### Dakar Goals

(i) expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children;

(ii) ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality;

#### Indicators

1. **Gross enrolment ratio in early childhood development in early childhood programs (includes all types)**
   - 1. In all countries the early childhood programs are run by non-government institutions. There is some assistance given from gov’t to non-government institutions in some countries but all institutions are run by private.
   - 2. Programs of all early childhood falls under different ministries which makes it difficult to coordinate the data collection for MoE.
   - 3. There is a definitional ambiguity in identifying and measuring the 'most vulnerable' and 'disadvantaged' phrases.
   - 4. There are some coverage problems as some institutions are not reporting or not complying to the rules of the MoE.
   - 5. The requirement includes all types of early childhood programs in the country for which MoE does not collect data for. Apparently there are institutions that are not reporting to MoE.
   - 6. The age question became one of the arguments.

2. **Percentage of new entrants to primary grade 1 who have attended some form of organized early childhood development program**
   - 1. In some countries there is no way of collecting data on new entrants who have attended any kind of former training. In others new entrants by age is not available.

3. **Apparent intake rate**
   - No problem in most countries.

4. **Net intake rate**
   - 1. In countries that do not collect data on enrolment by age eg. The Sudan, this indicator is not calculated.
   - 2. The other point raised was, in countries that allow all students to come to school, the net enrolment ratio becomes a weak indicator.

5. **Gross enrolment ratio**
   - No problem in most countries.

6. **Net enrolment ratio**
   - No problem in most countries.

#### Remarks

- a. Who are the most vulnerable?
- b. Who are the most disadvantaged?
- c. How do we know them?
- d. Who are they?
- e. In countries where data on population projection is not available, it is difficult to calculate this indicator. However, countries are encouraged to project population using CSO growth rates and estimate the indicators. Alternatively, countries create a good relation with CSO office and ask them for professional assistance to project population for the purpose they want to accomplish.

#### Some questions to look at

- a. What is a difficult circumstance?
- b. Who are ethnic minorities?
- c. How do we collect data on these?
- d. ... how free is free?
| 7a. Public current expenditure as a percentage of GNP | 1. It is difficult to get data on expenditure in general.  
2. The expenditure data, like many other data items, has data gaps in a sense that not all expenditure data is collected.  
3. The other problem with expenditure data lags by one year before it is ready to use for current report.  
4. Public expenditure data in some countries is not separated by level. This creates a problem to calculate indicators that use public expenditure data as a source. | Is expenditure data available?  
What year? |
| 7b. Public current expenditure on primary education per pupil (Unit Cost) | Ditto |
| 8. Public expenditure on primary education as a percentage of total public expenditure on education | Ditto |
| 9. Percentage of primary school teachers having the required academic qualification | 1. In some countries the difference between those qualified and certified seem to overlap. Especially in countries who have all teachers trained to teach.  
2. In countries where there are few non-trained teachers, this indicator seems a weak one. |
| 10. Percentage of primary school teachers who are certified (or trained) to teach according to national standards | Do we understand 'certified' and 'qualified' clearly? |
| 11. Pupil/Teacher ratio | 1. All countries said they have no problem to calculate this indicator.  
2. There was a suggestion that the pupil /Qualified teacher ratio be used to see the ratio between pupils and qualified teachers only.  
3. The question was raised as to whether administrative staff and head teachers are to be counted as total teachers when calculating the PTR. Every head master is a teacher by definition, so he/she is included. However, administrative staff are not included. |
| 12. Repetition rate | 1. All countries have said they collect data on reapeaters which enables them calculate the indicators, 12, 13, 14  
2. Countries like seychelles have automatic promotion | See basic indicators |
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<td>13. The survival rate to grade 5</td>
<td>Ditto</td>
<td>See basic indicators</td>
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<td>14. The coefficient of efficiency</td>
<td>Ditto</td>
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(vi) improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

15. percentage of pupils having reached at east grade 4 of primary schooling who have mastered a set of nationally defined basic learning competencies

1. Mastery of the nationally accepted standard is a questionable issue. To measure it one has to collect data on the regular questionnaire which could fall beyond the capacity of EMIS alone.
2. Measures of Excellence, learning outcomes(other than standard tests)

(iii) ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programs;

16. Literacy rate of 15-24

1. It was agreed that this indicator be obtained from CSO statistics.
2. Some countries said the CSO data does not contain in exactly the same format as this indicator requires.

(iv) achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults;

17. Adult literacy rate

Ditto

(v) eliminating gender disparities in primary and secondary education by 2015, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality;