

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 objectives (*1)	Mid-term objectives	Mid-term sub-targets	Types of infrastructure	Indicators / Global SDG Indicators, etc. (written in blue)		Policy and methods for setting indicators	Reference projects by infrastructure type		
							Country name	Project name	Evaluation year
1. Expanding basic education	1-1. Promoting enrollment in basic education	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 schools to predict the number of students to enroll in the target schools.	Mozambique	The Project for Construction of Secondary Schools	2009
							Senegal	The Project of Construction of Lower Secondary Schools in Louga Region and Kaolack Region	2012
							Morocco	Basic Education Sector Support Project (ODA Loan)	2013

Supplementary indicators (*2)

- (1) Satisfaction levels 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) Enrollment-to-capacity ratio / enrollment capacity fill rate
- (4) Level of commuting distance (time) reduction
- (5) Student dormitory occupancy rate (for projects including construction of student dormitories)
- (6) Teacher accommodation occupancy rate (for projects including construction of accommodation facilities for teachers)
- (7) Enrollment rate

Reference:

[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 provided in general types of Grant Aid Projects.)

[\(a\) electricity; \(b\) the Internet for](#)

Supplementary indicators

- (1) (2) These indicators should be evaluated through interviews with pupils / students, school principals, teachers, and parents / guardians.
- (3) The ratio of actual enrollment to capacity.
- (4) The effect on the commuting distance or time should be evaluated through an interview / questionnaire survey with pupils / students, taking into accounts the data collected in the planning phase such as the presence of existing school in target area.
- (5) The occupancy rate to capacity in the dormitory.
- (6) The occupancy rate to capacity in the teacher accommodation facility.
- (7) The ratio of children enrolled in relevant level of education to the population of the corresponding school age.
- (7) The use of this indicator should be considered only when appropriate statistics corresponding to the size and target area of the project are available (in case of large-scale projects).

*Sex-disaggregated data should be collected.

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

				<p>double / triple-shift classes (5) Number of multi-grade classrooms (6) Operating and maintenance costs for school buildings</p>	<p>- 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 double / triple-shift school(s) will be replaced, the ex-ante 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 actual (post-project) results and evaluate them against the government standards (the same shall apply hereinafter). (4) There is a special need for double-shift schools in some cultures. Consideration on such background is necessary when setting this indicator.</p> <p>Supplementary indicators (1) Satisfaction levels 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-to-capacity ratio / enrollment capacity fill rate (5) Number of pupils / students per classroom (6) Number of pupils / students per teacher</p>	<p>- 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 double / triple-shift school(s) will be replaced, the ex-ante 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 actual (post-project) results and evaluate them against the government standards (the same shall apply hereinafter). (4) There is a special need for double-shift schools in some cultures. Consideration on such background is necessary when setting this indicator.</p> <p>Supplementary indicators (1) (2) These indicators should be evaluated through interviews with pupils / students, school principals, teachers, and parents / guardians. (Other relevant indicators, such as “willingness to go to school” and “willingness to learn,” can also be used to evaluate 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) The ratio of pupils / students to teachers.</p>	<p>Senegal</p>	<p>The Project for Construction of Primary School (Phase 4) The Project of Construction of Lower Secondary Schools in Louga Region and Kaolack Region</p>	<p>2012</p>
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Reference:
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 made in consideration of SDGs

Reference:
JICA Medium-term Plan Indicator:
Number of children benefitted from JICA's support for improvement of learning

* Note that improvement of education environment with better facilities constructed by financial cooperation could attract more pupils / students for enrolment, which may result in less improvement of indicators as expected. When such a case is found in the ex-post evaluation, it is essential to identify the causes and, if possible, to analyze the trends of improvements in these indicators not only in the target schools but also in the school district as a whole.
* Sex-disaggregated data should be collected.

1. Expanding basic education	1-2. Improving the quality 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	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
				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	

					<p>Reference: (Note: The indicators listed below cannot be used to evaluate 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</p> <p>Reference: Japanese Government's SDGs Implementation Guiding Principles Indicator: Number of projects formulated in consideration of SDGs</p>	* Sex-disaggregated data should be collected.			
2. Reducing educational disparities	2-1. Reducing gender disparities	2-1-1. Establishing gender-sensitive school education	<p>Developing gender-sensitive facilities (e.g. separate sanitation facilities for boys and girls, sanitary handwashing facilities, and accommodations)</p> <p>Building girls'</p>	<p>Operation and effect indicators</p>	<p>Basic indicators</p> <p>(1) Number and proportion of girls in the target schools (pupil / student gender ratio)</p> <p>(2) Satisfaction levels of female and male pupils / students (with the sanitation facilities)</p> <p>(3) Girls' dormitory occupancy rate (for projects building girls' dormitories)</p>	<p>Basic indicators</p> <p>(1) Compare the pre-project baseline data and the actual results achieved by the ex-post evaluation (or transitions over time).</p> <p>(2) The use of sanitation facilities (whether they are used on a daily basis) and satisfaction with these facilities.</p> <p>(3) The ratio of occupied rooms to total available rooms in the girls' dormitory.</p>	Malawi	The Project for Re-Construction and Expansion of Selected Community Day Secondary Schools	2010

dormitories

Reference:
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

2-2.
Reducing regional disparities between urban and rural areas

2-2-1.
Increasing educational services (quantitatively) in rural areas

Newly constructing and expanding schools

Same as the indicators listed under Mid-term Sub-Target 1-1-1.

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)

<p>3. Others (for reference): Adding value</p>	<p>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))</p> <p>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;</p> <p>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 (https://www.jica.go.jp/activities/evaluation/indicators/ku57pq00001ww0o9-att/aid_business_disaster.pdf))</p>
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(*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 associated with any financial projects. The irrelevant mid-term objectives and sub-objectives are also omitted.

(*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.

(*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.