Examples of Setting Indicators for Each Development Objective

Grant Aid Projects/Standard Indicator Reference (Basic Education)

Development strategic objectives (*1)	Mid- term objectives	Sub- targets of mid-term objectives	Types of infrastructure	Standard indicator		Policy and methods for setting indicators	Examples of project objectives (getting a clear image of the project)	Country name	Project name	FY of evaluation
1. The expansion of basic education	1-1. Promoting enrollment in basic education	1-1-1. Increasing the quantity of education services	Building new schools/ extending schools	**Operation and effect indicators**	**Basic indicators** (1) The number of classrooms that can be used continuously in the project area or in the specified area (2) The number of students enrolled at the project's target schools	Basic indicators (1) (2) Check both the planned number (the number of students who can be accommodated) and the actual number at the time of the ex-post evaluation. The following shows the points to note. • Include a note which states the number of students who can be accommodated in each classroom which was used to calculate the planned number of students, on the ex-ante evaluation table. • If a two- or three-shift system was planned when deciding on the number of students who can be accommodated, include a note which explains it on the ex-ante evaluation table. • If the project is to build new schools, find out the number of classrooms that can be used continuously in the project area, and use that number as the baseline. Supplementary indicators (1) (2) Check these indicators by interviewing students, the school principals and teachers. (3) The percentage of enrolled students compared to the capacity of the schools. (4) Check the project's effects on the commuting distances or times by interviewing students, etc. or by giving them questionnaires, based on the information obtained during the study stage including school availability in the project area. (5) The percentage of dormitory facilities used by students out of the total capacity of the facilities (6) The percentage of accommodation facilities used by teachers out of the total capacity of the facilities Note: Count the number of male students and female students separately.	• Construct four junior high schools (58 classrooms) and attached facilities in Maputo Province and Gaza Province in Mozambique, thereby contributing to improving local residents' access to secondary education. • Improve junior high school facilities, classroom furniture, etc. in three regions (the Centre-Nord Region, the Centre Region and the Plateau-Central Region) in order to improve the learning environment for higher primary education, thereby contributing to improving access to higher primary education and to improving the quality of education. Note: Many projects cover the two sub-targets of mid-term objectives "1-1-1. Increasing the quantity of education services" and "1-2-5. Improving education facilities" (such as the project shown below). In such cases, it is necessary to set indicators for both 1-1-1 and 1-2-5. • Build new or extend lower secondary schools in the Louga Region and the Kaolack Region, thereby contributing to improving access to basic education and improving the learning environment.	Mozambique Burkina Faso Senegal	The Project for Construction of Secondary School The Project for the Construction of Junior High School Buildings The Project of Construction of Lower Secondary Schools in Louga Region and Kaolack Region	2009 2015 2012
					Supplementary indicators (*2) (1) Student satisfaction levels regarding the learning environment (2) Evaluation of the educational environment, the school management environment and the class management environment by the school principals and teachers (3) The ratio of applicants to places, or the percentage of capacity filled (4) The degree to which the commuting distance (time) has been shortened (5) The percentage of student dormitory facilities used (for projects which build student dormitories) (6) The percentage of teacher accommodation facilities used (for projects which build teacher accommodation facilities)					
	1-2. Improving the quality of basic education	1-2-5. Improving education facilities	Extending and renovating/ rebuilding school facilities	**Operation and effect indicators**	**Basic indicators** (1) The number of classrooms that can be used continuously at the project's target schools (2) The number of students who learn at classrooms that can be used continuously (3) The number of students per classroom	Basic indicators (1) (2) Check both the planned number (the number of students who can be accommodated) and the actual number at the time of the ex-post evaluation. The following shows points to note. • Include a note which states the number of students who can be accommodated in each classroom which was used to calculate the planned number of students, on the ex-ante evaluation table. • If the improvement of facilities used for a two- or three-shift system was planned when deciding on the number of students who can be enrolled, include a note which explains it on the ex-ante evaluation table. • If the project is to build new schools, find out the number of classrooms that can be used continuously in the project area, and use that number as the baseline. (3) The number of enrolled students divided by the number of classrooms. Compare the number before the project (the status quo), the planned number (the target number) and the number after the project (the actual number). Also compare these numbers with the government standard (the same applies to the indicators shown below). Supplementary indicators (1) (2) Check these indicators by interviewing students, the school principals and teachers. (3) The standard classroom area multiplied by the number of classrooms divided by the number of enrolled students. (4) The percentage of enrolled students compared to the capacity of the schools. (5) The number of students divided by the number of classes. (6) The number of students divided by the number of teachers.	• Extend or rebuild the buildings for seven primary schools in Phnom Penh and install the furniture needed for education, thereby contributing to improving the students' learning environment. • Rebuild temporary and decrepit classrooms and install classroom furniture in the North-West Region, thereby contributing to improving the students' learning environment in the region. • Extend primary school classroom buildings, etc. and install classroom furniture in four school districts in the Atsinanana Region in order to resolve the shortage of classrooms and improve the learning environment at the schools, thereby contributing to improving the quality of primary education in the school districts. • Build new or extend lower secondary schools in the Louga Region and the Kaolack Region, thereby contributing to improving access to basic education and	Cambodia Cameroon Madagascar Senegal	The Project for Construction of Primary Schools in Phnom Penh, Phase III The 5th Project for Construction of Primary Schools The Project for Construction of Primary School (Phase 4) The Project of Construction of Lower Secondary Schools in Louga Region and Kaolack Region	2009 2010 2014 2012
					Supplementary indicators (1) Student satisfaction levels regarding the learning environment (2) Evaluation of the educational environment, the school management environment and the class management environment by the school principals and teachers (3) The classroom area per student (4) The ratio of applicants to places, or the percentage of capacity filled (5) The number of students per class (6) The number of students per teacher					

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						Note: There are cases where improvements are not seen for the basic indicators (2)-(5) shown above, because an increased number of children enter the schools that are built by grant aid projects which have better facilities and therefore have a better learning environment. If this is found at the ex-post evaluation stage, it is necessary to check factors affecting the results and, if possible, also check for improvements in the relevant indicators in the school district, in addition to the target schools of the project. Note: Count the number of male students and female students separately.	improving the learning environment.			
		1-2-1. Increasing the number of teachers and improving their awareness, knowledge and skills	Building new, extending or renovating/ rebuilding pre-service teacher training schools	**Operation and effect indicators**	**Basic indicators** (1) (In the case of extending/renovating, or rebuilding teacher training schools) The number of students who can learn at facilities that meet the regulations for pre-service teacher training courses (2) The number of teacher candidates (graduates) trained at the project's target schools per year	Basic indicators (1) (2) Check both the planned number and the actual number. Supplementary indicators (1) (2) Check these indicators by interviewing students, the school principals and lecturers. Note: Consider adding the indicators for the construction of elementary/junior high schools, if the project is to build elementary/junior high schools on the planned premises along with teacher training schools. Note: Count the number of male students and female students separately.	• Construct new pre-service teacher training schools for basic education in order to increase the number of teachers trained and qualified to provide basic education (including higher primary education), thereby contributing to improving the quality of education. • The learning environment at the ENI Djougou school will be improved through the development of teacher training facilities in Djougou City, thereby producing trained teachers who have received a high quality education that meets specific standards.	Burkina Faso Benin	The Project for Constructing the Kaya Teacher Training School for Primary Education The Project for Increasing the Capacity of the Djougou Primary Education Teacher Training Institution	2014 2011
					Supplementary indicators (1) Student satisfaction levels regarding the learning environment (2) Evaluation of the educational environment, the school management environment and the class management environment by the school principals and lecturers					
2. The reduction of educational disparities	2-1. Reducing gender disparities	2-1-1. Achieving gender-sensitive school education	Developing facilities by giving consideration to female students (separate toilets for men and women, hygienic water supply areas, accommodation, etc.) Building women's dormitories	**Operation and effect indicators**	**Basic indicators** (1) The number and percentage of female students at the project's target schools (the gender ratio) (2) Satisfaction levels of male and female students regarding school toilets and hygiene (3) The number of teachers	Basic indicators (1) Check both the number at the time of the ex-ante evaluation and the actual number at the time of the ex-post evaluation (or changes in the number). (2) The use of toilets (whether they are used on a daily basis) and the satisfaction levels.	• Extend education facilities and install furniture and equipment at Community Day Secondary Schools (CDSS) in the project areas, thereby contributing to improving access to secondary education and to improving the learning environment in the areas. In addition to the above project, any projects which construct toilets as attached facilities to schools give consideration to female students, for example constructing separate toilets for men and women.	Malawi	The Project for Re- Construction and Expansion of Selected Community Day Secondary Schools (CDSS)	2010
	2-2. Reducing regional disparities between urban and rural areas	2-2-1. Increasing the quantity of education services in rural areas	Building new schools/ extending schools		The same as the indicators for the sub-target of the mid-term objective 1-1-1.					
"1." and "2." above are indicators for the projects which aim to build basic schools or to improve the basic school environment. On the other hand, "3." below should be referred to when setting indicators for the projects which aim to add value by building schools or improving the school environment from a disaster risk reduction viewpoint, a disability viewpoint, an ethnic minority viewpoint, etc. (*3)										
3. Others (for reference): Adding value	1) Disabilities: (1) the number of students with disabilities who commute to the project's target schools; (2) the degree to which the commuting distance (time) has been shortened (e.g. the Project for the Construction of New Secondary Schools and Upgrading of Facilities in Existing Secondary Schools aimed at Promoting Inclusive Education, in Lesotho and Swaziland, 2016); and (3) the extent to which barrier-free designs have been incorporated into facilities and equipment 2) Ethnic minorities: (1) the number of enrolled students and the number of students who actually commute to schools in the project area; (2) the number of teachers who speak the ethnic minority's original language at the project's target schools; and (3) the degree to which the commuting distance (time) has been shortened 3) Disaster risk reduction: (1) improving the earthquake resistance (when compared to standard schools); (2) the evaluation of the school environment by the school principals, teachers and local residents; and (3) whether or not the schools have facilities and equipment which take disaster risk reduction into consideration									

(*1) Development strategic 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 grant aid project comes under these objectives. The mid-term objectives and the sub-targets of mid-term objectives, which do not apply to grant aid projects, were also omitted.
(*2) Supplementary indicators should only be set when certain conditions are met, for example specific data being available.
(*3) These indicators will be updated based on the results of future value-added school construction projects.
Reference: Issue analysis and improvement measures for projects which deal with disaster risk reduction, inclusiveness (regarding gender, disabilities and ethnic minorities), etc. are summarized in the documents for operation, the Final Report on the Basic Study " COMPARATIVE ANALYSIS ON PRIMARY / SECONDARY SCHOOL CONSTRUCTION PROJECTS."