupils / students per classroom (6) Number of pupils / students per			(2) Appreciation of school	guardians. (Other relevant indicators, such as		
management, and classroom management.  (3) The ratio of the total area of all classrooms to the number of enrolled students.  (4) Enrollment-to-capacity ratio / enrollment capacity fill rate (5) Number of pupils / students per classroom (6) Number of pupils / students per (6) The ratio of pupils / students to teachers.			principals and teachers on the	"willingness to go to school" and "willingness		
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(3) Classroom area per student (4) Enrollment-to-capacity ratio / enrollment capacity fill rate (5) Number of pupils / students per classroom (6) Number of pupils / students per (6) The ratio of pupils / students to teachers.			management, and classroom	qualitative effects.)		
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classroom classrooms.  (6) Number of pupils / students per (6) The ratio of pupils / students to teachers.			enrollment capacity fill rate	enrollment capacity.		
(6) Number of pupils / students per (6) The ratio of pupils / students to teachers.			(5) Number of pupils / students per	(5) The ratio of pupils / students to		
			classroom	classrooms.		
			(6) Number of pupils / students per	(6) The ratio of pupils / students to teachers.		
teacher			teacher			

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		Reference:		
		Global SDG Indicator 4.a.1:	* Note that improvement of education	
		Proportion of schools with access	environment with better facilities constructed	
		to the following facilities	by financial cooperation could attract more	
		(Note: Measurable performance	pupils / students for enrolment, which may	
		indicators may vary depending on	result in less improvement of indicators as	
		the project purpose. Access to (d)	expected. When such a case is found in the	
		adapted infrastructure and	ex-post evaluation, it is essential to identify	
		materials for students with	the causes and, if possible, to analyze the	
		disabilities and (f) single-sex basic	trends of improvements in these indicators	
		sanitation facilities is generally	not only in the target schools but also in the	
,		provided in general types of Grant	school district as a whole.	
		Aid Projects.)	* Sex-disaggregated data should be	
		(a) electricity; (b) the Internet for	collected.	
		pedagogical purposes; (c)		
		computers for pedagogical		
,		purposes; (d) adapted		
ļ		infrastructure and materials for		
		students with disabilities; (e) basic		
		drinking water; (f) single-sex basic		
		sanitation facilities; and (g) basic		
		handwashing facilities (as per the		
		WASH indicator definitions)		
		,		
		Reference:		
		Japanese Government's SDGs		
		Implementation Guiding Principles		
		Indicator: Number of projects made		
		in consideration of SDGs		
		Reference:		
		JICA Medium-term Plan Indicator:		
		Number of children benefitted from		
		JICA's support for improvement of		
		learning		
		rearring		

			Operation and effect indicators	Basic indicators  (1) Number of students who can learn at the target colleges  (2) Number of teacher candidates (graduates) per year trained at the target colleges	Basic indicators  (1) (2) Check both the planned figures and the actual results  (2) The ex-post evaluation should be scheduled after the project completion (after students graduate from the schools).	Burkina Faso	The Project for Construction of National School for Primary Teacher of Kaya	2014
1-2.  1. Expanding Improving the quality education of basic education	1-2-1. Increasing the number of teachers and improving their awareness, knowledge, and skills	Construction / Expansion / Repair / Reconstruction of Teacher Training Colleges		Supplementary indicators  (1) Satisfaction levels of students with the learning environment  (2) Appreciation of school principals and teachers on the educational, school management, and classroom management environments	Supplementary indicators  (1) (2) These indicators should be evaluated through interviews with students, school principals, and teachers.  * When the project plans include construction of primary and lower secondary schools in the target site, it is necessary to consider adding indicators for these schools.	Benin	The Project of Reinforcement of Capacity of Djougou Teacher Training School	2011

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					Reference:				
					(Note: The indicators listed below	* Sex-disaggregated data should be			
					cannot be used to evaluate	collected.			
					project-level performance since				
					they cannot be measured without				
					national data)				
					Global SDG Indicator 4.c.1.				
					Proportion of teachers in (a)				
					pre-primary; (b) primary; (c) lower				
					secondary; and (d) upper				
					secondary education who have				
					received at least the minimum				
					organized teacher training (e.g.				
					pedagogical training) pre-service or				
					in-service required for teaching at				
					the relevant level in a given country				
					Reference:				
					Japanese Government's SDGs				
					Implementation Guiding Principles				
					Indicator: Number of projects				
					formulated in consideration of				
					SDGs				
			Developing	Operation and	Basic indicators	Basic indicators	Malawi	The Project for	2010
			gender-sensitive	effect indicators	(1) Number and proportion of girls	(1) Compare the pre-project baseline data		Re-Construction	
			facilities (e.g.		in the target schools (pupil /	and the actual results achieved by the ex-post		and Expansion	
		2-1-1.	separate sanitation		student gender ratio)	evaluation (or transitions over time).		of Selected	
2. Reducing	2-1.	Establishing	facilities for boys and		(2) Satisfaction levels of female	(2) The use of sanitation facilities (whether		Community Day	
educational	Reducing	gender-sensitive	girls, sanitary		and male pupils / students (with the			Secondary	
disparities	gender	school	handwashing		sanitation facilities)	satisfaction with these facilities.		Schools	
	disparities	education	facilities, and						
			accommodations)		(3) Girls' dormitory occupancy rate	(3) The ratio of occupied rooms to total			
					(for projects building girls'	available rooms in the girls' dormitory.			
			Building girls'		dormitories)				

		dormitories	Reference:
		dominorios	Global SDG Indicator 4.a.1.
			Proportion of schools with access
			to the following facilities
			(Note: Measurable performance
			indicators may vary depending on
			the project purpose. Access to (d)
			adapted infrastructure and
			materials for students with
			disabilities and (f) single-sex basic
			sanitation facilities is generally
			provided in general types of Grant
			Aid Projects.)
			(a) electricity; (b) the Internet for
			pedagogical purposes; (c)
			computers for pedagogical
			purposes; (d) adapted
			infrastructure and materials for
			students with disabilities; (e) basic
			drinking water; (f) single-sex basic
			sanitation facilities; and (g) basic
			handwashing facilities (as per the
			WASH indicator definitions)
			Reference:
			Japanese Government's SDGs
			Implementation Guiding Principles
			Indicator: Number of projects
			formulated in consideration of
			SDGs SDGs
			Same as the indicators listed under
			Mid-term Sub-Target 1-1-1.
2-2.	2-2-1.		
Reduci	ng Increasing		
regiona	educational	Newly constructing	
disparit	ies services	and expanding	
betwee	n (guantitatively)	schools	
urban a	in rural areas		
rural ar	eas		
	***************************************		

Indicators 1 and 2 listed above should be used to evaluate projects for school construction and improvement of school environment with basic components, while Indicator 3 below should be referred to when setting indicators for projects aimed at adding value to the schools construction and improvement of school environment in consideration of disaster risk prevention, children with disabilities and ethnic minorities. (\*3)

- 3. Others (for reference):
  Adding value
- 1) Disability: (1) the number of classrooms with basic facilities in consideration of children with disabilities (e.g. barrier-free access) and (2) the number of students enrolled in the learning environment in consideration of children with disabilities (e.g. The Project for the Construction of Secondary Schools Aimed at Promoting Inclusive Education in the Kingdom of Swaziland (2016))
- 2) Disaster risk reduction: improving the earthquake resistance of schools (Refer to Disaster Management 1-2-3; Operation indicators (basic indicators): (1) the number of students enrolled in the target schools (persons), (2) the number of person to whom the schools can provide shelter in case of disaster, and (3) the use of the school facilities as evacuation shelters for community residents;

  Effect indicators (supplementary indicators): (1) mitigation of building damage caused by earthquakes and (2) appreciation by school principals, teachers, and community residents on the school environment
- (\*1) Development Strategic Objectives 3 (meeting the learning needs of adolescents and adults), 4 (improving early childhood care and pre-school education), and 5 (improving education management) are omitted because they are not
- (\*2) Note that supplementary indicators should be set only when specific conditions are met, such as when relevant data are available.
- (\*3) Note that these indicators are subject to change based on the results of future value-added school construction projects.

(https://www.jica.go.jp/activities/evaluation/indicators/ku57pq00001ww0o9-att/aid business disaster.pdf))

associated with any financial projects. The irrelevant mid-term objectives and sub-objectives are also omitted.

(\*4) In the education sector, in general, the output indicators and the indicators to evaluate the use of outputs are used as operation indicators, while the indicators to assess the project results (outcomes) and effects (impacts) are used as effect indicators. Note that the indicators should be adapted to the project purpose. Choose and add indicators according to the project purpose.

Reference: The Final Report of the Basic Research on the Cross-donor/scheme Comparison of Value-added Primary and Lower Secondary School Construction summarizes the analysis of challenges and solutions in projects for (gender, disability, and ethnic minority) inclusive education and disaster risk management.