

EDUCATION FOR ALL—FAST TRACK INITIATIVE

ASSESSMENT OF THE PROPOSAL FROM NIGER

**REPORT
ON THE MEETING OF
TECHNICAL AND FINANCIAL PARTNERS (TFPs)
IN NIAMEY, FRIDAY, NOVEMBER 15, 2002**

On Friday, November 15, 2002, at 9:00 a.m., the technical and financial partners (TFPs) of the education sector in Niger met in the conference room at the Office of the Embassy of Canada. The aim of the meeting was to assess the request submitted by Niger, in late September 2002, to the Education For All—Fast Track Initiative Secretariat. Prior to the meeting, the lead partner had provided each TFP with a copy of the “Guidelines for the Assessment of Education For All Fast Track Initiative Proposals” and a copy of Niger’s request.

There was a large turnout of technical and financial partners in response to the invitation (the list of those attending is provided as an annex), and their highly interesting discussions led to the assessments set forth below:

1. Overall comments

The partners in attendance were unanimous in praising the quality, accuracy, and relevance of Niger’s Proposal and recognized and praised Niger’s efforts to produce a document in keeping with the Poverty Reduction Strategy (PRS) and the Ten-Year Education Development Program (PDDE). The political will and interest shown in basic education by the country’s highest authorities were highlighted and regarded as encouraging. Moreover, the government of Niger’s great sense of ownership of its program was recognized and mentioned as a key factor that will benefit its implementation. The TFPs have every confidence that Niger would benefit greatly from the Fast Track Initiative.

2. Strengths of Niger’s Proposal

- ❖ The submission identifies the main constraints affecting the sector as well as strategies for alleviating these constraints;
- ❖ The strategic objectives relating to access to, and the quality of management of, the education system are relevant in terms of achieving Millennium targets;
- ❖ The request constitutes a valid working basis for undertaking educational reform in Niger. Inasmuch as the reform targets the reduction of disparities between regions, between rural and urban areas, and between boys and girls, it is predicated on a principle of equity which is of the greatest political relevance and merits support;
- ❖ The document contains exhaustive and up-to-date data which make it possible to assess the condition of Niger’s education system;
- ❖ The Proposal provides a sound estimation of program costs and clearly indicates the share to be supported by the government on the one hand, and to be borne by the technical and financial partners on the other. It also includes a solid evaluation of the financing requirements for the associated activities, as regards both the expansion and the upgrading of the system. In this connection, the activities to be supported by the additional financing have been clearly identified;
- ❖ From the standpoint of program implementation, the Proposal reflects Niger’s capacities to carry out the actions set forth in the program, in particular as regards the recruitment and training of instructional personnel, the construction of school infrastructures, and steering the system;
- ❖ Another strong point of the Proposal is that it sketches out an operational framework for monitoring and evaluating program outcomes.

3. Concerns regarding Niger's Proposal

- ❖ The Proposal lacks specificity on issues such as gender, HIV/AIDS, and the institutional capacities of the Ministry of Basic Education to implement the program;
- ❖ The Proposal provides few details about the involvement and role of communities in managing education;
- ❖ The role of the pedagogical outreach-support staff and the modalities of their intervention are not clearly spelled out;
- ❖ Considering the more rapid growth in enrollment at the primary level, the Proposal is not very explicit about the modalities for handling the sizable flow of students that will soon be entering the post-primary level;
- ❖ The Proposal does not provide a timetable for the reforms contemplated, and does not take into account the substantial amount of institutional reorganization work already carried out (organizational audit, new organizational structure proposed to the government, plan of action) and forthcoming;
- ❖ While it identifies certain potential risks, the Proposal does not distinguish between internal and external risks and makes no reference to some major risks, such as domestic and/or subregional political instability or the suspension of financing by the donor community;
- ❖ The Proposal does not draw any connection between the monitoring and evaluation system called for in the Poverty Reduction Strategy and the system contemplated under the Ten-Year Program, even though it is important to harmonize the monitoring and evaluation indicators of the anticipated outcomes of the PRS, the PDDE, and the FTI.

4. Comments

Before concluding, the representatives of the technical and financial partners considered it worthwhile to draw attention to the following:

- ❖ The FTI should accord priority to the quality of education even as it pursues objectives in respect of quantity, i.e., it should reconcile the demands of quantity with those of quality;
- ❖ The great pressure on Niger to achieve the Millennium targets in terms of education entails risks to the stability of the system and the quality of instruction: by this we mean the measures and strategies relating to hiring instructional personnel at a lower cost, the accelerated pre-service training of teachers, the difficulties inherent in the double-flow classes, etc.

5. Conclusions

The partners have concluded that:

- (i) The concerns noted above should in no case prompt a reconsideration of the quality and credibility of the Proposal, or of Niger's eligibility for the FTI.
- (ii) Niger can genuinely profit from the FTI on the basis of three important factors: (i) the existence of strong demand associated with a high population growth rate; (ii) the public's interest in schooling; and (iii) the real political will shown by the Niger authorities in favor of universal completion.
- (iii) Consequently, the technical and financial partners of the Ministry of Basic Education consider that Niger's EFA-FTI request to the FTI Secretariat constitutes a sound basis for donor assistance.

Section A. Evidence of Country Ownership

A.1. The Fast Track Initiative is in conformity with the guidelines defined by the government of Niger through the national Poverty Reduction Strategy and consistent with the objectives of the Ten-Year Education Development Program and of the Dakar Framework for Action.

The approach espoused in all these programs is the development of basic education as a primary focus for intervention in pursuit of the following three objectives: (i) making access to basic education universal, especially in rural areas and particularly to benefit girls and vulnerable groups (nomads, handicapped children, street children, etc.); (ii) reforming and adapting the supply of education to demand, so as to reduce the disparities between regions, between urban and rural areas, and between girls and boys; and (iii) improving the quality and relevance of education through curriculum reform and improvements in the student learning environment and conditions.

The core policies and strategic directions of the FTI are consistent with those defined in the PRS and the PDDE. However, the levels of the targets are palpably different. The FTI targets are more ambitious than those of the sectoral programs envisaged, this for the simple reason that, in preparing its sectoral programs, Niger did not take into account its capacities for mobilizing domestic and external resources.

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

	PDDE			PRSP			FTI		
	2005	2012	2015	2005	2012	2015	2005	2012	2015
1-Access and coverage									
11-Overall access rate	52%	74%	84%				57%	87%	100%
12-Access rate of girls	42.4%	74%	92.1%				45%	79%	100%
13-Gross enrollment ratio									
14-Gross enrollment ratio of girls	48%	74%	84%				57%	91.5%	105%
15-Gross enrollment ratio in rural areas	43%	70%	80%				44%	78%	100%
16-Absorption of handicapped children									
2-Internal efficiency									
21-Repetition rate									
22-Dropout rate									
23-Overall completion rate	34%	70%	90%				38%	79%	100%
23-Completion rate of girls	31.5%	65%	73.7%				32%	80%	100%
25-CFEPD pass rate									
3-Quality of inputs									
31-Student/teacher ratio									
32-Ratio of textbooks to students									
33-Improvement of environmental and health conditions (latrines, boundary walls, planting of trees, etc.)	Yes			Yes			Yes		
34-Parental involvement (parent participation in managing facilities and monitoring learning)	Yes			Yes			Yes		
4-HIV/AIDS									
41-HIV/AIDS addressed	Yes			Yes			Yes		

A.2. The process of preparing the FTI involved the following stages:

- organization of information meetings on the Initiative with the central supervisory staff of the MEB, trade unions in the education sector, networks and groups of NGOs and associations in the sector, and the technical and financial partners;
- creation of a technical drafting team, made up of supervisory personnel from the Ministries of Basic Education, Secondary Education, Higher Education, Research and Technology, Finance, and Planning;
- organization of meetings with the stakeholders listed above for purposes of validating the draft document;
- submission of the document to the government for approval.

It is planned in the future to organize outreach sessions in the regionalized units of the MEB. These meetings will gather together the representatives the administrative and traditional authorities, supervisors, teachers, and local NGOs involved in the education sector.

Table 2: Consultative Process

Stakeholders	Yes	How	Dissemination Planned? When?
<u>Government</u> Cabinet of the Prime Minister Finance ministry Ministries of Secondary Education and Higher Education	X X X	Information bulletin Working party Working party	August-September
<u>Civil Society and NGOs</u> (please specify) -Teachers' trade unions -Parents' Association -Education sector NGOs	X X X	Working meetings Working meetings Working meetings	August-September
<u>Key Stakeholders</u> Principals Teachers Administrators Parents Students	Information sessions to be scheduled	Workshops	December 2003
<u>External partners</u> (please specify) -Local representatives of cooperation agencies, financial institutions, international NGOs, and bilateral donors	X	Working party Meetings	August-September

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

B.1. Issues and obstacles to achieving universal primary completion by 2015 and gender parity by 2005, and solutions proposed

1-Access and coverage

The main supply side and demand side constraints constituting obstacles to attaining universal coverage are:

(i) Supply side

- insufficient government resources;
- rapid increase in student population and youthful demographic structure;
- uneven geographical distribution of the population;
- poor resource allocation;
- inadequate planning and management capacity of the education sector.

(ii) Demand side

- High prevalence of illiteracy, reflected in people's lack of interest in schooling;
- High direct costs and opportunity costs;
- Supply not adapted to demand side characteristics and requirements;
- Social constraints, in particular as regards the education of girls.

Strategies implemented for improving entry into primary education:

- Efficient allocation of government resources to the education sector in favor of primary education. Thus the government will devote: (i) 40% of the resources from debt relief under the HIPC Initiative to promoting universal primary completion; and (ii) at least 50% of the education budget to primary education.
- Supply side improvements by: (i) implementing a policy of hiring contractual teachers; (ii) the redeployment of (surplus) teachers in urban areas to underserved rural areas; (iii) low-cost classroom construction; (iv) the development of multi-grade classes in rural areas; (v) developing and implementing a school map; and (vi) enhancing the planning and management capacities of the system.
- The stimulation of social demand through: (i) public awareness campaigns; (ii) improvements in the quality and relevance of education; (iii) the development and implementation of local action plans targeting the education of girls; (iv) bringing education services closer to users, and improving the social and sanitary conditions of schools.

Parental contribution to user fees

- In keeping with the official policy on free education, the Proposal does not include user fees. However, it should be noted that:
 - (i) Law 98-12 of June 1, 1998 on the Niger education system defines the areas in which parental participation is required in the context of sharing expenses, but without setting the level of such contributions (school supplies, school maintenance);
 - (ii) individually or through their associations, parents participate on a fully optional basis in school operating costs by purchasing additional school supplies for their children and by making certain common materials available to schools (such as shared school supplies and equipment for practical and productive activities (APPs));
 - (iii) communities contribute to the financing of community schools (construction of infrastructures, covering teacher salaries, etc.)
- The option taken to support the general public in the financing and management of community schools is to cover a portion of teacher salaries, the costs of providing textbooks, and infrastructure construction in schools with more than three grades.

Private sector participation in the education effort

Niger's basic approach to educational policy is to accord priority to primary education. This choice implies that primary education is free, and the policy

on promoting the private sector pertains only to preschool and post-primary education.

2-Gender parity

The major factors constituting obstacles to girls' access to and completion of schooling are:

- particularly high opportunity costs (chores at home, income-generating activities);
- the distance of schools from home (physical insecurity, problems with regular attendance);
- sexist stereotypes connected with school (textbooks, teachers);
- sociocultural pressures (early marriage, preference for education of boys);
- losses associated with educating children (household chores, tending other children).

The measures proposed to attract girls to school and retain them are:

- the development and implementation of local action plans on the education of girls;
- training supervisors and teachers on the gender approach;
- implementing activities to support girl students experiencing problems in school.

These measures have been tested and validated by the Canadian cooperation team, and in some cases are now being implemented country-wide by national NGOs.

3-Internal efficiency

The supply side and demand side factors that contribute the most to high repetition and dropout rates are: (i) the distance from home to school; (ii) inadequate initial and in-service training for teachers, as well as their motivation; and (iii) insufficient provision of textbooks, guides, and reference materials to students and teachers.

The following measures are envisaged to limit dropouts and increase the completion rate:

- better management of the school map in order to reduce the size of student recruitment areas;
- improved quality of instruction via curriculum revision;
- improvement in the quality of initial and in-service training for teachers;
- provision to students and teachers of appropriate textbooks and instructional tools in sufficient quantity (one textbook per student in the core subject areas, French and mathematics);
- introduction of a mechanism for monitoring the quality of learning;
- organization of the school grade structure into subcycles, where repetition is allowed only between successive subcycles;
- implementation of remedial instruction for students experiencing problems.

Repetition rate assumption

The repetition rate assumption used for establishing the targets for 2015 is the reduction of the repetition rate from 13% in 2001 to 5% by 2015, with an intermediate rate of 11% in 2005. We regard this assumption as realistic given the changes made in all the processes involved in improving the quality of student learning: initial and in-service training of teachers, provision of instructional tools to teachers and students, curriculum preparation, and introduction of a quality monitoring mechanism.

4-Quality (inputs)

The main constraints to providing a quality education are:

- inadequate training and motivation of teachers;
- the poor instructional environment (textbooks and other instructional materials);

- poor school management;
- absence of a culture of evaluation.

The following strategies have been adopted for strengthening support to teachers and improving pedagogical practices:

- training of school directors to promote hands-on supervision;
- the initiation and development of school projects;
- the restructuring and revitalization of pedagogical outreach units (CAPEDs);
- adoption of a sectoral approach for the pedagogical outreach of the CAPEDs;
- provision of reference materials to CAPEDs;
- provision of operating subsidies to CAPEDs;
- the cash allowances of education volunteers will be increased after each contract renewal (every two years);
- the opening of genuine career prospects for contractual staff;
- the involvement of communities in managing educational facilities, and the monitoring of teacher punctuality and student learning.

5-Student Achievement

In order to measure student achievement, a permanent mechanism for monitoring the quality of education will be introduced at the national and regional levels. The primary aims of this mechanism are to:

- conduct periodic assessments of learning at the national and regional levels;
- identify the main factors influencing the system's internal returns;
- provide hands-on support for instructional supervision in activities carried out to remedy any problems observed; and
- ensure that instructional personnel are trained in pedagogical assessment.

To manage the pressures arising from increased primary education on the other levels of instruction, the following measures will be initiated:

- regulation of the access flows to the various post-primary levels in such a way as to make their expansion compatible with available resources;
- incentives for the development of private education, with the government tying the expansion of this sector to support in the areas of investment (lease with option to buy, delegated management of facilities), improved access to credit, and regulatory incentives.

6-Equity

The following activities have been proposed to benefit the education of "at-risk" children, in particular children in nomadic and remote areas, the visually and hearing handicapped, rural girls, etc.:

- the development of mainstreaming schools for the visually handicapped (schools promoting the inclusion of sightless children in conventional schools) and schools for the hearing impaired;
- increasing the food allowances of school canteens in nomadic and remote areas;
- the design and implementation of local action plans promoting the education of girls.

The main constraints affecting the provision of education to the "at-risk" population are:

- high opportunity costs and direct costs;
- the lack of or great distance to school infrastructures;
- values as regards the handicapped in the environment.

7-HIV/AIDS

A study is scheduled on the impact of the AIDS pandemic in the school and university environment. The main aims of the study are to:

- identify the incidence of the AIDS pandemic in the school and university environment;
- analyze the impact of the pandemic on the teaching corps (mortality) and on children (orphans);
- identify strategies for the management of instructional personnel as regards the effects of HIV/AIDS and supporting the schooling of children orphaned by AIDS.

Table 3: Sectoral Issues, Constraints and Strategies

Issues	Constraints	Strategies
Access and coverage: (enrollment)		
Gender disparity (access, repetition, completion, and outcomes)		
Internal efficiency (repetition, dropout, completion)		
Quality of inputs (teachers, instructional materials, condition of schools, parental involvement)		
Quality of outcomes (student achievement)		
Equity (poverty, rural/urban differences, ethnicity, disability)		
HIV/AIDS		

Section C. Cost and Financing

C.1.

Table 4

Indicators in %	PDDE			PDDE+FTI			Rate differential			Difference in student population		
	2005	2012	2015	2005	2012	2015	2005	2012	2015	2005	2012	2015
1-Access rate	52	74	84	57	87	100	5	13	16			
Girls	42.4	74	92.1	45	79	100	2.6	5	7.9			
Rural	51.4	72.5	82.4	53	80	100	1.6	7.5	17.6			
2-GER	48	74	84	57	91.5	105	9	17.5	21	179,640	462,394	1,019,218
Girls	40	70	80	48	87	100	8	17	20	85,635	264,291	310,076
Rural	43	70	80	44	78	100	1	8	20	46,112	254,199	445,204
3-Completion rate	34	79	85	38	85	100	4	6	15			
Girls	31.5	65	73.7	32	80	100	0.5	15	26.3			
Rural	33	59	76	36	80	100	3	21	24			

FTI financing will enable Niger to make significant gains in terms of access, coverage, the reduction of disparities, and quality improvements. Thus, in comparison with the PDDE, it makes the following gains possible by 2015:

- o a 16 percentage point increase in access to primary education, with gains of 7.9 percentage points for girls and 17.6 percentage points for rural areas;

- a 21 percentage point increase in the GER, with gains of 20 percentage points for girls and 20 percentage points for rural areas. This results in the education of an additional 1,019,218 students;
- a 15 percentage point increase in the completion rate, with gains of 26.3 percentage points for girls and 24 percentage points for rural areas.

C.2.

Table 5: 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%	9.2%	14%	Complies
Domestic spending on education as % of revenues	20%	28%	20%	Complies
Public recurrent spending on primary education as % of total recurrent spending on education	42-64%	49%	50%	Complies
Recurrent spending on items other than teacher remuneration as % of total recurrent spending on primary education	33%	28%	33%	Complies
Teacher salaries as a multiple of per capita GDP	3.5			See commentary
-Contractuals		3.9	3.9	
-Civil servants		8.1	8.1	
User fees? Mitigating measures?	None			
Local government contribution?	None			

The targets set for 2015 are consistent with those in the indicative framework with the exception of teacher salaries as a multiple of per capita GDP. Here, the gap between the indicative value of 3.5 and the target value of 3.9 relates to the following factors:

- maintaining the remuneration of teachers in the civil service at a multiple of 8.1 times per capita GDP in the knowledge that the number of such teachers will decline over time. The option adopted is to hire only contractuals for classroom teaching, and to recruit civil servants to replace the supervisory personnel;
- the rise in the average contractual salary toward the target value of 3.9 corresponds to measures (family allowances, social contributions, seniority bonus of CFAF 2,500 upon each contract renewal) intended to have an impact on their motivation and the quality of their performance. These measures are essential to guaranteeing the stability of the teaching corps and, by extension, that of the system itself;
- it also bears noting that the average teacher salary for all categories taken together will decline substantially from 6.6 to 4.3 multiples of per capita GDP.

C.3.

Amount of resources available for the period 2003-2005:

Financing available: CFAF 113.5 billion

Domestic resources: CFAF 64.86 billion

Consolidated external financing: CFAF 48.64 billion

Table 6: Domestic and External Financing

	Average annual amount over last 3 or 4 years	Average annual amount over next 3 years (For programs already in place)
Education Government Multilateral HIPC debt relief		CFAF 44.22 billion CFAF 48.64 billion
Primary education Government Multilateral Bilateral		CFAF 21.6 billion CFAF 16.21 billion
Support Multilateral Bilateral HIPC debt relief		

C.4.

The additional resources from the EFA-FTI will be used to finance capital expenditures and certain specific activities classified as current expenditure and which contribute to improving the quality of the services offered and will have to be financed by the Initiative. In particular, this pertains to furnishing school supplies to students, covering the salaries of contractual teachers, strengthening the in-service training of instructional staff, and support for the activities aimed at stimulating the social demand for education among “at-risk” groups (nomads, rural girls, the mentally and physically handicapped, etc.).

C.5.

C.6.

The additional resources from the FTI will make it possible to increase the gross enrollment ratio by 9 percentage points over the three years of implementation of the Initiative, for an average contribution of 3 percentage points per year. In terms of beneficiaries, the additional funding will allow for attracting an additional 179,640 students over the period, or an average of 59,880 additional students per year.

The FTI is expected to provide additional support of CFAF 65.4 billion, of which CFAF 19.6 billion will be for operating costs. In terms of the 179,640 students that the FTI will make it possible to educate, the average unit cost for operations comes to CFAF 36,361 per year. Spending per student is currently on the order of CFAF 36,000. The unit cost hence remains unchanged. However, it should be stressed that in comparison with the current situation, the additional resources from the EFA-FTI will have made it possible to create better teaching and learning conditions, in particular by providing more textbooks to students.

C.7.

The Proposal takes domestic and external financing into account. The estimates for domestic resources are based on a realistic GDP growth scenario. The external resources are estimated on the basis of firm commitments from donors, for which reason the Proposal does address the issue of financial sustainability.

Section D. Risks and Capacity

D.1.

The Proposal identifies a number of potential risks that could compromise the achievement of the program. Of these risks, the descriptions of two should be reformulated. These are:

- Risk 2 on the government's allocation of resources should be amended to read as follows: "Poor budgetary arbitrage to the detriment of the education sector. This would be reflected in a decrease in the domestic resources allocated to financing the program."

To mitigate this risk, the Ministry of Basic Education will lobby Members of Parliament and other ministerial departments to mobilize substantial national resources for Education For All.

- Risk 4 on the economy's vulnerability to climatic vagaries should be reworded as follows: "The structural vulnerability of Niger's economy to climatic vagaries represents a constraint on the mobilization of national resources for Education For All. This may be reflected in the government's inability, owing to unforeseen climatic conditions, to guarantee the financing of the activities to be covered by domestic resources."

To mitigate this risk, Niger must implement strategies to mobilize additional domestic and external resources with a view to covering the possible shortfall.

Other risks should be added to the list, namely the following:

- political risks (instability of the domestic social and political climate);
- risks associated with the spillover effects on the economy of crises or disruptions which may occur in the country or in the subregion;
- institutional risks (delays in the effective implementation of administrative decentralization). To mitigate this risk, the Ministry speeded up making decentralized structures accountable and involving communities in school management. This is reflected in an experiment with transferring school operating funds through community school management committees (COGESs) and transferring the funds for paying contractual teachers to the communities.
- risk of poor local governance.

D.2.

Table 7: Implementation Capacity

Areas for capacity building	Yes/No	How? Is it sufficient?
Teacher pre-service training	Yes	Increasing the student capacity of the five existing normal schools, shortening training from 2 years to 1 year, and adapting training to requirements on the ground.
Teacher in-service training	No	This approach was used on a transitional basis, until 2001. Henceforth recruiting will be limited to those who have received professional training.
Teacher recruitment	Yes	Recruiting contractual personnel exclusively to meet the needs of expansion, and of civil servants for meeting supervisory requirements.
Teacher evaluation	Yes	Regular visits to teachers by pedagogical outreach-support personnel and monitoring of contractuales in the field by the volunteers in education unit.
School inspection	Yes	School visits by inspectors.
Student assessment	Yes	Introduction of a permanent system for evaluating student achievement.
MIS (system for tracking absenteeism, etc.)	Yes	Community monitoring of teacher presence, through the COGESs.
Procurement and contracting		
Delivery of instructional materials	Yes	The instructional materials ordered are delivered to the inspectorates. It is plan to move the delivery point to the school level.
Targeting the financial requirements of the poorest	Yes	Government resources are devoted on a priority basis to rural areas (classroom construction, teacher assignments, instructional materials, etc.)
Budgeting and financial management	Yes	A program to build financial management capacity has been implemented.
Expenditure tracking	Yes	Public expenditure reviews are in place. Community involvement in the management of public funds.
Regional government capacity (specify)	Yes	Existence of regionalized units (regional education directorates) with responsibility for administrative and financial management. These structures manage the assignment and placement of teachers in the schools.
School-level capacity - Parents' association - School council - Student government - Community participation	Yes No Yes Yes	Each school has its own parents' association, a community school management committee, and a students' association. At the local level there is a local education council devoted to community participation in management of the facility.
Others		

D.4.

The measures to improve participation, transparency and accountability revolve around the following points:

- the existence of the various education councils (national council, regional council, subregional council, and local council);
- the establishment and broad use of community school management committees;
- the clear definition of roles at every level of the hierarchy, and making stakeholders responsibility on the basis of the principle of accountability.

Section E. Monitoring and Evaluation

E.1.

The Proposal includes a mechanism for the monitoring and evaluation of program execution. It is therefore planned to establish a monitoring and evaluation structure at the national, regional, and subregional levels. At the national level, a steering committee made up of officers from the Ministry, civil society organizations, and donors will be established.

The monitoring and evaluation system is based on a data gathering system. The indicators produced will make it possible to monitor the progress made.

E.2.

Hierarchy of Results	Performance Indicators	Means of Verification or Basis for Data Collection	Conditions for Success
Key Outcomes 1- Gender parity in first grade intake in primary school attained by 2015 [sic] 2- 100% primary school completion by 2015 3- Improved learning outcomes in primary school	Proportion of girls among new entrants to CI Completion rate Success threshold for core subjects	National statistical surveys (production of statistical documentation, yearbook, etc.) Survey to monitor learning achievement	Availability of resources Availability of resources
Outputs and Service Delivery 1- Improved coverage, especially of girls, disadvantaged and at-risk children 2- Increased internal efficiency	Rate of school attendance of girls, GER in rural areas, GER of girls in rural areas Repetition rate Promotion rate Pass rate for end-of-cycle examinations		

<p>3- Increased quality of learning inputs or activities</p>	<p>Ratio of students per class Ratio of books to students (core subjects) Student/teacher ratio Teacher/instructional supervisor ratio Annual number of hours of instruction</p>		
<p>FTI Strategy</p> <p>1- Country-specific interventions or strategies for accelerating progress via FTI are operational and implemented successfully</p> <p>2- A comprehensive monitoring and evaluation system for primary education is developed or upgraded to encourage accountability and improve lesson content</p>	<p>Number of contractual teachers recruited each year Number of classrooms constructed and refurbished</p>	<p>Number of contracts signed by communities (decentralized management of instructional staff)</p>	
<p>Inputs</p> <p>1- Domestic resources mobilized for FTI</p> <p>2- Donor commitment to EFA-FTI concretized and maintained on a long-term basis</p> <p>3- Country commitment to quality education and service delivery maintained</p> <p>4- The financing of FTI is sustainable</p>			

E.3.

The current monitoring and evaluation system has some shortcomings. It is planned to strengthen the existing arrangement by putting an operational structure in place in each region and at the central level.

Niger's request contains a proposal for improving the mechanism for producing statistical data by strengthening the regional structures for collecting, inputting, and processing data. It is also planned to systematize the public expenditure review system.

For program execution purposes, it is planned to schedule periodic evaluation sessions to take stock of the progress made in terms of outcomes achieved.

LIST OF PARTICIPANTS
NOVEMBER 15, 2002 MEETING OF TFPs
IN NIAMEY

1. Alassane Ibrahim	JICA – Niger
2. Thomas Büttner	GTZ [German Technical Cooperation]
3. Michel Marceau	Paul Gérin-Lajoie Foundation (FPGL)
4. Abdou Ousseini	UNICEF
5. Rudolf Schwenk	UNICEF
6. Aby Mze Boina	UNICEF
7. Hamissou Oumarou	DEP/MEB
8. Jean-Louis Dodeman	French Embassy
9. Jean-Louis Riddell	French Embassy
10. Olivier Richard	<i>Agence Française de Développement</i> [French Development Agency] (AFD)
11. Jean-Noël Gentile	WFP
12. Marika Ofmeister	WFP
13. Adnane Daoudi	CIDA
14. Wes Darou	CIDA
15. Na Young Christophe	Delegation of the European Commission
16. Noli Adaffana	SNV [Netherlands Development Organization]
17. Vincent Charpentier	SNV
18. Mrs. Hima Adiza	Secretary General/MEB
19. Fati Bagna	Canadian cooperation authorities
20. Jacques Lamonde	Bureau Chief, Embassy of Canada