



Clinics on Monitoring and Evaluation

Key Issues

- Questions related to the type of indicators to use for CF, FTI and, more broadly, for the Government's program, and the relationship between these indicators;
- Difficulty in producing even basic indicators, such as the GER and NER, due to lack or weak data collection systems -- even for basic education data (i.e. Sierra Leone) -- or because of lack of recent population census (i.e. Madagascar);



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- ❑ **Madagascar: Difficulty in reporting actual disbursement; often, timely data are limited to engagement rather than to actual disbursement**



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- Beyond regular school statistics collected through the annual school census, data on achievement is generally not available. What proxies to use?
 - Madagascar suggested to use some "institutional" indicators while developing capacity to develop a system to conduct student assessments (e.g., education budget allocated on time, teachers paid on time, teacher absenteeism, books arrived on time in schools)



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- ❑ What indicators to use for HIV/AIDS (especially important for Lesotho)?
- ❑ What indicators to use for textbook availability?

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