

Assessment of Mauritania's Education for All— Fast Track Initiative Proposal

Context

1. Mauritania's EFA-FTI Proposal was evaluated by the major country-based donors for the education sector in accordance with the guidelines prepared by the Education For All—Fast Track Initiative (EFA-FTI) Secretariat. The assessment meeting, held in Nouakchott from November 13 to 15, 2002, was attended by the World Bank, UNICEF, French Cooperation, and the WFP. Written comments were also provided by the French Development Agency and the French Ministry of Foreign Affairs in Paris.
2. The assessment report revolves around the points listed below:
 - (a) Evidence of country ownership of the Initiative;
 - (b) Key sector issues, constraints and strategies to achieve the expected results;
 - (c) Cost and financing;
 - (d) Risks and capacity for implementation;
 - (e) Indicators and monitoring.

Following this assessment, and by way of summarizing this report, overall comments were made, strengths and areas of concern identified, and conclusions reached as to Mauritania's Proposal as set forth below:

Overall comments:

3. Mauritania's gross enrollment ratio is among the highest in the subregion. Accordingly, it is one of the rare countries in the subregion that is in a position to achieve universal primary completion if appropriate strategies are implemented. Very substantial efforts have been made in the past decade to achieve this level, bearing witness to the political will in support of the education sector. However, significant problems remain in terms of quality (low retention and entry rates). In response to the twofold objective of universal access to basic education and qualitative improvement in instruction, the government has prepared a National Program for the Development of the Education Sector (PNDSE 2002-2010).
4. In the Mauritanian context, the EFA-FTI is hence genuinely a process for speeding up the pace of an existing sectoral program which already has adopted universal education as its objective. Accordingly, the government's Proposal focused on identifying the critical areas that will make such acceleration possible, including:
 - increasing supply (infrastructures)
 - strengthening decentralized educational capacities (support for DREFs)
 - strengthened incentive measures benefiting the poorest communities (school canteens)

Strengths:As regards the national context

- The government's political will has had an impact (GER: 88%)
- Promulgation of the law on mandatory school attendance
- There is good coordination already between donors and the government
- Availability of substantial national resources for basic education

As regards the EFA-FTI Proposal

- Ownership of the EFA-FTI process by the government
- Consistency of the objectives and strategies of the PRSP, the PNDSE, and the EFA-FTI Proposal
- Relevance of the strategies proposed for achieving the objective
- Timeliness of refining and accelerating the activities called for in the PNDSE
- Precise targeting of the actions proposed in the framework of the EFA-FTI

Concerns:

- The need for a more precise breakdown of the financing sources for the government budget (government, HIPC, C2D [debt relief and development agreement with France], etc.)
- Need for the Proposal to consider the risks that might impede implementation and achievement of the objectives of the EFA-FTI (for example: performance potential of the school infrastructures, capacity to recruit bilingual teachers or to redeploy personnel), despite the fact that these factors are considered in the PNDSE
- Need to complete the table on performance indicators and the anticipated impact of EFA-FTI financing (table on p. 15) in order to highlight the specific contribution of these resources
- Need to take into consideration children with special needs (handicapped children, children in legal trouble, homeless children, etc.) in the context of universal completion

Conclusion:

5. All of the donors (French Cooperation, UNICEF, WFP, and World Bank) attending the meeting in Nouakchott and participating in the review of the National Report on the Education For All—Fast Track Initiative considered the Proposal to be relevant and to constitute a sound basis for special assistance aimed at accelerating achievement of the EFA objectives.

6. To ensure optimum follow-up, the partners support the government's Proposal for integrating the EFA-FTI monitoring mechanism within the PNDSE monitoring mechanism in which all donors participate.

7. The meeting of donors present was to recommend that the government devote particular attention to addressing the above-mentioned concerns which might slow the EFA-FTI.

Section A. Evidence of Country Ownership

8. The table which follows shows that the basic policies, strategic orientations, and objectives of the government's Proposal are in keeping with the Poverty Reduction Strategy Paper (PRSP) and the National Program for the Development of the Education Sector (PNDSE).

Table 1: Quantitative Targets of PRSP, Sector Plan and the EFA-FTI Proposal

	Targets in PRSP	Targets in Sector Plan	Targets in Proposal
Access and coverage (enrollment)	Universal access by 2005. Development of the private education sector will be encouraged.	Rate of access to first year of primary school 100% by 2005. Gradual increase in gross enrollment ratio from 86% to 91% in 2005 and 95% in 2010. Increase percentage of schools offering complete cycle from 17.6% to 45% by 2005 and 100% by 2010. Increase private sector share from 3% in 2000 to 4% in 2005 and 5.5% in 2010.	Universal access to first year of basic education by 2005. Gross enrollment ratio of 100% by 2015. 3% of students educated in private schools by 2015.
Gender parity (access and coverage, repetition, dropout, completion, and achievement)	Elimination of gender disparities.	Increase enrollment ratio of girls to 48% in underserved regions. Improved education of girls. Strengthened IEC (information, education, communication). Preparation of an action program.	Achievement of enrollment parity of girls by 2015.
Internal efficiency (repetition, dropout, completion)	Improve average promotion rate between different classes (9.5% in 2010). Improve retention by 2010 (up from 55% to 78% by 2010).	Repetition rate reduced from 15% to 9% by 2005 and 7% by 2010. Retention rate from first to sixth year of basic education increased to 67% by 2005 and 78% by 2010.	Reduce repetitions from 15% to 10% by 2010. Gradually increase retention between first and sixth years from 51% in 2001 to 84% by 2010 and 100% by 2015.

<p>Quality of inputs (teachers, instructional materials, condition of schools, parental involvement, student/teacher ratios)</p>	<p>Reform of initial training for teachers and inspectors.</p> <p>Provision of textbooks and manuals for every student.</p> <p>Increased number of school canteens (200 canteens/year).</p> <p>Gradual reduction in student/teacher ratio from 48 to 40 by 2010.</p>	<p>Reform of initial training of teachers and inspectors to enhance their professionalism and meet the language needs of the reform.</p> <p>Make instructional tools available in classrooms and training structures.</p> <p>Development of school canteens.</p> <p>Number of students per teacher reduced from 48 to 40 by 2010.</p> <p>Improve pedagogical and administrative management.</p> <p>Parental involvement in school management.</p>	<p>Professionalized initial bilingual instruction of aspiring teachers in ENIs.</p> <p>Strengthened in-service training of teachers.</p> <p>Development of school canteens.</p> <p>Number of students per teacher reduced from 48 to 40 by 2010.</p> <p>Improve pedagogical and administrative management (better management of teacher assignments). Clarification of teachers' duties and powers.</p> <p>Parental involvement in school management (strengthened role of parents' association bureaus).</p>
<p>Quality of outcomes (student achievement)</p>		<p>Introduction of a performance-based guidance system.</p> <p>Student mastery of programs increased from 33% to 45% by 2005 and 70% by 2010.</p> <p>Practical implementation of regular evaluations in classrooms.</p> <p>Revision of competitive examination for admission to first year of secondary school.</p>	<p>Strengthened hands-on teacher supervision.</p>

Equity (poverty, rural/urban, ethnicity, disability)	Reduction of disparities between areas and regions by establishing personnel incentives. Opening school canteens in the most underserved areas. Creation of income-generating activities (CDHLPI)	Establishing bonuses for teacher employment in hardship areas. Opening school canteens in the most underserved areas. Creation of income-generating activities.	Opening school canteens in the most underserved areas.
<u>HIV/AIDS</u>	Activities to combat HIV/AIDS and STDs.		Activity taken over by the MAP.

This summary table indicates that the proposals set forth in the national report include and build upon most of the objectives set forth in the PRSP.

9. The Proposal was discussed and validated in September 2002 by an Interministerial Committee chaired by the Prime Minister and made up of, among others, other ministers involved in the sector and the Minister of Finance. The Proposal was also discussed with all the stakeholders in the sector (donors, heads of the regional units of the ministry, teachers, and representatives of the private sector and parents' associations) during the annual review of the PNDSE held in Nouakchott from September 16 to 18, 2002.

Table 2: Consultative Process

Stakeholders	Yes	How	Dissemination Planned? When?
<u>Government</u> Legislature Finance ministry Other line ministries Regional/provincial governments Local governments	Yes Yes NA NA	Meeting Meeting	September 2002 September 2002
<u>Civil Society and NGOs</u> Private sector	Yes	Annual review	September 2002
<u>Key Stakeholders</u> Principals Teachers Administrators Parents Students	NA Yes Yes Yes No	Annual review Annual review Annual review	September 2002 September 2002 September 2002
<u>External partners</u> World Bank UNICEF AfDB IsDB French Cooperation	Yes Yes Yes Yes Yes	Annual review Annual review Annual review Annual review Annual review	September 2002 September 2002 September 2002 September 2002 September 2002

Section B. Key Sector Issues, Constraints and Strategies to Achieve the Expected Results

The answers to the main questions raised in the guidelines are incorporated into the table (see Review Comments column).

Table 3. Sectoral Problems, Constraints and Strategies

Issues	Constraints	Strategies proposed	Review Comments on Fast Track Initiative (EFA-FTI)
<p>Access and coverage</p> <p>In 15 years, the baseline GER has risen from 40% to 87% (2001)</p> <p>Rate of access to first elementary grade up from 78% to 97% between 1991 and 2001</p>	Dispersion of population.	Mandatory basic education (law is in place); Free basic education; Preparation of education map; Regionalization of resources; Multi-grade classes.	<p>The gross enrollment ratio, at 88%, places Mauritania among the countries most able to reasonably contemplate universal primary completion by 2015, but: (1) more rapid expansion of coverage with infrastructure (construction/refurbishing) and (2) building of capacities for training, motivating, redeploying, and supervising personnel are necessities. In this context, the EFA-FTI acceleration is essential in order to be able to improve the coverage of traditionally underserved groups (isolated individuals, the poor, etc.).</p>
	Insufficient number of primary schools offering a full cycle (18% in rural areas).	Clustering policy at the municipal level. Construction/refurbishing of 3,000 classrooms; Training and motivation of instructional personnel (focus on bilingualism).	
	Inadequate supply at secondary level.	Enhancement of capacity to accept students in first secondary cycle (<i>collèges</i>) Opening outreach houses for girls reaching secondary level.	
	Lack of school canteens.	Increased number of school canteens in vulnerable rural areas.	
	Poverty and lack of information of families.	Implementation of the PRSP benefiting the most vulnerable families; Promotion of education for girls (access, retention).	
<p>Gender disparity</p> <p>Low degree of disparity in Mauritania (2001 GER 85.6% girls/87.2% boys) but:</p> <p>Persistence of regional disparities and disparities in respect of retention of girls (Rural: 42% girls/47% boys).</p> <p>Completion rate: Access to secondary: 53% boys and 50% girls.</p>	Poverty/Cultural reticence in some communities (priority given to educating boys; work load of women leads to girls being kept at home).	Mandatory basic education. Promotion of education of girls and positive discrimination (remedial courses for girls experiencing educational difficulties; achievement awards, etc.). Community involvement in school management. Support for activities designed to ease the work load of women.	<p>Among African countries, Mauritania has one of the lowest levels of gender disparity in basic education, a reflection of considerable efforts made over the last decade. However, these indicators mask sizable disparities between regions and within one and the same region. The EFA-FTI provides an opportunity to reduce these disparities by broadening infrastructure coverage more rapidly, establishing school canteens, and strengthening facilities that promote access by girls (separate latrines, drinking water points, etc.) in vulnerable/priority areas. In this context, the objectives are achievable (parity of access to first grade of basic education by 2005; parity of boy/girl completion rates of sixth grade by 2015).</p>
	Persistence/Frequency of early marriage.	Outreach/public awareness campaigns. Strengthened legal framework (Personnel Code).	
	School infrastructure poorly adapted to needs of girls.	Construction of separate latrines and drinking water posts at schools. Increased number of school canteens. Welcome centers for girls in secondary school (residential?).	

<p>Internal efficiency</p> <p>Low retention rate (51%)</p> <p>Completion rate: Access to secondary: 53% boys and 50% girls.</p> <p>Repetition rate: 15%</p>	<p>Majority of schools do not offer complete cycle (82%).</p>	<p>Construction of new classrooms. Regrouping of schools. Multi-grade approach to advancement.</p>	<p>The strategies proposed regarding internal efficiency are relevant, but implementation capacity remains limited. The main risks are:</p> <ul style="list-style-type: none"> • the high incidence of poverty (56.6% of the population); • persistent pressures on the sector's human resources called upon to support the implementation of the strategies proposed; • resource absorption capacities. <p>The measures proposed for the EFA-FTI are relevant (infrastructures, capacity building for the decentralized layers, increase in school canteens, etc.).</p>
	<p>Precarious economic circumstances of parents.</p>	<p>School canteens. PRSP implementation. Development of AGRs at the community level.</p>	
	<p>Chores assigned to children at the family level.</p>	<p>Awareness campaign as regards the laws and conventions ratified (mandatory schooling, Personnel Statute, Convention on the Rights of Children, etc.).</p>	
	<p>Security of girls following onset of puberty.</p>	<p>Outreach (to parents, teachers, students, leaders). Parental involvement in schools (APEs, CGEs).</p>	
	<p>Lack of pedagogical follow-up by teachers, and absenteeism.</p>	<p>Continuing training. Strengthened administrative management. Strengthened supervision at the regional level.</p>	
	<p>Overcrowding (a fundamental issue in urban areas and first cycle of secondary school).</p>	<p>Increased number of classrooms. Increased number of teachers. (Objective: Reduction of student/teacher ratio from 48 to 40 by 2010.)</p>	

Quality of inputs Student/teacher ratio: 48 Number of basic textbooks per student: Number of students per student worktable	Scant availability of equipment (student worktables, latrines, drinking water) and teaching materials (textbooks, school supplies, instructional tools for teachers).	Adequate and objective equipment of schools, with priority for the poor/vulnerable or underserved areas. Availability of essential textbooks.	The availability and qualifications of human resources are regarded as the key factor in the success of the education reform. The PNDSE 2001-2010 devotes particular attention to upgrading the teaching function (improved training, pedagogical supervision, salary increases, bonuses for work in remote areas, etc.). The principal risk is the capacity to address these human resource needs. EFA-FTI would make it possible to accelerate the strengthening of pedagogical management capacities at the decentralized levels. Innovative strategies have been validated as regards involving parents in the education system. The “Clean, Safe, and Green Community Schools” approach proposed for general application in the PNDSE supports the establishment of Education Management Committees (CGEs), Parents’ Associations (APEs), and students’ associations.
	Underqualified teachers.	Training of bilingual teachers. Strengthened retraining of teachers already in place.	
	Poor teacher motivation.	Review of compensation policy. Introduction of bonuses (remote assignments).	
	Poor quality of existing stock of schools.	Refurbishing/construction of classrooms.	
	Insufficient teacher supervision.	General application of a “policy on performance-based management of the education system.” Strengthened evaluation mechanisms (increased inspections of pedagogical training; review of promotion decisions and of the quality of test grading).	
	Overcrowding (a fundamental issue in urban areas and first cycle of secondary school).	Increased number of classrooms. Increased number of teachers. (Objective: Reduction of student/teacher ratio from 48 to 40 by 2010.)	
	Insufficient involvement of parents in the education system.	Strengthened functionality and role of APEs/CGEs in school management (attentiveness of students/teachers; monitoring of materials and equipment; infrastructure maintenance, etc.).	

Equity (poverty, rural/urban differences, ethnicity, disability)	Persistence of disparities between rural and urban areas.	Mandatory schooling. Introduction of school maps and their use for decision making. Priority for infrastructure improvements in underserved rural areas or areas with low enrollment ratios. Redeployment of personnel to rural areas (bonuses for remote assignments). Improved incomes for rural families (opportunity cost of education).	The government is devoting particular attention to reducing poverty and disparities (PRSP, PNDSE). The strategies proposed are relevant, but the capacity to implement them on a widespread basis remain limited (human resources, absorption). The EFA-FTI may make it possible to improve the infrastructure and equipment coverage of traditionally underserved groups (those in isolated areas, the poor); strengthening the capacities for pedagogical management in decentralized areas will make it possible to devote greater attention to reducing regional and local disparities. There should be greater focus on the problem of educating handicapped children in response to the EFA and in compliance with the Convention on the Rights of Children. .
	Persistence of the effects of poverty on school attendance.	Make education free. Improve the quality of the public system. Improve grading and testing methods.	
	Persistence of gender disparities.	Promotion of education of girls and positive discrimination (remedial courses for girls experiencing educational difficulties; achievement awards, etc.).	
	Lack of access to the school system by handicapped children.	Analysis planned in the context of the PNDSE, but no specific broad-based action provided for.	
HIV/AIDS HIV incidence: 0.5%	Lack of teacher and community information about HIV/AIDS.	Adoption of a National Strategic Plan for Combating HIV/AIDS, with an outreach component targeting the school and community environment. Introduction of IEC on HIV/AIDS in the MAP (Multisectoral Assistance Program). Recruitment of teachers as peer educators.	The still low incidence of HIV has not as yet engendered specific problems of teacher absenteeism or the prevalence of orphans. Attention is focused on prevention.
B.2. Innovative approaches	The Clean, Safe, and Green Community Schools approach proposed for general application under the PNDSE is innovative in the sense that it proposes taking a more holistic approach to schools: Strengthened pedagogical supervision at the regional and departmental levels, increased participation in school management by students and their parents (students' association, parents' associations (APEs), and education management committees (CGEs)), inclusion of the concepts of hygiene and sanitation (promotion of health, construction of latrines and drinking water posts), strengthened linkages with the cultural and sports activities of the youth sector, and the introduction of income-generating activities (AGRs) in support of local school operation.		

Section C. Cost and Financing

10. The simulations underlying the estimates for the EFA-FTI are based on an overall macroeconomic framework which uses the following assumptions: average annual growth of 5% over the period, tax receipts representing approximately 23% [of GDP], and an increase in current spending on education from 14.1% to 20% of government revenue by the end of the period, 50% of which will be allocated to basic education. The macroeconomic assumptions have been revised to take account of effective changes in the economic situation and of Mauritania's need to achieve the EFA targets. The table below summarizes the various assumptions used by the PNDSE and those introduced to reflect the EFA-FTI.

	<i>PNDSE Assumptions</i>			<i>EFA-FTI Assumptions</i>		
	1998	2005	2010	2001	2006	2015
GDP per capita (in UM of 1998)	74,147	91,270	105,871	89,842	10,854	124,185
Access rate to first primary grade (%)	90	100	100	97	100	100
Retention rate first to sixth grade (%)	55	67	78	54	71	100
Access rate to sixth grade (%)	50	67	78	53	71	100
Repetition rate (%)	15	10	10	15	10	10
Gross enrollment ratio (%)	86	91	95	88	97	111
Total enrollment, public sector	346,222	452,872	546,457	375,317	469,702	677,666
Student/teacher ratio	48	43	40	43	42	40
Number of teachers	7,213	10,440	13,634	8,406	10,807	16,400
Average annual teacher salary, as a multiple of per capita GDP	5	5	4.5	4.7	4.5	4.2
Wage bill for teachers	2,728	4,499	6,426	3,706	4,905	8,554
Bonuses for hardship areas	-	225	321	-	267	466
Overall wage bill	2,728	4,724	6,748	3,706	5,172	9,020
Other expenditure, as a % of teacher wage bill	18	25	31	25.7	34.4	50
Other expenditure, in millions of 1998 UM	477	1,190	2,072	954	1,779	4,510
Per student, in 1998 UM	1,378	2,628	3,792	2,542	3,788	6,655
Total current expenditure	3,205	5,914	8,828	4,660	6,951	13,530
Per student, in 1998 UM	9,286	13,059	16,380	12,416	14,800	19,966
in % of per capita GDP	13	14	16.1	13.8	13.6	16.1
Capital expenditure (classrooms)	560	717	951	1,399	1,399	1,399
Total current + capital expenditure (classrooms)	3,765	6,631	9,779	6,059	8,350	14,929
Annual number of classrooms to be built for system expansion	448	609		560	560	560
Average annual budget for classroom construction	627	852		1,400	1,400	1,400
Annual number of classrooms to be built to replace substandard classrooms	126	126		378	504	N.B.
Average annual budget for classroom construction	189	189		945	1,260	N.B.
Average annual number of classrooms to be refurbished	92	92		220	312	N.B.
Average annual budget for refurbishing	46	46		110	156	N.B.

N.B.: It is recommended that the government also evaluate the costs of refurbishing and replacing classrooms for the period 2006-2015.

C.2.

Table 4: The Indicative Framework Parameters and FTI Proposal Targets

Parameters	Indicative Framework	2001 (base year)	2015 target	Comments
Domestically generated revenues as % of GNP	14-18 %	27%	23%	The tax ratio is estimated to decline by 2015
Domestic spending on education as % of revenues	20 %	14%	20%	
Recurrent public spending on primary education as % of total recurrent spending on education	42-64 %	47%	50%	
Recurrent spending on items other than teacher remuneration as % of total recurrent spending on primary education	33 %	19%	33%	For spending on quality (in-service training of teachers, instructional materials, etc.)
Teacher salaries as a multiple of per capita GDP	3.5	4.7%	4.2%	See page 10 of Proposal
User fees? Mitigating measures?		NA	NA	No user fees (see page 11 of Proposal)
Local government contribution?		NA	NA	

11. The average annual amount of total domestic public resources and external financing available for primary education is set forth in the following table (see page 20 of Proposal).

Table 5: Domestic and External Financing for Education

	Average annual amount over last 3 or 4 years (US\$)	Expected average annual amount over next 3 years (US\$) (for programs already in place)
Education	35.63	55.72
Government	27.92	35.37
Multilateral	4.04	13
Bilateral	2.87	2.1
HIPC debt relief	0.8	5.25
Primary education	15.79	25.35
Government	11.9	17.85
Multilateral	1.67	5
Bilateral	1.6	0.6
HIPC debt relief	0.62	1.9
Education-related budget support		
Multilateral	NA	NA
Bilateral	NA	NA
HIPC debt relief		

12. The additional resources from the EFA-FTI will be used for:

Current expenditure

Two activities deemed to be important have been identified: (i) making financing resources available for the regional inspectorates and directorates; and (ii) introducing school canteens benefiting 10% to 15% of the school population in the underserved areas not reached by the WFP-financed Program.

Capital expenditure

- (i) Annual construction of approximately 250 additional classrooms to expand the system;
- (ii) Refurbishing of 1,100 classrooms.
- (iii) Replacement of 1,900 classrooms. It bears noting that the latter two activities are intended to upgrade existing classrooms in addition to the financing provided for under the PNDSE;
- (iv) Strengthening of capacities to supervise the teams responsible for construction.

13. Based on the simulations carried out and the government's responses to the questions asked of it, particularly as regards resources from the C2D agreement with France, we regard the cost estimates as realistic and able to cover the expenses triggered by the EFA-FTI.

Section D. Risks and Capacity

14. The two main risks are the limited capacities for completing educational infrastructure, recruiting bilingual teachers, or redeploying personnel. To attenuate the risk associated with the volume of school construction, it is planned to engage the services of one additional technical team (two engineers) and to augment the resources available to the existing technical teams. As regards hiring bilingual teachers, two types of measures are called for under the PNDSE: (i) increasing the length of initial training in order to improve the language skills of aspiring teachers; and (ii) language training for potentially bilingual teachers.

Table 6: Implementation Capacity

Areas for capacity building	Yes/No	How? Is it sufficient?
Teacher pre-service training	NO	Activity covered by the PNDSE.
Teacher in-service training	YES	Included in support for regional structures. Implementation mechanisms have not been spelled out in the Proposal.
Teacher recruitment.	NO	Activity covered by government resources.
Teacher evaluation	YES	Included in support for regional structures. Implementation mechanisms have not been spelled out in the Proposal.
School inspection.	YES	Included in support for regional structures. Implementation mechanisms have not been spelled out in the Proposal.
Student assessment	NO	Activity covered by the PNDSE.
MIS (tracking absenteeism, etc.)	NO	Activity covered by the PNDSE.
Procurement and contracting	NO	PNDSE
Delivery of instructional materials	NO	PNDSE
Targeting the financial needs of the poorest	YES	School canteens.
Budgeting and financial management	NO	Covered in the context of strengthening public finances.
Expenditure tracking	NO	Covered in the context of strengthening public finances.
Regional government capacity (specify)	YES	Support for regional directorates.
School-level capacity: - Parents' Association - School council - Student government - Community participation	NO NO NO NO	Covered under the PNDSE.
Others		

15. A package of measures has been planned in the framework of the Ten-Year Program for Development of the Education Sector; one of its main components relates to management and guidance of the sector. Nevertheless, under the EFA-FTI it is planned to strengthen the support for the regionalized structures of the Ministry in order to ensure better at-hand supervision.

16. The government has, under the PNDSE, introduced measures that are sufficient to guarantee the participation and accountability of stakeholders, as well as transparency in management.

Section E. Monitoring and Evaluation

17. The Proposal describes a monitoring method for assessing progress and evaluating accomplishments (see pages 14 and 15 of the Proposal). It is nevertheless appropriate to provide figures for the base year and to indicate annual projections for measuring the impact of these resources in terms of the anticipated outcomes.

18. The indicators and means of verification described in the table below, which are in addition to those specific to the FTI mentioned above, are drawn from the PNDSE.

Table 7: Results Framework

Hierarchy of Results	Performance Indicators	Means of Verification or Basis for Data Collection	Conditions for Success
<p>Key Outcomes</p> <p>1. Gender parity in first grade intake in primary school attained by 2005</p> <p>2. 100% primary school completion by 2015</p> <p>3. Increased learning outcomes in primary school</p>	<p><i>Rate of access to first elementary grade 100% by 2005</i></p> <p><i>Rate of access to first elementary grade 100% by 2005 to 97% between 1991 and 2001</i></p> <p><i>100% of children master 70% of subjects</i></p>	<p>Annual statistical survey</p> <p>Statistical and demographic survey</p> <p>Statistical survey and periodic evaluation (every two years)</p>	<p>Availability of adequate supply (classrooms, teachers, multi-grade classes, school canteens)</p> <p>100% of schools complete (construction, regrouping, multi-grade classes)</p> <p>Availability of instructional materials, strengthened in-service training</p>
<p>Outputs and Service Delivery</p> <p>1. Improved coverage, especially of girls, disadvantaged and at-risk children</p> <p>2. Increased internal efficiency</p> <p>3. Improved quality of instruction/learning activities (<i>minimum standard to be determined for each country</i>)</p>	<p>Enrollment ratio in rural and urban areas</p> <p><i>Drop in repetition rate from 15% in 2001 to 10% by 2015</i></p>	<p><i>Annual statistical survey</i></p> <p><i>Annual statistical survey</i></p>	
<p>FTI Strategy</p> <p>1. Country-specific interventions or strategies for accelerating progress via the FTI are in place and properly operational</p> <p>2. A monitoring and evaluation system is developed or upgraded to promote accountability and improved lesson content; in addition, the capacity to manage operations is assessed and enhanced</p>	<p>4 supervision missions per year</p> <p>3 inspections per year for each school. 1 evaluation every 2 years. Evaluation of teacher training.</p>	<p>Availability of reports</p> <p>Availability of management tools and monitoring reports</p>	<p>Logistical availability</p> <p>Logistical availability</p>

Inputs			
1. Domestic resources mobilized for FTI and EFA	The share of basic education in the total education budget will be maintained at 50%	Government budget	Government's commitment maintained
2. Donor commitment to FTI and EFA concretized and maintained on a long-term basis	Availability of resources	Agreement signed	Donors' commitment maintained
3. Country commitment to quality education and service delivery maintained	The share of the budget devoted to education is constantly on the rise (20%)	Government budget	Stable economic situation
4. The financing of FTI is sustainable			

19. The current monitoring and evaluation system is based on annual statistical surveys and periodic educational indicators that make it possible to generating monitoring indicators. However, analytical capacities remain weak. It is nevertheless planned, in the context of the PNDSE, to introduce an information and management system for the educational system (SIGE), and to recruit statisticians, economists, and planners to strengthen the Ministry's capacities. The evaluation of what students have learned in class is currently under review with a view to ensuring that such evaluations are instructional rather than simply descriptive as has heretofore been the case.