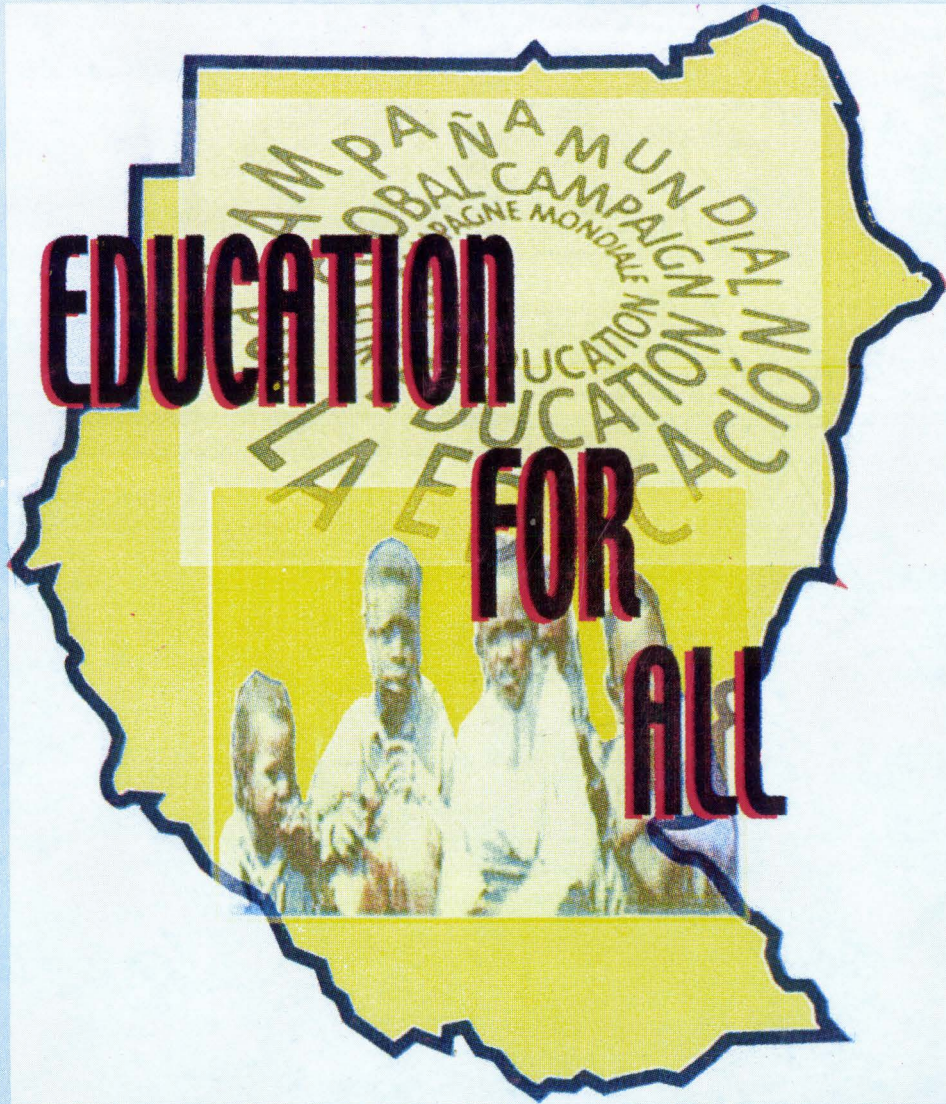




REPUBLIC OF THE SUDAN

FEDERAL MINISTRY OF EDUCATION



The National EFA Plan

Khartoum

October 2003

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Introduction

Basic Principles for Plan Preparation:

- The affirmation of the principle of participation moving forward from the Presidential Declaration of commitment to EFA goals where official and public rallies were organized to support the cause of Education for All.
- An advocacy programme for EFA was carried out as part of the preparation campaign for the Second National Policy Conference which was held in Khartoum in August 2002.
- The National Council appointed an EFA coordinator for Education followed by the issuance of two ministerial resolutions for the formation of the National Forum and its secretariat.
- An EFA technical committee was formed.
- An EFA technical committee (EFATC) has started by reviewing the existing literature to apply the UNESCO model of projection. Gaps were identified. A survey was conducted to fill the gaps. The main features of the survey are:
 - A questionnaire to enable the calculation of the different indicators was designed.
 - Ten states were identified to conduct the survey.
 - Using Excel, the collected data were processed.

Objectives:

The objectives were identified, in the national context, according to Dakar Forum. They have been derived from the outcomes of the Second National Policy Conference.

Modification:

The UNESCO model of projection was modified to be compatible with the context of the Sudanese system of Education.

The Main Steps in Plan Preparation:

- 1- The listing of the necessary information needed for plan preparation included:
 - Demographic, Economic and educational data.
 - The educational data included the national statistical yearbook, reports, resolutions, EFA 2000 assessment report and various surveys.
- 2- Approaching authors and participants to prepare the plan and programmes related to the different EFA targeted groups of the population.
- 3- Collection, revision, synthesis and integration of the various contributions so as to achieve EFA goals.
- 4- The application of UNESCO Model after being modified to calculate the indicators and to make projections for the plan period.

Assumptions and indicators for measuring progress towards EFA goals:

- 1- The annual growth rate of population is assumed to be constant throughout the plan period at 2.63%.
- 2- To raise the intake ratio for preschool education to 35% by 2007 and to be increased steadily so as to reach 100% by 2015.
- 3- To raise the intake ratio for the formal basic education level to 90% by 2007 and to be increased steadily so as to reach 100% by 2015.
- 4- To decrease gradually the dropout and repetition rates by 50% of their present level during the plan period.
- 5- The class size will remain constant at a pupil class ratio of 50: 1 throughout the plan period.
- 6- To decrease of the percentage of out of school adolescents to 32.5% by 2007 so as to reach 5% by 2015.
- 7- To raise literacy rate among adults i.e. 15 years of age and over to 65% by 2007 so as to reach 82.5% by 2015.
- 8- To raise the expenditure for basic education to 3% of GDP during the plan period.
- 9- To reach a GPI of 1 by 2006.

Chapter One

1- The EFA context:

1-1- The Socioeconomic Background:

1-1-1 Location:

With its distinguished position in the North Eastern part of Africa between latitudes 4 & 22 North of the Equator and Longitudes 22 & 38 East of Greenwich, Sudan is able to play an important role in the Middle East and Africa. This role can be seen in the diffusion of civilization and the exchange of views in politics, culture economy and social life.

Sudan is a tolerant multiracial society with a variety of cultures and ethnic minorities who live in harmony and use Arabic language as the lingua franca and a strong tool of unity and solidarity.

Sudan is divided climatically into 3 zones, namely, the Equatorial in the South, the Savanna in the middle and the Desert in the North. The country is a level plain bisected by the River Nile, the longest river in the world, 6963 Km long. The White Nile coming from Lake Victoria in Uganda, joined in Khartoum by the Blue Nile coming from Lake Tana on the Ethiopian Highlands to form the Nile. Each of the two Niles has its tributaries such as Sobat and Bahr Alarab in the South and Dinder and Rahad coming from Ethiopian Highlands. These form the densely populated areas.

Sudan is neighboring 9 countries, Egypt to the North, Libya to the North West, Chad and Central Africa to the west, Zaire and Uganda to the south and Kenya to the South east, Ethiopia and Eritrea to the East.

Sudan has two main ports. Namely, Port Sudan and Swakin, where ships can harbour (see figure 1).

(1-1-2) Population:

The (1993-2018) population projections revealed that Sudan is populated by (31913000) in 2001 with an annual growth rate of 2.63%. The urban population has increased from 25.2% in 1993 to 34.5% in 2001. Sudan is characterized by a high demographic dependency ratio as

children below 15 years form 42.91% & those under 5 form 16% of the total population. This means that there are 8.6 million children at the basic school age. This has an implication for educational services. It is also a further burden on the labor force.

The population density has increased from 10 per Km² in 1993 to 13 in 2001. The population over 60 has formed 3.74% of the total population. This has contributed to an increase in the demographic dependency ratio to reach 87.4%.

The working population is about 11 million in 2001 with an annual rate of increase of 3.6% during the coming decade.

Unemployment is not a serious problem as compared to the international situation. However, it has increased from 11.1% in 1993 to 15.5% in 1999. This can be attributed to the expansion of academic education at the expense of technical education. The percentage of technical secondary education students who sat for the 1997 final examination was only 7.5% this percentage has fallen further to 4.1% in 2001. This is also coupled with the failure of the training centres to absorb the growing number of school leavers. It worth mentioning that those who sat for the final examination from these centres were only 1813 candidates in 2001.

(1-1-3) The Economic structure:

The rate of growth of GDP in 2000 was 7.1%. The inflation rate has fallen to 8.1% and the dollar exchange rate has remained at 257.3 SDD. This improvement in economic performance will have positive impact on educational expenditure during the plan period.

Agricultural Sector:

The sector represents 46.4% of GDP for 2000 with an annual growth rate of 8.5%. Cash and food crops are produced. The sector is faced with the problem of the urban pull due to the concentration of trade, industry and services there. The migration from rural to urban areas is also encouraged by the availability of lucrative marginal jobs of quick returns. However, this phenomenon is expected to decline as a result of rural development polices and the implementation of decentralization.

The prospect of peace will also contribute to settlement and to the implementation of equitable educational polices.

Animal Wealth:

Sudan is rich in livestock – cattle – sheep – camels – goats estimated at 116.3 million in 1999. This sub-sector represents 22.3% of (GNP) in 1999 with a growth rate of 8.9%. It absorbs 8.5% of the population. The Nomads are in continuous movement for pastures. The education of their children is a top priority in the educational policy. Measures have been taken to absorb all of the nomadic children in the national EFA plan.

The industrial sector:

This sector represents 15.8% of GNP with an annual growth rate of 11.4% in 1999. This sector suffers from shortage in power supply and trained manpower, as well as from the high cost of inputs.

The Services Sector:

This sector represents 34.4% of (GNP) in 1999 with an annual growth rate of 0.4%. This low rate of growth is due to the control policies of the public expenditure and of directing the resources to the so-called productive sectors.

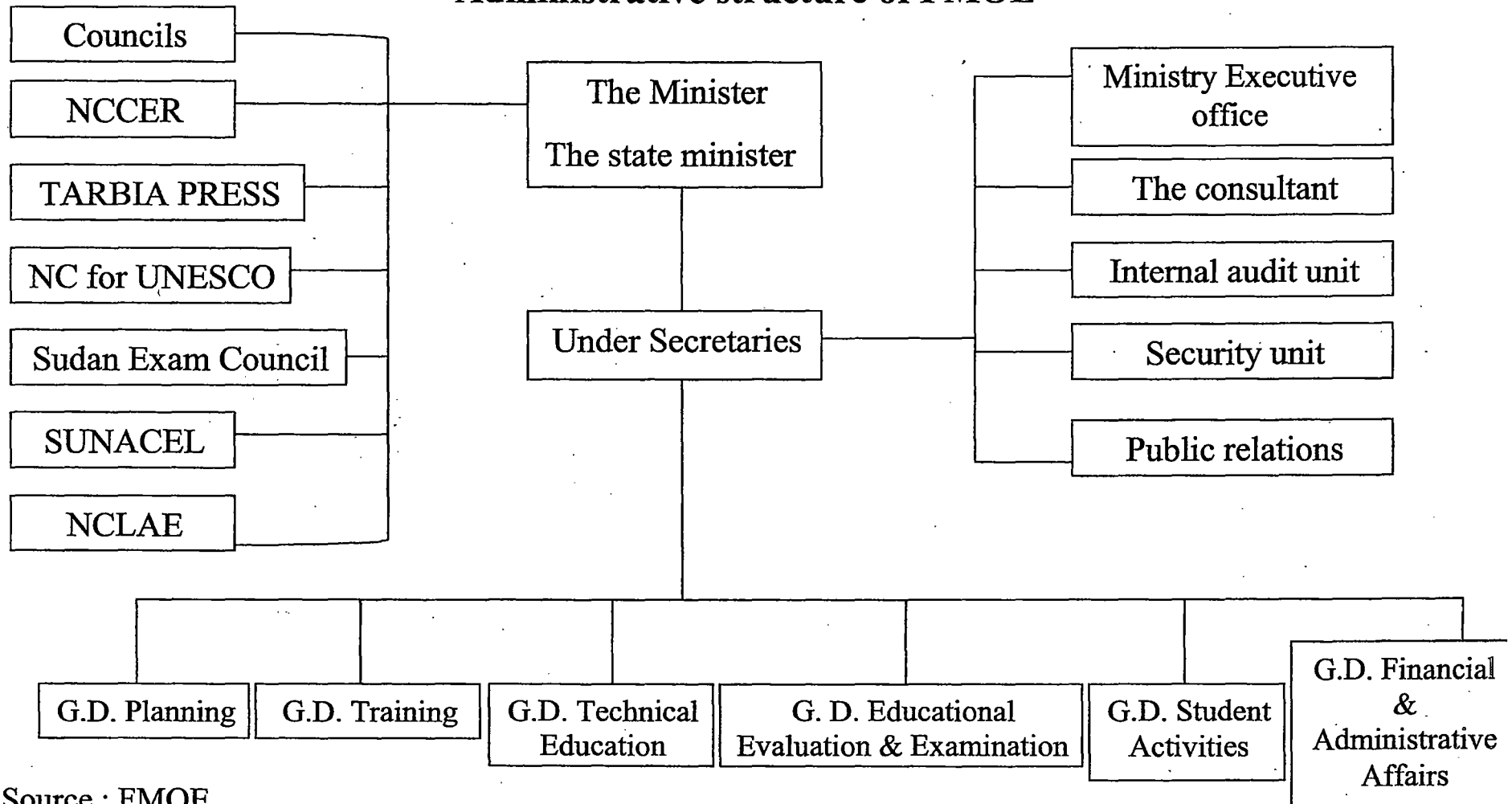
(1-1-4) The political Context:

In 1994 Sudan has adopted federalism as the best mode for its government as Sudan is a multicultural and multiracial country with a vast area. Twenty-six states, parliaments and governments were ordained by decree. Each state has its own governor and a number of ministers. State assembly's members are elected directly by the people of the state.

The federal government is responsible for planning, coordination, training, foreign relations, security and defense whereas the state government is concerned with executive function, in addition to participation through certain channels in planning.

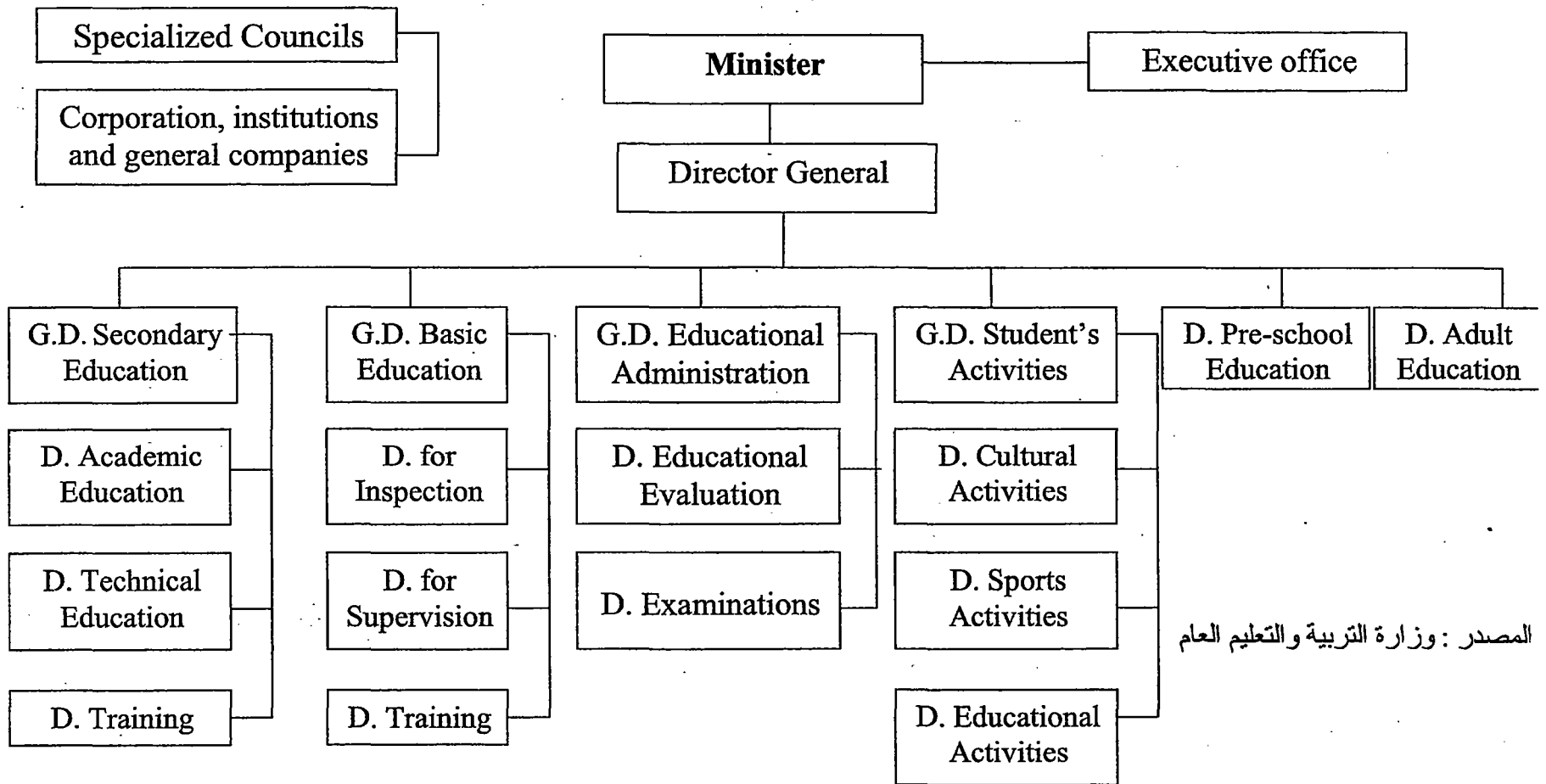
The march for constitutional building has started by the election of the national assembly and the presidency in 1996. This development has contributed to the political commitment to provide education for all after the Sudan constitution of 1998. The states have full responsibility to supervise general education, in addition to contributing to the establishment of new universities and livelihood of the students.

Figure (2-1-a)
Administrative structure of FMOE



Source : FMOE

Figure (2-1-b)
State Ministry of Education



المصدر: وزارة التربية والتعليم العام

(1-2) The Role of Organizations in the Educational Field

The education sector has benefited from technical and material aid from the United Nations' organizations, other organizations, banks and funds. These bodies have helped in the development and stability of education. (UNESCO) is Pioneer in the field of education, as the Ministry of Education has resorted to experts from (UNESCO) to help Sudanese educational personnel since the late fifties, in studying the actual conditions of education, and submitting suggestions about it.

This cooperation continued between the organizations working in the field of education, and the government of the Sudan represented by the Ministry of Education during all the stages following the independence of the Sudan. The patterns of support and aid were diverse, as we find the technical support which consists of training, exchange of experience, visits, studies, researches and educational surveys, in addition to the support represented in building schools, providing laboratory's equipment and teaching aids and facilities.

The International Forum of Education for all which was held in Jomtien in 1990, and the commitment of The Sudan to its resolutions and the renewal of this commitment in Dakar in 2000, marked the cooperation between the organizations and the Ministry of Education. At present, the role of these organizations becomes an essential one for basic education, which needs the following:

- 1- Enriching its poor environment.
- 2- Providing the basic educational inputs, to improve quality.
- 3- Providing the basic services (health, food, water) to guarantee the continuation and stay of children of both sexes, in the schools.
- 4- Building the capacities of the local community in knowing their role.
- 5- Funding the projects, which help to eradicate poverty.

The work, which was done, recently in universalizing basic education can be summarized in the following:

The United Nations' Organizations:

(1-2-1) World Food Programme (WFP):

The school Nutrition Project is considered as one of the big projects, which has a clear positive impact in the retention of children in remote areas. This project provides food materials and cooking utensils, in addition to improving the school environment like building school and the teachers' houses, and their maintenance. This project contributed to education between (1997-2000) with a sum of 18.6 million Dollars, (a breakfast meal of a number of (800.000) male and female pupils in five least developed northern states). In addition to rehabilitation of 650 basic education schools and providing 1840 schools with dining tables and kitchen's utensils.

The project will cover the country programme for school nutrition (2000-2007). Six states comprising 360.000 male and female pupils in the basic education level, in addition to 5.000 female pupils in the secondary level (Boarding school system) are included. Moreover, 5.000 mothers and 9.000 children less than 5 years are also included. The support amounts to the some of 23 million dollars.

(1-2-2) The United Nations Fund for Population Activities (UNFPA):

UNFPA contribution amounted to 350.000 US\$ dollars, in the period (1995-2001). The project contributed in integrating the concepts of population education in the basic and secondary education curricula, and issuing of a reference book and training material.

(1-2-3) (UNICEF):

UNICEF is a major supporter in the field of basic education. Its support concentrated in teacher training and technical staff training at the national and the state levels in the field of educational planning and statistics. UNICEF also provides necessary equipment and appliances. The organization supports the pioneering educational initiatives like the education of adolescents, the nomads and the children in difficult conditions, in addition to girls and women's education. Its support in 2002, has reached 1.100.000 US Dollars (one million and one hundred thousand dollars).

(1-2-4) The United Nations development programme UNDP:

UNDP role was confined to financing a special study concerning the basic education sector in cooperation with (UNESCO), which has

provided the study experts. This study was delayed a lot because of scarcity of finance.

(1-2-5) (UNESCO) :

(UNESCO) contributed through its basic programmes in supporting the educational sector with approximately 200.000 US \$ annually (participation Programme). UNESCO had a remarkable role in realizing EFA goals throughout the world, through various workshops and conferences, which were held in this context. These activities have helped the Sudan in capacity building and EFA national plan preparation.

(1-2-6) *The Arab Organization for Education, Culture and Science (ALECSO) and the Islamic Organization for Education, Science and Culture (ISESCO) :*

These two organizations help in supporting the scientific cultural and educational field. They have contributed directly in workshops and regional and national training courses. Also they contribute in capacity building in education, culture and science. They have contributed in promoting the performance of the Documentation and information centre in the Sudanese National Commission for UNESCO, with a sum of 28.000 dollars. (ALECSO) contributes in supporting Khartoum International Institute for Arabic Language.

There are other organizations concerned with development in the Sudan, and they have a remarkable role in the field of education, :

(1-2-7) *Plan International Organization in the Sudan :*

It is a voluntary developmental organization, which is concerned with children, and it works in many fields like health and education. It began its work in the Sudan since 1977. In the field of basic education, it aims at improving the quality of education. The organization seeks to activate the role of the society in the field of constructing classes, schools, maintenance and building the water closets, in addition to providing the schools with books, furniture and instructional and educational aids and facilities. Its annual contribution amounts to 400.000 dollars.

(1-2-8) *The Islamic Development Bank:*

It granted the Sudan a loan with the sum of one million dollars in 1998 because of the floods to cover the cost of laboratories and furniture to secondary schools in addition to providing the southern

states with textbooks. The project started since 2000 and it is continuing till now.

(1-2-9) The Organization of Islamic Dawa:

This organization jointly participates with the Ministry of Education in executing the project of developing the illiteracy-eradication programme, with a cost of 563.000 dollars. The organization participates in executing the programme of the technical centres with finance from the Islamic Development Bank.

(1-2-10) The Saudi Grant:

The Kingdom of Saudi Arabia contributed with a grant of 25 million Saudian Riyal, in the form of furniture to seat the pupils and building schools in 4 states in west Sudan and the North.

(1-3) The Educational System in the Sudan

(1-3-1) Structure:

The current educational ladder is composed of 3 levels, preschool level of two years duration for the children of the age group (4-5) years, followed by a basic level of eight years education. Six years old children are eligible to be admitted to the basic level. Successful candidates in the basic school certificate are admitted to the secondary level.

The general education has been reduced from 12 years to 11 years. Supporters of this system argue that it has increased the productive age by reducing a year of schooling which was compensated for by the increase in the calendar year from 180 working days to 210.

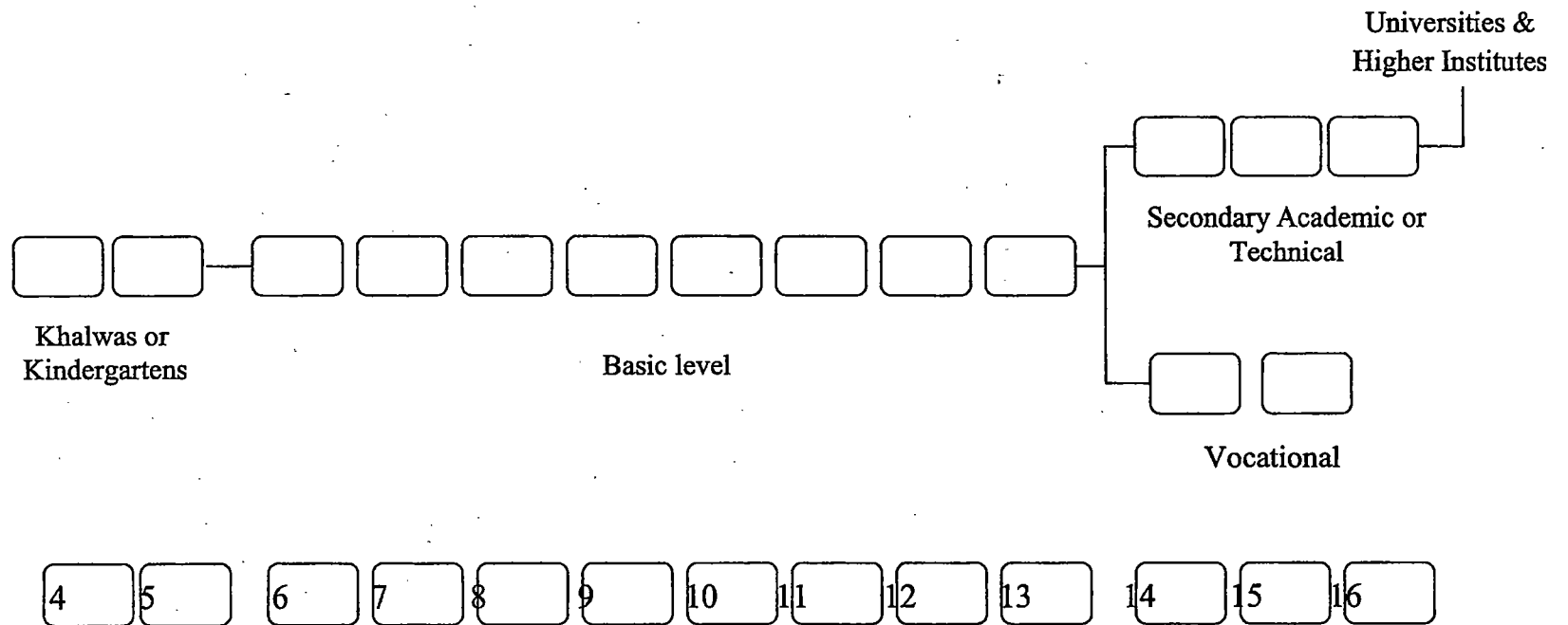
Some educational experts blame the system of putting children of different ages from early childhood 6- years to adolescent 13 years. This may lead to negative effects. However, since the implementation of this ladder in 1995 until now no negative phenomenon has been observed or recorded.

The present ladder is characterized by having the preschool stage as part of the formal system. This contributes to the solution of problems that could have otherwise, faced the children when they enter the basic school. See fig (3-1) below.

(1-3-2) School Calendar:

The school calendar year is of 210 days fixed by the Federal Ministry of Education (FMOE). The FMOE also fixes the secondary school examination date. The states are to fix their school calendar as stated by the 2001 education Act. This flexibility has a positive impact on pupil's performance as it avoids the times of seasonal activities of the communities.

Fig. (3-1) Educational Ladder for General Education



(1-3-3) Administrative Structure:

The administrative structure of FMOE is formed of 6 general directorates responsible for planning, evaluation and examination, training, technical & vocational education, finance and administrative affairs and student's activity.

This educational management system is to enable the FMOE to perform its planning duties as stated by the fourth presidential decree of 1991. However, lessons learned from the implementation of the federal system have revealed that there is an urgent need for federal administrative reform to take into account the new realities. The reform should aim at a more flexible and creative administrative structure at the federal level with strong coordination mechanism to address the challenges and needs of federalism.

In the present structure, there are certain autonomous units under the direct responsibility of the minister such as the national council for curricula and educational research (fig. 2-1-a).

(1-3-4) General Education Objectives:

General Education Objectives as stated in the 2001 Education Act, are as follows:

- To inculcate faith, religious and social values based on good work and submission to God.
- To develop the minds and build the bodies of the youngsters and purify their souls and train them to use their brains and behave well.
- To strengthen the spirits of working together, belonging and loyalty to their home land.
- To build an independent society which is faithful to God.
- To stimulate creativity and the development of skills and abilities in the field of new technology needed for comprehensive development.
- To develop a positive attitude towards the environment and to protect it as a gift from God.

The achievement of these goals will enable the learner to acquire knowledge, experience and basic life skills, and to internalize desired values and good conduct that will enable him to be a good citizen.

The 2001 Act has suggested means to achieving the above goals.

These are:

- To provide a conducive learning environment.
- To train teachers and other technical staff in all fields of education.
- To intensify student activities and to employ that for the achievement of the educational goals.
- To support and develop productive schools for the enrichment of the school environment and to encourage handwork.
- To activate educational councils to achieve the desired link between the school and its social milieu.
- To employ available expertise in technology for the benefit of education.
- To take all necessary measures to provide for children with special needs, the gifted, the disabled, the retarded, etc.
- To develop programmes and curricula that will satisfy the needs of the Sudanese society, taking into consideration its environmental and cultural diversity.

Educational authorities shall exert efforts to achieve the educational goals and objectives. The above stated means have contributed to the determination of the future educational policies.

(1-3-5) Policies and Legislation:

Policies:

A) Consolidation and Expansion of General Education:

The nineties have witnessed great efforts from both the public and the government to expand general education. The new millennium will witness a shift towards consolidation and quality improvement through the following:

- Preparation and training of teachers and improvement of their social status by improving their terms of service.
- To ensure the relevance of education to the society by satisfying the social, economic & cultural needs.

- Enhancement of the quality and efficiency of education through the improvement of the school environment, the development of the curriculum, the provision of textbooks and the development of the educational database.
- Special attention to the Arabic language for it is the national lingua franca in a multilingual country and to the support of lingual planning.

B) Equity:

In order to reduce the present disparities between the states, as shown by the enrolment indicators and the results of the final examination of both the basic and the secondary school certificates, the following polices have been adopted:

- Universalisation of basic education as a step towards compulsory basic education with special attention to vulnerable groups.
- Expansion of secondary education to absorb all successful candidates of the basic school certificate.
- Encouraging private and community education to ensure the social role in the provision of education.
- Expanding and diversifying financial resources for education through public, local and international channels.

C) The Role of Education in Peace Building and International Cooperation

Education plays a basic role in the achievement of even development and in reflecting and preserving the unique features of The Sudanese Society. Considerable efforts have been exerted to enable education to play its role. Educational programmes include culture of peace, social security and unity. Policies are directed towards consolidation of international cooperation in the fields of education and culture. Foreign languages have also received due attention in this era of globalization.

Legislation's:

The 2001 Education Act is one of the most important laws in the field of education. It canceled the education planning Act of 1992. It stipulated in its third chapter that every Sudanese child at the age of six has the right to basic education. The 2001 Education Act regulates the various national councils, which administer the various aspects of

general education. The National Council for general planning is responsible for policy formulation and the raising of funds for education. The 2001 Education Act specifies the functions of both the federal and the state ministries of education.

(1-3-6) Sufficiency of General Education:

There are three criteria for evaluating the educational sufficiency of the system. These criteria include:

- The coverage of the educational service.
- The efficiency.
- The quality.

Each of these criteria has its own indicators that measure the level of the educational services, which has been achieved towards the stated objectives.

(1-3-6-1) Coverage:

The nineties have witnessed real efforts exerted by the government of the Sudan to provide Education for All (EFA). The 1990 National Policy Conference was a turning point in the history of educational development of Sudan. The conference has determined the goals, objectives and policies of the educational system of the Sudan for the following decade. The 1992 Educational Strategy eight Action areas were defined to achieve the goals and objectives, which have been stated by the policy conference. These areas include planning and evaluation, basic education, secondary education, curriculum, the teacher, publication, educational technology and financing of education.

The ministry of education has given special attention to the capacity building needed for the implementation of the educational strategy. An educational database has been established and completed in 1995 with the help of UNICEF and UNESCO regional office in Beirut. Educational planning staff has been trained for using the database. This development has a positive impact on policy formulation and decision

making as well as educational research and evaluation and timely production of the statistical yearbook.

The capacity building programme has been extended to include other units of the ministry of education such as curricula, publication, documentation as well as the evaluation and analysis of basic and secondary school certificates for the years 1995 and onwards.

The database has also helped in the production of development reports for the years 1995 and the following years.

These publications have contributed to the awareness creation among the Sudanese society of the importance of general education and its role in the improvement of the quality of life.

Preschool Education:

Preschool education helps in developing values of conduct, social skills and abilities of communication. The government, for the first time in the history of education in Sudan, has given attention to the preschool stage making it a part of the formal system in accordance with the Cabinet Resolution Number (1799) of 1990. This is a further support to traditional societal role of preschool education.

The attention paid to preschool education was concomitant with Jomtien Declaration on EFA, to which the government of Sudan has committed itself through the presidential Declaration of December 1990.

Basic Education:

Basic Education is the main pillar of the building of the society through which the basic learning needs are obtained. Basic education can effectively contribute to human, social and economic development. Studies have confirmed that investment in basic education has more returns as compared to investment in high levels of education. Moreover the output of an educated worker is greater than that of an illiterate worker by 50%.

Provision of basic education for all is a fulfillment of the human rights for education. The international community has committed itself to this right in Dakar and the Millennium Summit.

The educational strategy has put 2002 as a target date for achieving free basic education for all the children of the Sudan. The exerted efforts

led to an increase in the number of enrolled children from 2.1 million in 1989/90 to 3.1 million in 1999/2000. The annual rate of growth was 4.9% for females and 3.6% for males, which also reflects the success of policies towards the reduction of the gender gap.

Literacy and Adult Education:

Education policies have focused on the eradication of illiteracy and the closure of its tributaries. Illiteracy is always considered as the main obstacle to development and the direct cause of backwardness and degradation of society.

Literacy campaigns have found strong political support that contributed to the increase of the level of adult literacy from 27.1% in 1990 to 52.7% in 1999. Efforts will continue to eradicate illiteracy by 2015, thus Sudan will be able to achieve one of Dakar's goals of raising the literacy level by more than 50% of its present situation with special attention to women.

Secondary education:

Secondary education is an important stage in general education. It aims at creating a kind of citizen who is capable of leading an active life in his society. The new curriculum of the secondary school provides a variety of options that enable the students to discover their inclinations, aptitudes and interest and to develop their abilities and skills in the right direction.

The secondary stage prepares students for either to continue their higher education or to join the working life.

The educational policies aim at the expansion of the secondary level to accommodate all successful candidates of the basic school. Policies also aim at diversifying the secondary stage so that the technical subjects constitute 60% of the content of the curriculum. At present the technical subjects represent 55% of the secondary school curriculum.

Table no. (1-1) below shows the development of secondary education between the years 1995/96 – 2000/2001.

	Year	Schools		Students			teachers		
		Males	Females	Males	Females	total	Males	Females	Total
Academic secondary	1996	692	525	235992	203815	439807	5634	4589	10223
	1997	737	578	245557	212013	457569	6469	5648	12138
	1998	786	636	255510	220541	476049	7427	6950	14412
	1999	838	700	265867	229412	495277	8528	8554	17112
	2000	893	771	276643	238640	515283	9791	10527	20318
	Growth rate	6.5%	10.1%	4%	4%	4%	14.8%	23%	18.7%
Technical secondary	1996	12216	7486	12216	7486	19702	603	803	1406
	1997	12493	7574	12493	7574	20902	743	870	1623
	1998	12776	7662	12776	7662	21003	916	942	1873
	1999	13066	7752	13066	7752	21104	1128	1021	2162
	2000	13362	7843	13362	7843	21205	1390	1106	2496
	Growth rate	2.1%	1.2%	2.1%	1.2%	1.9%	5.4%	8.3%	15.4%

Efficiency of General Education :

Education efficiency is internal and external, the system is considered to be of good efficiency if it employs the available inputs to produce maximum number of graduates in the prescribed time. External efficiency is concerned with the relevance of the programmes of educational system to the present and future needs of the learner and the society.

Educational policies emphasize the importance of the educational efficiency and called for the expansion and diversification of financial resources for education. The expenditure on education has increased accordingly.

The share of basic education in the educational expenditure has increased from 13.7% in 1990 to 43.3% in 1996. Table (2-1) below shows the share of each level in the educational expenditure for the year 1998.

Table (2-1) The percentage of expenditure of education by level 1998

Level	Expenditure in SD million	Percentage %
Basic	33.278	43.3%
Secondary	10.117	13.2%
Higher	33.432	43.5%

Source : FMOE Department of Evaluation.

Flow rates of repetition, dropout and promotion are the main indicators of the internal efficiency of the educational system. The 2000 evaluation has revealed that repetition rates have risen to 11.4% for both sexes and to 12.7% for girls.

The study also has shown that these rates were higher in the rural areas and that the survival rate has reached 67.1% and dropout rate 9.7% . As a result of those flow rates the coefficient of efficiency up to grade 5 was 68.4% , 69.5% and 67.5% for both sexes, girls and boys respectively. It is also worth mentioning that out of 407786 pupils who joined the basic school in 1990 only 224543 were able to sit for the basic examination certificate in 1998. This situation necessitates that internal efficiency should be given a priority in the educational policy.

Figure (4-1) below shows the results of the basic education certificate examination for the year 1998. The average success rate was 60.8%, it was below 40% in south Kordofan. Pupil's level of achievement in mathematics and English was very low which was below 30% as shown in figure (5-1) below.

Fig. (4 -1) General Success Rate in Basic Level Certificate 1998 N. Sudan

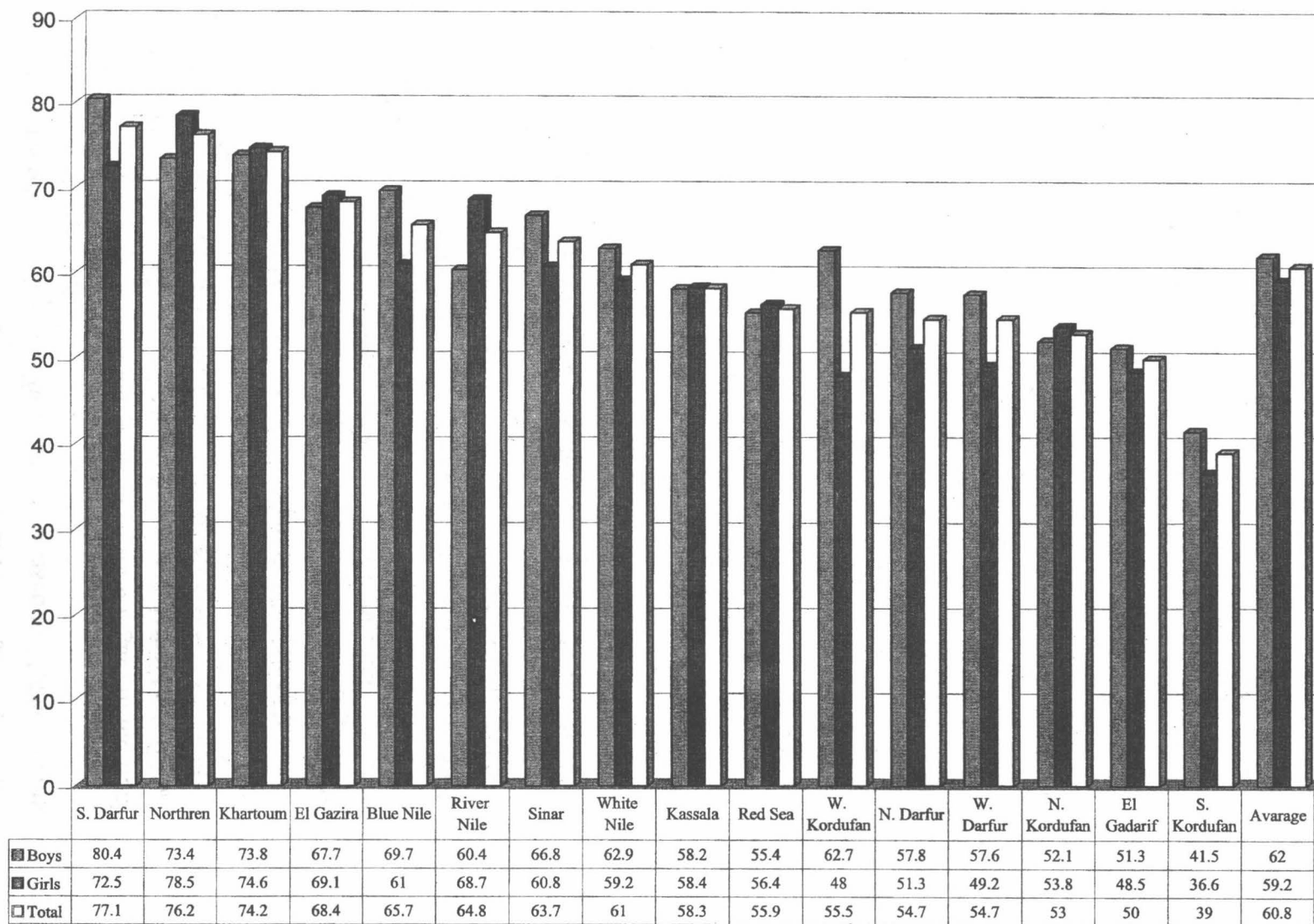
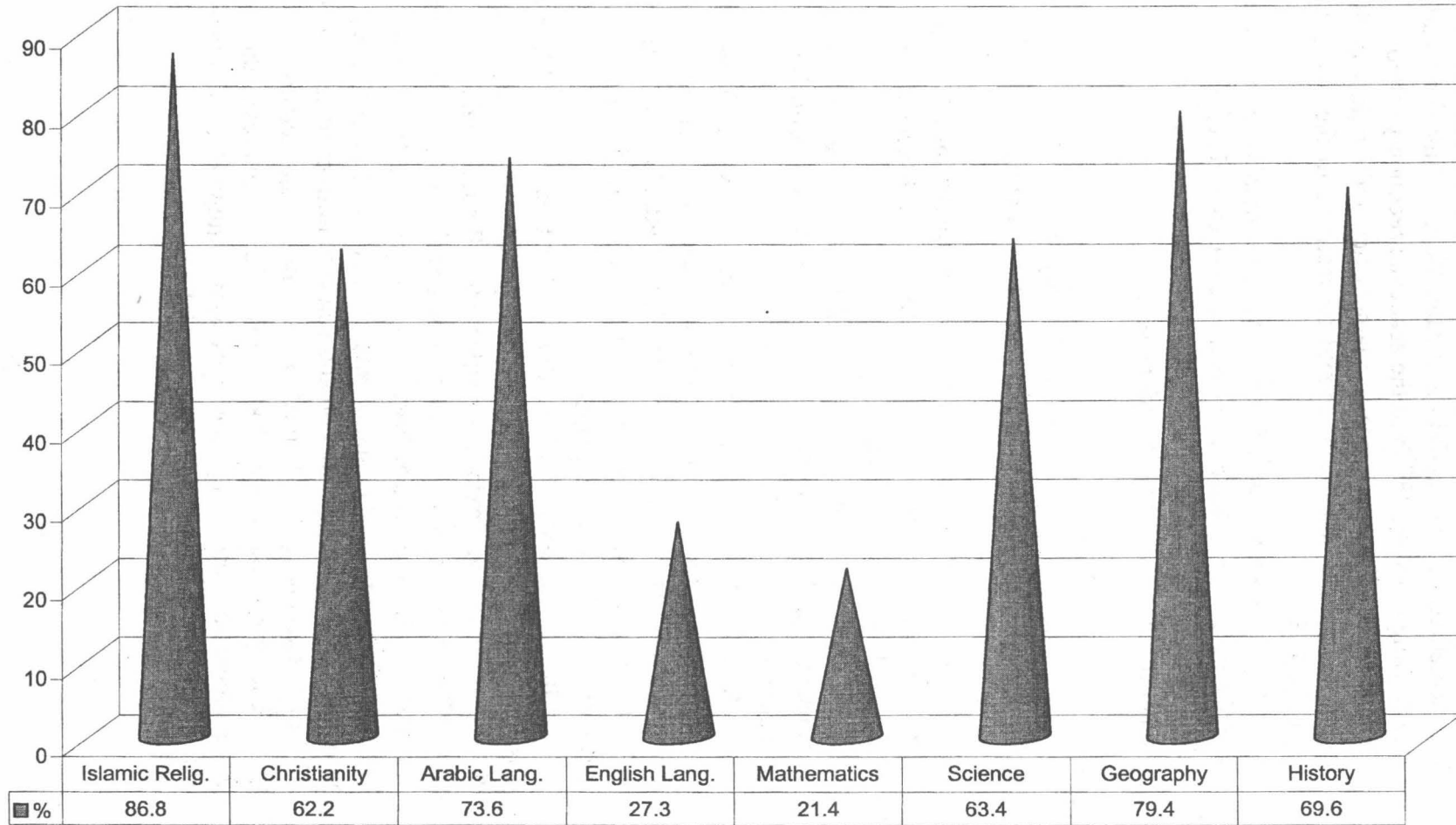


Fig. (5 - 1) Comparison of Average Succes Rate For Basic Level by Subjects 1998



In 1999 196041 candidates have sat for the secondary school certificate examination. 4.4% of them were from the technical education. The percentage of successful candidates from technical education was 48.9% while it was 65.1% from the academic secondary schools. The low level of performance in mathematics and English in the basic level is a serious defect that should be rectified in the context of this globalized world.

Universities can absorb about half the number of the secondary school certificate candidates. The rest of those candidates have to join the labour market without being equipped with workable skills. This is another problem that has to be addressed.

Quality of Education:

By good quality of education we mean the availability of textbooks, competent teachers, relevant curriculum and conducive school environment.

The textbook is a main element in the quality of education. In the absence of a competent teacher, the textbook is indispensable to insure a minimum level of learning outcomes.

Both quality and efficiency depend on the presence of a competent, motivated, dedicated teacher with a reasonable level of academic and professional knowledge.

A considerable effort has been exerted to develop the curriculum, which is considered as a major element in the quality of education. The basic school curriculum has been developed with the production of 45 new textbooks and 37 teacher's guides and so has the secondary curriculum for the first two grades.

In the year 2001 school textbooks have been provided free with a cost of 15 Billion Sudanese Dinars. The government is considering the best means of making textbooks available for all pupils and students.

The government has also supported the training and the professional development of teachers to the graduate levels. Policies for the enhancement of the status and morale of teachers have been implemented including promotion and better conditions of service. So far 63% of teachers have been trained to teach the new curriculum.

The government has taken measures to improve the school environment by providing the necessary equipment, furniture and teaching facilities, as well as capacity building.

The ministry of education has given much attention to the technical aspects that are indispensable for implementing the plan. The database has been established and completed in 1995. The network has been installed in 2001 and linked with some states with the aim of covering all states. A website for the ministry has been created.

Challenges and opportunities :

The ministry of education believes that education is a social affair that every citizen must be concerned with and participate in its development. Federalism will provide a chance for wider participation at the grassroots level. Education is a human right that the international community can support.

Implementation Difficulties:

- Some localities fall short of providing for basic education because of lack of finance and capacity.
- Diminishing of popular support because of the problem created by the civil war and other national disasters.
- Little contribution from the donor community despite the priorities given in Dakar forum for the LDCS and the committed countries. Sudan has committed itself to the achievement of EFA since 1990 in a presidential declaration in December 1990.

There are other problems that affect the performance of education such as the presence of a wider base of the Sudanese population pyramid manifesting itself in a high dependency ratio. Other problems such as illiteracy and the poor infrastructure have also defeated the performance of the educational system.

Suggested solution :

- The share of education expenditure from the national budget must be increased to improve the situation of textbook provision, training, school environment and equity in access.
- To accelerate the renewal and development of the education database and its expansion.
- To activate the educational acts and to solve the problem that hinders their implementation.
- To intensify regular meetings at all levels between the centre and the states and to pay more attention to coordination.
- To provide for professional training in a regular manner to meet the needs of decentralization and to train teachers to cope with the new curriculum.

Chapter (2)

EFA plan (2003-2015):

(2-1) Present Situation of EFA in Sudan.

(2-1-1) Analytical Description:

(2-1-1-1) Components:

Education for all comprises a whole range of different educational activities designed to meet basic learning needs of groups of people of all ages. It thus comprises both formal and non-formal education.

Basic learning needs comprise both essential learning tools and the basic learning content required by human beings to survive, to develop their full capacities, to live and work in dignity, to participate fully in development, to improve the quality of their lives, to make informed decisions and to continue learning.

(2-1-1-2) Structure and management:

The established structure for EFA goals is as follows :

(1) *The national forum:*

The national forum represents the highest level of consultation and implementation body for EFA programmes. It is headed by the minister of education. It represents the following:

- The Headquarters of the Federal Ministry of Education (FMOE).
- National Council for Lingual Planning (NCLP).
- National Centre for Curricula and Educational Research.
- Tarbia Press.
- Sudan National Centre for Languages.
- National Commission for UNESCO.
- National Union for Sudanese Teachers.
- Teacher's Trade Union.
- The National Council.
- National Population Council.
- The States.

- Non government Organizations, both national & foreign.
- Universities and higher education institutions.
- Representatives of UN agencies in Sudan.
- Ministry of Labour.
- Ministry of Finance and National Economy.
- Ministry of Social Development.

Ministerial resolution No. (2) for 2001 has mandated the national EFA forum with the following:

- (1) To participate in the formulation and implementation of the national EFA plan.
- (2) Mobilization of political commitment and rally for wider participation of the civil society in the planning process for EFA.
- (3) Work to ensure the integration of EFA goals in the plan, policies and strategies of related sectors and to link the EFA plan tightly to other development plans.
- (4) Mobilize resources, including foreign support, for the implementation of the plan.
- (5) To monitor progress towards EFA goals at all levels, nationally and at state and local levels.
- (6) To develop integrated strategies to achieve equity in educational opportunities geographically and genderwise.
- (7) To provide information about EFA and to share it with regional and international agencies.
- (8) To issue organizational regulation for its work and for the coordination with related bodies.
- (9) To perform any other activities necessary for carrying its duties.

(2) *The General Secretariat for EFA:*

The following units represent the EFA General Secretariat at the federal level:

- General Directorate for Educational Planning.

- General Secretariat for Literacy and Adult Education.
- General Directorate for Educational Evaluation and Examination.
- National Centre for Curricula and Educational Research.
- School Feeding Administration.
- General Directorate of Students Activities.
- Basic Education Directorate in Khartoum State.

The Secretariat performs the following functions according to the ministerial resolution number (1) for the year 2001:

- (1) To organize intensive information campaigns targeting all sectors of the Sudanese society, using all mass media channels including the traditional ones to acquaint the people of EFA message to pave the way for successful formulation and implementation of EFA plan.
- (2) To formulate a National EFA plan for achieving EFA goals and present it to the national EFA forum.
- (3) To train those who work in the field of basic education on how to draw plans at various levels.
- (4) To train the planning personnel at all levels on the techniques of school mapping to implement the plan.
- (5) Systematic monitoring of the plan at all levels.
- (6) Conduct studies and research that will serve to achieve EFA goals.
- (7) Coordinate and develop links with all bodies concerned with the achievement of EFA goals at the national, regional and international levels.
- (8) To be accountable to the National EFA Forum.

(3) The Technical Committee:

The technical committee is composed of 10 members who are competent in their fields of specialization related to the formulation of the plan. It is the technical arm for EFA secretariat, which is responsible for the overall supervision of plan formulation and implementation under the

responsibility of its secretary general who is the national EFA coordinator.

In a similar vein there is a state level structure composed of a state forum headed by the state minister of education under the custody of the Wali of the state. The state forum has a secretariat headed by the director general of education. All the executive staff in basic education, preschool education, adolescent education, girls education, nomadic education, planning and adult education are represented in EFA secretariat at the state level.

The state forum and its secretariat are responsible for the preparation of the state plan with the coordination of the FMOE.

2-1-1-3 The Beneficiaries:

The targeted groups include:

- Children who are under the official age of schooling. This group includes children in preschool institutions and kindergartens.
- The basic school age population in the age range (6-13).
- The out of school adolescents in the age group (9-14).
- Youth and adults in the age group 15 years and over.

(2-1-1-4) Diagnosis of the educational situation:

(A) Access:

1) Preschool Education:

In 1990, Preschool Education has become part of the formal system of education according to the resolution of the Cabinet number (1799). Preschool education prepares children for the basic school, contributes to the reduction of disparities which can be attributed to family background. It also enables children to integrate into the school community and ensures their continuity and success in their future studies. At this stage children will gain desired values, acquire good conduct and learn how to behave positively towards others and their milieu.

The percentage of enrolment for girls has grown faster than that of boys during the period 1990 to 2000. The annual rate of growth for girls

has reached 7.1% whereas that of boys remained at a constant growth rate of (0.22%).

The private sector and the civil society organizations have contributed considerably in the development of pre-school education. See table (1-2) below.

**Table (1-2) development of Preschool Education
1990/91 – 2000/2001**

Particulars year	Number of institutions	Number of children			Teachers		
		Boys	Girls	Total	Males	Females	Total
1990/91	1275	173073	86487	259560	439	2500	2939
2000/2001	7991	177004	172302	349306	1844	10750	12594
Annual growth rate	20.1%	0.22%	7.1%	3%	15.4%	15.7%	15.7%

Source : G.D. planning

Table (2-2) below shows the increase in enrolment during the period from 1990/91 to 2000/2001. Boys enrollment ratio has decreased from 20% to 19% while that of girls has increased from 11% to 19% .

**Table (2-2) development in enrolment for preschool education
1990/91 – 2000/2001**

	Children			Population (4-5) years			Enrolment ratio		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1990/91	173073	86487	259560	845017	801435	1646452	20%	11%	15.7%
2000/2001	177004	172302	349306	944061	922 899	1866960	19%	19%	19%

Source : G.D. planning

The ratio of children to teacher varies considerably from one state to another, the highest ratio being 19: 1 & the lowest is 42: 1, the average ratio is 29: 1. Most of the teachers are graduates of the intermediate school. Some of the teachers are from the secondary schools and few of them are graduates. Preschool education suffers from institutional problems at both federal and state levels.

(2) Intake and Enrolment at the Basic Level :

**Table (3-2) Development of Basic Education
1989/90 – 1999/2000**

Year	Schools	Pupils			Teachers
		Girls	Boys	Total	
1989/90	7720	1186749	889806	2076555	51510
1999/2000	119223	1696691	1440803	3137494	117151
Percentage increase	54%	43%	61.9%	51.1%	127%
Annual growth rate	4.4%	3.6%	4.9%	4.2%	8.1%

Source : G.D. planning

Girl's participation rate has increased from 42.8% in 1990 to 46% in 2000. This trend reflects the positive impact of the adopted policies towards the reduction of gender disparity. This can also be seen from the growth rates of both boys and girls as shown in the above table. The GPI has risen from 0.75 in 1990 to 0.85 in 2000.

Despite the exerted efforts to provide basic education for all, disparities between and within states are persistent. Table (4-2) and the figures (1-2-a) , (1-2-b) reflect the magnitude of this disparity.

**Table (4-2) : Representative Index for Basic Education enrollment
(2001/2002)**

State	Pop. (6-13)	Pupils enrolled	% of state pop. to Sudan pop.	% of enrolled pop. to total enrollment	% of enrollment	Representative index
Kassala	310549	135018	4.6	3.9	43.5	0.85
Gadaref	315356	158935	4.7	4.6	50.4	0.98
Red sea	149015	88220	2.2	2.6	59.2	1.16
N.Kordofan	361758	192921	5.4	5.6	53.3	1.04
S. Kordofan	280175	100733	4.2	2.9	36.0	0.70
W.Kordofan	273535	135219	4.1	3.9	49.4	0.97
N. Darfour	339888	178409	5.0	5.2	52.5	1.03
S. Darfour	631119	210963	9.4	6.1	33.4	0.65
W. Darfour	378477	106835	5.6	3.0	27.7	0.54
Khartoum	823057	721187	12.2	20.9	87.6	1.71
Gazira	704107	582925	10.4	60.9	82.8	1.62
Blue Nile	141355	55783	2.1	1.6	39.5	0.77
Sinnar	266310	161409	4.0	4.7	60.6	1.18
White Nile	339448	205532	5.0	6.0	60.5	1.18
Northern	115683	118392	1.7	3.4	102.3	2.00
Nahr Elneel	188336	163800	2.8	4.7	37.0	1.70
Upper Nile	347112	51624	5.1	1.5	14.9	0.29
Equatoria	290370	43863	4.3	1.3	15.1	0.30
Bahr ElGhazal	486360	41843	7.2	1.2	8.6	0.17
Sudan	6742010	3451611	1	1	51.2	1

Source : D.G.P planning

Fig. (1-2-a)

Fig. (1-2-b)

Table (5-2) below shows a considerable increase in admission into the basic level.

Table (5-2);Development of intake into basic education:

Year	Boys	Girls	Total
1990/91	239223	180017	419240
2000/2001	319596	255566	575162
Growth rate	2.7%	3.2%	2.9%

source : Planning

Table (6-2) below shows the apparent intake and enrolment ratios at the basic level for the year 2000/2001. The intake ratio has reached 64% for both sexes, it was only 58% for girls. The GPI was 0.8, an indication of little progress towards the closure of the gender gap. The enrolment ratio for boys has reached 55% whereas it was only 47% for girls. The out of school children represent 49% of the school age population, most of them are girls. The 43 adolescents' education centres absorb only 1847 children. These centres suffer from a poor educational environment in terms of equipment and staff.

The private education sector represents 4.4% of the total basic education institutions. Its schools are well equipped & it has the ability to attract good teachers.

Table (6-2) intake and enrolment ratios in basic education for the year 2000/2001

Particulars	No. of pupils			School age population			Percentage		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Intake	516219	255566	575162	453516	441342	894858	70%	58%	63%
Enrolment	1886521	1565090	3451611	3427334	1315038	6742372	55%	47%	51%

Source : G.D. planning

(3) Equality of Educational opportunity :

Table (4-2) above shows that the disparity in enrolment ratio varies from 8.6% in Bahr Elghazal to 100% in the Northern State due to the continuous movement of the population out of the state since the last census in 1993. There are 8 other states with low levels of enrolment due to the movement of the population because of the civil war in the south.

(B) Quality of Educational Services:

(B-1) The Teacher:

The basic education teacher is considered as the most important factor in the educational process. The FMOE is very keen to train and qualify basic school teachers up to the graduate level and to intensify the inservice school courses to enable teachers to cope with the curriculum change.

There are 125391 teachers in 2000/2001, 62.8% of them are females. 46% of basic school teachers are trained. (table 7-2 below).

**Table (7-2) Development in Teachers' Number and Training
(1990/1991-2000/2001)**

Particulars	No. of pupils			Trained Teachers			Percentage of trained teachers		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
1990/91	28930	25419	54349	20328	12825	33153	70%	50%	61%
2000/2001	46645	78746	125391	39800	40450	80250	85%	51%	64%

Source : G.D. planning

Table (8-2) below shows that TPR has risen from 1 : 48 in 1990/91 to 1 : 28 in 2000/2001. The class size has also decreased from 48 to 42 pupils per class. There are variations in class size among the states. The average class size in Khartoum and Gazira states reaches 60 per pupil.

**Table (8-2) TPR and class size
1990/91 – 2000/2001**

Particulars	No. of pupils	Teachers	Classrooms	TPR	Average class size
1990/91	2076555	54349	43032	48	48
2000/2001	3451611	123910	83514	28	42

The percentage of turnover of teachers reaches 22% while the new recruits represent only 9.3% in 2000/2001. This situation shows that the teaching profession is no longer attractive in spite of the official recognition of its importance and the considerable efforts of the government to improve the conditions of teachers.

The percentage of trained supervisors and other non-teaching staff in the ministry of education has reached 8.5%.

(B-2) The Adolescents' teacher:

The number of adolescents' teachers has reached 72 in 2000/2001. 52 of them are females. Some of those teachers are volunteers and the rest from the basic school are adult education staff. They have not received sufficient training to handle a multi grade class and to deal with the new aspects of the curriculum.

(B-3) Buildings and school facilities:

The study revealed that the education system in Sudan lack in school equipment and high standard school buildings. Table (9-2) below shows that more than 88% of the classrooms are in acceptable conditions and so are 5.8% of the temporal buildings.

Table (9-2) General conditions of the classrooms

Particulars	Permanent class rooms			Temporary classrooms		
	Good conditions %	Needs repair %	collapsed	Good conditions %	Needs repair %	collapsed
Northern states	25.2	38.3	4.1	0.4	3.1	4
Southern states	45.1	33.8	3.6	7.2	7.7	2.6
Average of all Sudan	45.2	37.3	4	5.8	4.1	3.6

Source: D.G. planning

Table (10-2) explains pupils furniture where 24.8% of the pupils are sitting on the floor. Most of those pupils who sit on the ground are from grades 1 to 3 where 35.5% of them are from grade 1 .

Table (10-2) General conditions of the classrooms

Particulars	Percentage of benches in grade 1			Percentage of benches in all grades		
	Sitting on the floor	Sitting without desks	Sitting with desks	Sitting on the floor	Sitting without desks	Sitting with desks
Northern states	23.6%	24.2%	2.3%	21.0%	19.0%	60.0%
Southern states	60.2%	15.7%	27.0%	35.2%	13.4%	51.3%
Average of all Sudan	35.5%	20.4%	44.0%	24.8%	17.5%	57.7%

Source: D.G. planning

(B-4) Textbooks :

Textbooks are the most important inputs in the educational system. Their shortage will have an adverse impact on the outputs and the outcomes of the educational process. The present Pupil Book ratio (PBR) is 3: 1. It is 4: 1 in some states. This low PBR is due to the expansion of the basic level of education, the curriculum change and the implementation of federalism.

Textbooks are distributed free in accordance with the resolution of the council of minister's number (117) in 2000. Pupils will contribute by paying a nominal deposit that will be given back to them upon returning back the textbooks in good conditions. The resolution has authorized the Tarbia Printing Press to print the adequate number of textbooks. The Ministry of National Economy, the state fund and the donation of Saudi Arabia will cover the printing cost.

(B-5) Achievement:

**Table (11-2) The Basic school Examination Results
Of 1998 and 2001**

Years	No. of candidates			No. of successful candidates			Percentage of successful candidates		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1998	111176	113367	224543	73651	74516	148167	62%	59%	61%
2001	120377	119105	239468	88019	87502	175521	73.7%	73.5%	73.3%

Source: FMOE Evaluation Department

Table (11-2) shows an improvement in success rates for both sexes as well as for girls.

(B-6) Internal Efficiency of the Educational System:

The school environment has the greatest effect on the level of internal efficiency. Pupils' aptitude, motivation and health conditions have also a bearing on the internal efficiency of the school system.

The flow rates for measuring efficiency have been calculated from the data of a sample survey conducted in 2001. The sample survey has covered all the states.

Fig. (2-2) below reveals interesting results. Promotion rates decrease with grades from 90.3% in grade one to 74.5% in grade eight, while repetition rates increase from 5.2% in the first grade to 13.5% in the eighth grade. The dropout rates have the same pattern of repetition rates.

This pattern explains the low rates of survival from 100% in grade one to 41.1% in grade eight.

Figure (2-2)

(C) Relevance and Suitability:

Curriculum Development

The basic school curricula were continuously changing since independence in 1956 until the present era. In the period 1956-1970 the duration of the basic education level was 4 years. A committee of experts used to decide on the content of the curriculum that will achieve the stated educational objectives.

This practice of curriculum development has changed in 1970 by the introduction of a new educational ladder of (6 + 3 + 3) according to which the basic level has increased to 6 years duration. The adopted approach to curriculum change during this period was to convene a national conference to decide on the educational aims and objectives. The absence of a clear abiding and comprehensive educational strategy had a negative impact on curriculum development during the period 1970-1990.

In 1990 the first educational policy conference was convened. The conference recommended a curriculum change that would make the curriculum more responsive to the needs of the learner and the community. Self-reliance, creativity and environmental conservation ranked high among the recommendations of the conference.

The conference also recommended the extension of the basic school to eight years, and the recruitment of graduate teachers to teach at this level. The curriculum was set on the basis of the integration of knowledge between the traditional subjects and it was built around five themes (religion, language, mathematics, man and the universe expressional and applied arts). Learning activities require the active participation of pupils. Innovative topics were integrated such as population and environmental education as well as peace culture.

The basic level curriculum is divided into three cycles. The first cycle extends from the first to the third grade. It aims at familiarizing the children with their social surroundings. The second cycle extends from the fourth to the sixth grades; it represents the period of entry into the

perception stage. Emphasis is placed on the use of language skills to gain knowledge from various sources so as to cope with the environment and society. The third cycle (grades 7 & 8) complements the basic education. It aims at positive interaction between the pupils, the society and the environment. This level is terminal for almost 50% of the pupils.

(2-1-1-5) Cost and Finance:

The unit cost for the basic school was 9233 SDD in 2001, which was equivalent to 37 US\$. The unit cost for the preschool child was 7912 SDD i.e. (30 US\$). The unit cost for the learner in literacy classes was 7800 SDD (31.2 US\$).

The 1994 expenditure survey has revealed that the share of the community in educational expenditure was 53.4% of the total public expenditure on education.

The present expenditure on education represents 6.4% of the total public expenditure. There is an urgent need to raise this percentage to 19% of the general public expenditure to enable education to play its pivotal role in the overall development of the country.

The share of basic education in the educational expenditure has improved from 13.7% in 1990 to 43.3% in 1998.

The EFA Plan suggests that the share of education shall reach 6% of GDP. 50% of this expenditure shall be allocated to basic education. The government shall finance 65% of the basic education expenditure, 15% by the community and the remaining 20% shall be financed by the international community.

The plan suggests that private sector shall participate by investing in basic education. Other sources of finance shall be tapped.

The plan is proposing that research & surveys in the field of cost and finance of education shall be conducted.

Foreign aid can contribute by loans with a longer grace period and by releasing debit or swap it for education.

(2-1-1-6) Management and Planning:

(a) Educational Administration:

In accordance with the federal system of government and the growing demands of the community to participate in matters related to the future of their children, educational management has to be a joint responsibility between the state and civil society.

In order to carry out its duties effectively and with competence, educational management must develop according to the following directives:

- The approval of a sound policy of decentralization based on the principle of participation and accountability.
- Regularity and legislative.

Federal Structure:

The Federal Ministry of education has become a technical body responsible for planning, training, curricula and research, secondary certificate examinations and coordination between the states.

The federal structure includes the national council for Planning Education (NCPE) is the highest consultative body responsible for policy formulation in the field of education. Fig. (2-1-a) , (2-1-b)

Figure (3-2)

Figure (4-2)

State structure:

Each state is free to decide on the form of the structure that suits its educational needs. The local council is the highest authority for implementing the educational policies pertaining to basic education. It is assisted by an educational administration at the local level. The council has a committee for the educational affairs. There is a state council responsible for all matters related to education. The community directly elects both state and local councils. See fig (3-2, 4-2) above.

(B) Future Outlook:

The present institutional framework will remain for the implementation and follow up of the national EFA plan. The national forum will carry out its duties in policy formation, financial support and getting over implementation problems. The forum can form specialized committees for its various duties.

The forum secretariat will continue to coordinate, evaluate and monitor the activities of implementation. An EFA unit under the umbrella of the general directorate for educational planning is needed for close follow up, formulation and budgeting of EFA annual plans. The unit should also carry out the activities of monitoring formative evaluation for better implementation.

This process will enable the systematic monitoring of process towards the achievements of EFA goals. The feed back can be utilized in improving the implementation process.

This institutional framework of plan implementation must have effective branches at the state and locality levels. Their function is to monitor progress and to communicate with the centre and with each other. The absence of an effective institutional framework in the past was the reason behind the failure of the plans of universal primary education.

(2-1-2) Challenges:

The main challenges that may hinder EFA programmes in the Sudan can be summarized in the following:

- The provision of equitable access to quality basic education for all children under the present situation of the civil war in the south, the weak technical and financial capabilities of the localities and the dwindling foreign aid, whether in the form of grants or loans.
- The second challenge is the provision of suitable educational inputs to create a healthy, inclusive and equitably resourced educational environment conducive to excellence in learning so as to enable all learners, specially those in difficult circumstances to reach clearly defined levels of achievement.
- The design of a stable educational map with clearly defined educational features in the present situation of continual population movement within as well as outside and into the country.
- Ensuring a constant share of educational expenditure from the national budget in the present complicated economic circumstances under the economic embargo and the civil war.

(2-2) Development of Education for All:

(2-2-1) National EFA objectives:

2-2-1-1 Dakar Goals in the National Context:

The Sudanese EFA programmes aim at:

- Expansion and improvement of a comprehensive early childhood care and education especially for the most vulnerable and disadvantaged children, those with special needs and war affected children.
- Ensuring the provision and completion of free basic education for all children in the age group (6-13), particularly girls, and those in difficult circumstances.
- To ensure the meeting of the learning needs of young children, adolescents, youth and adults through equitable access to appropriate learning and life-skills using various channels.
- To achieve a 50% improvement level of adult literacy by 2015 especially among women by reducing illiteracy rates to 25% by 2007.
- Elimination of gender gap by 2006 in both basic and secondary levels and the achievement of gender equality by 2015, with special attention on girls to enable them to have access to good quality basic education.
- Improving all aspects of the quality of education and ensuring excellence so that recognized and measurable learning outcomes are achieved by all, specially in literacy, numeracy and essential life skills through research in learning achievements and promotion of learning environment and evaluation techniques.
- Development of curricula to become more responsive to the needs of the learner and the community and to enable the learner to acquire self-learning skills and to react positively in environmental and societal issues.
- To develop EFA programmes that can contribute to the achievement of human development, culture of peace and the alleviation of poverty.

- To develop transparent, accountable, responsive and participatory system of educational management.

Pivotal issues and principles:

The national EFA plan is based on the following principles and central issues:

- Commitment to the right of basic education for all.
- Commitment to the principle of equitable and good quality basic education for all in both formal and non-formal channels.
- The principle of gender equality and the even distribution of educational inputs.
- To ensure the principle of participation of the civil society in the provision and financing of education for all.
- Commitment to the principle of providing equitable educational services to the disadvantaged groups such as the nomads, the displaced and the hard to reach children.
- Recognition of synergy and integration of EFA plan in a wider framework of national planning.

2.2.2 Education for All Programme and its objectives of Early Childhood Development:

2-2-2-1 Introduction:

Pre-school education in the Sudan is the educational level which precedes Basic Education, and comprises the children of 4-5 years of age. It aims at upbringing and educating this age group spiritually, socially, psychologically and physically, and at preparing them to the Basic Education Schools.

Historical Background and legislative Development:

Pre-school institutions-notably Quranic Schools and kindergartens-started as part of private, non-formal schooling and were run by different ministries and departments, such as the social welfare, the Religious affairs and Endowment, the youth as well as private institutions. Eventually the Ministry of Education in 1987 undertook it. Then the council of ministers issued the decree (1799) for the year 1990, making pre-school institution an independent stage and the beginning of the educational ladder (or education system). The comprehensive National Strategy (1992) and the Act for planning and organizing General Education (2001) ratified this. Accordingly a pre-school Education Administrative Unit was established in 2000 within the General Directorate for Educational Planning. The unit now undertakes a number of tasks: Planning the unified national curriculum which takes into account the cultural and environmental diversity; working for the universalization of pre-school education within fifteen years (2015) by extending its institutions and raising the rates of enrollment. In this respect, Khartoum State is considered to be a pioneer and leader, because it has its own curriculum, regulations, technical supervision and administration. Other states have also taken steps in this regard, such as the White Nile; Northern Darfur and Gezira. The states of southern Sudan have recorded low enrolment percentage because of the war.

2-2-2-2 Enrollment:

The national enrollment percentage for pre-school education is 19% according to the year 2000 statistics. The number of children enrolled was 349306, whereas the population of the pre-school age- group was 1.866.960 (for both sexes); the number of supervising teachers being 12.638, and that of educational institutions 7991. The percentage, however, varies from state to state, Khartoum scoring the highest (55%).

On the other hand, the percentage of girls (49.3%) is similar to that of boys (50.7%), because the number of girls – according to the statistics of

2000 – was 172302, and of boys were 177004. It is also true to say that in Sinnar and White Nile girls are more than boys; the former registered 11190 girls, 12066 boys, and the latter recorded 3576 girls, 2923 boys, respectively.

2-2-2-3 Quality :

Ratio of Teacher to Child:

The teacher- child ratio varies from one state to another. While the average being 28 children to one teacher for the whole country, it is found that the general ratio being 19-42 to 1 teacher.

Ratio of Administrators to Supervisors:

The technical bodies which supervise pre-school education are different and lack in many things. In Khartoum State where there are 1428 kindergartens in comparison with 184 administrators and supervisors, the supervision ratio being 9 kindergartens for each supervisor; whereas in the states of the White Nile and Sinnar the ratios being 12 and 93 respectively.

Women Teachers' Certifications (Qualifications) :

The general feature for female teacher's certification in the Sudan is that it is very low, for most women teachers hold only primary or intermediate education certificates, or more likely, have completed secondary education. But the situation is improving in the states, which witnessed development of pre- school education, such as Khartoum State, where the percentages of female teachers holding the National School Certificate, and University degrees are 44% and 23% (from the total number of teachers) respectively.

Funding and financing:

A considerable percentage of pre-school education financing comes from the local community, and varies accordingly from state to state.

Khartoum State represents the highest percentage for private education (85% private schools 15% public schools).

As for the state of Simnar, private schooling represents 43%; in the Blue Nile state the percentage being 33%; in Northern Kordofan 8%. This means that the community's contribution to financing public (government) education constitutes the larger part, whereas the government provides budgets, teachers, training courses and sometimes establishes kindergartens with the support of society.

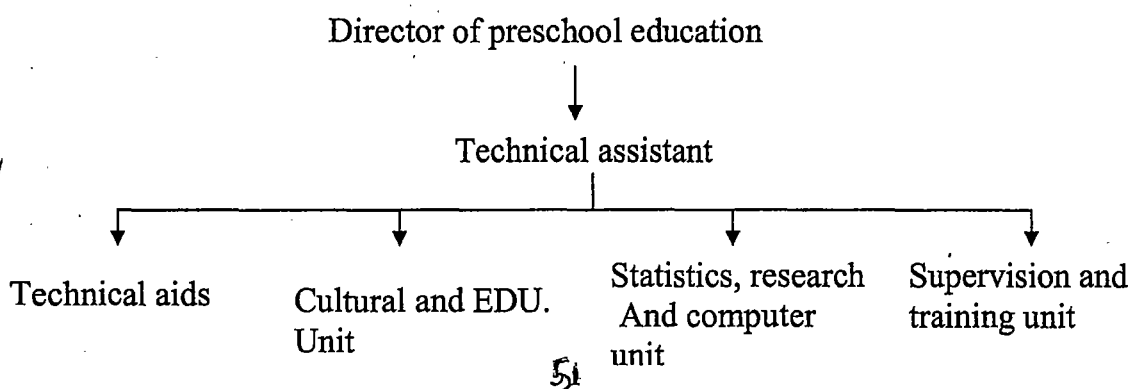
The funding of pre-school education basically comes from the society which provides capital equipment and running costs (by imposing school fees on children). The government, on the other hand, provides the teachers, administrators and inspectors' salaries. Generally speaking, pre-school education lacks budgets and financial resources, and faces great difficulties, particularly at the local level.

2.2.2.4. Administration:

Pre-school education confronts organizational problems because its managerial structures and charts are incomplete and have not yet been recognized.

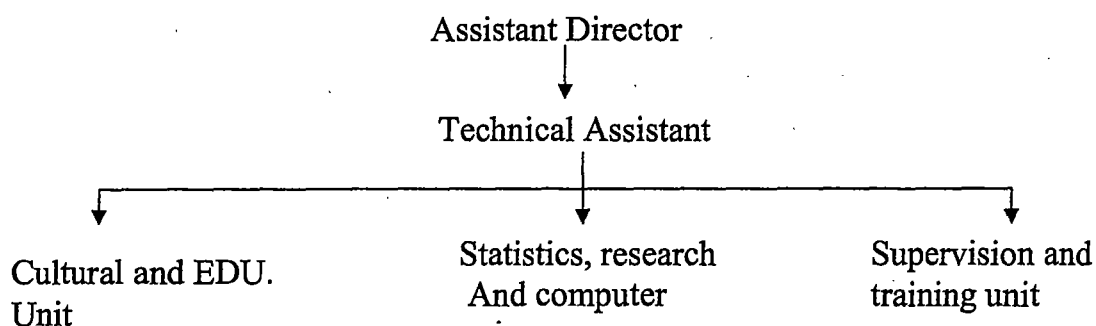
There are about 52 states, which suffer from lack of administrative set-ups. The most prominent, complete administration is that of Khartoum state which comprises 20 persons, and covers supervision training, statistics and research, and educational enculturation (See Figures (5 -2), (6-2) below).

Fig. No. (5-2): The Administrative Set-up at State Level:



There is also an administrative set-up at the local level, which comprises five persons as shown in Figure (6-2).

Fig. (6-2) administrative structure at Local Level Local Assistant-Director for pre-school Education



2-2-2-5 Difficulties and Problems:

There are many difficulties and problems, which face pre- school education in the Sudan, represented in:

- Completion of administrative structures in the states.
- Disparity (or discrepancy) in enrollment between the states.
- Ignorance of decision-makers and families of importance of pre-school education.
- Low certification and training of kindergarten women teachers.
- Low rates of enrollment in kindergartens generally, and in the Western and Southern states in particular.

2-2-2-6 Objectives:

The proposed programmes aim at realizing the following:

- Preschool education plan within the EFA plan is divided into two phases.
- In phase 1, preschool education will be universalized by increasing the intake rate to 35% (3% annual increase) in the period 2002/2007.

- Extending pre-school education institutions in phase 2 to 2015, an intake rate of 75% (5% annual increase).
- To concentrate on areas having low enrollment rates, such as the Western and Southern states.
- Establishing administrative and technical set-up to supervise this kind of education.
- The state should found institutions in the poor areas, and where preschool education is lacking.
- To encourage the opening of kindergartens in basic schools, places of worship and cultural clubs.
- The government should assume the construction of pre-school institutions to draw the balance between private and public education by realizing the required enrollment percentage.
- To urge the local, international and civil society organizations to support, extend and spread childcare services.
- To work out a flexible curriculum which takes into account the different environments and stresses socialization.
- To work to promote the quality preschool education by emphasizing on the comprehensive development and welfare of children.
- Not to submit preschool education to traditional methods of schooling hence emphasizing character-formation, training and selection of teachers.
- Mobilizing the community to comprehend the concept and significance of early childhood and to work for its adherence.
- To disseminate parental culture among families by means of local communication channels and mass media.
- To establish five training centres for supervisors and kindergarten teachers during the period 2002 / 2015, two of which in the first phase and three in the second phase of the plan.

- To co-ordinate with universities and education colleges to conduct research and do studies on the Sudanese children from all aspects.

2-2-2-7 Programmes:

- **First Programme (shared between Basic Education & Pre-schooling)**
- Training of trainers in the Field of special Education.

Introduction:

Special education unit is a new-born administration within the Ministry of Education (MOE) and aims at:

- Planning the incorporation of children and pupils with special needs into general education. This means training of supervisors and teachers of special education:
- Coordinating special workshops on syllabuses and curricula for the different categories (or age- groups).
- Introducing innovations and educational technology in teaching children with special needs.

The special groups have been ignored for a long time by the MOE, in spite of the fact that the world trend in educational innovation, UNESCO, has emphasized this kind of education. The instructional environment should be prepared in such a way as to enable children with special needs to join general education extensively.

Project General Objectives:

- Training of caliber to work for the training of special education teachers.
- Providing trainers with principles concerning handicapped education.

Special Objectives:

- Introducing trainers to means of communication with the deaf and mentally-retarded.
- Introducing trainers to reading and writing techniques concerning the blind or children with various problems.
- Acquainting trainers with methods of developing abilities, assessment and evaluation of the mentally retarded.
- Training trainers in preparing educational aids and technology for all groups.

Target Groups:

- Pre-school education superintendent and supervisors of basic education.
- Supervisors of adult education, special education personnel and handicapped institutes staff.

Areas of Training:

- Training on methods of incorporating the special groups in general education.
- Psychological impact resulted from handicap on the disabled, family and school.
- Modifying curricula to suit the special groups.
- Preparation of classrooms to receive children with special needs.
- Preparing programmes for disadvantaged children.
- Measurement and evaluation techniques.
- Abilities development.
- Special needs and preparation of aids and technology for each group.
- Number of trainees: 125 Supervisors (5 inspectors for each locality) and 25 teachers of special education institutes.
- Duration of training course: 72 hours for 3 weeks.
- Number of suggested experts: 3 experts from UNESCO.
- Proposed starting date: In April or October each year of the plan years.

Budget Items:

- Experts' traveling tickets.
- Housing, accommodation and incentives for experts.
- Needs of educational aids and instructional technology.
- Videos projector, overhead projector and any other equipment.
- Educational materials for each group of children within special needs (such as sheets or paper, rulers, concert aids for the blind, watches, hearing-test apparatus and audio-visual aids for the deaf).
- Stationary , printing , photocopying and documentation instrument
- Transportation and pocket money for 150 learners.
- Lecture-hall rent.
- Expenses of opening and concluding sessions.
- Course supervision.
- Invisible expenses.

Local Participation:

▪ Documentation and photocopying	100.000 S.D.
▪ Hosting expenses	070.000
▪ Opening and concluding courses	100.000
▪ Course supervision	100.000
▪ Fuel (Petrol or oil) 4.000 X 2 X 18	014.400
▪ Invisible expenses	1.350.000
▪ Stationary and printing	<u>100.000</u>
Total	1.834.400

Foreign or External Participation:

- Costs of experts' , accommodation and incentives – foreign compound = 15.000 \$
- Educational aids and instructional Technology = 5.000 \$
- Total costs = (27737.6) X 5 years = 138.688**

This programme will be repeated during the first 5 years of the plan.

Second Programme : Training, Evaluation and Assessment.

Introduction:

The concept, methods and techniques of education evaluation have developed enormously, and examinations have no longer been the sole means of verifying educationists' objectives. Instead, there are the concepts of comprehensive evaluation, initial assessment, continuous evaluation, and accumulative and final assessment. It is true to say that there are also various tools and instruments of evaluation.

To promote the quality of education much emphasis should be given to evaluation, because the teacher in this case gives a lot of attention to each child and pupil, and works for their development by adapting individualized instruction and renewed methods.

In the Sudan we are still adopting the traditional methods which stress the final examination. Therefore, training of supervisors should be intensified so that drastic changes in evaluation may be brought about.

Name of Project:

Training course for supervisors at the three levels of education (pre-school, basic and secondary levels) on evaluation.

General Objectives:

- Initiating change in the concept of evaluation for supervisors and teachers to improve the quality of education.
- Training supervisors who train teachers on the new means of evaluation (according to the new concept).
- Introducing the concept of continuous and accumulative assessment in pre-school, basic and secondary education.

Special Objectives:

- Training supervisors at the three levels of education on evaluation techniques.

- Paying attention to attaining the education objectives and the development of each child or pupil.
- Innovating and inventing teaching methods, which help realize the growth and development, required in each child.
- Acquainting children with instruments and tools of continuously accumulative evaluation.
- Be trained on how to obtain learning by means of diagnostic evaluation.

Target Group of Trainees:

- Trainers of supervisors for pre-school education, basic schools and secondary level.
- Personnel within the examination and evaluation administrations.
- The number proposed for training is 200 persons.
- 50 from pre-school institutions, 50 from basic education, 50 from evaluation administrations and 50 from secondary schools.
- Duration of training course: 4 weeks 5 hours X 24 days = 120 hours.
- Proposed starting date: In December 2002 or May each year.

Requirements and needs for the course:

- 3 experts in evaluation (to be chosen by UNESCO).
- Training working papers.
- Reference library containing 500 books on evaluation.
- One video projector-power point.
- Two overhead projectors.
- Models of accumulative records from some countries.

Training- course Budget:

- Costs of the three experts according to the UNESCO regulations.
- Travel
- Accommodation and living expenses.
- Rewards (or rents).

❖ Transporting and accommodating state trainees		
200 X 7.000 S.D.		= 1.400.000 S.D.
❖ Supervision rewards = 10 X 50.000		= 500.000
❖ Lecture hall rents 24 days X 25.000		= 600.000
❖ Library X 500 books = 500 X 25.000		= 125.000
❖ Videos Projector and computer (Power point)		= 750.000
❖ 2 overhead projectors		= 300.000
❖ Rehabilitation (repair) and expenses		= <u>1.000.000</u>
Total		= 4.675.000
	= 18.700	
For five years	= 93.500	

Third Programme:

Training centre for kindergarten Teachers & teachers of first cycle
(Basic schools)

Name of Project:

Training centre for kindergarten teachers and teachers of first grade in basic schools.

General Objectives:

- Technical and professional training for pre-school education supervisors and teachers as well as basic school teachers of first cycle.
- Development and care for early childhood children.
- Dissemination of parental culture among families.

Special Objectives:

- Continuous and various training courses for teachers and supervisors.
- Acculturating mothers educationally through channels of communication with the kindergarten and first three grades in basic education.
- Issuing educational pamphlets and printout for families.
- Drawing up first health care programmes.

Target Group:

- Children of 3-8 years age.
- Teachers.
- Supervisors.
- Children's families.

Detailed Description of Project:

The training centre comprises two units:

First Unit: Comprises a training centre containing a lecture-hall, administration offices, a library, an educational aids unit and a lavatory (or W.C.).

Second Unit:

It basically belongs to the training centre and includes five classrooms, two of which for the kindergarten and three for the first cycle in basic school, staff offices, water-closet's, a square planted with trees and a sand square.

Project Basic Infrastructures:

- Establishing lecture-hall with educational requirements.
- Founding a kindergarten with instructional needs.
- Setting-up classrooms for first-cycle children with all needs.
- Building an ordinary library, and an electronic one with Internet.
- Establishing and educational aids unit equipped with audio-visual aids.
- Constructing toilet-cabinets (waterclosets.).

Project Cost:

- Cost of training centre Unit = 103.570 \$
- Cost of Unit belonging T.C. = 113.562\$

Project Total Cost:

= 227.132\$

- Duration of Project: 3 Years.

Local Participation (Contribution):

The contribution of the government represented in the MOE will be:

- Provision of land (site)]
- Provision working personnel
- Running cost equivalent to 100.000 \$ annually
= 25.000.000,
= 125. Million Dinars
throughout the years of the
plan.

Training Centre Unit Cost

Items	No. needed	Price per unit	Sum
Lecture-hall (10X20 m.)	2	12000	240.000
Hall chairs	120	6	720
Hall tables	30	100	3.000
Microphone	2	800	1.600
Chalkboard	2	25	0.050
Staff office	4	3.000	12.000
Water- closets	12 unit		2.000
Audio-visuals			
(Video projector)	1	4.000	4.000
Television set + Videos	1	1.500	1.500
Computer + Installation	2	2.000	4.000
Videos Camera	1	25.000	
Photocopying Machine	1	4.000	4.000
Printing Machine	1	20.000	20.000
Educational Video			
Cassettes	100	15	1.500
Tape-recorder	1	200	200
Total Cost			103.570

Unit Belonging to Training Centre Cost

Items	No. needed	Price per unit	Sum
Classroom (10 X m.)	5	6.000	30.000
Office	4	3.000	12.000
Children's Chairs	160	4	6.400
Children's tables	27	6	162
waterclosets + drainage			
Network	12		2.000
Shelter for outdoors play (12 x 8)	1	800	800
Preparation of supervision			
Screens	2	1.000	2.000
Toys and educational aids.			
Educational aids			2.000
Electronic learning tools + educ. Computer	4	250	6.000
Computer educ. Programmes	20	200	4.000
Outdoor sports	20	200	4.000
Books for children's Library	2.000	20	40.000
T.V + Video	1	3000	3.000
Tape-recorder	1	200	200
Sand Square (10 X 10 m.)	1	500	500
Plant Square (10 X 10m.)	1	500	500
Total			113.562

Fourth Programme:

Name of project: Family Education Enculturation.

General Objective: Annual activity aiming at spreading educational culture among families, because they are the child's first caregivers.

Special Objectives:

- Providing families with basic information about child development principles (Children ranging from 1-6 years of age).
- Getting acquainted with development characteristic for each year of the child's age and the means of realizing the development tasks.
- Acquainting families with methods of developing the child's social, emotional and motor skills.
- Acquainting families with methods of developing the child's mental and linguistic skills.
- Acquainting families with ways of developing positive personal characteristic and attributes.

Project Target Group:

- Families, mothers, fathers and elder brothers.
- Working personnel such as kindergarten and nurse school teachers.

Methods Used in Project:

- Pamphlets in the form of folders taken by children to their parents.
- Television and broadcasting programmes.

Participants in Project:

- Subject-matter authors or material writers.
- Producers.
- Visual artists.
- Educational aids producers.
- Television Programmes implementers. It is to be noted that an educational enculturation and program unit has been established within the pre-school education administration.

Project Actual Needs:

- Leaflet papers.
- Cost of preparation and production.
- Cost of printing or printing-machine.
- Video camera to record programmes.
- Materials for educational aids.

Cost of Educational Aids:

Rewards for implementers to be paid by preschool administration.

Proposed Form and Duration of Project:

- Preparing a series of leaflets containing attractive educational instructions.
- A weekly television programme for half an hour.
- A weekly broadcasting programme for half an hour.

Proposed budget:

- Pamphlets need a small printing machine	07.000.000 S.D.
- T. V programme needs a camera	17.500.000
- Paper materials and educational aids	<u>02.500.000</u>
Total Cost	108.000

Only twenty seven million Sudanese Dinars for 5 years which is equivalent to = 135.000.000 SD or 540.000\$

Fifth Programme: Information Base for Children of (1 – 18 years).

Introduction:

Children are the future of every nation and constitute the basic factor of human development. For this reason there is now great concern all over the world about children and childhood. In the Sudan, however, the government represented in the MOE and the childhood welfare council to work out policies and procedures, which help positively to promote childhood

services. This, however, will not be possible unless there is information base showing the quality and quantity of services, and the gap in these services in so far as handicapped children are concerned.

This is why the preschool education administration and the council for child welfare have prepared the following project which, we hope, will find support of the parties working in the field of childhood.

Project Name: Information base for children of (1 – 18 years).

Implementation Agency: State preschool education administration in collaboration with the council for child welfare.

General Objectives:

1. Conducting a statistical survey in the states to know the number of children in the age group (1- 18 years).
2. Mobilizing the society and government to provide educational and health services to all children.

Special Objectives:

1. Counting all children within preschool education age.
2. Counting the children enrolled in preschool institutions and that outside.
3. Counting the handicapped children within the age group (1-6 years) and the kind of handicap.
4. Counting the number of handicapped children enrolled in the educational institutions (of the age group 1-6 years).
5. Conducting statistical survey for handicapped children aging (6-18 years).
6. Conducting statistical survey for handicapped children within the age group (6-18 years).
7. To know the number of handicapped children enrolled in the educational institution (for the age-group 6-18 years).
8. To know the gap in children enrollment in educational institutions for all age groups.

Project Description:

- The project provides database about the number of children of(1-6 years), and the number of those of the age group (6-9 years), (9-12 years), (12-15 years) and (15-20 years). It also determines the number of handicapped children and their classification according to their handicap, in addition to the disabled children enrolled, in educational institutions at all level of education and those outside the school.
- Kindergarten teachers and follow-up teams belonging to pre-school education administrations in the localities will conduct the survey.
- To implement the project there will be co-operation with the popular (or people's) committees and local organs.
- The survey lasts for 10 days in each locality.

Project Cost:

1. State preparation and follow-up of project	200.000 S.D.
2. Paper and printout	200.000
3. Advocacy and general mobilization	200.000
4. Teachers' transportation (25 teachers X 500 X 10 days X 36 localities	4.500.000
5. Statistics officers' training in 7 provinces 7 courses X 200.000 D.	1.400.000
6. Cars rent (for follow-up teams) 50.000 X 36 localities	200.000
7. Supervisors' incentives	200.000
8. Analysis and filling out payment	500.000
9. Information programming (data-processing)	500.000
10. Computer for information-keeping	500.000
Total Cost	10.200.000

Ten million two hundred thousand Dinars per state.

= 193.800.000 X 19 states.

Project Outcomes:

It is expected that the Project will have positive results in mobilizing the general policies to bridge the gaps and pitfalls in pre-school education and in universalization of education by providing opportunities to enroll handicapped children. The fourth population statistical survey conducted in 1993 in Khartoum state showed that the number of handicapped children in all was 40.000 persons – that is, about 1.7% of the total population – a low percentage compared to the world percentage (10%).

Of the 40.000 handicapped individuals, 12.297 were children, of whom 1.070 children were enrolled in educational institutions, the percentage being 2.6% of the total number.

The database can be exploited to provide health care services for children, particularly in the remote outskirts and displaced people's areas. The information base can also be used to mobilize the society and voluntary organizations working in the domain of childhood to provide services for children.

2-2-2-8 Annual Cost for the Child of Pre-school Education:

Annual current cost of the kindergarten in the school year 2001/2002

(In S.D.)

1. Children's cards	6.000 S.D.
2. Textbooks and teacher guides	1.800
3. Drawing paper and colours	6.000
4. Children's books and educational aids	6.000
5. Teacher's salary	120.000
6. Worker's salary (for 8 months)	60.000
7. Supervisor's salary	24.000
8. Training	01.500
9. Rehabilitation and repair	50.000
10. Administrative supervision	<u>12.000</u>
Total Cost	287.300

Current cost of unit = 287.300 = 4.788

Kindergarten Establishment Cost:

1. Permanent classrooms (8 X 5m.)	1.000.000 S.D.
2. Shelter (shade)	200.000
3. Wall (or fence)	100.000
4. Permanent lavatories (waterclosets.)	400.000
5. Sand square (20 X 10m.)	100.000
6. Planted square (20 X 10m.)	100.000
7. Outdoor play area (2 X 25.000)	50.000
8. Children's chairs (60 X 1000)	60.000
9. Children's tables 9 10 X 4000)	40.000
10. Teacher's tables (2 X 5000)	10.000
11. Steel cupboard (2 X 25.000)	50.000
12. Shelves (3 X 10.000)	<u>30.000</u>
Total Cost	2.140.000

Annual cost of lasting-material unit =1.000 S.D.

Unit cost of other materials 640.000. = 128.000

5 60

Unit total cost =1.000 + 2.133 + 4.788 = 7.921 S.D.

Distribution Cost of Preschool Education Plan:

Seeing that the ratio of private education to public education varies from state to state, the information available indicates that the percentages should be raised to 30% and 70% respectively support can be divided between the local community (30%), the international community (30%) and the government (40%).

CONCLUSION:

We notice that 4 of the 5 preschool programmes are directed towards the improvement of quality by training trainers and teachers. The training includes special education, evaluation, assessment and enculturation. A fifth programme deals with the establishment of a database. The expansion of

preschool programme is in detail in the projection tables. Table (12-2) gives a summary of the expansion programme for the next five years (2004-2008) of the plan period.

The plan will raise the enrolment ratio to 37.3% by 2007 and the GPI to 0.98 in favour of boys.

Table(12-2): Summary of the Programme of Expansion in Preschool Education During the Plan Period (2003-2007).

Particulars	Enrolled Children(4-5) Years	Required No. of Teachers	Nonteaching Staff	Required No. of Classrooms	Cost in Million \$
2003/04	588168	1323	697	2821	14.23
2004/05	631286	1367	721	810	15.15
2005/06	674341	1405	745	814	16.06
2006/07	718904	1474	782	811	17.17
2007/08	796385	2101	1092	839	21.73

(2-2-3) Education for all Programme and its Objectives to Develop Basic Education

2-2-3-1: Access:

Apparent intake ratio for Basic Education Level, for the base year, i. e, 2002 was 64% for both males and females: 70% for males and 58% for females. The gender parity index was 0.80 indicating a narrowing in the gap as compared with that of 1990 at which time it was 0.75 (table 5-2).

Apparent enrolment for the same year was 51% for both sexes: 55% for males and 47% for females. The gender parity index (GPI) was 0.83, whereas in 1990 it was 0.75. The trends show that the retention of girls is better than that of boys. In 1990 they were equal for both enrollment and intake, but it changed in 2001. The GPI being 0.83 in the case of enrollment and 0.80 in that of intake.

2-2-3-2: Quality and Relevance:

Quality of education was tackled in chapter one and also in chapter two when the present situation of education was discussed. As regards quality, the findings are as follows:

1- *Teaching staff* :

The number of teachers is increasing with an annual rate of 8.7%. There is a marked increase in the number of female teachers. The annual rate being 12%. The percentage of trained teachers for both males and females was 64%. It fell to 51% for females (table 7-2). There was, also, a marked increase in the teacher's pupil ratio (table 8-2). Class size had decreased from 48 pupils in 1990-1991 to 42 pupils in 2000-2001.

2- *School Environment* :

Most of the schools are built with permanent materials but they need regular maintenance. The number of those built with local materials is few.

Some pupils have no benches. They form 24.8% of the total number of pupils and include those from the first to the third grades.

Textbooks are not available in sufficient quantities. The pupil-book ratio is 3 to 1 and this has a negative effect on pupil's achievement.

In spite of the improvement in success rate, achievement in some basic subjects was low as revealed by a study carried out in 4 states. The percentage of those who passed the following subjects was as follows: Arabic 29.8% - Science 76.6% - Mathematics 38.2% - Religion 88.63.

The findings of a field survey carried out in 10 states indicate a decrease of internal efficiency:

- 1- The average promotion rate from the first grade to the fifth was 85.5%.
- 2- Repetition rates were 5%.
- 3- Dropout rates were 9.5%.
- 4- The retention rate up to grade five was 66.5%. This rate has decreased to 41% in the eighth grade. This explains the decrease of the efficiency coefficient to 65.8% in the fifth grade and to 46.5% in the eighth grade. The internal efficiency for females was better than for males. (Fig. 2-2).

As regards curriculum, the drafting of the three cycles of Basic Education had been completed. This curriculum is characterized by the following:

- One) It reflects the philosophy of the nation.
- Two) It follows an integrated pattern of knowledge, culture and work. All these exhibit curriculum relevance.

(2-2-3-3) Problems:

On tackling the issue of Basic Education the following critical problems were identified:

- The gender gap.
- The disparity in the rate of enrollment and intake between the various areas.
- Low internal efficiency.
- Shortage in school environment.
- Low achievement in certain subjects.

(2-2-3-4) Programmes:

To solve these problems, to render possible the realization of Basic Education objectives the following programmes and projects are suggested in addition to the previous main enrollment programme (projection tables):

First: Bridging the gap in Girls Education

1- Introduction :

The realization of the objectives and aspiration of girl's education in Sudan is hindered by certain obstacles, which account for its unfavourable situation – especially in some rural areas. These programmes aim at removing these obstacles which

may hinder both girl's education and the realization of the objectives of Dakar Conference (2000) to which Sudan is committed.

However, it is not feasible to get solve problems simultaneously. This necessitates making a comprehensive plan, setting an order of priorities and carrying out detailed analysis of the related national and international conditions to overcome these obstacles and accelerate progress. There is a need for sincerity, perseverance, adoption of new partnerships and mobilizing and using important resources.

2- *Problems and Obstacles:*

These are as follows:

- Unattractive school environment.
- Poverty.
- Social problems. E. G. early marriage in rural areas.
- Problems of finance for school and education sector.
- Lack of awareness in rural areas of the importance of girl's education.
- Schools being distant from pupil's residence.
- In places where coeducation exists parents refrain to register their girls in such schools.
- Girls dropout because of malady and malnutrition.
- Economic problems.

3- *Objectives:*

- Increasing enrollment in basic and secondary education at a rate that ensures gender equality by the year 2005.

- Reducing education wastage annually and ensuring continuity of attendance.
- Solving the problems leading to the above mentioned ones.
- Reaching the unreached.
- Initiating small projects to finance school and improve the conditions of female pupils, which renders the school attractive to the pupil and instrumental in tackling poverty problem and developing life skills.
- Conducting awareness campaigns targeting all sectors of the society.

4- *Solutions and Proposals:*

Implementation strategy:

The envisaged solutions and proposed projects for the solution of the above-mentioned problems and for poverty alleviation are embodied in the following statement: These programmes are phased so as to be completed by the end of the year 2005.

A) Improving the school environment to reduce educational wastage.

This is realized by the following:

- Providing an attractive and educationally sound school environment.
- Building new classrooms.
- Seating girls.
- Fencing schools and planting trees.
- Providing school uniform.
- Sanitation.

- School equipment.
- Providing textbooks.
- Providing a school meal.
- Providing clean water.
- Providing school activities: cultural, physical and handwork.
- Providing school health (medical care health, awareness programmes, and first aid).
- Building classes for home economics and providing equipment to teach it practically.
- Activating school administration components: teaching staff, educational councils and the societies of school friends.

B) Combating poverty and developing life skills.

Access to basic education for establishing some school projects with economic returns for both the school and the girls can enhance girls:

- Poultry project.
- School farms: for vegetables, fruit and nurseries for adornment plants.
- Handicrafts from material such as palm fronds and skins together with sewn works and embroidery.
- Food industries using the local materials :
 - Milk, cheese and butter.
 - Jam dried vegetables and juices.
 - Oilsoap and textiles (rough and fine wool and hair carpets, cotton robes, females head covers)

- School cafeteria: Some of the shares for improving the school environment and the others to pay for the school uniform.
- Providing breakfast meal, school textbooks and utensils throughout the year, according to a certain plan.

C) The Social Domain:

Conducting community awareness programmes addressing the following issues can solve the social problems hindering girl's education:

- The negative effect of early marriage on the health of the mother and her baby. This should be incorporated in general education curriculum.
- The learned mother tends to raise her children in a healthy and sound ways and is more concerned with their education.
- As regards economy, we find in several societies that providing sustenance is the concern of the mother. So the learned mother is at an advantage because education enables her to earn a decent living.
- To some tribes the female is a fortune, for she brings on marriage a number of cattle for her father (the south), in which case the educated females will enjoy special importance.
- Some parents are reluctant to allow their daughters to go to school at certain age. Building boarding houses will solve this problem.

Project no. 1:

Establishing and strengthening girl's education directorate at the federal ministry and the targeted states.

Objectives:

- 1- Establishing and equipping girl's education directorate at the federal ministry and the targeted states.
- 2- Reinforcing the technical committee and technical adviser of girl's education.
- 3- Supplying the directorate with 3 laptops.

Targeted Group:

Girl's education directorates.

Execution

- 1- The directorate, in the federal ministry and the states should be supplied with the following in order to carry out their jobs and activities :
 - 10 cabin vehicles.
 - 10 photocopiers.
 - 14 personal computers (2 for the federal office and the rest should be distributed to selected state officers).
- 2- Paying incentives to the members of the technical committee and the technical advisor of girl's education directorate.
- 3- Capacity building for the staff.

Proposal Budget:

Particular Items	Foreign component	Local component	Total (in dollars)
1- Double cabin vehicle	190.000	7.600	197.600
2- Photocopier	40.000		40.000
3- 14 personal computers	56.000		56.000
4- stationary	2.000		2.000
5- Technical committee & technical adviser incentives	6.000		6.000
Capacity Building	32.000		32.000
Total		7.600	453.600

Time required for execution:

One year: from September 2003 to September 2004.

Project no. 2:

Conducting a study to set up Girl's Education Data Base

Objectives:

Establishing a thorough and accurate database, which reflects the reality of girl's education in the targeted states and reveals the weak points to strengthen and the strong points to reinforce.

Target states:

These include the six western states and the southern states in addition to Kassala, Gedarif, Blue Nile, White Nile, Red Sea and Sennar i. e. all states where enrollment rate is low.

Time required for execution: February to December 2004.

Execution:

- Designing questionnaires.
- Carrying out field trips for data collection and processing.
- Data analysis.
- Writing reports.

Proposed Budget (in Sudanese Dinars):

Particular Items	Foreign component	Local component	Total
1- Questionnaire design	150.000	100.000	250.000
2- Typing & photocopying quest.	360.000	240.000	600.000
3- Field trips	1.800.000	1.200.000	3.000.000
4- DSA for federal members	5.400.000	3.600.000	9.000.000
5- DSA for state members	3.240.000	2.160.000	5.400.000
6- Data analysis	360.000	240.000	600.000
7- Writing & typing report	150.000	100.000	250.000
8- Internal transport	1.800.000	1.200.000	3.000.000
Total	13.260.000	8.840.000	22.100.000

Project No. 3:

Enhancing Girl's Education Awareness:

Objectives:

Promoting awareness of the importance of girl's education among the targeted groups:

One) Local Authorities.

Two) Families (parents and other family members).

Three) Teachers.

Four) Children (males and females).

Targeted states:

The six western states – the southern states – Kassala – Gedarif – Blue Nile – Sinnar – Red Sea.

Method of Execution:

An open day activity can be conducted in the different targeted localities. It includes the following activities:

- Lectures.
- Discussion.
- Posters.

- Distributing related publications to the targeted localities.
- Acting, singing ... etc (performed by pupils in the selected areas).

Time required for execution:

From February to October during the first 5 years of the EFA plan. Each locality can modify this plan to the conditions of the rainy season.

Proposed Budget (in Sudanese Dinars):

Particular Items	Foreign component	Local component	Total
1- Meetings and Lectures	2.100.000	1.400.000	3.500.000
(1-a) Travelling cost: 3 federal members x 12 states x 50.000 dinars.	5.400.000	3.600.000	9.000.000
(1-b) Living federal allowance.	1.200.000	800.000	2.000.000
(1-c) Lectures preparations (a hall or a tent – loud speakers ... etc)	1.800.000	1.200.000	3.000.000
(1-d) internal transport.	6.000.000	4.000.000	10.000.000
(1-e) Refreshment	16200.000	6.480.000	27.000.000
2- Issuing a Bulletin & 4 Posters.	100.000	66.000	166.000
(2-a) Designers.	480.000	320.000	800.000
(2-b) Printing posters.	6.000.000	4.000.000	10.000.000
(2-c) Printing Bulletins.	180.000	120.000	300.000
(2-d) Distribution total	6.760.000	4.506.000	11.266.000
3- Producing T. V. Programmes	100.000	66.000	166.000
(3-a) Original copy.	300.000	200.000	500.000
(3-b) Copies produced.	400.000	267.670	566.000
Total			
Total	23.660.000	15.774.000	39.534.000

Project No 4:

Publishing Periodical and Bulletins:

Objectives:

- Reflecting the activities of Girl's education Directorate.

- Fostering public awareness of the importance of girl's education.

Execution: Publishing a quarterly periodical including the news, activities and achievements of the directorate.

Proposal Budget (in Sudanese Dinars):

Items	Particular	Foreign component	Local component	Total
1- Participants.		400.000	266.670	666.670
2- Designers		160.000	106.670	666.670
3- Editors		240.000	160.000	400.000
4- Typing		80.000	53.330	133.330
5- Photocopying		4.000.000	2.670.000	6.670.000
Total		4.880.000	3.250.000	8.130.000

Time required:

The periodical should be issued annually throughout the plan period to instill awareness of the importance of girl's education.

Project No. 5:

Establishing Nurseries (for adornment plants, fruit and vegetables):

Proposed area 400 sq. metres (100 sq. metres of which are shaded).

Type of seedlings: mixed

Requirements:

- 1- structure :
 - a) A shed which 70% of its framework is made up of iron.
 - b) An iron fence to protect the nurseries.
- 2- Implements and materials:
 - One) Digging implements (hoes, spades, forks, pickaxe and wheelbarrow).

Two) Cutting and trimming tools (cutting scissors and trimming pleated knife).

Three) Irrigation equipment (in case of following traditional methods): a water source, plastic pipes and irrigation tanks should be provided.

Four) Materials and utensils for storing and sowing seeds, cutting, storing seedlings and vessels)

Five) Soil and fertilizers.

a. Sand (for sowing seeds and cuttings).

b. Alluvium (for casing seedlings).

c. Manure and chemical fertilizers.

Items	Particular	Quantity or number	Price perUnit (in Dinar)	Costs (in Dinar)
Construction				
e)	Framework :			
	Pipes for posts	7 pipes	3.500	24.500
(2)		14 pipes	2.800	39.200
	Pipes for roofing	10 packing	200	20.000
(1.5)		5 kilos	200	1.000
	Solder	15 sacks	2.200	33.000
	Binding wire.	1 lorry	6.500	6.500
	Cements.	1 lorry	7.000	7.000
	Sand.	40 metres	2.300	92.000
	Pebbles.			
	Shading network.	14 pipes	4.500	63.000
vo)	Fence :	27 pipes	1.100	29.700
	Pipes for post	168 pipes	700	117.600
(28)				433.500
	Pipes for angles			255.000

1.5 (162)			688.500
Squared pipes			
Material costs			
Working costs			
Total costs			1.810.000

Items	Particular	Quantity or number	Price per Unit (in Dinar)	Costs (in Dinar)
1- Digging Tools :				
	4 hoes	4	1.200	4.800
	fork	5	600	3.000
	Spade	4	1.000	4.000
	Pickaxe	2	1.000	2.000
	Wheel barrow	2	8.500	17.000
2- Cutting tools :				
	Cutting scissors	6	5.000	30.000
	(German)	4	5.000	20.000
	Injection pleating knives	one roll	10.000	10.000
3- Irrigation Equipment :				
	Plastic pipes	4	2.500	10.000
	Tanks.	200	40	8.000
4- Filling utensils :				
	Cases for sowing	50.000	3	150.000
	cuttings	100	300	30.000
	Seeds	-	-	-
	Filling's cases (20 x 30)	2 lorries	6.500	13.000
		10 lorries	5.000	50.000
	Vessels (15)	200 units	100	20.000

5- Soils & fertilizers			
- Sand.	20 kilos	700	14.000
- Alluvium	5 sacks	3.500	17.000
- Manure	20 sacks	400	8.000
6- Seeds & cuttings :	unlimited		10.000
Shade tree seeds.			
Lemon seeds			
Mango seeds			
Cuttings			
Labour incentives			
Total			470.500

Seeds and Seedlings:

One) The national centre (could provide tree seeds for seeds – Soba).

Two) Fruit seeds (Guava, mangoes and lemons could be obtained from the market or mangoes farm).

Three) Cuttings could be obtained from different localities.

Time required:

January 2004 to December 2006.

Proposed Annual Budget for Monitoring

And Evaluation Activities:

- | | | |
|----|-------------------------------|-----------------|
| 1- | Federal team travelling costs | 2100000 Dinars. |
| 2- | Federal team DSA | 3864000 Dinars |
| 3- | Internal transport costs | 1120000 Dinars |
| 4- | State team sustenance cost | 1680000 Dinars |

Total cost 8764000 Dinars

Secondly: Proposed programmes to improve Education of Nomads' children and those of the remote and rural areas:

The following measures can be proposed:

- 1- The continuation – through media – of awareness and cultural programmes of the nomads and the remote and rural societies.
- 2- Upgrading of the nomads' school to an eight year settled with boarding facilities.
- 3- Conducting a comprehensive survey so as to know the number of school age nomadic children in addition to making a register for death and birth in the nomad's area.
- 4- Introducing death and birth register in areas lacking such register.

It should be noted that this programme would be executed, after conducting the survey in the first year of the plan (2003).

Thirdly: The Comprehensive and universal Basic Education programme. This is embodied in the following table:

Table (13-2):

A summary of the programme of expanding Basic Education for the years 2003-2007 according to Education for all programme

Particulars Years	Enroll- ment ratio	Children enrolled in the 1 st grade	Required number of teachers	Non- teaching staff	Required number of classroom ms	Cost in million dollars
3/2004	75.2	350726	6535	730	1225	191.4

4/2005	80.1	380772	7739	947	1878	202.3
5/2006	85.1	411926	8671	1085	2427	214
6/2007	90.0	444238	9457	1123	2861	2261
7/2008	91.1	458511	15301	1990	6861	259

This table (13-2) shows the basic requirements of the educational input such as the number of classrooms, which should be built during the plan period according to the criterion of class, size (50 pupils). It shows also the required number of teachers who should be annually recruited according to teacher – pupil ratio (1: 35) prescribed by the national Comprehensive strategy. The unit cost used for the plan period is 39 dollars. The reason behind choosing these criteria is to provide educational services of good quality. There is a possibility of their modification according to the availability of resources, which reflects the flexibility of the plan.

**Table (14-2): Basic Education Cost in Million US \$
During the Years 2003-2007**

Particulars Years	Capital cost	Running cost	Total cost
3/2004	32.6	158.8	191.4
4/2005	35.6	166.7	202.3
5/2006	38.1	175.9	214
6/2007	40	186.1	226.1
7/2008	58.1	200.9	259

Fourthly: Incorporation of special Education in Formal Education (details are attached in ch. 3) .

Fifthly: Special Education teachers, Training programme.

Sixthly: Curriculum development programme for providing for the needs of the special Education children.

Seventhly: Teacher's training in life skills.

Eighthly: Teachers' Training Programme in developing feeding awareness and capacity building.

(The details of the programmes from 7 to 8 are dealt with in the third chapter of this report)

Informal Education for Adolescents, Out of school Youths and the Illiterate Adults

Introduction:

The State's concern with informal education is not a new development. Its structure grew over the years from a department in the Ministry of Education to a directorate in the same ministry to a national council responsible of setting plans and programmes to realize the educational objectives within the context of nonformal education. The state is keen to modernize and develop this type of education through its participation in national and regional forums and conferences and in giving due consideration to their resolutions when making legislations and laws.

Legislative and political decisions are of vital importance in this concern. Of these the following could be mentioned:

- The President's political declaration of the commitment on the part of Sudan, to the resolutions of the conference of Education for all. Jomtien , Thailand, 1990.
- Making the National Council for literacy and Adult Education Law (1991).
- The Presidential decision of forming a committee to tackle illiteracy issues (1998).
- Forming councils for illiteracy eradication and adult education in all states.
- The Vice President's recommendation – who is the chairman of the higher committee for dealing with illiteracy

issues – which involves the obligation of the public and private sectors to eradicate its members' illiteracy.

The presence of governmental and non – governmental organizations and voluntary societies is an indicator of state cooperation in this respect, for the state provides facilities for these organizations and signs agreements specifying the framework and the role of each partner.

The state, through the technical bodies of the council, prepares the required programmes, revises the objectives, methods and techniques used and its relevance to the targeted communities and evaluates the programmes.

Nonformal education in Sudan is represented – chiefly – by the activities of the centres of illiteracy eradication, adolescent's education and adult education. Several organizations are interested in this type of education as shown by the objectives and particulars of their programmes. Some initiatives-related to these programmes exemplified by the introduction of certain innovations as required by the prevailing conditions in the respective localities. The contribution of the private sector is insignificant and is shown by some activities aiming at improving the performance within this institution.

The targeted groups – according to the plan of education for all and the present scenario – are classified into two groups:

The adolescents and the youths outside the school and the adults (15 plus) or the productive groups. Taking Sudan population of Sudan as a whole one can classify the various groups on the basis of economy, environment, culture, language and livelihood. Each class has its different needs. Since the aim at satisfying these needs and the relevance of education is a prerequisite we propose many programmes based on the

conditions of the targeted groups, in addition to the basic programme.

2-2-4 EFA Programs and its Objectives for out of school youth and adolescents:

The adolescents, education and training program within the context of the local communities is one of the most important programs presented by Sudan for this group (out-of-school children and youth). While this experimental project is supported by UNICEF and confined to the age group (9 – 14), it is possible that the adolescent be kept till the age of eighteen. The project realizes, to a large degree, the third objective of EFA. We hope that the content of programs presented in the form of experiences and knowledge will lead to the attainment of EFA objectives.

Justifications of Adolescents' Education:

At the beginning of the last decade, statistics showed that there were about two million out-of school adolescents. The projections for the year 2002 indicated that their number has reached (2,713,457 most of who were females). The same statistics showed also that enrollment in formal basic education for 2002 was about (57%), and the annual dropout rate was (11%). This situation shows that formal basic education is weak in terms of enrollment and retention rates. Adolescent education provides opportunities for dropouts and helps to dry up sources of illiteracy among the higher age groups.

Adolescents' education aims at providing basic education opportunities for out-of-school children and dropouts according to their conditions and attributes; it ensures their continuity and guarantees for them basic education and life skills which enable them to live honorably.

Syllabuses of adolescents' Education and training (9 – 14 years):

The program is divided into two cycles and four levels. Its duration is four school years. It is a flexible program, which permits the learner to achieve the educational aims according to his abilities and performance.

Table No. (15-2) showing the syllabuses of adolescents' programs according to cycles and levels

1 st Cycle		2 nd	
1 st level	2 nd level	3 rd level	4 th level
First reader Math for 1 st Cycle/ teacher's Guide religious Education	Second reader	Third reader Math. For 2 nd Cycle/religious education 3 rd & 4 th levels.	Fourth reader
Social communication & training for all levels:			

2-2-4-1 Access:

Table No. (16-2) indicating Distribution of centers & learners by gender and State for 2002

No.	State	Centers			Learners		
		F.	M.	Both	Females	Males	Both
1.	River Nile	5	3	8	125	55	180
2.	North Darfur	6	2	8	150	50	200
3.	Blue Nile	6	2	8	212	72	284
4.	North Kordofan	6	2	8	152	60	212
5.	Kassala	7	1	8	220	50	270
6.	South Darfur	6	1	7	195	32	227
7.	Red Sea	5	2	7	170	92	262
8.	West Kordofan	4	4	8	130	143	273
9.	South Kordofan	6	2	8	150	50	200
10.	West Darfur	10	3	13	367	82	449
11.	Bahr Eljabal	3	-	3	75	-	75
12.	Upper Nile	3	-	3	75	-	75
13.	Bahr El-Ghazal	4	-	4	100	-	100
14.	Sinnar	5	2	7	175	50	225
Total		76	24	100	2296	736	3032

• Source: General Secretariat for Adult Literacy 2002.

Table No. (17-2) the distribution of enrolled learners, graduates and dropouts- by state for the period 1997-2002.

No.	State	Those who joined schools			Those who joined labor			Dropouts		
		F.	M.	Both	F.	M.	Both	F.	M.	Both
1	River Nile	17	6	23	520	37	89	17	25	42
2	North Darfur	23	4	27	67	20	87	24	22	46
3	Blue Nile	18	7	25	39	12	51	57	39	96
4	North Kordofan	27	9	36	51	27	78	23	21	44
5	Kassala	20	4	24	71	13	84	65	9	74
6	South Darfur	27	2	29	71	18	89	27	8	35
7	Red Sea	32	9	41	78	31	109	22	17	39
8	West Kordofan	15	8	23	41	42	83	39	26	65
9	South Kordofan	7	1	8	22	7	29	29	17	46
10	West Darfur	22	11	33	43	42	85	21	29	50
11	Bahr Eljabal	-	-	-	-	-	-	-	-	-
12	Upper Nile	-	-	-	-	-	-	-	-	-
13	Bahr El-Ghazal	-	-	-	-	-	-	-	-	-
14	Sinnar	25	10	35	74	22	96	31	17	48
Total		233	71	304	609	271	880	355	230	585

• *Source: Adult Education General Secretariat 2002.*

From the tables above it is noticed that:

- The total of pioneering centers is (100) distributed among fourteen states and comprises (3032) adolescents who represent (0.11%) enrollment ratio. It is a small number which does not solve the problem of adolescent education, but fulfills the required objectives of the leading project which aims at giving an example and experience to fourteen states. This stage is very important and paves the way for the coming expansion stage.

- It is also noted that the ratio of females to males is 3.12:1; it is an intended ratio which aims at providing more opportunities for girls and raising the concern of local communities.

- There are centers in the southern states, notably in the capital cities, to facilitate the job of assessment, follow-up and evaluation.

Although the project started in the first ten states (according to order) with eight classes/centers and two hundred adolescents; the increase or decrease in the number is attributed to the flexibility of the system.

- The table indicates the continuous registered numbers at the various levels of adolescents' education (3032 adolescents).
- On reading the two tables (16 – 2) and (17 – 2) we can deduce the following indicators:
 - 1769 adolescents benefited from the program; of which 49,7% joined the labor market, 17,2% joined the formal education and 33% dropped out.
 - There are female and male adolescent's who transferred to schools after having fulfilled the two requirements of age and performance; they represent 17.2% of whom 77% are females.
 - The ratios of those who joined the labor market (from both sexes) are 49.7% of the total beneficiaries from adolescent's education. This ratio shows the efficiency of this kind of education.
 - The dropout ratio is 33% of both sexes. It is due to the impact of economic conditions on the learners, teachers and the learning environment. It is hoped that this ratio will be reduced to the minimum through the future plans. The ratio, however, is not worrying as compared to the formal education, which enjoys more favorable conditions.

2-2-4-2 Quality and Relevance:

Pioneers (teachers):

- Co- operating teachers from basic school (full time or part-time teachers).
- Volunteers from the local communities or elsewhere (full-time & part-time teachers).

Certification and training.

- 80.3% have the Sudan National School Certificate.
- 19.7% have completed secondary school courses.
- 91.2% received training on adolescent education.
- 58% have got training on basic education.
- 8.7% are untrained.

Tasks:

- Implement grade activities (teaching).
- Carry out or co-ordinate training activities.
- Put into practice or co-ordinate social communication activities.

Table No. (18-2) Pioneers by gender, qualification and type of training

Teachers by gender		total	By sec. qualification		total	By training			total
females	males		successful	completion		basic	adolescent	Not trained	
99	38	137	101	27	137	80	125	12	137
72.2%	27.8%	100%	80.3%	19.7%	100%	58%	91.2%	8.7%	100%

Learning Environment:

It comprises learning places built for the most part from the local materials, and it does not give adolescents enough protection against the changing weather conditions. There are no seats or benches, but only floor mats made from palm tree leaves. Moreover, there are very few essential health services and lack of water supplies. Some children, however, do not get enough food. All these sad conditions lead to instability or discontinuity in so far as learning is concerned.

Text-book:

There is no problem concerning the availability of the textbook because the government funds the printing of learners' books. The sole problem is that poor pupils, who are the majority, can not pay the price.

2-2-4-3 Administration and Organization:

There are no independent structures for adolescent education save at the national level only. This means administrators, supervisors and teachers of adult education are to be under the formal basic and secondary education administration at the state level, this fact affects stability of staffing, and hence development of adolescent education.

The awaited community participation in adolescent education is great and multi-faceted. The most important of these fields are administration, organization and supervision. In this respect, a number of communal committees to take up charge of adolescent education were formulated. It is also expected that adolescent training will be supported through the local community private institutions, which work in the provinces of vocational and professional training. Training on adolescent education included the previous community groups so that they might play their roles (follow-up 2001).

Adolescent Education lacks a database for development and progress. What we want to emphasize is that the administrative apparatuses at the national and state levels guide education of adolescents and adults. For this reason its cost is calculated once in the special part of EFA (2-2-5-7).

2-2-4-4 Problems:

Problems of youth education and out-of school children in the following:

1. The inability of learners to get textbooks although they are available.
2. Poor learning environment.
3. Institutional weakness represented in the weakness of co-ordination, unavailability of means of movement and communication, helpful technical apparatuses and independent administrative structures at the state level.

The absence of an integrative methodology concerning the co-operation of the various organizations working in this domain makes the role of the general secretariat for adult literacy in supervision, monitoring, follow up and co-ordination difficult.

2-2-4-5 Programs for out of School Youth and Adolescents
Adolescent Education, Training and Enrollment Programs

No.	Programs	Objective	Period	Cost/ Dinar	Expected outcome
1.	Construction and preparation of centers/classes from local materials.	Provision of opportunity for adolescent to get enrolled.	Till the mid-term of the plan.	100 (unit cost) x No. Of learners.	Opportunities for target groups according to plan.
2.	Maintenance of centers /classrooms.	Improvement of learning environment & guarantee of adolescent continuity.	Continuous		Places prepared for teaching and learning process.
3	Program of basic skills-reading, writing & arithmetic life skills.	Reduce adolescent illiteracy to 57 % by 2007 & to 5% by 2015.	The whole period of the plan (annual).		
4.	Building vocational training development centers; maintenance & administration	Development of local handicraft & empowering learners to make a living.	During the plan period (annual).	16.720.000	Adolescent are able to make a living within their environments.
5.	Supporting 70% of learners to get textbooks.	Providing textbooks for each learner & enabling teachers play their role.	During the whole plan period.		

Adolescent Education, Training and Enrollment Programs

No.	Programs	Objective	Period	Cost/ Dinner	Expected outcomes
1.	Basic & advanced teacher training.	To enable teachers carry out their different roles.	Till the mid-term of the plan.		A qualified trained teacher who can carry out his tasks.
2.	Trainers' training.	Provide caliber that can carry out training at the state and local level.	The first quarter of the plan.		Availability of enough numbers of trainers in the states.
3	Workshops for training participants from other sectors.	Expanding the base of effective participation.	Continuous.		Conscious and effective participation for the other sector.

Adolescent Education Programs, Environment

No.	Programs	Objective	Period	Cost/ Dinar	Expected outcomes
1.	Provide a meal for 70% of the adolescents.	Guarantee for learner's continuity & increase of attainment.	During the whole plan period.	9100 x 70% of target group	Stability of learning.
2.	Medical check up for adolescents.	Detecting health problems impeding learning & its continuity.	The whole period of the plan.	500x No. Of learners.	A healthy student who gets medical treatment at the appropriate time.
3	Building sound W.Cs and providing drinking water.	Sanitation of the learning environment.	Till the mid-term period of the plan.	25000 x No. Of centers.	Healthy environment.

Adolescent Education, Programs Management

No.	Programs	Objective	Period	Cost/ Dinar	Expected outcome
1.	Set up an information network at the national level & a data- base at the general secretariat.	Train caliber on information collection, maintenance & retrieval & provide equipment's	The first quarter of the plan period.	Trained & competent caliber & information systems; adolescent education programs.	
2.	Provision of apparatuses, and means for implementation, follow-up, & supervision purposes.	Easiness of implementation.	Continuous.	High competence for work.	
3	Constructive, medium and final plan evaluation.	To be acquainted with progress achieved in the light of the defined objectives.	Continuous.	Consolidate factors of strength & correct the weak point.	

Adolescent Education, Other Programs

No.	Programs	Objective	Period	Cost/ Dinar	Expected outcome
1.	Advocacy & enculturation programs.	Learner's enculturation & mobilization.	Continuous	26.000.000	
2.	Research & studies in the fields of training & participation.	To be acquainted with the weak and strong points in training & participation.	Every 3 years	1.600.000	
3	Curricula development workshops.	Curriculum development & review of syllabuses to keep up with changes.	Mid-term of the plan.	4.000.000	A curriculum keeping pace with changes.

2-2-4-6 Aims:

Quantitative objective:

To reduce the illiteracy ratio among out-of-school youth and adolescents to 5% as a maximum by the year 2015.

Qualitative objective:

To provide adolescents with the basic learning and life skills, to prepare them to live with dignity and open new horizons for their continuity in learning (continuous education).

Special Objectives:

- To enable learners who are unable financially to get the textbook.
- To reinforce the learning environment.
- To raise the human and institutional ability in the field of education of out-of-school children and adolescents.
- To increase enrollment capacity for adolescent education centers.

2-2-4-7 Cost and Financing:

The plan for education of out-of-school adolescents and youth costs in total (168.010.695) dollars during the period set for the plan (2003-2015). This is the cost necessary for covering the expenses of program expansion, good quality and administrative development. It is expected that the local communities will contribute by nearly 20% of the total cost, the government by 40% and external donors 40%. It is noteworthy that most of the official efforts go to formal education, this fact has a negative effect on non-formal education.

Cost of EFA programs and Activities :

Without the meal, a learner costs (9.825) Dinars. It is important to ensure that provision of the meal is necessary for continuity and raising schooling (attainment).

Constants in Costing Adolescent's Education Objectives and Activities:

- 35 learners for each class / center.
- Grade activity teacher for each class.
- Social communication coordinator for each 10 classes.
- Training coordinator for each 15 classes.
- A supervisor for each 15 classes.
- An inspector for each 20 classes.
- Local handicraft development center for each 50 classes.
- Trainers for each local handicraft development center.

Objectives of EFA Adolescent Education :**Principles and criteria of cost:****(Classrooms / centers) construction:**

They are constructed from the local material with an annual increase of 50% in centers because non-formal education centers depend on the available alternatives of place provided that the centers and classrooms are constructed during the medium term of the plan.

Health Facilities (provision):

They should be built concurrently with the classrooms and centers.

Classroom / center Furniture:

It includes learner's seating and blackboards. It is also calculated on the basis of 50% of classes / centers. It should be durable for at least two years.

Center Maintenance:

It is carried out annually, and includes all centers.

Furniture Maintenance:

It is done annually and includes all centers; its cost is estimated.

Construction of Handicraft Training Development Centers:

They are to be constructed in such a way that each center will serve 50 classrooms for adolescent education. They are centers, which give continuous training for the sake of developing local handicrafts and helping the adolescent to make a living. The center will be constructed / made from durable material and prepared for training purposes. The expected period of benefiting from these centers is 50 years.

Maintenance of Handicraft Development Center:

It is carried out every 10 years and works under the training development administration. Related equipment and apparatuses are to last for 15 years.

Maintenance of Training Equipment and Devices:

It belongs to the training centers and is carried out every 5 years.

Cost of Learner's textbooks:

The illiterate adolescent (who is not enrolled) textbook cost is calculated once on registering, and it comprises all textbooks for this stage. The cost of the dropout adolescent's textbook is calculated on the basis of average cost of all textbooks belonging to this stage (adolescent education).

Learner's Equipment:

It is estimated totally because it is current annual cost, and includes pens' note –books and so on.

Teacher Guide:

Its cost is calculated on the basis of the teacher and period of consumption (Two Years).

Local Follow-up:

Local adolescent's education administration undertakes the job of supervising the centers and the procedure of following-up.

Central Follow-up:

- The general secretariat takes the charge of supervising work at the state level (26 states).
- The cost of support programs is estimated totally.

EFA Cost for out-of- school Adolescents and Youth (contd.)
1/ Adolescent Centres (construction) Furniture / Maintenance

No.	Particular	Center's particulars	Duration	Total Cost(dinners)	Items	Unit Cost	Remarks
1	Center/classroom construction	35 learners per center	5 years	35.000	$\frac{35.000 \times 50\%}{5 \text{ years} \times 35 \text{ learners}}$	100	
2	Classroom / center furniture	35 learners per center	2 years	10.000	$\frac{10.000 \times 50\%}{2 \times 35 \text{ learners}}$	71	50% of the cost of the Constructed centers.
3	Classroom / center maintenance	35 learners per center	One year	7.000	$\frac{7.000}{35 \text{ learners}}$	200	All the constructed centers
4	Furniture maintenance	Center	One year	5.000	$\frac{5.000}{35}$	143	All the constructed centers
5	Center / classroom / building	Center	Monthly	2.500	$\frac{2.500 \times 7}{35}$	500	All the constructed centers
6	Instructional aids	Center	One year	3.500	$\frac{3.500}{35}$	100	All centers
7	Social communication Activities	Center	One year	14.000	$\frac{14.000}{35}$	400	All centers
8	Healthy W.C.	Center	5 years	25.000	$\frac{25000 \times 50\%}{0 \times 35}$	71	All centers
Total Cost = 1.585							

2-2-4-7

2/ Local Handicraft Development:

No.	Particular	Item Origin	Duration	Total Cost	Item cost	Unit cost (Dinar)	Remarks
1.	Center construction	Center	50 years	5.000.000		57	Training center for each 50 classes
2.	Center equipment & tools	Center	15 years	10.000.000	$\frac{10.000}{15 \times 50 \times 35}$	381	All centers
3.	Center maintenance	Center	10 years	500.000	$\frac{500.000}{10 \times 50 \times 35}$	29	All centers
4.	Center equipment maintenance	Center	5 years	1000.000	$\frac{1.000.000}{5 \times 50 \times 35}$	114	All centers
5.	Center running	Center	Annually	220.000	$\frac{220.000}{50 \times 35}$	137	All centers
Total unit cost = 718							

2-2-4-6

3/ Learner's Needs:

No.	Particular	Item Origin	Viability Duration	Total Cost	Cost Items	Unit cost (Dinar)	Remarks
1.	Textbooks	-	-	-	-	-	-
2.	Illiterate adolescent	Learner	4 school years	1.400	7 books X 200 D.	1.400	-
3.	Drop-out adolescent	-	-	1.000	5 books X 200 D.	1.000	According to average.
4.	Learning tools	-	4 school years	1.000	Pens , note-books, erasers,... etc	1.000	-
Total = 3.400							

4/ Learner's Health Program

No.	Particular	Item Origin	Duration	Total Cost	Items cost	Unit cost (Dinar)	Remarks
1.	Learner's meal	Learner	Annually	9.100	50 D. X26 days X 7 months X 70%	6.370	-
2.	Medical check-up	learner	Twice a year	500	-	500	-
Total = 6.870							

5/ Teachers – Supervisors – Inspectors

No.	Particular	Item Origin	Duration	Total Cost	Items cost	Unit cost (Dinar)	Remarks
1.	Guide books	Teacher	2 years	-	$\frac{5 \text{ G.B X } 300\text{D.}}{2 \text{ Y. X } 35}$	21	
2.	Teachers' incentives	Teacher	-	-	$\frac{10.000 \text{ X } 7 \text{ Months}}{35}$	2000	
3.	Training co-coordinators incentives	Coordinator	-	-	$\frac{10.000 \text{ X } 7 \text{ months}}{10 \text{ centers X } 35 \text{ learners}}$	200	
4.	Social communication coordinator	Coordinator	-	-	$\frac{10.000 \text{ X } 7}{35 \text{ X } 10}$	200	
5.	Supervisor's salaries	-	-	-	$\frac{15.000 \text{ X } 12 \text{ years}}{35 \text{ X } 20 \text{ centers}}$	343	
6.	Inspector's salaries	-	-	-	$\frac{15.000 \text{ X } 12}{35 \text{ X } 20 \text{ centers}}$	257	
7.	Trainers salaries	-	-	-	$\frac{15.000 \text{ X } 12}{35 \text{ X } 50 \text{ centers}}$	103	
Total = 3124							

2-2-4-7

6-Training:

Particular	Items	Learner cost / Year
Training of grade teachers	<u>300.000 Dinars (cost of the course</u> 35 learners X 30 teachers (trainees)	286 Dinars
Training of handicraft training coordinator	<u>300.000 D. (cost of course)</u> 30 coordinators X 35 X 10 classes	29 Dinars
Training of social communication coordinators	<u>300.000 D.</u> 30 trainees X 35 X 10	29 Dinars
Inspectors Training	<u>500.000 D.</u> 30 X 15 X 35	32 Dinars
Supervisors Training	<u>500.000 D.</u> 30 X 20 X 35	24 Dinars
Trainers' Training	130 trainers X 2.000.000	4 Dinars
Total = 404		

7/ Administration and Management

Particular	Items	Learner cost / Year
Federal Level	<u>25.000.000 (per year) X 13 years (of plan)</u> 6.166.668. (No. of target adolescents & adults)	53 Dinars
State Level	<u>10.000.000 Dinars / year X 13 years</u> 6.166.668	21 Dinars
Total = 74		

2-2-4-7 (Contd.)

8/ Cost of some other Programs Activities:

Activity	Total Cost	Activity Regularity	Total Cost	Remarks
Curriculum Development workshop	2.000.000	2	4.000.000	-
Textbook Revision	1.400.000	2	2.800.000	-
Research & studies.				
- training	200.000	4	800.000	-
- participation	200.000	4	800.000	-
Advocacy Programs	2.000.000	13	26.000.000	-
Evaluation	1.500.000	3	4.500.000	-
Center follow-up	200.000 states	26 states	5.200.000	Average
Local follow-up	25.000 per locality	360 localities	900.000	-
Total = 53.100.000 ,Unit cost=20				

2-2-4-7

9/ Cost of constitutional support for Administrative Equipment

No.	Item	No. Required			State Level				Cost (Dinar)
		Needs	Available	Required	Needs	Available	Required		
1	Vehicles	8	4	4	1	-	1	5	11.250.000
2	Motorbikes	2	-	2	26	8	18	20	14.000.000
3	Computer	10	3	7	26	-	26	33	4.950.000
4	Video Cameras	3	1	2	26	-	26	28	10.500.000
5	Cameras	3	1	2	26	-	26	28	700.000
6	Television- sets	4	1	3	26	-	26	29	1.812.500
7	Cassette Records	4	2	2	26	6	20	22	550.000
8	OPH devices	4	1	3	26	-	26	29	1450.000
Total Cost =146462500									

10-Summary of Annual Requirements during the Plan Period

year	No. enrolled	class rooms	Local craft center	teacher	supervisors	inspectors	coordinators	instructors
03/04	156832	4480	89	4480	224	298	896	22
04/05	148046	4229	84	4229	211	281	845	21
05/06	154096	4402	88	4402	220	293	880	22
06/07	160453	4584	91	4584	229	305	916	22
07/08	167134	4775	95	4775	238	318	955	23
08/09	174155	4975	99	4975	248	331	995	24
09/10	182507	5214	104	5214	260	347	1042	26
10/11	189990	5428	108	5428	271	361	1085	27
11/12	197843	5652	113	5652	282	376	1130	28
12/13	206082	5888	117	5888	294	392	1177	29
13/14	215315	6151	123	6151	307	410	1230	30
14/15	224067	6401	128	6401	320	426	1280	32
15/16	232379	6639	132	6639	331	442	1327	33

11-Cost in Dollars by Item during the Plan Period:

Years	No. Enrolled	Construct ion,Equip ment ,Maintena nce	Pupil's Needs	Health Prog.	Teachers and Technicia ns	Dev.of Local Crft	Other programs	Institutio nal Support	Admin. And Managem ent	Total Cost
03/04	156832	971013	2082931	4208746	1913846	439866	12253	46297	45325	9720276
04/05	148046	916615	1966240	3972962	1806628	415224	11566	43703	42785	9175722
05/06	154096	954068	2046581	4135298	1880447	432190	12039	45489	44534	9550644
06/07	160451	993428	2131013	4305900	1958025	450020	12535	47366	46371	9944657
07/08	167134	1034793	2219744	4485189	2039553	468758	13057	49338	48302	10358734
08/09	174155	1078266	2312999	4673618	21`25238	488451	13606	51411	50331	10793919
09/10	182507	1129975	2423922	4897748	2227157	511875	14258	53876	52745	11311557
10/11	189990	1176306	2523307	5098564	2318474	532863	14843	56085	54907	11775350
11/12	197843	1224928	2627606	5309310	2414306	554889	15457	58403	57177	12262075
12/13	206082	1275935	2737022	5530394	2514840	577995	16100	60835	59558	12772680
13/14	215315	1333105	2859657	5778190	2627520	603892	16822	63561	62226	13344974
14/15	224067	1387289	2975887	6013043	2734315	628437	17505	66145	64755	13887376
15/16	232379	1438753	3086284	6236108	2835750	651750	18155	68598	67158	14402556

**Table No. (18-2) Indicating Classification of Teachers according to General (sex),
Qualification and Training**

Sex			Qualification			Training			
<i>Female</i>	<i>Male</i>	<i>Total</i>	<i>Sch. Cert.</i>	<i>Compl.</i>	<i>Total</i>	<i>Basic</i>	<i>Adoles.</i>	<i>Un trained</i>	<i>Total</i>
99	38	137	101	27	137	80	125	12	137
72.2%	27.8%	100%	80.3%	19.7%	100%	58%	91%	87%	100%

2-2-5 EFA and its Objectives for Adult Education:

Introduction:

The Sudan has exerted efforts throughout the subsequent periods since its independence to reduce the rates of illiteracy among the population but with limited results. It has adopted the concept of continuous life long education to reformulate the Sudanese citizen through literacy and adult education programs, in an attempt to apply the recommendations and resolutions emanating from national conferences, such as the education policy conference (September 1990) and the comprehensive national strategy (1992 – 2002). The Sudan has also abided by international polices formulated and agreed upon in international and regional conferences, such as the Human Rights Agreement (1998), Jomtien conference (1990), Hamburg Declaration (1997) and Dakar Forum (2002).

The federal rule in Sudan provides an opportunity to expand the base of participation, which makes real literacy programs and projects.

Illiterates' Distribution:

One of the biggest problems of Sudan is migration and displacement. Many factors have contributed to this phenomenon especially the conditions of neighboring countries and the nature of open boundaries.

A large number of refugees staying at big camps are found in the Sudan, particularly in the East. Since the country is very large and there are no widespread information technologies, the available statistics is not accurate, especially at the state level; it is not affected by this phenomenon. However, there is no detailed statistics according to required classification and age groups. The number of illiterates in the Sudan is estimated at (8.200.000).

2-2-5-1 Access:

This issue is closely related to the eradication of illiteracy. There are many partners working in the field of adult education as well as sanitation, enculturation, agricultural counseling and private institutions which take charge of training adult education staff within the context of prompting their performance. The commercial sector presents different programs for adult education. The lack of adequate information and meager resources has impeded the flow of information and statistics on illiteracy. Furthermore, the numbers of learners belonging to literacy centers and classrooms have fluctuated due to various changes related to comprehensive campaigns or local ones. In this regard we can say that there are 713 localities in the Sudan.

The number of classes run by these localities increases in the northern states and decreases tremendously in the unstable states (Southern States) except in the large cities (20 classes on the average in each locality). The average number of learner's per-classroom center is 20 because the real number ranges between 15 – 25 pupils. This means that there are at least 285.000 learners (both males and females) on the whole in the centers, in addition, there are those who have been registered in the national service centers (22.506). The total number registered in all the centers is thus about 307.506 while the number of teachers working with them is 12.000 (both male and female teachers).

2-2-5-2 Quality and Relevance (Syllabuses and Textbooks Availability):

The experiment of Sudan is keeping up with the developing concept of adult literacy and education. The Sudan, because it is a multi-cultural and big country, has employed a number of programs and techniques so that adult illiteracy will be eradicated. There is also a basic program and a national curriculum within the context of "Comprehensive Confrontation".

Some of the techniques and programs, which have been applied and developed in the Sudan, are the program named Read in the name of your lord, and 'seek out knowledge'. They were used in large areas in both the East and West. Another methodology, which was developed, is the 'Mirror Approach' used to eliminate illiteracy in the poorest areas in the remote countryside and town suburbs.

The following table shows the distribution of the basic syllabus program of the so-called "Total Confrontation" and the textbooks used in each cycle and level.

A table showing the Levels of Total Confrontation Program:

Level	Syllabuses
Basic	Useful reading, Mathematics, Religious Education.
Completion	Reading for each sex, Math for both sexes, Religious Education.
Follow- Up	General & Special follow-up books, culture books, periodicals.

Together with comparing activities in all level.

Concerning the provision of textbooks, the government takes the responsibility of preparing and printing textbooks by making use of a special fund. The learner has to buy the book at a reduced price (real cost of printing) and to make use of the money collected for book printing. The state also takes up the job of revising and developing the curriculum by various means through the general secretariat for adult literacy and education. The development process can take the form of revision or addition of teacher guides, learners' reading and writing books and arithmetic books.

There are various cultural programs, which are presented through the mass media, follow-up as the productive family program and life skills programs.

Teachers:

After the disappearance of adult literacy masters, who used to belong to the field and play their role as teachers and councilors, a number of individuals and groups are now taking part in adult education for various reasons. They include the basic school part-time teacher, volunteers and service providers in this domain from the village, neighborhood and family. There are also those who belong to the national or military service and who work in the field of illiteracy eradication and peer learning.

The volunteers and part-time teachers get an inadequate incentive (they are not given salaries), whereas the national service teachers get salaries from the government.

The incentives provided by the localities are irregular and sporadic. One needs hardly say that the different groups who work on adult literacy should get enough training or the minimum training, which enables them to carry out their tasks.

The Learning Environment:

The existing amount of caring for learning environment is due to the learners who are attempting to make the learning environment more appropriate than the general environment in which they live. They choose from the available alternatives represented in mosques, schools, clubs, or different social places. They sometimes build their own classroom from the available local material, as is the case in the country. At any rate, the learners contribute to the improvement of learning places and seating.

2-2-5-3 Administration and Management:

The present administrative structure (Fig. No. 7-2) can achieve the administrative and technical tasks entrusted to the general secretariat of the national council for adult literacy and education, provided that the working staff and personnel are trained and the secretariat provided with modern equipment and devices, and some departments activated. Regarding the state

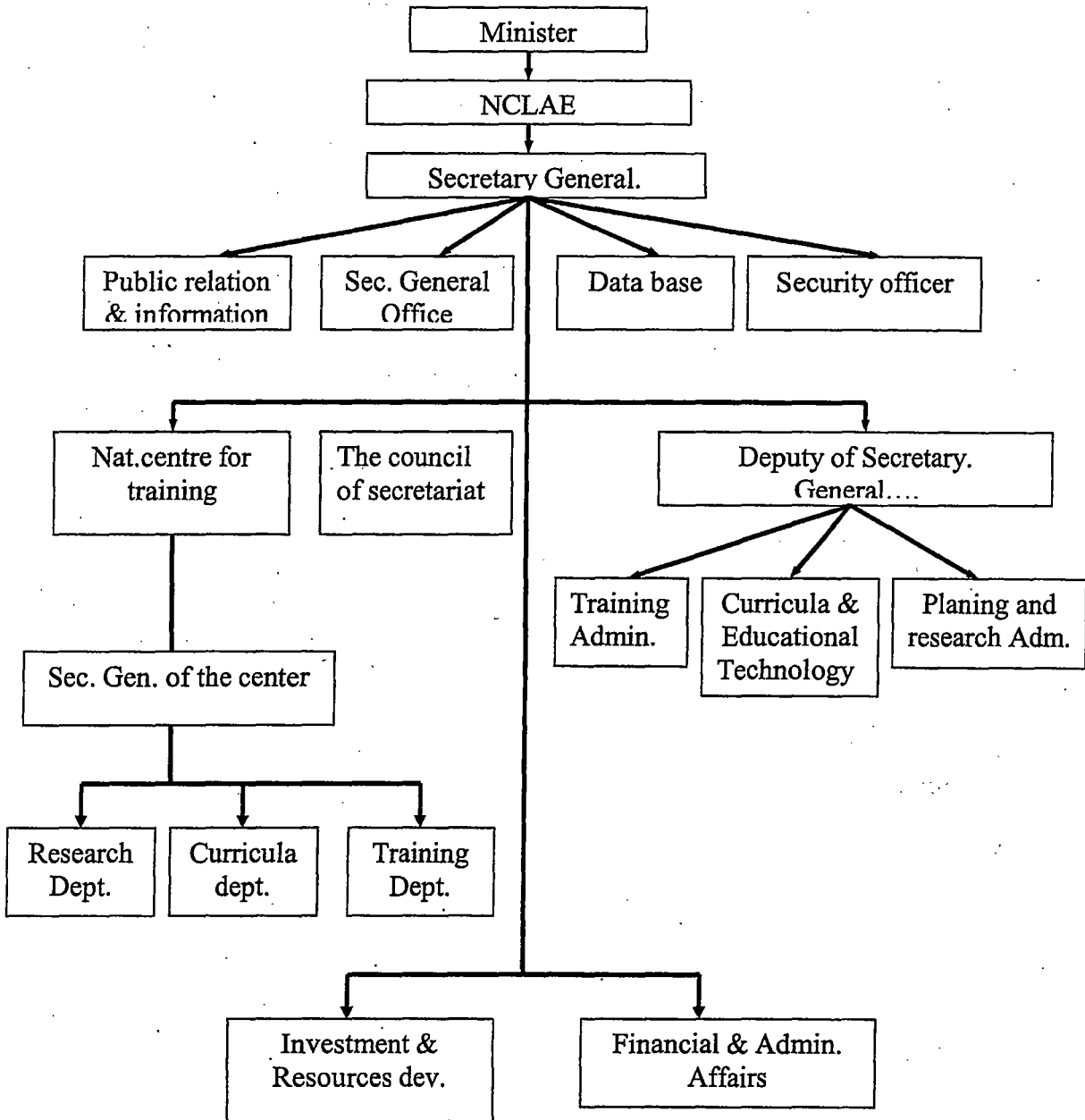
level, as it has already been mentioned, adult education administration works under the director general for education, the fact that limits his role and makes adult literacy at the bottom of priorities. The qualification of the state administrations for adult education and supporting them with school caliber's (staff) will help a great deal in this context, the following state structure (fig. 8-2) is proposed.

Thus the secretariat can monitor the implementation of the general policies, co-ordinate with the state, and work for supporting the government leaders to get a political resolution renewing continuous obligation and commitment. It provides educational inputs and strengthens relationship between the council and states through the periodic meeting, workshops and leaflets, and by reflecting the local experiments and experience exchange regionally and internationally. It is important in this context to establish in all the states and localities councils and funds for adult literacy. The national center for training adult education leaders in Shendi can contribute to this effect, and be depended on as far as the local community activities in resolving problems of poverty and environment sanitation are concerned.

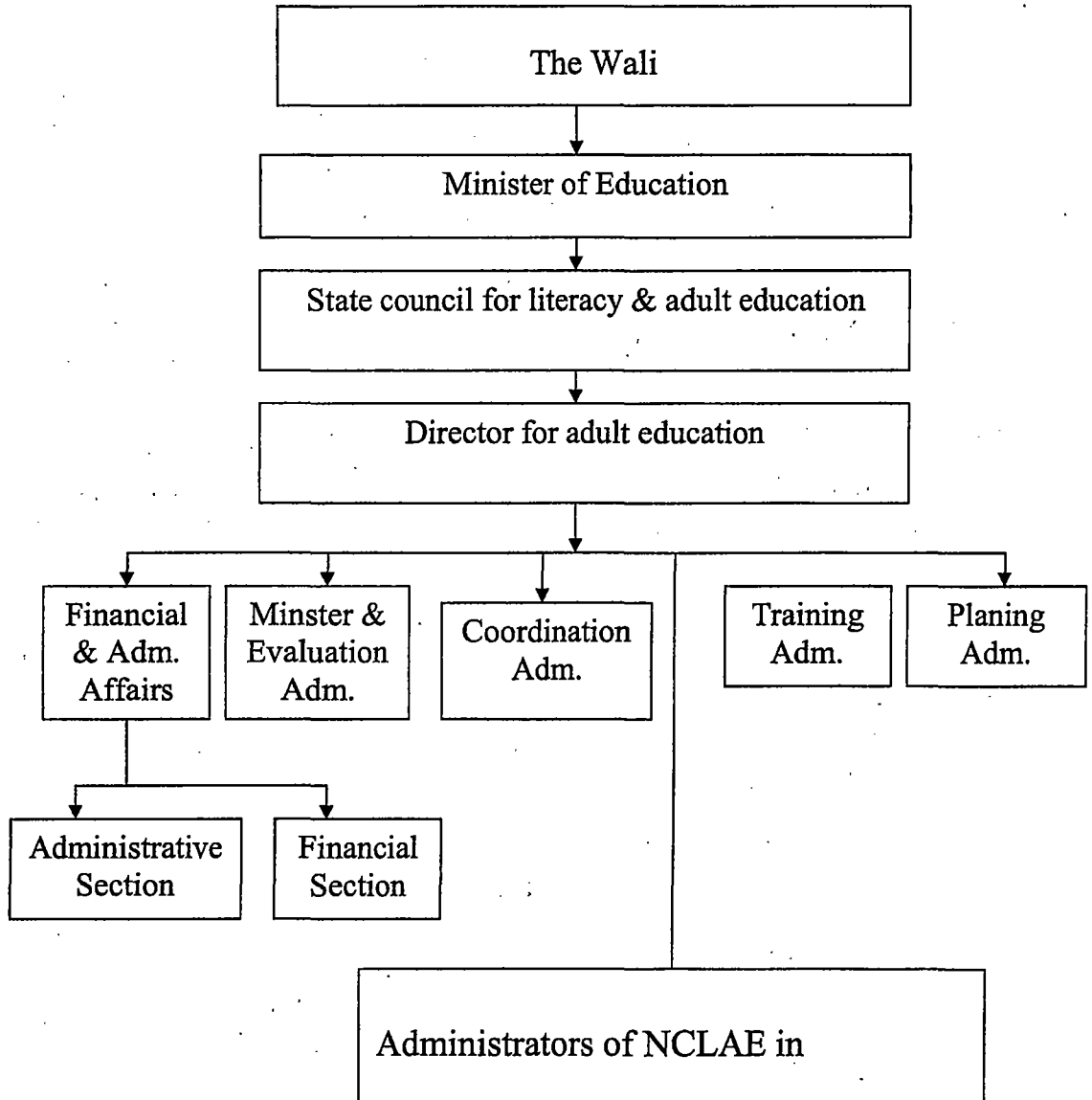
2-2-5-4 Problems:

- Weak finance for adult literacy programs
- The disparity in reading rates between the two sexes is in favor of the male and that between the town and country for the town.
- The slow growth of reading rates in general and for males in particular.
- Low reading rates for females.
- Increase of dropout rates for adult literacy for various reasons.
- The working personnel (human inputs) in adult education are both poor and few.

Figure (7-2) Structure of General Secretariat for NCLAE



Figurer (8-1) The Suggested Structure for State Administration



2-2-5-5 Programs:

Adult literacy is considered as the main program. It is the axis of all other programs and activities that will be mentioned later.

2-2-5-6 Objectives

General Aim of the Plan:

Provision of basic education for adults (especially women).

Quantitative Objective:

To achieve 80% literacy rates among adults (15 years and above).

Program's Objectives:

Improvement of the quality of life through:

- To provide access to basic education for adults by establishing an adequate and well-equipped number of centers during the plan period.
- To build the capacity and to enable the implementing staff at all levels.
- To ensure wider participation.
- To develop and monitor programs and to publish results.
- To enable adults to solve their problems, improve their environment, increase their awareness and contribute to development through income generating activities.
- Revival of national cultures through the support of local cultures.

The following are the accompanying programs to the main one:

1-Mobilization, Advocacy and Information

Objectives:

To initiate a comprehensive popular movement to eradicate illiteracy.

Implementation:

Through the plan period (2003-2015).

Targeted Groups:

The targeted groups include the following categories:

1. Decision makers and social leaders.
2. Executives.
3. The Illiterates.
4. The Public.

Expected Results:

An informed society who is willing to play a positive role in the fight against illiteracy has been created.

Total Cost =1300million dinars.

2-Training Program:

Training of Trainer's Workshops:

Objectives:

1. To build capacity in planning and implementation of training projects.
2. To provide adequate number of trained staff to meet the local needs.
3. To qualify leaders to assume the responsibility of conducting literacy programs.

Training Needs During the Plan Period:

-9 persons *26 states	= 234
-Number of Workshops =234/30	= 8
-Cost of Workshop	= 1750000SD
-Total Cost	= 14000000SD

Expected Results:

234 trained staff covering all states.

3- Conferences on Adult Education for Leaders :

Objectives:

1. Review and Evaluation of work.
2. Reinforce and support positive practices.
3. Exchange of experiences.

Duration:

Implementation will continue throughout the plan period (2003-2015).

Total Cost = 26.000.000 SD

Expected Results:

- The Exchange of Experience has been achieved..
- Development of Indicators to Measure Progress.

4-Meetings of the National Council for Literacy and Adult Education:

Objectives:

1. To draw policies at the national level.
2. To supervise the implementation of the plan.
3. To raise funds from various sources.

Implementation Period:

To hold annual meetings throughout the plan period.

Total cost = 58 500 000SD

Expected Results:

Financial resources secured.

5-Awareness and Cultural Programs in Local Accents for Youth and Adults (in Dinka ,Nuair,Shuluk and Hadandawa Areas):

Objective:

To introduce Awareness and Cultural Programs in Local Accents for Youth and Adults and to strengthen unity.

Justifications:

-The presence of a huge number of illiterate youth and adults.

-It is easy to enculturate people in their mother tongue.

The scope of the project:

The project will cover the southern states and the Red sea state.

The phases of the project:

The phase	activity	Cost in SD
Phase(1) preparation and study	Design of project	10.000.000
Phase(2) implementation	Training, establishment of centers and monitoring	70.000.000
Phase(3) evaluation	Evaluation	5.000.000.

Table (19-2) annual enrollment and requirements

year	No. of learners	classrooms	teachers	instructors	organizers	supervisors
03/04	106279	3036	3036	607	121	121
04/05	150232	4292	4292	858	171	171
05/06	166755	4764	4764	952	190	190
06/07	184170	5262	5262	1052	210	210
07/08	202519	5786	5786	1157	231	231
08/09	221842	6338	6338	1267	253	253
09/10	253755	7250	7250	1450	290	290
10/11	274187	7833	7833	1566	313	313
11/12	295617	8446	8446	1689	337	337
12/13	318090	9088	9088	1817	363	363
13/14	341649	9761	9761	1952	390	390
14/15	373316	10666	10666	2133	426	426
15/16	398084	11373	11373	2274	454	454

Table (20-2) Annual enrollment and cost:

year	Total no.		Literacy rate %		Targeted pop.in millions		Expected enrollment	
	female	total	female	total	female	total	female	total
03/04	9749040	19500770	48	58.9	5.1	8.0	85817	106279
04/05	10048265	20096010	50.7	60.9	5.0	7.9	112357	150232
05/06	10356994	20709787	53.3	62.8	4.8	7.7	123880	166755
06/07	10675542	21342693	56	64.8	4.7	7.5	136025	184170
07/08	11004233	21995338	58.7	66.8	4.5	7.3	148822	202519
08/09	11343406	22668356	61.3	68.7	4.4	7.1	162299	221842
09/10	11669077	23325634	64	70.7	4.2	6.8	185249	253755
10/11	12004517	24002442	66.7	72.7	4.0	6.6	199362	274187
11/12	12350037	24699379	69.3	74.6	3.8	6.3	214161	295617
12/13	12705958	25417065	72	76.6	3.6	5.9	229676	318090
13/14	13072614	25156140	74.7	78.6	3.3	5.6	245939	341649
14/15	13430165	26882341	77.3	80.5	3.0	5.2	267558	373316
15/16	13798030	27629370	80	82.5	2.8	4.8	284565	398084

2-2-5-7 Cost and Finance:

The following table shows the average cost to eradicate the illiteracy of 35 learners at the basic and complementary levels.

Number	Item	Amounts	Total in SDD
1	Textbooks	35*5*200	35000
2	Tools for learners	35*500*2	35000
3	Running cost	5000*7MONTH S*2	70000
4	Teacher's guides	2*200	4000
5	Teaching aids	5000*2	10000
6	Teacher training		6000
7	Organizer training		288
8	Teacher incentive		84000
9	Organizer incentive		4800
10	supervisors		7200
TOTAL COST =			256288 SDD
UNIT COST =			7323 SDD

The costing criteria is as follows:

- 1-35 learners per class
- 2-subject teacher per class
- 3-instructor per 5 classes
- 4-organizer per 25 classes
- 5-supervisor per 25 classes

Literacy and Adult Education Projects

1-literacy and Basic Education for Adults

objectives	activities	period	Cost in \$		Financing agency	Implementing agency
			total	Till 2007		
To meet the needs of adults in basic education	textbooks	2003-2015	13488753	3023679	government	General secretariat for literacy and adult education
	Teaching aids		13488753	3023679	Foreign/community	
	Running of center		26977507	6047359	community	
	Teacher's guides		1541571	345563	government	
To reduce disparity	Teaching aids	2003-2015	3853929	863908	Government and foreign	
	Teacher training		2312357	518345	foreign	
	Organizer training		110993	24880	foreign	
	Teacher incentive		32373009	7256831	government	
	Organizer incentive		1849886	414676	government	
	Supervisor incentive		2774829	622014	government	

Mobilization, Advocacy and Information Project:

objectives	activities	period	Cost in \$		Financing agency	Implementing agency
			total	Till 2007		
Awareness creation for the revival of a popular movement for the eradication of illiteracy	Media programs, seminars, lectures and folklore	2003-2015	507813	195313	Government, community and foreign	General secretariat for the national council for literacy and adult education

Meeting Adult's Social and Economic Needs:

objectives	activities	period	Cost in \$		Financing agency	Implementing agency
			total	Till 2007		
Improvement of the quality of life	Workshop, seminars, lectures and handicraft ateliers	2003-2015	25507813	25195313	Government, community and foreign	General secretariat for the national council for literacy and adult education, states and NGOS

General Advocacy for Adults:

objectives	activities	period	Cost in \$		Financing agency	Implementing agency
			total	Till 2007		
To develop concepts of peace, tolerance and gender and to create health awareness	Media programs, pamphlets, posters, seminars and lectures	2003-2015	780000	300000	Government, community and foreign	General secretariat for the national council for literacy and adult education, states and NGOS

The Use of Local Languages for literacy in the South and the East:

Objectives	activities	period	Cost in \$		Financing agency	Implementing agency
			total	Till 2007		
To overcome the language problem for some groups of the society	Phase(1) Research and studies -develop content & methods Phase(2) -training establish centers monitoring Phase(3) Evaluation of results	2005-2006	257812	-	foreign	General secretariat for the national council for literacy and adult education

Chapter (3)
Summary of the Plan

	Objectives	Programmes (Project)	Targets	Total cost in \$	Financing Agency	Implementing Agency
1- Preschool	Expansion of access for early childhood care & development & improving the quality	Construction of preschool classrooms & training centres	To reach 35% enrolment by the year 2007 & 75% by the year 2015 . To establish 2 training centres by 2007 & to be completed to 5 by 2015 .	220.132	The government The local community The international community	Local admin. State admin. Private school admin. G.D.Planning for monitoring follow up & evaluation
		Training, health awareness evaluation	To raise the percentage of trained teachers to 60% by 2007 and to 100% by 2015. To train 625 supervisors by 2007 & to reach 1625 supervisors by 2015.	722.188	The government The international community	
		Development of database for preschools	Establish 7 databases in 7 states by 2007 and to cover all states by 2015.	775.2	The civil society	
2- Basic education	1- To ensure access to free quality basic education for all in the age groups (6-13) by the year 2015. 2- Eliminating gender disparity in basic education by 2006 and achieving gender equality by 2015	To construct schools & classrooms professional & specialised training for nomadic teachers Awareness & development activities for the educ. Of girls ,nomads ,& other disadvantaged groups.	To increase intake to 90% by 2007 & to 100% by 2015. To lincrease net enrolment ratio to 72.5% by 2007 & to 87.5% by 2015. To complete capacity building both institutional & human by 2007 & to raise the number of trained teachers to 80% by 2007 & to 100% by 2015 & to complete the establishment of databases in all states.	19876000		B.E. Admin at all localities B.E. Admin at the state level Private B. E. Admin.at the state level The general directorate for Planning for monitoring, follow up & evaluation
		Administrative development (Planning - management-monitoring - follow up - & evaluation)	To strike a balance in education by 2006 by narrowing the gender gap in basic education Reduction of poverty to increase educational demand To reduce repetition & dropout rates so as to raise the coefficient of efficiency to 70% by 2015. To provide adequate number of text books to reach 1:1 book - pupil ratio by 2007.			

	3- To encourage the contribution of the private sector in EFA	To carry a private education sector study .	To raise the level of the private sector contribution to 10% of the total enrolment by 2015.	40000	The private sector + The international community of the education at	FMOE & the administration private education at the states
	4- To improve the quality of education for special deprived groups & to increase access & relevance of the curriculum	Train the teachers in special education. development of the curriculum so as to meet the needs of the special groups. To integrate the disabled into the formal system through intensive training for the teachers	To conduct 4 training courses for special education during the plan period . To enumerate the handicaps according to their disability during the first three years of the plan To determine their educational needs through the conduction of 5 workshops To construct 770 classrooms for the disabled and to train 78 trainers & 250 teachers during the first 5 years of the plan	37500 41000	The government The local community The international community	Federal and state ministries of education in co-operation with CBS & NCCER
	5- To increase nutrition awareness	Training of trainers in healthy nutritional behaviour	To train 2600 basic education teachers in all states for 10 days.	633800	International community	Ministry of education at local & central levels
	6- To enable pupils to gain life skills	To train teachers how to make pupils gain skills	To train 3000 teachers annually in nutrition	310500		
3- Adolescents programmes	To reduce the illiteracy rate among adolescents & out of school youth to 5% by 2015.	Construction of new centres & rehabilitation of existing centres	To raise literacy rate to 67% among youth & adolescents by 2007 & to 95% by 2015	575000	The government Local community International community	
	Develop the local crafts & enable learners to acquire life skills	Construction of centres to develop local crafts				
	Provide adequate textbooks . Improve adolescents education Setting up attractive learning environment	To provide free textbooks for the poor . Train adolescents teachers Improve general health of learners.	To provide 70% of the pupils with textbooks & meals, medical check up, safe drinking water & sanitation. Establish database at NCLA & its branches at the state with communication facilities.			

| Institutional + human

| Provide database +

4- literacy programme	capacity buildings for administration acquaint the learner with the dangers of illiteracy & encourage him to join literacy classes.	logistics for evaluation Mobilization and awareness programme	To reach the illiterate targets in all parts of the Sudan	101000	
	Develop curricula research to meet the needs of the learners and to encourage partnership	To conduct research every 3 years & to conduct workshops for curriculum development	Enhancing partnership by conducting 4 research projects & workshops for the development of curricula	50000	
	Liberate the illiterate from the yoke of illiteracy.	Literacy programme for adults	To raise literacy rate to 65% by 2007 & 82% by 2015	195300 by 2007 & 390000 by 2015	70% by the government . 30% by the international community.
	Instill personal awareness of the dangers of illiteracy in all aspects of the life.	Mobilization advocacy & information	To reach all the population by 2006 starting with political, managerial, social & religious learners.		
	Building of planning and managerial capacities	To train trainers.	Train 234 leaders during the period 2003-2010 by conducting annual courses.	54700	
	Building capacities in evaluation & followup.	To hold conferences for adult education leaders.	To hold annual conference during plan period	101600	Government
	Support implem. mechanism.	The national council meetings	3 meetings to be held annually.	22900	Government
	Use of effective mechanism such as local languages to advocate for literacy	awareness programme in the local language.	To reach the unreached in southern states & the red sea state.	22900	50% government 50% international community.

The secretarial for the national council for literacy

CONCLUSION

The adopted approach for the formulation of this plan is a realistic one so as to provide a better chance for a successful implementation .

The first step in the formulation and implementation of this plan was the wider and intensive advocacy for its goals and objectives so as to gain support from all sectors of the Sudanese society . Fortunately the preparation of EFA plan was concomitant with the preparation for the Second National Education Policy Conference. The aims and objectives of the Second National EFA Plan have been integrated in the advocacy programmes of the National Conference . It is worth mentioning that the majority of the members of the High Committee for the preparation of the National Conference are also members of the National EFA Forum. The committee members have visited all states of the Sudan to advocate for the National Conference and to ensure the wider participation of the people of the Sudan in the formulation of the educational policies that will govern the educational process during the next quarter century. The issue of EFA is present in all the agenda of the meetings.

The documents of the conference have included all EFA Issues. The present situation of the educational system being a title of one of the main documents in the conference. The paper has discussed the present situation of EFA of both the formal and non formal systems. The paper highlighted the problems and challenges facing EFA in the Sudan and has suggested some solutions which have been considered in the National EFA plan .

Another paper on UBE has discussed the various targeted EFA groups, especially the disadvantaged. The paper has contributed considerably to the prioritization process of the plan.

The Dakar goal on improving the quality and ensuring excellence has been adopted as the emblem of the Second National Policy Conference, Papers covering these aspects of quality have been presented during the conference sessions. The papers have covered all various

aspects of curricula (objectives , content , methods , evaluation and supervision) as well as the learning environment of the school.

The Conference has paid considerable attention to the various EFA issues. This has helped in clarifying the plan objectives. It has also helped in securing the political and societal support of the plan which would in turn lead to the financial support.

Despite the problems and challenges which have been mentioned in this document , yet there are promising chances of success.

The successful achievement of the peace process would provide an extra fund to be spent on human development and rehabilitation which would have otherwise been spent on securing the safety of the Sudanese people and protecting them from the calamities of the conflicts.

Basic education has proved to be the major factor in effecting human development .

During the nineties when the Sudan was affected by the civil war, economic embargo and other natural adversities , expenditure on basic education has reached 1.8% of GDP. When the peace prevails we expect the expenditure on basic education to rise to at least 3% of GDP. New resources such as the oil revenues , the boom in trade exchange and the flow of foreign investment will contribute to the improvement of the economic situation. This economic recovery will have a positive impact in basic social services such as education.

Basic education and the strategies for combating poverty are ranking high in the directives of the budget. This will guarantee an increasing share of basic education in the national budget and will also provide a sustainable framework. This is another signal of success of the implementation of EFA National Plan. Moreover the International Community has committed itself to the support of the least developed countries (LDCs) and those countries who have just emerged from conflicts. However the Sudan is in the intersection of both. The demand for education has also increased among various societal sectors including the nomads who have shown a very low level of demand for education in the past.

The programmes of the national EFA plan are well integrated with the national plans for development, peace building and poverty reduction. Such programmes include life skills with emphases on basic skills. The programmes also emphasize the improvement of the learning environment and the relevance of the curriculum to the needs of the learner.

The plan includes a number of indicators to measure the progress at the middle of the plan period. The year 2007 is used as a ceiling to achieve considerable progress in a number of objectives of EFA by the mid period of the plan.

The plan is based on a number of norms to determine the required inputs. The adopted norms are chosen with a view to achieving both the quality of the educational service and efficiency in the use of available inputs.

The national EFA Forum will assume the responsibility of follow up of the various implementation stages of the plan with the help of the national coordinator and the national committee. Periodical progress reports and bottlenecks will be presented to the National EFA Forum to take the necessary actions.

SUMMARY OF BASE SCENARIO

Base year for the projection is 2000/01.

Country:.....SUDAN.....

- ENROLMENT:

S.1 YEAR	Enrolment in basic Education (Grades 1-8)				Enrolment in Lower Secondary Education (Grades 7-9)				Total Basic Ed.
	Private	Government	Total	GER	Private	Government	Total	GER	
00/01	152,195	3,299,416	3,451,611	51.2%	0	0	0	0.0%	3,451,611
01/02	159,576	3,492,798	3,652,374	53.4%	0	0	0	0.0%	3,652,374
02/03	178,226	3,720,745	3,898,971	56.1%	0	0	0	0.0%	3,898,971
03/04	201,364	3,974,824	4,176,188	59.2%	0	0	0	0.0%	4,176,188
04/05	228,745	4,252,915	4,481,660	62.3%	0	0	0	0.0%	4,481,660
05/06	261,114	4,555,593	4,816,707	65.7%	0	0	0	0.0%	4,816,707
06/07	295,982	4,884,495	5,180,477	69.2%	0	0	0	0.0%	5,180,477
07/08	335,133	5,207,551	5,542,684	72.5%	0	0	0	0.0%	5,542,684
08/09	377,229	5,518,346	5,895,575	75.6%	0	0	0	0.0%	5,895,575
09/10	422,552	5,793,998	6,216,550	78.2%	0	0	0	0.0%	6,216,550
10/11	471,711	6,043,979	6,515,690	80.5%	0	0	0	0.0%	6,515,690
11/12	522,587	6,272,717	6,795,304	82.4%	0	0	0	0.0%	6,795,304
12/13	574,715	6,482,670	7,057,385	83.9%	0	0	0	0.0%	7,057,385
13/14	627,880	6,674,913	7,302,793	85.3%	0	0	0	0.0%	7,302,793
14/15	681,401	6,845,976	7,527,377	86.4%	0	0	0	0.0%	7,527,377
15/16	736,736	7,011,004	7,747,740	87.5%	0	0	0	0.0%	7,747,740
14/15									
15/16									

- GRADUATES:

S.2 YEAR	Basic Graduates (Grade 8)			Lower Secondary Graduates (Grade 9)		
	Private	Government	Total	Private	Government	Total
00/01	21,238	263,405	284,643	0	0	0
01/02	12,493	270,105	282,598	0	0	0
02/03	13,286	282,413	295,699	0	0	0
03/04	14,928	294,752	309,680	0	0	0
04/05	16,381	306,430	322,811	0	0	0
05/06	20,887	316,667	337,554	0	0	0
06/07	22,217	330,743	352,960	0	0	0
07/08	25,186	350,852	376,038	0	0	0
08/09	28,002	392,999	421,001	0	0	0
09/10	30,507	427,805	458,312	0	0	0
10/11	35,434	460,111	495,545	0	0	0
11/12	41,154	491,527	532,681	0	0	0
12/13	47,435	523,517	570,952	0	0	0
13/14	54,281	556,413	610,694	0	0	0
14/15	59,965	575,548	635,513	0	0	0
15/16	65,812	591,904	657,716	0	0	0
14/15						
15/16						

- TEACHERS (Government Schools Only):

S.3 YEAR	Teachers Needed, Pupil-Teacher Ratios and Non-Teaching Staff									
	Basic Education				Lower Secondary Education				New Teacher Recruitment	
	Teachers	P:T Ratio	Total Staff	P:Staff	Teachers	P:T Ratio	Total Staff	P:Staff	Primary	Lower Sec.
00/01	117,386	28.1	150,636	21.9					7,269	0
01/02	118,855	29.4	153,592	22.7					7,338	0
02/03	121,803	30.5	157,587	23.6					8,891	0
03/04	122,248	32.5	159,904	24.9					6,535	0
04/05	123,875	34.3	163,034	26.1					7,739	0
05/06	126,352	36.1	167,232	27.2					8,671	0
06/07	129,491	37.7	172,153	28.4					9,457	0
07/08	138,317	37.6	184,136	28.3					15,301	0
08/09	146,941	37.6	195,581	28.2					15,540	0
09/10	154,698	37.5	205,853	28.1					15,104	0
10/11	161,694	37.4	215,086	28.1					14,731	0
11/12	168,058	37.3	223,419	28.1					14,449	0
12/13	173,850	37.3	230,920	28.1					14,195	0
13/14	179,096	37.3	237,857	28.1					13,939	0
14/15	183,732	37.3	244,145	28.0					13,591	0
15/16	188,207	37.3	250,251	28.0					13,662	0
14/15										
15/16										

- EXPENDITURE (Government Schools Only):

S.4 YEAR	Basic Level ('000)				Total (million US\$)	Lower Secondary ('000)				Total (million US\$)
	Total Recur.	Salaries	Capital	Building		Total Recur.	Salaries	Capital	Building	
00/01	137,968	79,744	20,792	1,548	158.8					0.0
01/02	144,284	82,928	30,937	11,691	175.2					0.0
02/03	151,795	86,743	53,141	26,042	204.9					0.0
03/04	158,759	89,763	32,626	5,513	191.4					0.0
04/05	166,700	93,309	35,579	8,451	202.3					0.0
05/06	175,868	97,598	38,066	10,922	213.9					0.0
06/07	186,104	102,461	40,036	12,875	226.1					0.0
07/08	200,978	111,810	58,057	30,875	259.0					0.0
08/09	215,704	121,174	57,081	29,880	272.8					0.0
09/10	229,524	130,132	54,067	26,847	283.6					0.0
10/11	242,570	138,724	51,859	24,620	294.4					0.0
11/12	254,936	147,007	50,069	22,811	305.0					0.0
12/13	266,661	155,001	48,481	21,204	315.1					0.0
13/14	277,924	162,862	46,972	19,679	324.9					0.0
14/15	288,616	170,515	45,169	17,856	333.8					0.0
15/16	299,337	178,279	44,703	17,370	344.0					0.0
14/15										
15/16										

S.5 YEAR	Unit Cost (Public Recurrent Expenditure Per Pupil; US\$)							
	Basic Level				Lower Secondary Level			
	Exp./Pupil	Index	Exp./Grad.	Index	Exp./Pupil	Index	Exp./Grad.	Index
00/01	42	104.7%	524	97.2%				
01/02	41	103.4%	534	99.2%				
02/03	41	102.1%	537	99.8%				
03/04	40	100.0%	539	100.0%				
04/05	39	98.1%	544	101.0%				
05/06	39	96.7%	555	103.1%				
06/07	38	95.4%	563	104.5%				
07/08	39	96.6%	573	106.4%				
08/09	39	97.9%	549	101.9%				
09/10	40	99.2%	537	99.6%				
10/11	40	100.5%	527	97.9%				
11/12	41	101.8%	519	96.3%				
12/13	41	103.0%	509	94.6%				
13/14	42	104.2%	499	92.7%				
14/15	42	105.6%	501	93.1%				
15/16	43	106.9%	506	93.9%				
14/15								
15/16								

- INTERNAL EFFICIENCY (Government Schools Only)

IE.1 YEAR	Total Years of Study by the Cohort								
	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
00/01	1,024	1,001	955	919	870	826	786	746	
01/02	1,024	1,001	955	919	870	826	786	746	
02/03	1,024	1,001	955	919	870	826	786	746	
03/04	1,024	1,001	955	919	870	826	786	746	
04/05	1,024	1,001	955	919	870	826	786	746	
05/06	1,024	1,001	955	919	870	826	786	746	
06/07	1,024	1,001	955	919	870	826	786	746	
07/08	1,024	1,001	955	919	870	826	786	746	
08/09	1,024	1,001	955	919	870	826	786	746	
09/10	1,024	1,001	955	919	870	826	786	746	
10/11	1,024	1,001	955	919	870	826	786	746	
11/12	1,024	1,001	955	919	870	826	786	746	
12/13	1,024	1,001	955	919	870	826	786	746	
13/14	1,024	1,001	955	919	870	826	786	746	
14/15	1,024	1,001	955	919	870	826	786	746	
15/16	1,024	1,001	955	919	870	826	786	746	
14/15									
15/16									

IE.2 YEAR	Promotion of the Cohort						Secondary		
	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
00/01	1,000	981	936	897	848	807	760	702	
01/02	1,000	981	936	897	848	807	760	702	
02/03	1,000	981	936	897	848	807	760	702	
03/04	1,000	981	936	897	848	807	760	702	
04/05	1,000	981	936	897	848	807	760	702	
05/06	1,000	981	936	897	848	807	760	702	

EFA Analysis and Projection Model of UNESCO-PROA for Formal Basic Education

EFA Analysis and Projection Model: Base Scenario (Printed on 30/06/2005)

06/07	1,000	981	936	897	848	807	760	702
07/08	1,000	981	936	897	848	807	760	702
08/09	1,000	981	936	897	848	807	760	702
09/10	1,000	981	936	897	848	807	760	702
10/11	1,000	981	936	897	848	807	760	702
11/12	1,000	981	936	897	848	807	760	702
12/13	1,000	981	936	897	848	807	760	702
13/14	1,000	981	936	897	848	807	760	702
14/15	1,000	981	936	897	848	807	760	702
15/16	1,000	981	936	897	848	807	760	702
14/15								
15/16								

YEAR	Average Number of Years Spent								
	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
98/99	1.02	1.02	1.02	1.02	1.03	1.02	1.03	1.06	
99/00	1.02	1.02	1.02	1.02	1.03	1.02	1.03	1.06	
00/01	1.02	1.02	1.02	1.02	1.03	1.02	1.03	1.06	
01/02	1.02	1.02	1.02	1.02	1.03	1.02	1.03	1.06	
02/03	1.02	1.02	1.02	1.02	1.03	1.02	1.03	1.06	
03/04	1.02	1.02	1.02	1.02	1.03	1.02	1.03	1.06	
04/05	1.02	1.02	1.02	1.02	1.03	1.02	1.03	1.06	
05/06	1.02	1.02	1.02	1.02	1.03	1.02	1.03	1.06	
06/07	1.02	1.02	1.02	1.02	1.03	1.02	1.03	1.06	
07/08	1.02	1.02	1.02	1.02	1.03	1.02	1.03	1.06	
08/09	1.02	1.02	1.02	1.02	1.03	1.02	1.03	1.06	
09/10	1.02	1.02	1.02	1.02	1.03	1.02	1.03	1.06	
10/11	1.02	1.02	1.02	1.02	1.03	1.02	1.03	1.06	
11/12	1.02	1.02	1.02	1.02	1.03	1.02	1.03	1.06	
12/13	1.02	1.02	1.02	1.02	1.03	1.02	1.03	1.06	
13/14	1.02	1.02	1.02	1.02	1.03	1.02	1.03	1.06	
14/15									
15/16									

YEAR	Basic Education									
	Repetition Rate for Grades 1 to 5	Survival Rate to Grade 5	Survival Rate to Grade 6	Basic Graduates as % G-1 Intake	Pupil-years Invested for Basic Grads.	Coefficient of Internal Efficiency	Survival Rate from G-1 to G-8	L.Sec. Graduates as % G-7 Intake	Pupil-years Invested for G-9 Grads.	Coefficient of Internal Efficiency
00/01	2.2%	84.8%	80.7%	62.4%	11.43	70.0%	70.2%			
01/02	2.2%	84.8%	80.7%	62.4%	11.43	70.0%	70.2%			
02/03	2.2%	84.8%	80.7%	62.4%	11.43	70.0%	70.2%			
03/04	2.2%	84.8%	80.7%	62.4%	11.43	70.0%	70.2%			
04/05	2.2%	84.8%	80.7%	62.4%	11.43	70.0%	70.2%			
05/06	2.2%	84.8%	80.7%	62.4%	11.43	70.0%	70.2%			
06/07	2.2%	84.8%	80.7%	62.4%	11.43	70.0%	70.2%			
07/08	2.2%	84.8%	80.7%	62.4%	11.43	70.0%	70.2%			
08/09	2.2%	84.8%	80.7%	62.4%	11.43	70.0%	70.2%			
09/10	2.2%	84.8%	80.7%	62.4%	11.43	70.0%	70.2%			
10/11	2.2%	84.8%	80.7%	62.4%	11.43	70.0%	70.2%			
11/12	2.2%	84.8%	80.7%	62.4%	11.43	70.0%	70.2%			
12/13	2.2%	84.8%	80.7%	62.4%	11.43	70.0%	70.2%			
13/14	2.2%	84.8%	80.7%	62.4%	11.43	70.0%	70.2%			
14/15	2.2%	84.8%	80.7%	62.4%	11.43	70.0%	70.2%			
15/16	2.2%	84.8%	80.7%	62.4%	11.43	70.0%	70.2%			
14/15										
15/16										

FUPIL SUB-MODEL

1.1	Demographic Data: Population					
	Age 6		Age Group 6-13		Age Group 12-14	
YEAR	Number	Growth Rate	Number	Growth Rate	Number	Growth Rate
00/01	894,858		6,742,371			
01/02	913,804	2.12%	6,842,718	1.49%		
02/03	933,422	2.15%	6,945,870	1.51%		
03/04	953,741	2.18%	7,051,919	1.53%		
04/05	971,646	1.88%	7,191,703	1.98%		
05/06	990,137	1.90%	7,336,180	2.01%		
06/07	1,009,230	1.93%	7,485,518	2.04%		
07/08	1,028,942	1.95%	7,639,892	2.06%		
08/09	1,049,291	1.98%	7,799,486	2.09%		
09/10	1,067,687	1.75%	7,945,533	1.87%		
10/11	1,086,548	1.75%	8,095,977	1.87%		
11/12	1,105,885	1.75%	8,250,940	1.87%		
12/13	1,125,709	1.75%	8,410,547	1.87%		
13/14	1,146,033	1.75%	8,565,793	1.87%		
14/15	1,161,853	1.75%	8,709,398	1.87%		
15/16	1,177,945	1.75%	8,856,310	1.87%		
				1.87%		
				1.87%		

Note: Projected populations are obtained from the Census Department.

658018.653 0.9542961 2.43076923

1.2	New Entrants and Admission Rate			% New		New Entrants to	
	Admission Rate	New Entrants		Entrants to Gvt. Schools	Entrants to Private Sch.	Government Schools	Private Schools
YEAR		Number	Growth				
00/01	64.3%	575,162		95.4%	4.6%	548,875	26,287
01/02	69.8%	638,195	11.0%	95.4%	4.6%	609,027	29,168
02/03	73.9%	689,533	8.0%	95.4%	4.6%	657,814	31,719
03/04	77.9%	742,999	7.8%	95.4%	5.0%	705,937	37,062
04/05	81.9%	796,125	7.2%	94.6%	5.4%	753,088	43,037
05/06	86.0%	851,200	6.9%	94.2%	5.8%	801,631	49,569
06/07	90.0%	908,307	6.7%	93.8%	6.2%	851,619	56,688
07/08	91.1%	937,480	3.2%	93.3%	6.7%	875,056	62,424
08/09	92.2%	967,679	3.2%	92.9%	7.1%	899,202	68,477
09/10	93.3%	996,508	3.0%	92.5%	7.5%	921,829	74,679
10/11	94.4%	1,026,184	3.0%	92.1%	7.9%	944,995	81,189
11/12	95.6%	1,056,735	3.0%	91.7%	8.3%	968,716	88,019
12/13	96.7%	1,088,185	3.0%	91.3%	8.7%	993,001	95,184
13/14	97.8%	1,120,566	3.0%	90.8%	9.2%	1,017,870	102,696
14/15	98.9%	1,148,944	2.5%	90.4%	9.6%	1,038,848	110,096
15/16	100.0%	1,177,945	2.5%	90.0%	10.0%	1,060,151	117,794
14/15							
15/16							

Note: There are children entering school below and over age 6, and thus, the admission rate target could be over 100%.

Enrolment Projection for PRIVATE Schools									
1.3 Promotion Rates (Private Schools)									
YEAR	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
00/01	99.8%	98.6%	98.5%	98.2%	98.3%	98.1%	98.4%	97.4%	0.0%
01/02	99.8%	98.6%	98.5%	98.2%	98.3%	98.1%	98.4%	97.4%	0.0%
02/03	99.8%	98.6%	98.5%	98.2%	98.3%	98.1%	98.4%	97.4%	0.0%
03/04	99.8%	98.6%	98.5%	98.2%	98.3%	98.1%	98.4%	97.4%	0.0%
04/05	99.8%	98.6%	98.5%	98.2%	98.3%	98.1%	98.4%	97.4%	0.0%
05/06	99.8%	98.6%	98.5%	98.2%	98.3%	98.1%	98.4%	97.4%	0.0%
06/07	99.8%	98.6%	98.5%	98.2%	98.3%	98.1%	98.4%	97.4%	0.0%
07/08	99.8%	98.6%	98.5%	98.2%	98.3%	98.1%	98.4%	97.4%	0.0%
08/09	99.8%	98.6%	98.5%	98.2%	98.3%	98.1%	98.4%	97.4%	0.0%
09/10	99.8%	98.6%	98.5%	98.2%	98.3%	98.1%	98.4%	97.4%	0.0%
10/11	99.8%	98.6%	98.5%	98.2%	98.3%	98.1%	98.4%	97.4%	0.0%
11/12	99.8%	98.6%	98.5%	98.2%	98.3%	98.1%	98.4%	97.4%	0.0%
12/13	99.8%	98.6%	98.5%	98.2%	98.3%	98.1%	98.4%	97.4%	0.0%
13/14	99.8%	98.6%	98.5%	98.2%	98.3%	98.1%	98.4%	97.4%	0.0%
14/15	99.8%	98.6%	98.5%	98.2%	98.3%	98.1%	98.4%	97.4%	0.0%
15/16	99.8%	98.6%	98.5%	98.2%	98.3%	98.1%	98.4%	97.4%	0.0%
14/15									
15/16									

1.4 Repetition Rates (Private Schools)									
YEAR	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
00/01	0.0%	1.3%	1.2%	1.4%	1.4%	1.4%	1.2%	2.2%	0.0%
01/02	0.0%	1.3%	1.2%	1.4%	1.4%	1.4%	1.2%	2.2%	0.0%
02/03	0.0%	1.3%	1.2%	1.4%	1.4%	1.4%	1.2%	2.2%	0.0%
03/04	0.0%	1.3%	1.2%	1.4%	1.4%	1.4%	1.2%	2.2%	0.0%
04/05	0.0%	1.3%	1.2%	1.4%	1.4%	1.4%	1.2%	2.2%	0.0%
05/06	0.0%	1.3%	1.2%	1.4%	1.4%	1.4%	1.2%	2.2%	0.0%
06/07	0.0%	1.3%	1.2%	1.4%	1.4%	1.4%	1.2%	2.2%	0.0%
07/08	0.0%	1.3%	1.2%	1.4%	1.4%	1.4%	1.2%	2.2%	0.0%
08/09	0.0%	1.3%	1.2%	1.4%	1.4%	1.4%	1.2%	2.2%	0.0%
09/10	0.0%	1.3%	1.2%	1.4%	1.4%	1.4%	1.2%	2.2%	0.0%
10/11	0.0%	1.3%	1.2%	1.4%	1.4%	1.4%	1.2%	2.2%	0.0%
11/12	0.0%	1.3%	1.2%	1.4%	1.4%	1.4%	1.2%	2.2%	0.0%
12/13	0.0%	1.3%	1.2%	1.4%	1.4%	1.4%	1.2%	2.2%	0.0%
13/14	0.0%	1.3%	1.2%	1.4%	1.4%	1.4%	1.2%	2.2%	0.0%
14/15	0.0%	1.3%	1.2%	1.4%	1.4%	1.4%	1.2%	2.2%	0.0%
15/16	0.0%	1.3%	1.2%	1.4%	1.4%	1.4%	1.2%	2.2%	0.0%
14/15									
15/16									

1.5 Dropout Rates (Private Schools)									
YEAR	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
00/01	0.2%	0.2%	0.4%	0.5%	0.3%	0.6%	0.4%	0.4%	0.4%
01/02	0.2%	0.2%	0.4%	0.5%	0.3%	0.6%	0.4%	0.4%	0.4%
02/03	0.2%	0.2%	0.4%	0.5%	0.3%	0.6%	0.4%	0.4%	0.4%
03/04	0.2%	0.2%	0.4%	0.5%	0.3%	0.6%	0.4%	0.4%	0.4%
04/05	0.2%	0.2%	0.4%	0.5%	0.3%	0.6%	0.4%	0.4%	0.4%
05/06	0.2%	0.2%	0.4%	0.5%	0.3%	0.6%	0.4%	0.4%	0.4%
06/07	0.2%	0.2%	0.4%	0.5%	0.3%	0.6%	0.4%	0.4%	0.4%
07/08	0.2%	0.2%	0.4%	0.5%	0.3%	0.6%	0.4%	0.4%	0.4%
08/09	0.2%	0.2%	0.4%	0.5%	0.3%	0.6%	0.4%	0.4%	0.4%
09/10	0.2%	0.2%	0.4%	0.5%	0.3%	0.6%	0.4%	0.4%	0.4%
10/11	0.2%	0.2%	0.4%	0.5%	0.3%	0.6%	0.4%	0.4%	0.4%
11/12	0.2%	0.2%	0.4%	0.5%	0.3%	0.6%	0.4%	0.4%	0.4%
12/13	0.2%	0.2%	0.4%	0.5%	0.3%	0.6%	0.4%	0.4%	0.4%
13/14	0.2%	0.2%	0.4%	0.5%	0.3%	0.6%	0.4%	0.4%	0.4%
14/15	0.2%	0.2%	0.4%	0.5%	0.3%	0.6%	0.4%	0.4%	0.4%
15/16	0.2%	0.2%	0.4%	0.5%	0.3%	0.6%	0.4%	0.4%	0.4%
14/15									
15/16									

1.6 Net Transfer Rates for Private Schools as % of Enrolment									
YEAR	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
00/01									
01/02									
02/03									
03/04	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
04/05	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
05/06	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
06/07	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
07/08	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
08/09	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
09/10	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
10/11	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
11/12	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
12/13	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
13/14	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
14/15	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
15/16	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
14/15	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
15/16	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Note: Net Transfer Rate = (Transfers from Government into Private Schools) - (Transfers from Private to Government Schools).

1.7 Enrolments (Private Schools)									
YEAR	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
00/01	26,287	23,255	22,055	17,072	15,483	13,690	12,548	21,805	
01/02	29,168	26,512	23,171	21,944	16,973	15,405	13,576	12,827	
02/03	31,719	29,426	26,394	23,108	21,776	16,892	15,270	13,641	
03/04	37,062	32,008	29,303	26,297	22,985	21,634	16,749	15,326	
04/05	43,037	37,369	31,881	29,204	26,132	22,886	21,418	16,818	
05/06	49,569	43,397	37,194	31,781	29,030	25,997	22,701	21,445	
06/07	56,688	49,988	43,195	37,047	31,599	28,887	25,768	22,810	
07/08	62,424	57,171	49,760	43,026	36,804	31,452	28,638	25,858	
08/09	68,477	62,983	56,914	49,570	42,745	36,603	31,188	28,749	
09/10	74,679	69,093	62,724	56,701	49,251	42,512	36,271	31,321	
10/11	81,189	75,356	68,812	62,517	56,342	48,988	42,127	36,380	
11/12	88,019	81,928	75,055	68,589	62,149	56,046	48,548	42,253	
12/13	95,184	88,823	81,603	74,818	68,190	61,849	55,547	48,701	
13/14	102,696	96,056	88,474	81,348	74,389	67,866	61,321	55,730	
14/15	110,096	103,640	95,681	88,201	80,885	74,041	67,291	61,566	
15/16	117,794	111,116	103,238	95,389	87,702	80,510	73,418	67,569	
14/15									
15/16									

1.8 YEAR	Enrolment in Private Schools			Enrolment Growth Rate in Private School			Graduates	
	Basic	Lower Sec.	Basic Ed.	Basic	Lower Sec.	Basic Ed.	Basic	Lower Sec.
00/01	152,195		152,195				21,238	0
01/02	159,576		159,576	4.8%		4.8%	12,493	0
02/03	178,226		178,226	11.7%		11.7%	13,286	0
03/04	201,364		201,364	13.0%		13.0%	14,928	0
04/05	228,745		228,745	13.6%		13.6%	16,381	0
05/06	261,114		261,114	14.2%		14.2%	20,887	0
06/07	295,982		295,982	13.4%		13.4%	22,217	0
07/08	335,133		335,133	13.2%		13.2%	25,186	0
08/09	377,229		377,229	12.6%		12.6%	28,002	0
09/10	422,552		422,552	12.0%		12.0%	30,507	0
10/11	471,711		471,711	11.6%		11.6%	35,434	0
11/12	522,587		522,587	10.8%		10.8%	41,154	0
12/13	574,715		574,715	10.0%		10.0%	47,435	0
13/14	627,880		627,880	9.3%		9.3%	54,281	0
14/15	681,401		681,401	8.5%		8.5%	59,965	0
15/16	736,736		736,736	8.1%		8.1%	65,812	0
14/15								
15/16								

Enrolment Projection for GOVERNMENT Schools

Enrolment Projection for GOVERNMENT Schools									
1.9 Promotion Rates (Government Schools)									
YEAR	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
00/01	95.8%	93.5%	93.9%	92.3%	92.7%	92.0%	89.4%	88.8%	#VALUE!
01/02	95.8%	93.5%	93.9%	92.3%	92.7%	92.0%	89.4%	88.8%	
02/03	95.8%	93.5%	93.9%	92.3%	92.7%	92.0%	89.4%	88.8%	0.0%
03/04	95.8%	93.5%	93.9%	92.3%	92.7%	92.0%	89.4%	88.8%	0.0%
04/05	95.8%	93.5%	93.9%	92.3%	92.7%	92.0%	89.4%	88.8%	0.0%
05/06	95.8%	93.5%	93.9%	92.3%	92.7%	92.0%	89.4%	88.8%	0.0%
06/07	95.8%	93.5%	93.9%	92.3%	92.7%	92.0%	89.4%	88.8%	0.0%
07/08	95.8%	93.5%	93.9%	92.3%	92.7%	92.0%	89.4%	88.8%	0.0%
08/09	95.8%	93.5%	93.9%	92.3%	92.7%	92.0%	89.4%	88.8%	0.0%
09/10	95.8%	93.5%	93.9%	92.3%	92.7%	92.0%	89.4%	88.8%	0.0%
10/11	95.8%	93.5%	93.9%	92.3%	92.7%	92.0%	89.4%	88.8%	0.0%
11/12	95.8%	93.5%	93.9%	92.3%	92.7%	92.0%	89.4%	88.8%	0.0%
12/13	95.8%	93.5%	93.9%	92.3%	92.7%	92.0%	89.4%	88.8%	0.0%
13/14	95.8%	93.5%	93.9%	92.3%	92.7%	92.0%	89.4%	88.8%	0.0%
14/15	95.8%	93.5%	93.9%	92.3%	92.7%	92.0%	89.4%	88.8%	0.0%
15/16	95.8%	93.5%	93.9%	92.3%	92.7%	92.0%	89.4%	88.8%	0.0%
14/15									
15/16									

1.10 Repetition Rates (Government Schools)									
YEAR	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
00/01	2.3%	2.0%	2.0%	2.4%	2.5%	2.4%	3.3%	5.9%	#VALUE!
01/02	2.3%	2.0%	2.0%	2.4%	2.5%	2.4%	3.3%	5.9%	
02/03	2.3%	2.0%	2.0%	2.4%	2.5%	2.4%	3.3%	5.9%	0.0%
03/04	2.3%	2.0%	2.0%	2.4%	2.5%	2.4%	3.3%	5.9%	0.0%
04/05	2.3%	2.0%	2.0%	2.4%	2.5%	2.4%	3.3%	5.9%	0.0%
05/06	2.3%	2.0%	2.0%	2.4%	2.5%	2.4%	3.3%	5.9%	0.0%
06/07	2.3%	2.0%	2.0%	2.4%	2.5%	2.4%	3.3%	5.9%	0.0%
07/08	2.3%	2.0%	2.0%	2.4%	2.5%	2.4%	3.3%	5.9%	0.0%
08/09	2.3%	2.0%	2.0%	2.4%	2.5%	2.4%	3.3%	5.9%	0.0%
09/10	2.3%	2.0%	2.0%	2.4%	2.5%	2.4%	3.3%	5.9%	0.0%
10/11	2.3%	2.0%	2.0%	2.4%	2.5%	2.4%	3.3%	5.9%	0.0%
11/12	2.3%	2.0%	2.0%	2.4%	2.5%	2.4%	3.3%	5.9%	0.0%
12/13	2.3%	2.0%	2.0%	2.4%	2.5%	2.4%	3.3%	5.9%	0.0%
13/14	2.3%	2.0%	2.0%	2.4%	2.5%	2.4%	3.3%	5.9%	0.0%
14/15	2.3%	2.0%	2.0%	2.4%	2.5%	2.4%	3.3%	5.9%	0.0%
15/16	2.3%	2.0%	2.0%	2.4%	2.5%	2.4%	3.3%	5.9%	0.0%
14/15									
15/16									

1.11 Dropout Rates (Government Schools)									
YEAR	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
00/01	1.9%	4.4%	4.1%	5.3%	4.8%	5.7%	7.3%	5.3%	
01/02	1.9%	4.4%	4.1%	5.3%	4.8%	5.7%	7.3%	5.3%	
02/03	1.9%	4.4%	4.1%	5.3%	4.8%	5.7%	7.3%	5.3%	
03/04	1.9%	4.4%	4.1%	5.3%	4.8%	5.7%	7.3%	5.3%	
04/05	1.9%	4.4%	4.1%	5.3%	4.8%	5.7%	7.3%	5.3%	
05/06	1.9%	4.4%	4.1%	5.3%	4.8%	5.7%	7.3%	5.3%	
06/07	1.9%	4.4%	4.1%	5.3%	4.8%	5.7%	7.3%	5.3%	
07/08	1.9%	4.4%	4.1%	5.3%	4.8%	5.7%	7.3%	5.3%	
08/09	1.9%	4.4%	4.1%	5.3%	4.8%	5.7%	7.3%	5.3%	
09/10	1.9%	4.4%	4.1%	5.3%	4.8%	5.7%	7.3%	5.3%	
10/11	1.9%	4.4%	4.1%	5.3%	4.8%	5.7%	7.3%	5.3%	
11/12	1.9%	4.4%	4.1%	5.3%	4.8%	5.7%	7.3%	5.3%	
12/13	1.9%	4.4%	4.1%	5.3%	4.8%	5.7%	7.3%	5.3%	
13/14	1.9%	4.4%	4.1%	5.3%	4.8%	5.7%	7.3%	5.3%	
14/15	1.9%	4.4%	4.1%	5.3%	4.8%	5.7%	7.3%	5.3%	
15/16	1.9%	4.4%	4.1%	5.3%	4.8%	5.7%	7.3%	5.3%	
14/15									
15/16									

1.12 Net Transfers to Government Schools from Private Schools									
YEAR	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
00/01	0	0	0	0	0	0	0	0	0
01/02	0	0	0	0	0	0	0	0	0
02/03	0	0	0	0	0	0	0	0	0
03/04	0	0	0	0	0	0	0	0	0
04/05	0	0	0	0	0	0	0	0	0
05/06	0	0	0	0	0	0	0	0	0
06/07	0	0	0	0	0	0	0	0	0
07/08	0	0	0	0	0	0	0	0	0
08/09	0	0	0	0	0	0	0	0	0
09/10	0	0	0	0	0	0	0	0	0
10/11	0	0	0	0	0	0	0	0	0
11/12	0	0	0	0	0	0	0	0	0
12/13	0	0	0	0	0	0	0	0	0
13/14	0	0	0	0	0	0	0	0	0
14/15	0	0	0	0	0	0	0	0	0
15/16	0	0	0	0	0	0	0	0	0
14/15	0	0	0	0	0	0	0	0	0
15/16	0	0	0	0	0	0	0	0	0

1.13 Enrolment in Government Schools									
YEAR	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
00/01	548,875	503,769	459,192	427,411	388,978	353,716	320,859	296,616	
01/02	621,696	535,935	480,528	441,309	404,204	369,092	335,873	304,161	
02/03	672,163	606,345	511,049	461,671	417,411	383,576	350,509	318,021	
03/04	721,451	656,105	577,531	490,809	436,535	396,166	364,312	331,915	
04/05	769,740	704,321	625,422	553,914	463,907	414,199	376,346	345,066	
05/06	819,397	751,550	671,493	600,386	522,838	440,010	393,326	356,593	
06/07	870,532	800,070	716,604	644,749	567,200	495,274	417,622	372,444	
07/08	895,149	850,031	762,904	688,161	609,254	537,720	469,244	395,088	
08/09	919,863	874,616	810,575	732,665	650,372	577,723	509,983	442,549	
09/10	943,060	898,785	834,536	778,483	692,475	616,800	548,115	481,744	
10/11	966,762	921,493	857,629	802,077	735,815	656,770	585,310	518,123	
11/12	991,030	944,655	879,337	824,321	758,672	697,907	623,295	553,500	
12/13	1,015,875	968,369	901,443	845,233	779,773	720,075	662,379	589,523	
13/14	1,041,317	992,646	924,073	866,486	799,601	740,167	684,056	626,567	
14/15	1,062,883	1,017,507	947,240	888,240	819,712	759,030	703,249	648,115	
15/16	1,084,683	1,038,666	970,964	910,509	840,293	778,127	721,229	666,533	
14/15									
15/16									

1.14	Enrolment in Government Schools		Enrolment Growth Rate in Govt. Schools			Graduates	
	Basic	Lower Sec.	Basic	Basic	Lower Sec.	Basic	Lower Sec.
00/01	3,299,416		3,299,416			263,405	0
01/02	3,492,798		3,492,798	5.9%		270,105	0
02/03	3,720,745		3,720,745	6.5%		282,413	0
03/04	3,974,824		3,974,824	6.8%		294,752	0
04/05	4,252,915		4,252,915	7.0%		306,430	0
05/06	4,555,593		4,555,593	7.1%		316,667	0
06/07	4,884,495		4,884,495	7.2%		330,743	0
07/08	5,207,551		5,207,551	6.6%		350,852	0
08/09	5,518,346		5,518,346	6.0%		392,999	0
09/10	5,793,998		5,793,998	5.0%		427,805	0
10/11	6,043,979		6,043,979	4.3%		460,111	0
11/12	6,272,717		6,272,717	3.8%		491,527	0
12/13	6,482,670		6,482,670	3.3%		523,517	0
13/14	6,674,913		6,674,913	3.0%		556,413	0
14/15	6,845,976		6,845,976	2.6%		575,548	0
15/16	7,011,004		7,011,004	2.4%		591,904	0
14/15							
15/16							

Enrolment Projection for ALL Schools (Private and Government)

1.15 Total Enrolment by Grade									
YEAR	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
00/01	575,162	527,024	481,247	444,483	404,461	367,406	333,407	318,421	
01/02	650,864	562,447	503,699	463,253	421,177	384,497	349,449	316,988	
02/03	703,882	635,771	537,443	484,779	439,187	400,468	365,779	331,662	
03/04	758,513	688,113	606,834	517,106	459,520	417,800	381,061	347,241	
04/05	812,777	741,690	657,303	583,118	490,039	437,085	397,764	361,884	
05/06	868,966	794,947	708,687	632,167	551,868	466,007	416,027	378,038	
06/07	927,220	850,058	759,799	681,796	598,799	524,161	443,390	395,254	
07/08	957,573	907,202	812,664	731,187	646,058	569,172	497,882	420,946	
08/09	988,340	937,599	867,489	782,235	693,117	614,326	541,171	471,298	
09/10	1,017,739	967,878	897,260	835,184	741,726	659,312	584,386	513,065	
10/11	1,047,951	996,849	926,441	864,594	792,157	705,758	627,437	554,503	
11/12	1,079,049	1,026,583	954,392	892,910	820,821	753,953	671,843	595,753	
12/13	1,111,059	1,057,192	983,046	920,051	847,963	781,924	717,926	638,224	
13/14	1,144,013	1,088,702	1,012,547	947,834	873,990	808,033	745,377	682,297	
14/15	1,172,979	1,121,147	1,042,921	976,441	900,597	833,071	770,540	709,681	
15/16	1,202,477	1,149,782	1,074,202	1,005,898	927,995	858,637	794,647	734,102	
14/15									
15/16									

YEAR	Total Enrolment		Graduates		Gross Enrolment Ratio for	
	Basic	Lower Sec.	Basic	Lower Sec.	Basic	Lower Sec.
00/01	3,451,611		3,451,611	284,643	0	51.2%
01/02	3,652,374		3,652,374	282,598	0	53.4%
02/03	3,898,971		3,898,971	295,699	0	56.1%
03/04	4,176,188		4,176,188	309,680	0	59.2%
04/05	4,481,660		4,481,660	322,811	0	62.3%
05/06	4,816,707		4,816,707	337,554	0	65.7%
06/07	5,180,477		5,180,477	352,960	0	69.2%
07/08	5,542,684		5,542,684	376,038	0	72.5%
08/09	5,895,575		5,895,575	421,001	0	75.6%
09/10	6,216,550		6,216,550	458,312	0	78.2%
10/11	6,515,690		6,515,690	495,545	0	80.5%
11/12	6,795,304		6,795,304	532,681	0	82.4%
12/13	7,057,385		7,057,385	570,952	0	83.9%
13/14	7,302,793		7,302,793	610,694	0	85.3%
14/15	7,527,377		7,527,377	635,513	0	86.4%
15/16	7,747,740		7,747,740	657,716	0	87.5%
14/15						
15/16						

TEACHER SUB-MODEL: GOVERNMENT SCHOOLS

YEAR	Pupils : Class Ratio								
	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
00/01	45.5	43.4	41.3	40.6	39.9	33.5	35.8	34.9	
01/02	49.4	42.0	41.7	41.4	41.1	36.4	35.6	36.1	
02/03	49.4	42.0	41.7	41.4	41.1	36.4	35.6	36.1	
03/04	49.5	44.0	43.8	43.6	43.3	39.8	39.2	39.6	
04/05	49.6	46.0	45.8	45.7	45.5	43.2	42.8	43.1	
05/06	49.7	48.0	47.9	47.9	47.8	46.6	46.4	46.5	
06/07	50.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0	
07/08	50.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0	
08/09	50.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0	
09/10	50.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0	
10/11	50.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0	
11/12	50.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0	
12/13	50.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0	
13/14	50.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0	
14/15	50.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0	
15/16	50.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0	
14/15									
15/16									

Note: Pupil/class ratio will correspond to Pupil/Teacher ratio if Teacher/class ratio=1

12,834.0 13,033.5 11,690.5 10,844.5 9,963.5 10,539.0 9,410.5 8,645.5

YEAR	Classes Needed								
	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
00/01	12,051	11,617	11,124	10,538	9,760	10,554	8,975	8,491	
01/02	12,595	12,772	11,525	10,659	9,845	10,127	9,435	8,416	
02/03	13,617	14,450	12,257	11,151	10,167	10,524	9,846	8,800	
03/04	14,578	14,921	13,194	11,270	10,083	9,945	9,294	8,381	
04/05	15,514	15,318	13,641	12,120	10,189	9,583	8,793	8,012	
05/06	16,472	15,660	14,012	12,547	10,946	9,440	8,477	7,663	
06/07	17,411	16,001	14,332	12,895	11,344	9,905	8,352	7,449	
07/08	17,903	17,001	15,258	13,763	12,185	10,754	9,385	7,902	
08/09	18,397	17,492	16,212	14,653	13,007	11,554	10,200	8,851	
09/10	18,861	17,976	16,691	15,570	13,850	12,336	10,962	9,635	
10/11	19,335	18,430	17,153	16,042	14,716	13,135	11,706	10,362	
11/12	19,821	18,893	17,587	16,486	15,173	13,958	12,466	11,070	
12/13	20,318	19,367	18,029	16,905	15,595	14,402	13,248	11,790	
13/14	20,826	19,853	18,481	17,330	15,992	14,803	13,681	12,531	
14/15	21,258	20,350	18,945	17,765	16,394	15,181	14,065	12,962	
15/16	21,694	20,773	19,419	18,210	16,806	15,563	14,425	13,331	
14/15									
15/16									

YEAR	Classes and Schools									
	Basic Classes	Basic Schools				L. Sec. Classes	Lower Secondary Schools			
		Cls./new sch.	Number	New Schools	Classes/sch.		Cls./new sch.	Number	New Schools	Classes/sch.
00/01	83,110	4.3	11,875	530	7.0					
01/02	85,374	4.3	12,406	531	6.9					
02/03	90,812	4.3	13,494	1,088	6.7					
03/04	91,666	4.3	13,922	428	6.6					
04/05	93,170	4.3	14,478	556	6.4					
05/06	95,217	4.3	15,114	636	6.3					
06/07	97,689	4.3	15,773	659	6.2					
07/08	104,151	4.3	16,940	1,167	6.1					
08/09	110,366	4.3	17,983	1,043	6.1					
09/10	115,881	4.3	18,913	930	6.1					
10/11	120,879	4.3	19,740	827	6.1					
11/12	125,454	4.3	20,468	728	6.1					
12/13	129,654	4.3	21,100	632	6.1					
13/14	133,497	4.3	21,725	625	6.1					
14/15	136,920	4.3	22,336	611	6.1					
15/16	140,221	4.3	22,939	603	6.1					
14/15										
15/16										

scenario

YEAR	Teaching Staff per Class				Principals per School		Non-Tch. Staff per School	
	Grade 1-3	Grade 4-8	Basic	Low.Sec.	Basic	Low.Sec.	Basic	Low.Sec.
00/01	1.232	1.542	1.412		1.0		1.800	
01/02	1.177	1.556	1.392		1.0		1.800	
02/03	1.146	1.497	1.341		1.0		1.705	
03/04	1.146	1.497	1.334		1.0	0.0	1.705	
04/05	1.146	1.497	1.330		1.0	0.0	1.705	
05/06	1.146	1.497	1.327		1.0	0.0	1.705	
06/07	1.146	1.497	1.326		1.0	0.0	1.705	
07/08	1.146	1.497	1.328		1.0	0.0	1.705	
08/09	1.146	1.497	1.331		1.0	0.0	1.705	
09/10	1.146	1.497	1.335		1.0	0.0	1.705	
10/11	1.146	1.497	1.338		1.0	0.0	1.705	
11/12	1.146	1.497	1.340		1.0	0.0	1.705	
12/13	1.146	1.497	1.341		1.0	0.0	1.705	
13/14	1.146	1.497	1.342		1.0	0.0	1.705	
14/15	1.146	1.497	1.342		1.0	0.0	1.705	
15/16	1.146	1.497	1.342		1.0	0.0	1.705	
14/15								
15/16								

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YEAR	Principals				Other Non-Teaching Staff		Total School Staff		
	Grade 1-3	Grade 4-8	Basic	Low.Sec.	Basic	Low.Sec.	Basic	Low.Sec.	
00/01	42,881	74,505	117,386		11,875		21,375	150,636	0
01/02	43,418	75,437	118,855		12,406		22,331	153,592	0
02/03	46,201	75,602	121,803		12,780		23,004	157,587	0
03/04	48,915	73,333	122,248	0	13,922	0	23,734	159,904	0
04/05	50,955	72,920	123,875	0	14,478	0	24,681	163,034	0
05/06	52,869	73,483	126,352	0	15,114	0	25,766	167,232	0
06/07	54,702	74,789	129,491	0	15,773	0	26,889	172,153	0
07/08	57,473	80,844	138,317	0	16,940	0	28,879	184,136	0
08/09	59,694	87,247	146,941	0	17,983	0	30,657	195,581	0
09/10	61,329	93,369	154,698	0	18,913	0	32,242	205,853	0
10/11	62,922	98,772	161,694	0	19,740	0	33,652	215,086	0
11/12	64,507	103,551	168,058	0	20,468	0	34,893	223,419	0
12/13	66,125	107,725	173,850	0	21,100	0	35,970	230,920	0
13/14	67,782	111,314	179,096	0	21,725	0	37,036	237,857	0
14/15	69,378	114,354	183,732	0	22,336	0	38,077	244,145	0
15/16	70,906	117,301	188,207	0	22,939	0	39,105	250,251	0
14/15									
15/16									

YEAR	Attrition of Basic Education Staff					
	Teaching Staff		School Principals		Other Non-Teaching Staff	
	Basic	Low.Sec.	Basic	Low.Sec.	Basic	Low.Sec.
00/01	5.0%		4.0%		5.0%	
01/02	5.0%	0.0%	4.0%	0.0%	5.0%	0.0%
02/03	5.0%	0.0%	4.0%	0.0%	5.0%	0.0%
03/04	5.0%	0.0%	4.0%	0.0%	5.0%	0.0%
04/05	5.0%	0.0%	4.0%	0.0%	5.0%	0.0%
05/06	5.0%	0.0%	4.0%	0.0%	5.0%	0.0%
06/07	5.0%	0.0%	4.0%	0.0%	5.0%	0.0%
07/08	5.0%	0.0%	4.0%	0.0%	5.0%	0.0%
08/09	5.0%	0.0%	4.0%	0.0%	5.0%	0.0%
09/10	5.0%	0.0%	4.0%	0.0%	5.0%	0.0%
10/11	5.0%	0.0%	4.0%	0.0%	5.0%	0.0%
11/12	5.0%	0.0%	4.0%	0.0%	5.0%	0.0%
12/13	5.0%	0.0%	4.0%	0.0%	5.0%	0.0%
13/14	5.0%	0.0%	4.0%	0.0%	5.0%	0.0%
14/15	5.0%	0.0%	4.0%	0.0%	5.0%	0.0%
15/16	5.0%	0.0%	4.0%	0.0%	5.0%	0.0%
14/15						
15/16						

Note: Attrition rate includes retirement, death and resignations.

2.7	Attrition, New Posts and Recruitment at Primary Level								
	Teachers			Principal			Other Non-Teaching Staff		
	YEAR	Attrition	New Posts	Recruitment	Attrition	New Posts	Recruitment	Attrition	New Posts
00/01	5,869	1,400	7,269	475	500	975	1,069	900	1,969
01/02	5,943	1,469	7,338	496	531	1,006	1,117	956	2,025
02/03	6,090	2,948	8,891	511	1,088	1,584	1,150	673	1,790
03/04	6,112	445	6,535	557	428	939	1,187	730	1,880
04/05	6,194	1,627	7,739	579	556	1,113	1,234	947	2,134
05/06	6,318	2,477	8,671	605	636	1,215	1,288	1,085	2,319
06/07	6,475	3,139	9,457	631	659	1,264	1,344	1,123	2,411
07/08	6,916	8,826	15,301	678	1,167	1,798	1,444	1,990	3,334
08/09	7,347	8,624	15,540	719	1,043	1,721	1,533	1,778	3,222
09/10	7,735	7,757	15,104	757	930	1,649	1,612	1,585	3,118
10/11	8,085	6,996	14,731	790	827	1,584	1,683	1,410	3,022
11/12	8,403	6,364	14,449	819	728	1,518	1,745	1,241	2,924
12/13	8,693	5,792	14,195	844	632	1,451	1,799	1,077	2,822
13/14	8,955	5,246	13,939	869	625	1,469	1,852	1,066	2,865
14/15	9,187	4,636	13,591	893	611	1,480	1,904	1,041	2,893
15/16	9,410	4,475	13,662	918	603	1,496	1,955	1,028	2,932
14/15									
15/16									

2.8	Attrition, New Posts and Recruitment at Lower Secondary Level								
	Teachers			Principal			Other Non-Teaching Staff		
	YEAR	Attrition	New Posts	Recruitment	Attrition	New Posts	Recruitment	Attrition	New Posts
00/01	0	0	0	0	0	0	0	0	0
01/02	0	0	0	0	0	0	0	0	0
02/03	0	0	0	0	0	0	0	0	0
03/04	0	0	0	0	0	0	0	0	0
04/05	0	0	0	0	0	0	0	0	0
05/06	0	0	0	0	0	0	0	0	0
06/07	0	0	0	0	0	0	0	0	0
07/08	0	0	0	0	0	0	0	0	0
08/09	0	0	0	0	0	0	0	0	0
09/10	0	0	0	0	0	0	0	0	0
10/11	0	0	0	0	0	0	0	0	0
11/12	0	0	0	0	0	0	0	0	0
12/13	0	0	0	0	0	0	0	0	0
13/14	0	0	0	0	0	0	0	0	0
14/15	0	0	0	0	0	0	0	0	0
15/16	0	0	0	0	0	0	0	0	0
14/15									
15/16									

RECURRENT EXPENDITURE SUB-MODEL: GOVERNMENT SCHOOLS

3.1	School Staff by Function: Basic Education									
	Basic Level					Lower Secondary Level				
	Teacher G.1	Teacher G.4	Principal	N.Teach Staff	Total	Teachers	Principal	N.Teach Staff	Total	
00/01	42,881	74,505	11,875	21,375	150,636	0	0	0	0	0
01/02	43,418	75,437	12,406	22,331	153,592	0	0	0	0	0
02/03	46,201	75,602	12,780	23,004	157,587	0	0	0	0	0
03/04	48,915	73,333	13,922	23,734	159,904	0	0	0	0	0
04/05	50,955	72,920	14,478	24,681	163,034	0	0	0	0	0
05/06	52,869	73,483	15,114	25,766	167,232	0	0	0	0	0
06/07	54,702	74,789	15,773	26,889	172,153	0	0	0	0	0
07/08	57,473	80,844	16,940	28,879	184,136	0	0	0	0	0
08/09	59,694	87,247	17,983	30,657	195,581	0	0	0	0	0
09/10	61,329	93,369	18,913	32,242	205,853	0	0	0	0	0
10/11	62,922	98,772	19,740	33,652	215,086	0	0	0	0	0
11/12	64,507	103,551	20,468	34,893	223,419	0	0	0	0	0
12/13	66,125	107,725	21,100	35,970	230,920	0	0	0	0	0
13/14	67,782	111,314	21,725	37,036	237,857	0	0	0	0	0
14/15	69,378	114,354	22,336	38,077	244,145	0	0	0	0	0
15/16	70,906	117,301	22,939	39,105	250,251	0	0	0	0	0
14/15										
15/16										

3.2	Average Monthly Salary and Allowances of Staff by Function (US\$)									
	Basic Level				Lower Secondary Level				Average Increase	
	Teacher G.1	Teacher G.4	Principal	N.Teach Staff	Teacher	Principal	N.Teach Staff	Annual	Special	
00/01	43.00	45.00	50.00	40.00				2.0%	0.0%	
01/02	43.86	45.90	51.00	40.80	0.00	0.00	0.00	2.0%	0.0%	
02/03	44.74	46.82	52.02	41.62	0.00	0.00	0.00	2.0%	0.0%	
03/04	45.63	47.75	53.06	42.45	0.00	0.00	0.00	2.0%	0.0%	
04/05	46.54	48.71	54.12	43.30	0.00	0.00	0.00	2.0%	0.0%	
05/06	47.48	49.68	55.20	44.16	0.00	0.00	0.00	2.0%	0.0%	
06/07	48.42	50.68	56.31	45.05	0.00	0.00	0.00	2.0%	0.0%	
07/08	49.39	51.69	57.43	45.95	0.00	0.00	0.00	2.0%	0.0%	
08/09	50.38	52.72	58.58	46.87	0.00	0.00	0.00	2.0%	0.0%	
09/10	51.39	53.78	59.75	47.80	0.00	0.00	0.00	2.0%	0.0%	
10/11	52.42	54.85	60.95	48.76	0.00	0.00	0.00	2.0%	0.0%	
11/12	53.47	55.95	62.17	49.73	0.00	0.00	0.00	2.0%	0.0%	
12/13	54.53	57.07	63.41	50.73	0.00	0.00	0.00	2.0%	0.0%	
13/14	55.63	58.21	64.68	51.74	0.00	0.00	0.00	2.0%	0.0%	
14/15	56.74	59.38	65.97	52.78	0.00	0.00	0.00	2.0%	0.0%	
15/16	57.87	60.56	67.29	53.83	0.00	0.00	0.00	2.0%	0.0%	
14/15										
15/16										

3.3	Salary Expenditures for School Staff ('000 US\$; 2001 prices)										
	Basic Level					Lower Secondary Level					Salaries ('000 US\$)
	Teacher G.1	Teacher G.4	Principal	N.Teach Staff	Total	Teacher	Principal	N.Teach Staff	Total		
00/01	22,126.6	40,232.7	7,125.0	10,260.0	79,744.3	0.0	0.0	0.0	0.0	79,744.3	
01/02	22,851.6	41,550.9	7,592.5	10,933.3	82,928.2	0.0	0.0	0.0	0.0	82,928.2	
02/03	24,802.8	42,474.4	7,977.8	11,488.0	86,743.1	0.0	0.0	0.0	0.0	86,743.1	
03/04	26,785.0	42,023.6	8,864.5	12,089.6	89,762.8	0.0	0.0	0.0	0.0	89,762.8	
04/05	28,460.2	42,622.7	9,402.9	12,823.4	93,309.2	0.0	0.0	0.0	0.0	93,309.2	
05/06	30,119.8	43,810.8	10,012.2	13,654.9	97,597.8	0.0	0.0	0.0	0.0	97,597.8	
06/07	31,787.3	45,481.3	10,657.8	14,535.1	102,461.4	0.0	0.0	0.0	0.0	102,461.4	
07/08	34,065.5	50,146.7	11,675.2	15,923.0	111,810.5	0.0	0.0	0.0	0.0	111,810.5	
08/09	36,089.6	55,200.8	12,642.0	17,241.4	121,173.8	0.0	0.0	0.0	0.0	121,173.8	
09/10	37,819.6	60,255.7	13,561.7	18,495.4	130,132.4	0.0	0.0	0.0	0.0	130,132.4	
10/11	39,578.0	65,017.4	14,437.8	19,690.4	138,723.5	0.0	0.0	0.0	0.0	138,723.5	
11/12	41,386.5	69,526.4	15,269.6	20,824.8	147,007.4	0.0	0.0	0.0	0.0	147,007.4	
12/13	43,273.0	73,775.5	16,055.9	21,897.0	155,001.5	0.0	0.0	0.0	0.0	155,001.5	
13/14	45,244.6	77,758.1	16,862.2	22,996.8	162,861.6	0.0	0.0	0.0	0.0	162,861.6	
14/15	47,236.1	81,479.3	17,683.1	24,116.1	170,514.6	0.0	0.0	0.0	0.0	170,514.6	
15/16	49,242.0	85,250.7	18,523.7	25,262.5	178,278.9	0.0	0.0	0.0	0.0	178,278.9	
14/15											
15/16											

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3.4 Government Expenditure on a Set of Textbooks by Grade (US\$)										
YEAR	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Avg. Growth
00/01	4.3	2.5	2.4	5.3	7.2	7.8	8.4	7.5		0.0%
01/02	4.3	2.5	2.4	5.3	7.2	7.8	8.4	7.5		0.0%
02/03	4.3	2.5	2.4	5.3	7.2	7.8	8.4	7.5		0.0%
03/04	4.3	2.5	2.4	5.3	7.2	7.8	8.4	7.5	0.0	0.0%
04/05	4.3	2.5	2.4	5.3	7.2	7.8	8.4	7.5	0.0	0.0%
05/06	4.3	2.5	2.4	5.3	7.2	7.8	8.4	7.5	0.0	0.0%
06/07	4.3	2.5	2.4	5.3	7.2	7.8	8.4	7.5	0.0	0.0%
07/08	4.3	2.5	2.4	5.3	7.2	7.8	8.4	7.5	0.0	0.0%
08/09	4.3	2.5	2.4	5.3	7.2	7.8	8.4	7.5	0.0	0.0%
09/10	4.3	2.5	2.4	5.3	7.2	7.8	8.4	7.5	0.0	0.0%
10/11	4.3	2.5	2.4	5.3	7.2	7.8	8.4	7.5	0.0	0.0%
11/12	4.3	2.5	2.4	5.3	7.2	7.8	8.4	7.5	0.0	0.0%
12/13	4.3	2.5	2.4	5.3	7.2	7.8	8.4	7.5	0.0	0.0%
13/14	4.3	2.5	2.4	5.3	7.2	7.8	8.4	7.5	0.0	0.0%
14/15	4.3	2.5	2.4	5.3	7.2	7.8	8.4	7.5	0.0	0.0%
15/16	4.3	2.5	2.4	5.3	7.2	7.8	8.4	7.5	0.0	0.0%
14/15										
15/16										

3.5 Expenditure on Textbooks and Teacher Guides ('000 US\$)										
YEAR	Expenditure on Textbook			Teacher Guides: Basic			Teacher Guides: L.Sec.			Total Cost: Tch. Guide
	Basic	Secondary	Total	Principal+Tch	Unit Cost	Total Cost	Teachers	Unit Cost	Total Cost	
00/01	17,462.4		17,462.4	129,261	1.1	142.2			0.0	142.2
01/02	18,394.6		18,394.6	131,261	1.1	144.4		0.0	0.0	144.4
02/03	19,402.2		19,402.2	134,583	1.1	148.0		0.0	0.0	148.0
03/04	20,507.2		20,507.2	136,170	1.1	149.8		0.0	0.0	149.8
04/05	21,820.4		21,820.4	138,353	1.1	152.2		0.0	0.0	152.2
05/06	23,363.6		23,363.6	141,466	1.1	155.6		0.0	0.0	155.6
06/07	25,121.8		25,121.8	145,264	1.1	159.8		0.0	0.0	159.8
07/08	26,930.7		26,930.7	155,257	1.1	170.8		0.0	0.0	170.8
08/09	28,754.2		28,754.2	164,924	1.1	181.4		0.0	0.0	181.4
09/10	30,436.7		30,436.7	173,611	1.1	191.0		0.0	0.0	191.0
10/11	31,985.5		31,985.5	181,434	1.1	199.6		0.0	0.0	199.6
11/12	33,387.8		33,387.8	188,526	1.1	207.4		0.0	0.0	207.4
12/13	34,641.0		34,641.0	194,950	1.1	214.4		0.0	0.0	214.4
13/14	35,736.6		35,736.6	200,821	1.1	220.9		0.0	0.0	220.9
14/15	36,676.6		36,676.6	206,068	1.1	226.7		0.0	0.0	226.7
15/16	37,584.2		37,584.2	211,146	1.1	232.3		0.0	0.0	232.3
14/15										
15/16										

3.6 Other Pupil-Related & School-Related Expenditures										
YEAR	Basic					Lower Secondary				
	Pupils	Schools	Pup.-Related exp./pupil (\$)	Sch.-Related exp./sch. (\$)	Total ('000 US\$)	Pupils	Schools	Pup.-Related exp./pupil (\$)	Sch.-Related exp./sch. (\$)	Total ('000 US\$)
00/01	3,299,416	11,875	10.0	20.0	33,231.7	0				0.0
01/02	3,492,798	12,406	10.0	20.0	35,176.1	0		0.0	0.0	0.0
02/03	3,720,745	13,494	10.0	20.0	37,477.3	0		0.0	0.0	0.0
03/04	3,974,824	13,922	10.0	20.0	40,026.7	0		0.0	0.0	0.0
04/05	4,252,915	14,478	10.0	20.0	42,818.7	0		0.0	0.0	0.0
05/06	4,555,593	15,114	10.0	20.0	45,858.2	0		0.0	0.0	0.0
06/07	4,884,495	15,773	10.0	20.0	49,160.4	0		0.0	0.0	0.0
07/08	5,207,551	16,940	10.0	20.0	52,414.3	0		0.0	0.0	0.0
08/09	5,518,346	17,983	10.0	20.0	55,543.1	0		0.0	0.0	0.0
09/10	5,793,998	18,913	10.0	20.0	58,318.2	0		0.0	0.0	0.0
10/11	6,043,979	19,740	10.0	20.0	60,834.6	0		0.0	0.0	0.0
11/12	6,272,717	20,468	10.0	20.0	63,136.5	0		0.0	0.0	0.0
12/13	6,482,670	21,100	10.0	20.0	65,248.7	0		0.0	0.0	0.0
13/14	6,674,913	21,725	10.0	20.0	67,183.6	0		0.0	0.0	0.0
14/15	6,845,976	22,336	10.0	20.0	68,906.5	0		0.0	0.0	0.0
15/16	7,011,004	22,939	10.0	20.0	70,568.8	0		0.0	0.0	0.0
14/15										
15/16										

Note: Other (Non-textbook) pupil-related expenditures include examination, lab equipments, etc..

EFA Analysis and Projection Model: Base Scenario (Printed on 30/06/2005)

3.7	Orientation and Other In-Service Training for Basic Teaching Staff									
	New Recruitment					All Other Basic Teachers and Principals				
	YEAR	Persons	% training	Days / Year	Exp. / Day	Total ('000)	Persons	% training	Days / Year	Exp. / Day
00/01	7,269	100%	21	0.2	24.4	121,992	0%	21	5.0	1.3
01/02	7,338	100%	21	0.2	26.2	123,923	0%	21	5.0	1.3
02/03	8,891	100%	21	0.2	31.7	125,692	0%	21	5.0	1.4
03/04	6,535	100%	21	0.2	23.3	129,635	0%	21	5.0	1.4
04/05	7,739	100%	21	0.2	27.6	130,614	0%	21	5.0	1.4
05/06	8,671	100%	21	0.2	31.0	132,795	0%	21	5.0	1.4
06/07	9,457	100%	21	0.2	33.8	135,807	0%	21	5.0	1.5
07/08	15,301	100%	21	0.2	54.6	139,956	0%	21	5.0	1.5
08/09	15,540	100%	21	0.2	55.5	149,384	0%	21	5.0	1.6
09/10	15,104	100%	21	0.2	53.9	158,507	0%	21	5.0	1.7
10/11	14,731	100%	21	0.2	52.6	166,703	0%	21	5.0	1.8
11/12	14,449	100%	21	0.2	51.6	174,077	0%	21	5.0	1.8
12/13	14,195	100%	21	0.2	50.7	180,755	0%	21	5.0	1.9
13/14	13,939	100%	21	0.2	49.8	186,882	0%	21	5.0	2.0
14/15	13,591	100%	21	0.2	48.5	192,477	0%	21	5.0	2.0
15/16	13,662	100%	21	0.2	48.8	197,484	0%	21	5.0	2.1
14/15										
15/16										

3.8	Orientation and Other In-Service Training for Lower Secondary Teaching Staff									
	New Recruitment					All Other Lower Secondary Teachers				
	YEAR	Persons	% training	Days / Year	Exp. / Day	Total ('000)	Persons	% training	Days / Year	Exp. / Day
00/01	0				0.0	0	0%			0.0
01/02	0	0%	0		0.0	0	0%			0.0
02/03	0	0%	0		0.0	0	0%	0		0.0
03/04	0	0%	0	0.0	0.0	0	0%	0	0.0	0.0
04/05	0	0%	0	0.0	0.0	0	0%	0	0.0	0.0
05/06	0	0%	0	0.0	0.0	0	0%	0	0.0	0.0
06/07	0	0%	0	0.0	0.0	0	0%	0	0.0	0.0
07/08	0	0%	0	0.0	0.0	0	0%	0	0.0	0.0
08/09	0	0%	0	0.0	0.0	0	0%	0	0.0	0.0
09/10	0	0%	0	0.0	0.0	0	0%	0	0.0	0.0
10/11	0	0%	0	0.0	0.0	0	0%	0	0.0	0.0
11/12	0	0%	0	0.0	0.0	0	0%	0	0.0	0.0
12/13	0	0%	0	0.0	0.0	0	0%	0	0.0	0.0
13/14	0	0%	0	0.0	0.0	0	0%	0	0.0	0.0
14/15	0	0%	0	0.0	0.0	0	0%	0	0.0	0.0
15/16	0	0%	0	0.0	0.0	0	0%	0	0.0	0.0
14/15	0	0%	0	0.0	0.0	0	0%	0	0.0	0.0
15/16	0	0%	0	0.0	0.0	0	0%	0	0.0	0.0

1 0.1%

Special Programs

YEAR	Other Training Activities and Various Studies										Total Expenditure ('000 US\$)
	Scholarship for Graduate Studies	Dev. Teacher Training Programs	Workshop for IT/Computer Teachers	Update Guides for Textbooks	Advisory Services for Principals	Tch. Training Impact Study	Study on Pre-Service Training	Study on Evaluation of Curriculum	Study on Utilization of T-L Facilities		
00/01	103.1	2.0	0.0	1.5	0.0	0.0	0.0	3.0	4.0		113.6
01/02	104.4	2.0	0.0	1.5	0.0	0.0	0.0	3.0	4.0		114.9
02/03	106.9	2.0	0.0	1.5	0.0	0.0	0.0	3.0	4.0		117.4
03/04	107.3	2.0	0.0	1.5	0.0	0.0	0.0	3.0	4.0		144.8
04/05	108.8	2.0	0.0	1.5	0.0	0.0	0.0	3.0	4.0		146.3
05/06	110.9	2.0	0.0	1.5	0.0	0.0	0.0	3.0	4.0		148.4
06/07	113.7	2.0	0.0	1.5	0.0	0.0	0.0	3.0	4.0		151.2
07/08	121.4	2.0	0.0	1.5	0.0	0.0	0.0	3.0	4.0		158.9
08/09	129.0	2.0	0.0	1.5	0.0	0.0	0.0	3.0	4.0		166.5
09/10	135.8	2.0	0.0	1.5	0.0	0.0	0.0	3.0	4.0		173.3
10/11	142.0	2.0	0.0	1.5	0.0	0.0	0.0	3.0	4.0		179.5
11/12	147.6	2.0	0.0	1.5	0.0	0.0	0.0	3.0	4.0		185.1
12/13	152.6	2.0	0.0	1.5	0.0	0.0	0.0	3.0	4.0		190.1
13/14	157.2	2.0	0.0	1.5	0.0	0.0	0.0	3.0	4.0		194.7
14/15	161.3	2.0	0.0	1.5	0.0	0.0	0.0	3.0	4.0		198.8
15/16	165.2	2.0	0.0	1.5	0.0	0.0	0.0	3.0	4.0		202.7
14/15											
15/16											

11850.00%

YEAR	Strengthen Assessment and Evaluation					Remedial Programs for Basic Education					
	Studies on Assessment Results	Pilot Proj. for Active Learning	Develop Rules for Final Exam.	Develop National Item Bank	Total Expenditure ('000 US\$)	Integrate Out-of-sch. Children	Remedial Programs for Pup. in-need	Programs for Children with Spl. Needs	School-level Needs-Ass. Study	Total Expenditure ('000 US\$)	
00/01	12.0	10.0	2.0	3.0	27.0	27.0	0.0	9.0	12.0	13.0	34.0
01/02	12.0	10.0	2.0	3.0	27.0	0.0	9.0	12.0	13.0		34.0
02/03	12.0	10.0	2.0	3.0	27.0	0.0	9.0	12.0	13.0		34.0
03/04	12.0	10.0	2.0	3.0	27.0	0.0	9.0	12.0	13.0		34.0
04/05	12.0	10.0	2.0	3.0	27.0	0.0	9.0	12.0	13.0		34.0
05/06	12.0	10.0	2.0	3.0	27.0	0.0	9.0	12.0	13.0		34.0
06/07	12.0	10.0	2.0	3.0	27.0	0.0	9.0		13.0		22.0
07/08	12.0	10.0	2.0	3.0	27.0	0.0	9.0		13.0		22.0
08/09	12.0	10.0	2.0	3.0	27.0	0.0	9.0				9.0
09/10	12.0	10.0	2.0	3.0	27.0	0.0	9.0				9.0
10/11	12.0	10.0	2.0	3.0	27.0	0.0	9.0				9.0
11/12	12.0	10.0	2.0	3.0	27.0	0.0	9.0				9.0
12/13	12.0	10.0	2.0	3.0	27.0	0.0	9.0				9.0
13/14	12.0	10.0	2.0	3.0	27.0	0.0	9.0				9.0
14/15	12.0	10.0	2.0	3.0	27.0	0.0	9.0				9.0
15/16	12.0	10.0	2.0	3.0	27.0	0.0	9.0				9.0
14/15											
15/16											

YEAR	Special Programs for Developing Private Education								
	Teacher Training for Priv. Sch.	Supervise Private Sch. Activities	Enhac.NGO Involvement in Private Sch.	Conduct Needs-Ass. Survey	Organize Management Programs	Coop. with Other Minis. & Institutes	Prepare & Enact Private School Law	Assessment of Private Sch. Performance	Total Private Sch. Exp. ('000)
00/01	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
01/02	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
02/03	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
03/04	0.0	0.0	0.0	20.0	0.0	0.0	0.0	0.0	20.0
04/05	0.0	0.0	0.0	20.0	0.0	0.0	0.0	0.0	20.0
05/06	0.0	0.0	0.0	5.0	0.0	0.0	0.0	0.0	5.0
06/07	0.0	0.0	0.0	5.0	0.0	0.0	0.0	0.0	5.0
07/08	0.0	0.0	0.0	5.0	0.0	0.0	0.0	0.0	5.0
08/09	0.0	0.0	0.0	5.0	0.0	0.0	0.0	0.0	5.0
09/10	0.0	0.0	0.0	5.0	0.0	0.0	0.0	0.0	5.0
10/11	0.0	0.0	0.0	5.0	0.0	0.0	0.0	0.0	5.0
11/12	0.0	0.0	0.0	5.0	0.0	0.0	0.0	0.0	5.0
12/13	0.0	0.0	0.0	5.0	0.0	0.0	0.0	0.0	5.0
13/14	0.0	0.0	0.0	5.0	0.0	0.0	0.0	0.0	5.0
14/15	0.0	0.0	0.0	5.0	0.0	0.0	0.0	0.0	5.0
15/16	0.0	0.0	0.0	5.0	0.0	0.0	0.0	0.0	5.0
14/15									
15/16									

EFA Analysis and Projection Model: Base Scenario (Printed on 30/06/2005)

YEAR	Develop Management Capacity in Planning, Administration and Finance								Expenditure on Special Programs ('000 US\$)	
	Develop Organizational Framework	Improve Rules of Mgt Functions	Decentralize Staff / Finan. Management	Develop EMIS System	School Mapping (GIS)	Sports and Student Activities	Strengthen International Cooperation	Total Expenditure ('000 US\$)	Basic	L.Sec.
	00/01	57.0	7.0	10.0	15.0	10.0	2,375.0	50.0	2,524.0	2,698.6
01/02	57.0	7.0	10.0	15.0	10.0	2,481.2	50.0	2,630.2	2,806.1	935.4
02/03	57.0	7.0	10.0	15.0	10.0	2,698.8	50.0	2,847.8	3,026.2	1,008.7
03/04	57.0	7.0	10.0	15.0	10.0	2,784.4	50.0	2,933.4	3,159.2	1,053.1
04/05	57.0	7.0	10.0	15.0	10.0	2,895.6	50.0	3,044.6	3,271.9	1,090.6
05/06	57.0	7.0	10.0	15.0	10.0	3,022.8	50.0	3,171.8	3,386.2	1,128.7
06/07	57.0	7.0	10.0	15.0	10.0	3,154.6	50.0	3,303.6	3,508.8	1,169.6
07/08	57.0	7.0	10.0	15.0	10.0	3,388.0	50.0	3,537.0	3,749.9	1,250.0
08/09	57.0	7.0	10.0	15.0	10.0	3,596.6	50.0	3,745.6	3,953.1	1,317.7
09/10	57.0	7.0	10.0	15.0	10.0	3,782.6	50.0	3,931.6	4,145.9	1,382.0
10/11	57.0	7.0	10.0	15.0	10.0	3,948.0	50.0	4,097.0	4,317.5	1,439.2
11/12	57.0	7.0	10.0	15.0	10.0	4,093.6	50.0	4,242.6	4,468.7	1,489.6
12/13	57.0	7.0	10.0	15.0	10.0	4,320.0	50.0	4,369.0	4,600.1	1,533.4
13/14	57.0	7.0	10.0	15.0	10.0	4,345.0	50.0	4,494.0	4,729.7	1,576.6
14/15	57.0	7.0	10.0	15.0	10.0	4,467.2	50.0	4,616.2	4,856.0	1,618.7
15/16	57.0	7.0	10.0	15.0	10.0	4,587.8	50.0	4,736.8	4,980.5	1,660.2
14/15										
15/16										

Note: Total expenditure for special programs is divided into primary (two-thirds) and lower secondary (one-third).

YEAR	Total Salary of Min., Prov. and Dist. Staff and Non-Salary Admin Expenditures ('000 US\$)								Total Recurrent Expenditure (in million US\$)		
	Number and Salaries of Administrative Staff				Operating Expenditures		Admin. Support exp.	Basic	L.Sec.	Total	
	Total Staff	Staff Growth	Avg. Salary	Total ('000)	Operating	Ann. Growth					
00/01	5,634	1.1%	68	4,563.5	100.0	0.0%	4,663.5	138.0		138.0	
01/02	5,697	1.1%	69	4,706.9	100.0	0.0%	4,806.9	144.3		144.3	
02/03	5,761	1.1%	70	4,854.9	110.0	10.0%	4,964.9	151.8		151.8	
03/04	5,826	1.1%	72	5,007.9	121.0	10.0%	5,128.9	158.8		158.8	
04/05	5,891	1.1%	73	5,165.1	133.1	10.0%	5,298.2	166.7		166.7	
05/06	5,957	1.1%	75	5,327.4	146.4	10.0%	5,473.8	175.9		175.9	
06/07	6,024	1.1%	76	5,495.0	161.1	10.0%	5,656.1	186.1		186.1	
07/08	6,092	1.1%	78	5,668.2	177.2	10.0%	5,845.4	201.0		201.0	
08/09	6,160	1.1%	79	5,846.1	194.9	10.0%	6,041.0	215.7		215.7	
09/10	6,229	1.1%	81	6,029.8	214.4	10.0%	6,244.2	229.5		229.5	
10/11	6,299	1.1%	82	6,219.5	235.8	10.0%	6,455.3	242.6		242.6	
11/12	6,370	1.1%	84	6,415.4	259.4	10.0%	6,674.8	254.9		254.9	
12/13	6,442	1.1%	86	6,617.7	285.3	10.0%	6,903.0	266.7		266.7	
13/14	6,514	1.1%	87	6,825.5	313.8	10.0%	7,139.4	277.9		277.9	
14/15	6,587	1.1%	89	7,040.0	345.2	10.0%	7,385.3	288.6		288.6	
15/16	6,661	1.1%	91	7,261.5	379.7	10.0%	7,641.3	299.3		299.3	
14/15											
15/16											

Note: Average salary for (central and provincial) administrative staff are taken as 1.5 * salary of G-4-8 basic school teacher.

YEAR	Unit Cost (Public Recurrent Expenditure Per Pupil: US\$)							
	Basic Level				Lower Secondary Level			
	Exp./Pupil	Index	Exp./Grad.	Index	Exp./Pupil	Index	Exp./Grad.	Index
00/01	42	104.7%	524	97.2%	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
01/02	41	103.4%	534	99.2%	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
02/03	41	102.1%	537	99.8%	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
03/04	40	100.0%	539	100.0%	#DIV/0!	100.0%	#DIV/0!	100.0%
04/05	39	98.1%	544	101.0%	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
05/06	39	96.7%	555	103.1%	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
06/07	38	95.4%	563	104.5%	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
07/08	39	96.6%	573	106.4%	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
08/09	39	97.9%	549	101.9%	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
09/10	40	99.2%	537	99.6%	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
10/11	40	100.5%	527	97.9%	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
11/12	41	101.8%	519	96.3%	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
12/13	41	103.0%	509	94.6%	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
13/14	42	104.2%	499	92.7%	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
14/15	42	105.6%	501	93.1%	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
15/16	43	106.9%	506	93.9%	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
14/15								
15/16								

CAPITAL EXPENDITURE SUB-MODEL: GOVERNMENT SCHOOLS

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YEAR	Classroom Requirement for Basic Education								
	Basic Enrolment	Basic Classes	Natural Inc. in Classes	Two-Shift Classrooms	% Classes in Two-Shift	Classrooms Needed	% of Total	Classrooms	Required New Classrooms
00/01	3,299,416	83,110	2,300	0	0.0%	83,110	0.4%	334	344
01/02	3,492,798	85,374	2,264	0	0.0%	85,374	0.4%	334	2,598
02/03	3,720,745	90,812	5,438	0	0.0%	90,812	0.4%	349	5,787
03/04	3,974,824	91,666	854	0	0.0%	91,666	0.4%	371	1,225
04/05	4,252,915	93,170	1,504	0	0.0%	93,170	0.4%	374	1,878
05/06	4,555,593	95,217	2,047	0	0.0%	95,217	0.4%	380	2,427
06/07	4,884,495	97,689	2,472	0	0.0%	97,689	0.4%	389	2,861
07/08	5,207,551	104,151	6,462	0	0.0%	104,151	0.4%	399	6,861
08/09	5,518,346	110,366	6,215	0	0.0%	110,366	0.4%	425	6,640
09/10	5,793,998	115,881	5,515	0	0.0%	115,881	0.4%	451	5,966
10/11	6,043,979	120,879	4,998	0	0.0%	120,879	0.4%	473	5,471
11/12	6,272,717	125,454	4,575	0	0.0%	125,454	0.4%	494	5,069
12/13	6,482,670	129,654	4,200	0	0.0%	129,654	0.4%	512	4,712
13/14	6,674,913	133,497	3,843	0	0.0%	133,497	0.4%	530	4,373
14/15	6,845,976	136,920	3,423	0	0.0%	136,920	0.4%	545	3,968
15/16	7,011,004	140,221	3,301	0	0.0%	140,221	0.4%	559	3,860
14/15									
15/16									

0.004

YEAR	Classroom Requirement for Lower Secondary Education								
	Total Enrolment	L.Sec. Classes	Natural Inc. in Classes	Two-Shift Classrooms	% Classes in Two-Shift	Classrooms Needed	% of Total	Classrooms	Required New Classrooms
00/01	0	0	0	0		0			0
01/02	0	0	0	0		0			0
02/03	0	0	0	0		0			0
03/04	0			0					
04/05	0			0					
05/06	0			0					
06/07	0			0					
07/08	0			0					
08/09	0			0					
09/10	0			0					
10/11	0			0					
11/12	0			0					
12/13	0			0					
13/14	0			0					
14/15	0			0					
15/16	0			0					
14/15									
15/16									

YEAR	Construction of New Classrooms									
	Basic Schools					Lower Secondary Schools				
	Classrooms per New Sch.	Classrooms in New Sch.	Construc. exp./room ('000) as Extension	as New Sch.	Total ('000 US\$)	Classrooms per New Sch.	Classrooms in New Sch.	Construc. exp./room ('000) as Extension	as New Sch.	Total ('000 US\$)
00/01	8	344	4.0	4.5	1,548					0
01/02	8	2,598	4.0	4.5	11,691	0	0			0
02/03	8	5,787	4.0	4.5	26,042	0				0
03/04	8	1,225	4.0	4.5	5,513	0		0.0	0.0	
04/05	8	1,878	4.0	4.5	8,451	0		0.0	0.0	
05/06	8	2,427	4.0	4.5	10,922	0		0.0	0.0	
06/07	8	2,861	4.0	4.5	12,875	0		0.0	0.0	
07/08	8	6,861	4.0	4.5	30,875	0		0.0	0.0	
08/09	8	6,640	4.0	4.5	29,880	0		0.0	0.0	
09/10	8	5,966	4.0	4.5	26,847	0		0.0	0.0	
10/11	8	5,471	4.0	4.5	24,620	0		0.0	0.0	
11/12	8	5,069	4.0	4.5	22,811	0		0.0	0.0	
12/13	8	4,712	4.0	4.5	21,204	0		0.0	0.0	
13/14	8	4,373	4.0	4.5	19,679	0		0.0	0.0	
14/15	8	3,968	4.0	4.5	17,856	0		0.0	0.0	
15/16	8	3,860	4.0	4.5	17,370	0		0.0	0.0	
14/15										
15/16										

YEAR	Major Repair and Rehabilitation of Classrooms and Furniture ('000 US\$)							
	Major Repair of Basic Classrooms				Major Repair of Lower Secondary Classrooms			
	% to Repair	Classrooms	Exp. / room	Total	% to Repair	Classrooms	Exp. / room	Total
00/01	0.0%	33	2.0	66.0		0		0.0
01/02	0.0%	34	2.0	68.0	0.0%	0	0.0	0.0
02/03	0.0%	36	2.0	72.0	0.0%	0	0.0	0.0
03/04	0.0%	37	2.0	74.0	0.0%	0	0.0	0.0
04/05	0.0%	37	2.0	74.0	0.0%	0	0.0	0.0
05/06	0.0%	38	2.0	76.0	0.0%	0	0.0	0.0
06/07	0.0%	39	2.0	78.0	0.0%	0	0.0	0.0
07/08	0.0%	42	2.0	84.0	0.0%	0	0.0	0.0
08/09	0.0%	44	2.0	88.0	0.0%	0	0.0	0.0
09/10	0.0%	46	2.0	92.0	0.0%	0	0.0	0.0
10/11	0.0%	48	2.0	96.0	0.0%	0	0.0	0.0
11/12	0.0%	50	2.0	100.0	0.0%	0	0.0	0.0
12/13	0.0%	52	2.0	104.0	0.0%	0	0.0	0.0
13/14	0.0%	53	2.0	106.0	0.0%	0	0.0	0.0
14/15	0.0%	55	2.0	110.0	0.0%	0	0.0	0.0
15/16	0.0%	56	2.0	112.0	0.0%	0	0.0	0.0
14/15								
15/16								

YEAR	Science Laboratories in Lower Secondary Schools (Expenditures in '000 US\$ at 2001 prices)						
	Schools w/o Laboratory	with defunct Laboratory	Schools for New Lab.	Schools to Upgrade Lab	Lab. Expenditure		Expenditure for Labs.
					New	Upgrade	
00/01			0	0			0.0
01/02			0	0			0.0
02/03			0	0			0.0
03/04	0	0	0	0	0.00	0.00	0.0
04/05	0	0	0	0	0.00	0.00	0.0
05/06	0	0	0	0	0.00	0.00	0.0
06/07	0	0	0	0	0.00	0.00	0.0
07/08	0	0	0	0	0.00	0.00	0.0
08/09	0	0	0	0	0.00	0.00	0.0
09/10	0	0	0	0	0.00	0.00	0.0
10/11	0	0	0	0	0.00	0.00	0.0
11/12	0	0	0	0	0.00	0.00	0.0
12/13	0	0	0	0	0.00	0.00	0.0
13/14	0	0	0	0	0.00	0.00	0.0
14/15	0	0	0	0	0.00	0.00	0.0
15/16	0	0	0	0	0.00	0.00	0.0
14/15							
15/16							

YEAR	Computer Laboratories in Schools (Expenditures in '000 US\$ at 2001 prices)							
	Basic Schools				Lower Secondary Schools			
	Schools w/o Computer	Schools for New Lab.	Expenditure per Lab	Expenditure for Computer	Schools w/o Computer	Schools for New Lab.	Expenditure per Lab	Expenditure for Computer
00/01	12,780	374	20.00	7,480.0		0		0.0
01/02	12,406	374	20.00	7,480.0		0		0.0
02/03	11,875	531	20.00	10,620.0		0		0.0
03/04	11,344	531	20.00	10,620.0	0	0	0.00	0.0
04/05	10,813	531	20.00	10,620.0	0	0	0.00	0.0
05/06	10,282	531	20.00	10,620.0	0	0	0.00	0.0
06/07	9,751	531	20.00	10,620.0	0	0	0.00	0.0
07/08	9,220	531	20.00	10,620.0	0	0	0.00	0.0
08/09	8,689	531	20.00	10,620.0	0	0	0.00	0.0
09/10	8,158	531	20.00	10,620.0	0	0	0.00	0.0
10/11	7,627	531	20.00	10,620.0	0	0	0.00	0.0
11/12	7,096	531	20.00	10,620.0	0	0	0.00	0.0
12/13	6,565	531	20.00	10,620.0	0	0	0.00	0.0
13/14	6,034	531	20.00	10,620.0	0	0	0.00	0.0
14/15	5,503	531	20.00	10,620.0	0	0	0.00	0.0
15/16	4,972	531	20.00	10,620.0	0	0	0.00	0.0
14/15								
15/16								

YEAR	School Libraries (Expenditures in '000 US\$ at 2001 prices)							
	Basic Schools				Lower Secondary Schools			
	Schools with Defunct Lib.	Schools to Upgrade Lib	Expenditure per Lib	Expenditure for Libraries	Schools with Insuff. Lib.	Schools to Upgrade Lib	Expenditure per Lib	Expenditure for Libraries
00/01	12,780	374	30.00	11,220.0		0		0.0
01/02	12,406	374	30.00	11,220.0		0		0.0
02/03	11,875	531	30.00	15,930.0		0		0.0
03/04	11,344	531	30.00	15,930.0	0	0	0.00	0.0
04/05	10,813	531	30.00	15,930.0	0	0	0.00	0.0
05/06	10,282	531	30.00	15,930.0	0	0	0.00	0.0
06/07	9,751	531	30.00	15,930.0	0	0	0.00	0.0
07/08	9,220	531	30.00	15,930.0	0	0	0.00	0.0
08/09	8,689	531	30.00	15,930.0	0	0	0.00	0.0
09/10	8,158	531	30.00	15,930.0	0	0	0.00	0.0
10/11	7,627	531	30.00	15,930.0	0	0	0.00	0.0
11/12	7,096	531	30.00	15,930.0	0	0	0.00	0.0
12/13	6,565	531	30.00	15,930.0	0	0	0.00	0.0
13/14	6,034	531	30.00	15,930.0	0	0	0.00	0.0
14/15	5,503	531	30.00	15,930.0	0	0	0.00	0.0
15/16	4,972	531	30.00	15,930.0	0	0	0.00	0.0
14/15								
15/16								

YEAR	Teacher Training Centers and Other Education Facilities								
	Teacher Training Centers			Resource Centers / Doc Center			Book Stores		
	Number of Centers	Oper. Expense per Center	Total Exp. ('000 US\$)	Number of Centers	Expenditure per Center	Total Exp. ('000 US\$)	Number of Stores	Expenditure per School	Total Exp. ('000 US\$)
00/01	75	8.0	600.0	2	7.5	15.0			0.0
01/02	75	8.0	600.0	2	7.5	15.0	0	0.0	0.0
02/03	75	8.0	600.0	2	7.5	15.0	0	0.0	0.0
03/04	75	8.0	600.0	3	7.5	22.5	0	0.0	0.0
04/05	75	8.0	600.0	5	7.5	37.5	0	0.0	0.0
05/06	75	8.0	600.0	7	7.5	52.5	0	0.0	0.0
06/07	75	8.0	600.0	9	7.5	67.5	0	0.0	0.0
07/08	75	8.0	600.0	11	7.5	82.5	0	0.0	0.0
08/09	75	8.0	600.0	13	7.5	97.5	0	0.0	0.0
09/10	75	8.0	600.0	15	7.5	112.5	0	0.0	0.0
10/11	75	8.0	600.0	17	7.5	127.5	0	0.0	0.0
11/12	75	8.0	600.0	19	7.5	142.5	0	0.0	0.0
12/13	75	8.0	600.0	21	7.5	157.5	0	0.0	0.0
13/14	75	8.0	600.0	23	7.5	172.5	0	0.0	0.0
14/15	75	8.0	600.0	25	7.5	187.5	0	0.0	0.0
15/16	75	8.0	600.0	28	7.5	210.0	0	0.0	0.0
14/15									0.0
15/16									0.0

YEAR	Auditoriums (Sport Halls)			Technology Center			Total Expenditure for Various Centers ('000 US\$)		
	Number of Auditorium	Oper. Expense per Store	Total Exp. ('000 US\$)	Number of Centers	Exp. per Tech. Center	Total Exp. ('000 US\$)	Basic	L.Sec.	Total Exp.
	00/01			0.0	48	7.1	340.8	477.9	477.9
01/02	0	0.0	0.0	48	7.1	340.8	477.9	477.9	955.8
02/03	0	0.0	0.0	48	7.1	340.8	477.9	477.9	955.8
03/04	0	0.0	0.0	50	7.1	355.5	489.0	489.0	978.0
04/05	0	0.0	0.0	52	7.1	370.3	503.9	503.9	1,007.8
05/06	0	0.0	0.0	54	7.1	385.0	518.8	518.8	1,037.5
06/07	0	0.0	0.0	56	7.1	399.8	533.6	533.6	1,067.3
07/08	0	0.0	0.0	58	7.1	414.5	548.5	548.5	1,097.0
08/09	0	0.0	0.0	60	7.1	429.3	563.4	563.4	1,126.8
09/10	0	0.0	0.0	63	7.1	444.0	578.3	578.3	1,156.5
10/11	0	0.0	0.0	65	7.1	458.8	593.1	593.1	1,186.3
11/12	0	0.0	0.0	67	7.1	473.5	608.0	608.0	1,216.0
12/13	0	0.0	0.0	69	7.1	488.3	622.9	622.9	1,245.8
13/14	0	0.0	0.0	71	7.1	503.0	637.8	637.8	1,275.5
14/15	0	0.0	0.0	73	7.1	517.8	652.6	652.6	1,305.3
15/16	0	0.0	0.0	75	7.1	532.5	671.3	671.3	1,342.5
14/15									
15/16									

EFA Analysis and Projection Model: Base Scenario (Printed on 30/06/2005)

4.9	Total Capital Expenditure ('000US\$)						
	Basic Schools			Lower Secondary Schools			Basic Education Total
YEAR	Building of Classrooms	Other Facilities	:Basic Total	Building of Classrooms	Other Facilities	Lower Sec. Total	
00/01	1,548	19,244	20,791.9				20,791.9
01/02	11,691	19,246	30,936.9				30,936.9
02/03	26,042	27,100	53,141.4				53,141.4
03/04	5,513	27,113	32,625.5				32,625.5
04/05	8,451	27,128	35,578.9				35,578.9
05/06	10,922	27,145	38,066.3				38,066.3
06/07	12,875	27,162	40,036.1				40,036.1
07/08	30,875	27,183	58,057.0				58,057.0
08/09	29,880	27,201	57,081.4				57,081.4
09/10	26,847	27,220	54,067.3				54,067.3
10/11	24,620	27,239	51,858.6				51,858.6
11/12	22,811	27,258	50,068.5				50,068.5
12/13	21,204	27,277	48,480.9				48,480.9
13/14	19,679	27,294	46,972.3				46,972.3
14/15	17,856	27,313	45,168.6				45,168.6
15/16	17,370	27,333	44,703.3				44,703.3
14/15							
15/16							

BASIC EDUCATION: Country:.....SUDAN..... EFAPM.xls

Updated: 8 May 2001

SUMMARY OF BASE SCENARIO: GIRLS in FORAML BASIC EDUCATION

Base year for the projection is 2000/01.

- GIRL ENROLMENT:

S.I G	Enrolment in Basic Education (Grades 1-8)				Enrolment in Lower Secondary Education (Grades 7-9)				Total Basic Ed.
	Private	Government	Total	GER	Private	Government	Total	GER	
00/01	66,780	1,498,310	1,565,090	47.2%	0	0	0	0.0%	1,565,090
01/02	71,256	1,591,207	1,662,463	49.4%	0	0	0	0.0%	1,662,463
02/03	80,738	1,705,303	1,786,041	52.2%	0	0	0	0.0%	1,786,041
03/04	91,411	1,838,786	1,930,197	55.5%	0	0	0	0.0%	1,930,197
04/05	102,622	1,991,307	2,093,929	59.2%	0	0	0	0.0%	2,093,929
05/06	114,627	2,163,204	2,277,831	63.2%	0	0	0	0.0%	2,277,831
06/07	125,782	2,353,563	2,479,345	67.5%	0	0	0	0.0%	2,479,345
07/08	137,056	2,543,673	2,680,729	71.7%	0	0	0	0.0%	2,680,729
08/09	147,355	2,730,682	2,878,037	75.5%	0	0	0	0.0%	2,878,037
09/10	156,538	2,897,727	3,054,265	78.6%	0	0	0	0.0%	3,054,265
10/11	165,031	3,050,258	3,215,289	81.3%	0	0	0	0.0%	3,215,289
11/12	172,858	3,190,596	3,363,454	83.4%	0	0	0	0.0%	3,363,454
12/13	180,001	3,319,250	3,499,251	85.1%	0	0	0	0.0%	3,499,251
13/14	186,435	3,436,616	3,623,051	86.6%	0	0	0	0.0%	3,623,051
14/15	192,017	3,540,931	3,732,948	87.7%	0	0	0	0.0%	3,732,948
15/16	197,499	3,641,964	3,839,463	88.8%	0	0	0	0.0%	3,839,463
14/15									
15/16									

- GIRL GRADUATES:

S.2 G	Basic Graduates (Grade 8)				Lower Secondary Graduates (Grade 9)			
	Private	Government	Total	Growth Rate	Private	Government	Total	Growth Rate
00/01	9,282	121,972	131,254		0	0	0	
01/02	5,510	124,612	130,122	-0.9%	0	0	0	#DIV/0!
02/03	5,663	128,782	134,445	3.3%	0	0	0	#DIV/0!
03/04	6,513	133,556	140,069	4.2%	0	0	0	#DIV/0!
04/05	7,157	137,701	144,858	3.4%	0	0	0	#DIV/0!
05/06	9,527	143,268	152,795	5.5%	0	0	0	#DIV/0!
06/07	10,048	149,228	159,276	4.2%	0	0	0	#DIV/0!
07/08	11,706	157,491	169,197	6.2%	0	0	0	#DIV/0!
08/09	13,469	181,707	195,176	15.4%	0	0	0	#DIV/0!
09/10	14,822	201,630	216,452	10.9%	0	0	0	#DIV/0!
10/11	16,175	220,479	236,654	9.3%	0	0	0	#DIV/0!
11/12	17,567	239,672	257,239	8.7%	0	0	0	#DIV/0!
12/13	19,012	259,522	278,534	8.3%	0	0	0	#DIV/0!
13/14	20,510	280,103	300,613	7.9%	0	0	0	#DIV/0!
14/15	21,261	291,965	313,226	4.2%	0	0	0	#DIV/0!
15/16	21,951	301,779	323,730	3.4%	0	0	0	#DIV/0!
14/15								
15/16								

- INTERNAL EFFICIENCY FOR GIRLS (Government Schools Only)

IE.1	Total Years of Study by the Cohort								
	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
98/99	1,030	1,014	971	943	887	848	810	771	
99/00	1,030	1,014	971	943	887	848	810	771	
00/01	1,030	1,014	971	943	887	848	810	771	
01/02	1,030	1,014	971	943	887	848	810	771	
02/03	1,030	1,014	971	943	887	848	810	771	
03/04	1,030	1,014	971	943	887	848	810	771	
04/05	1,030	1,014	971	943	887	848	810	771	
05/06	1,030	1,014	971	943	887	848	810	771	
06/07	1,030	1,014	971	943	887	848	810	771	
07/08	1,030	1,014	971	943	887	848	810	771	
08/09	1,030	1,014	971	943	887	848	810	771	
09/10	1,030	1,014	971	943	887	848	810	771	
10/11	1,030	1,014	971	943	887	848	810	771	
11/12	1,030	1,014	971	943	887	848	810	771	
12/13	1,030	1,014	971	943	887	848	810	771	
13/14	1,030	1,014	971	943	887	848	810	771	
14/15									
15/16									

IE.2	Promotion of the Cohort								
	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
98/99	1,000	987	947	916	861	827	780	723	
99/00	1,000	987	947	916	861	827	780	723	
00/01	1,000	987	947	916	861	827	780	723	
01/02	1,000	987	947	916	861	827	780	723	
02/03	1,000	987	947	916	861	827	780	723	

EFA Analysis and Projection Model of UNESCO-PROAP for Formal Basic Education

(Klaus Bahr and Nyan Myint)

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EFA Analysis and Projection Model: Base Scenario (Printed on 30/06/2005)

03/04	1,000	987	947	916	861	827	780	723	
04/05	1,000	987	947	916	861	827	780	723	
05/06	1,000	987	947	916	861	827	780	723	
06/07	1,000	987	947	916	861	827	780	723	
07/08	1,000	987	947	916	861	827	780	723	
08/09	1,000	987	947	916	861	827	780	723	
09/10	1,000	987	947	916	861	827	780	723	
10/11	1,000	987	947	916	861	827	780	723	
11/12	1,000	987	947	916	861	827	780	723	
12/13	1,000	987	947	916	861	827	780	723	
13/14	1,000	987	947	916	861	827	780	723	
14/15									
15/16									

IE.3 Average Number of Years Spent									
YEAR	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
98/99	1.03	1.03	1.02	1.03	1.03	1.03	1.03	1.04	1.07
99/00	1.03	1.03	1.02	1.03	1.03	1.03	1.03	1.04	1.07
00/01	1.03	1.03	1.02	1.03	1.03	1.03	1.03	1.04	1.07
01/02	1.03	1.03	1.02	1.03	1.03	1.03	1.03	1.04	1.07
02/03	1.03	1.03	1.02	1.03	1.03	1.03	1.03	1.04	1.07
03/04	1.03	1.03	1.02	1.03	1.03	1.03	1.03	1.04	1.07
04/05	1.03	1.03	1.02	1.03	1.03	1.03	1.03	1.04	1.07
05/06	1.03	1.03	1.02	1.03	1.03	1.03	1.03	1.04	1.07
06/07	1.03	1.03	1.02	1.03	1.03	1.03	1.03	1.04	1.07
07/08	1.03	1.03	1.02	1.03	1.03	1.03	1.03	1.04	1.07
08/09	1.03	1.03	1.02	1.03	1.03	1.03	1.03	1.04	1.07
09/10	1.03	1.03	1.02	1.03	1.03	1.03	1.03	1.04	1.07
10/11	1.03	1.03	1.02	1.03	1.03	1.03	1.03	1.04	1.07
11/12	1.03	1.03	1.02	1.03	1.03	1.03	1.03	1.04	1.07
12/13	1.03	1.03	1.02	1.03	1.03	1.03	1.03	1.04	1.07
13/14	1.03	1.03	1.02	1.03	1.03	1.03	1.03	1.04	1.07
14/15									
15/16									

S.3 G Basic Education										
YEAR	Repetition Rate for Grades 1 to 5	Survival Rate to Grade 5	Survival Rate to Grade 6	Basic Graduates as % G-1 Intake	Pupil-years Invested for Prim. Grads.	Coefficient of Internal Efficiency	Survival Rate from G-1 to G-8	L.Sec. Graduates as % G-7 Intake	Pupil-years Invested for G-9 Grads.	Coefficient of Internal Efficiency
00/01	2.8%	86.1%	82.7%	63.3%	11.49	69.6%	72.3%	0.0%	#DIV/0!	#DIV/0!
01/02	2.8%	86.1%	82.7%	63.3%	11.49	69.6%	72.3%	0.0%	#DIV/0!	#DIV/0!
02/03	2.8%	86.1%	82.7%	63.3%	11.49	69.6%	72.3%	0.0%	#DIV/0!	#DIV/0!
03/04	2.7%	86.1%	82.7%	63.3%	11.49	69.6%	72.3%	0.0%	#DIV/0!	#DIV/0!
04/05	2.7%	86.1%	82.7%	63.3%	11.49	69.6%	72.3%	0.0%	#DIV/0!	#DIV/0!
05/06	2.7%	86.1%	82.7%	63.3%	11.49	69.6%	72.3%	0.0%	#DIV/0!	#DIV/0!
06/07	2.7%	86.1%	82.7%	63.3%	11.49	69.6%	72.3%	0.0%	#DIV/0!	#DIV/0!
07/08	2.7%	86.1%	82.7%	63.3%	11.49	69.6%	72.3%	0.0%	#DIV/0!	#DIV/0!
08/09	2.7%	86.1%	82.7%	63.3%	11.49	69.6%	72.3%	0.0%	#DIV/0!	#DIV/0!
09/10	2.7%	86.1%	82.7%	63.3%	11.49	69.6%	72.3%	0.0%	#DIV/0!	#DIV/0!
10/11	2.7%	86.1%	82.7%	63.3%	11.49	69.6%	72.3%	0.0%	#DIV/0!	#DIV/0!
11/12	2.7%	86.1%	82.7%	63.3%	11.49	69.6%	72.3%	0.0%	#DIV/0!	#DIV/0!
12/13	2.7%	86.1%	82.7%	63.3%	11.49	69.6%	72.3%	0.0%	#DIV/0!	#DIV/0!
13/14	2.7%	86.1%	82.7%	63.3%	11.49	69.6%	72.3%	0.0%	#DIV/0!	#DIV/0!
14/15	2.7%	86.1%	82.7%	63.3%	11.49	69.6%	72.3%	0.0%	#DIV/0!	#DIV/0!
15/16	2.7%	86.1%	82.7%	63.3%	11.49	69.6%	72.3%	0.0%	#DIV/0!	#DIV/0!
14/15										
15/16										

PUPIL SUB-MODEL

1.1 G	Demographic Data: Population					
	Age 6		Age Group 6-13		Age Group 12-14	
	Number	Growth Rate	Number	Growth Rate	Number	Growth Rate
00/01	441,342		3,315,038			
01/02	449,434	1.83%	3,367,042	1.57%		#DIV/0!
02/03	457,797	1.86%	3,420,384	1.58%		#DIV/0!
03/04	466,442	1.89%	3,475,104	1.60%		#DIV/0!
04/05	475,205	1.88%	3,538,476	1.82%		#DIV/0!
05/06	484,254	1.90%	3,603,871	1.85%		#DIV/0!
06/07	493,598	1.93%	3,671,357	1.87%		#DIV/0!
07/08	503,244	1.95%	3,741,005	1.90%		#DIV/0!
08/09	513,201	1.98%	3,812,886	1.92%		#DIV/0!
09/10	522,001	1.71%	3,883,965	1.86%		#DIV/0!
10/11	531,021	1.71%	3,957,142	1.86%		#DIV/0!
11/12	540,265	1.71%	4,032,475	1.86%		#DIV/0!
12/13	549,740	1.71%	4,110,023	1.86%		#DIV/0!
13/14	559,451	1.71%	4,186,018	1.86%		#DIV/0!
14/15	566,997	1.71%	4,254,648	1.86%		#DIV/0!
15/16	574,671	1.71%	4,324,836	1.86%		#DIV/0!
14/15		1.71%		1.86%		#DIV/0!
15/16		1.71%		1.86%		#DIV/0!

Note: Projected populations are obtained from the Census Department.

2.76153846

1.2 G	New Entrants and Admission Rate			% New Entrants to Gvt. Schools	% New Entrants to Private Sch.	New Entrants to	
	Admission Rate	New Entrants				Government Schools	Private Schools
		Number	Growth				
00/01	57.9%	255,566		95.3%	4.7%	243,531	12,035
01/02	65.3%	293,569	14.9%	95.3%	4.7%	279,744	13,825
02/03	70.3%	321,629	9.6%	95.3%	4.7%	306,483	15,146
03/04	75.2%	350,726	9.0%	95.3%	4.7%	334,209	16,517
04/05	80.1%	380,772	8.6%	95.3%	4.7%	362,840	17,932
05/06	85.1%	411,926	8.2%	95.3%	4.7%	392,527	19,399
06/07	90.0%	444,238	7.8%	95.3%	4.7%	423,318	20,920
07/08	91.1%	458,511	3.2%	95.3%	4.7%	436,918	21,593
08/09	92.2%	473,285	3.2%	95.3%	4.7%	450,997	22,288
09/10	93.3%	487,201	2.9%	95.3%	4.7%	464,257	22,944
10/11	94.4%	501,520	2.9%	95.3%	4.7%	477,902	23,618
11/12	95.6%	516,253	2.9%	95.3%	4.7%	491,941	24,312
12/13	96.7%	531,415	2.9%	95.3%	4.7%	506,389	25,026
13/14	97.8%	547,019	2.9%	95.3%	4.7%	521,258	25,761
14/15	98.9%	560,697	2.5%	95.3%	4.7%	534,292	26,405
15/16	100.0%	574,671	2.5%	95.3%	4.7%	547,608	27,063
14/15							
15/16							

Note: There are children entering school below and over age 6, and thus, the admission rate target could be over 100%.

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Enrolment Projection for PRIVATE Schools

1.3 G Promotion Rates (Private Schools)									
YEAR	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
00/01	99.8%	98.5%	98.6%	98.2%	98.3%	98.1%	98.4%	98.4%	
01/02	99.8%	98.5%	98.6%	98.2%	98.3%	98.1%	98.4%	98.4%	
02/03	99.8%	98.5%	98.6%	98.2%	98.3%	98.1%	98.4%	98.4%	0.0%
03/04	99.8%	98.5%	98.6%	98.2%	98.3%	98.1%	98.4%	98.4%	0.0%
04/05	99.8%	98.5%	98.6%	98.2%	98.3%	98.1%	98.4%	98.4%	0.0%
05/06	99.8%	98.5%	98.6%	98.2%	98.3%	98.1%	98.4%	98.4%	0.0%
06/07	99.8%	98.5%	98.6%	98.2%	98.3%	98.1%	98.4%	98.4%	0.0%
07/08	99.8%	98.5%	98.6%	98.2%	98.3%	98.1%	98.4%	98.4%	0.0%
08/09	99.8%	98.5%	98.6%	98.2%	98.3%	98.1%	98.4%	98.4%	0.0%
09/10	99.8%	98.5%	98.6%	98.2%	98.3%	98.1%	98.4%	98.4%	0.0%
10/11	99.8%	98.5%	98.6%	98.2%	98.3%	98.1%	98.4%	98.4%	0.0%
11/12	99.8%	98.5%	98.6%	98.2%	98.3%	98.1%	98.4%	98.4%	0.0%
12/13	99.8%	98.5%	98.6%	98.2%	98.3%	98.1%	98.4%	98.4%	0.0%
13/14	99.8%	98.5%	98.6%	98.2%	98.3%	98.1%	98.4%	98.4%	0.0%
14/15	99.8%	98.5%	98.6%	98.2%	98.3%	98.1%	98.4%	98.4%	0.0%
15/16	99.8%	98.5%	98.6%	98.2%	98.3%	98.1%	98.4%	98.4%	0.0%
14/15									
15/16									

1.4 G Repetition Rates (Private Schools)									
YEAR	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
00/01	0.0%	1.3%	1.2%	1.4%	1.4%	1.4%	1.2%	3.1%	
01/02	0.0%	1.3%	1.2%	1.4%	1.4%	1.4%	1.2%	3.1%	
02/03	0.0%	1.3%	1.2%	1.4%	1.4%	1.4%	1.2%	3.1%	0.0%
03/04	0.0%	1.3%	1.2%	1.4%	1.4%	1.4%	1.2%	3.1%	0.0%
04/05	0.0%	1.3%	1.2%	1.4%	1.4%	1.4%	1.2%	3.1%	0.0%
05/06	0.0%	1.3%	1.2%	1.4%	1.4%	1.4%	1.2%	3.1%	0.0%
06/07	0.0%	1.3%	1.2%	1.4%	1.4%	1.4%	1.2%	3.1%	0.0%
07/08	0.0%	1.3%	1.2%	1.4%	1.4%	1.4%	1.2%	3.1%	0.0%
08/09	0.0%	1.3%	1.2%	1.4%	1.4%	1.4%	1.2%	3.1%	0.0%
09/10	0.0%	1.3%	1.2%	1.4%	1.4%	1.4%	1.2%	3.1%	0.0%
10/11	0.0%	1.3%	1.2%	1.4%	1.4%	1.4%	1.2%	3.1%	0.0%
11/12	0.0%	1.3%	1.2%	1.4%	1.4%	1.4%	1.2%	3.1%	0.0%
12/13	0.0%	1.3%	1.2%	1.4%	1.4%	1.4%	1.2%	3.1%	0.0%
13/14	0.0%	1.3%	1.2%	1.4%	1.4%	1.4%	1.2%	3.1%	0.0%
14/15	0.0%	1.3%	1.2%	1.4%	1.4%	1.4%	1.2%	3.1%	0.0%
15/16	0.0%	1.3%	1.2%	1.4%	1.4%	1.4%	1.2%	3.1%	0.0%
14/15									
15/16									

1.5 G Dropout Rates (Private Schools)									
YEAR	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
00/01	0.2%	0.3%	0.3%	0.5%	0.3%	0.6%	0.4%	Error!	100.0%
01/02	0.2%	0.3%	0.3%	0.5%	0.3%	0.6%	0.4%	Error!	100.0%
02/03	0.2%	0.3%	0.3%	0.5%	0.3%	0.6%	0.4%	Error!	100.0%
03/04	0.2%	0.3%	0.3%	0.5%	0.3%	0.6%	0.4%	Error!	100.0%
04/05	0.2%	0.3%	0.3%	0.5%	0.3%	0.6%	0.4%	Error!	100.0%
05/06	0.2%	0.3%	0.3%	0.5%	0.3%	0.6%	0.4%	Error!	100.0%
06/07	0.2%	0.3%	0.3%	0.5%	0.3%	0.6%	0.4%	Error!	100.0%
07/08	0.2%	0.3%	0.3%	0.5%	0.3%	0.6%	0.4%	Error!	100.0%
08/09	0.2%	0.3%	0.3%	0.5%	0.3%	0.6%	0.4%	Error!	100.0%
09/10	0.2%	0.3%	0.3%	0.5%	0.3%	0.6%	0.4%	Error!	100.0%
10/11	0.2%	0.3%	0.3%	0.5%	0.3%	0.6%	0.4%	Error!	100.0%
11/12	0.2%	0.3%	0.3%	0.5%	0.3%	0.6%	0.4%	Error!	100.0%
12/13	0.2%	0.3%	0.3%	0.5%	0.3%	0.6%	0.4%	Error!	100.0%
13/14	0.2%	0.3%	0.3%	0.5%	0.3%	0.6%	0.4%	Error!	100.0%
14/15	0.2%	0.3%	0.3%	0.5%	0.3%	0.6%	0.4%	Error!	100.0%
15/16	0.2%	0.3%	0.3%	0.5%	0.3%	0.6%	0.4%	Error!	100.0%
14/15									
15/16									

1.6 G Net Transfer Rates for Private Schools as % of Enrolment									
YEAR	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
00/01									
01/02									
02/03									
03/04	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
04/05	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
05/06	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
06/07	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
07/08	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
08/09	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
09/10	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
10/11	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
11/12	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
12/13	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
13/14	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
14/15	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
15/16	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
14/15									
15/16									

Note: Net Transfer Rate = (Transfers from Government into Private Schools) - (Transfers from Private to Government Schools).

1.7 G Enrolments (Private Schools)									
YEAR	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
00/01	12,035	10,315	9,909	7,325	6,643	5,721	5,399	9,433	
01/02	13,825	12,134	10,269	9,864	7,282	6,607	5,675	5,600	
02/03	15,146	13,942	12,064	10,253	9,783	7,247	6,548	5,755	
03/04	16,517	15,282	13,865	12,027	10,200	9,715	7,186	6,619	
04/05	17,932	16,667	15,205	13,826	11,947	10,158	9,614	7,273	
05/06	19,399	18,096	16,584	15,171	13,737	11,881	10,077	9,682	
06/07	20,920	19,577	18,006	16,548	15,083	13,664	11,773	10,211	
07/08	21,593	21,112	19,481	17,968	16,453	15,011	13,542	11,896	
08/09	22,288	21,803	21,009	19,441	17,866	16,376	14,884	13,688	
09/10	22,944	22,505	21,707	20,967	19,331	17,783	16,238	15,063	
10/11	23,618	23,168	22,406	21,675	20,850	19,242	17,634	16,438	
11/12	24,312	23,849	23,067	22,374	21,566	20,755	19,082	17,853	
12/13	25,026	24,549	23,745	23,035	22,262	21,480	20,583	19,321	
13/14	25,761	25,270	24,442	23,712	22,921	22,174	21,312	20,843	
14/15	26,405	26,012	25,159	24,408	23,594	22,831	22,001	21,607	
15/16	27,063	26,664	25,898	25,124	24,287	23,501	22,654	22,308	
14/15									
15/16									

1.8 G YEAR	Enrolment in Private Schools		Enrolment Growth Rate in Private School			Graduates	
	Basic	Lower Sec.	Basic Ed.	Lower Sec.	Basic Ed.	Basic	Lower Sec.
00/01	66,780		66,780			9,282	
01/02	71,256		71,256	6.7%		5,510	
02/03	80,738		80,738	13.3%		5,663	
03/04	91,411		91,411	13.2%		6,513	
04/05	102,622		102,622	12.3%		7,157	
05/06	114,627		114,627	11.7%		9,527	
06/07	125,782		125,782	9.7%		10,048	
07/08	137,056		137,056	9.0%		11,706	
08/09	147,355		147,355	7.5%		13,469	
09/10	156,538		156,538	6.2%		14,822	
10/11	165,031		165,031	5.4%		16,175	
11/12	172,858		172,858	4.7%		17,567	
12/13	180,001		180,001	4.1%		19,012	
13/14	186,435		186,435	3.6%		20,510	
14/15	192,017		192,017	3.0%		21,261	
15/16	197,499		197,499	2.9%		21,951	
14/15							
15/16							

Enrolment Projection for GOVERNMENT Schools

1.9 G Promotion Rates (Government Schools)									
YEAR	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
00/01	95.8%	93.4%	94.4%	91.3%	93.3%	92.0%	89.3%	87.5%	
01/02	95.8%	93.4%	94.4%	91.3%	93.3%	92.0%	89.3%	87.5%	
02/03	95.8%	93.4%	94.4%	91.3%	93.3%	92.0%	89.3%	87.5%	
03/04	95.8%	93.4%	94.4%	91.3%	93.3%	92.0%	89.3%	87.5%	0.0%
04/05	95.8%	93.4%	94.4%	91.3%	93.3%	92.0%	89.3%	87.5%	0.0%
05/06	95.8%	93.4%	94.4%	91.3%	93.3%	92.0%	89.3%	87.5%	0.0%
06/07	95.8%	93.4%	94.4%	91.3%	93.3%	92.0%	89.3%	87.5%	0.0%
07/08	95.8%	93.4%	94.4%	91.3%	93.3%	92.0%	89.3%	87.5%	0.0%
08/09	95.8%	93.4%	94.4%	91.3%	93.3%	92.0%	89.3%	87.5%	0.0%
09/10	95.8%	93.4%	94.4%	91.3%	93.3%	92.0%	89.3%	87.5%	0.0%
10/11	95.8%	93.4%	94.4%	91.3%	93.3%	92.0%	89.3%	87.5%	0.0%
11/12	95.8%	93.4%	94.4%	91.3%	93.3%	92.0%	89.3%	87.5%	0.0%
12/13	95.8%	93.4%	94.4%	91.3%	93.3%	92.0%	89.3%	87.5%	0.0%
13/14	95.8%	93.4%	94.4%	91.3%	93.3%	92.0%	89.3%	87.5%	0.0%
14/15	95.8%	93.4%	94.4%	91.3%	93.3%	92.0%	89.3%	87.5%	0.0%
15/16	95.8%	93.4%	94.4%	91.3%	93.3%	92.0%	89.3%	87.5%	0.0%
14/15									
15/16									

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1.10 G Repetition Rates (Government Schools)									
YEAR	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
00/01	2.9%	2.6%	2.4%	2.9%	2.9%	2.5%	3.6%	6.2%	
01/02	2.9%	2.6%	2.4%	2.9%	2.9%	2.5%	3.6%	6.2%	
02/03	2.9%	2.6%	2.4%	2.9%	2.9%	2.5%	3.6%	6.2%	
03/04	2.9%	2.6%	2.4%	2.9%	2.9%	2.5%	3.6%	6.2%	0.0%
04/05	2.9%	2.6%	2.4%	2.9%	2.9%	2.5%	3.6%	6.2%	0.0%
05/06	2.9%	2.6%	2.4%	2.9%	2.9%	2.5%	3.6%	6.2%	0.0%
06/07	2.9%	2.6%	2.4%	2.9%	2.9%	2.5%	3.6%	6.2%	0.0%
07/08	2.9%	2.6%	2.4%	2.9%	2.9%	2.5%	3.6%	6.2%	0.0%
08/09	2.9%	2.6%	2.4%	2.9%	2.9%	2.5%	3.6%	6.2%	0.0%
09/10	2.9%	2.6%	2.4%	2.9%	2.9%	2.5%	3.6%	6.2%	0.0%
10/11	2.9%	2.6%	2.4%	2.9%	2.9%	2.5%	3.6%	6.2%	0.0%
11/12	2.9%	2.6%	2.4%	2.9%	2.9%	2.5%	3.6%	6.2%	0.0%
12/13	2.9%	2.6%	2.4%	2.9%	2.9%	2.5%	3.6%	6.2%	0.0%
13/14	2.9%	2.6%	2.4%	2.9%	2.9%	2.5%	3.6%	6.2%	0.0%
14/15	2.9%	2.6%	2.4%	2.9%	2.9%	2.5%	3.6%	6.2%	0.0%
15/16	2.9%	2.6%	2.4%	2.9%	2.9%	2.5%	3.6%	6.2%	0.0%
14/15									
15/16									

1.11 G Dropout Rates (Government Schools)									
YEAR	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
00/01	1.2%	3.9%	3.2%	5.9%	3.8%	5.5%	7.1%	6.3%	100.0%
01/02	1.2%	3.9%	3.2%	5.9%	3.8%	5.5%	7.1%	6.3%	100.0%
02/03	1.2%	3.9%	3.2%	5.9%	3.8%	5.5%	7.1%	6.3%	100.0%
03/04	1.2%	3.9%	3.2%	5.9%	3.8%	5.5%	7.1%	6.3%	100.0%
04/05	1.2%	3.9%	3.2%	5.9%	3.8%	5.5%	7.1%	6.3%	100.0%
05/06	1.2%	3.9%	3.2%	5.9%	3.8%	5.5%	7.1%	6.3%	100.0%
06/07	1.2%	3.9%	3.2%	5.9%	3.8%	5.5%	7.1%	6.3%	100.0%
07/08	1.2%	3.9%	3.2%	5.9%	3.8%	5.5%	7.1%	6.3%	100.0%
08/09	1.2%	3.9%	3.2%	5.9%	3.8%	5.5%	7.1%	6.3%	100.0%
09/10	1.2%	3.9%	3.2%	5.9%	3.8%	5.5%	7.1%	6.3%	100.0%
10/11	1.2%	3.9%	3.2%	5.9%	3.8%	5.5%	7.1%	6.3%	100.0%
11/12	1.2%	3.9%	3.2%	5.9%	3.8%	5.5%	7.1%	6.3%	100.0%
12/13	1.2%	3.9%	3.2%	5.9%	3.8%	5.5%	7.1%	6.3%	100.0%
13/14	1.2%	3.9%	3.2%	5.9%	3.8%	5.5%	7.1%	6.3%	100.0%
14/15	1.2%	3.9%	3.2%	5.9%	3.8%	5.5%	7.1%	6.3%	100.0%
15/16	1.2%	3.9%	3.2%	5.9%	3.8%	5.5%	7.1%	6.3%	100.0%
14/15									
15/16									

1.12 G Net Transfers to Government Schools from Private Schools									
YEAR	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
00/01									
01/02									
02/03									
03/04	0	0	0	0	0	0	0	0	0
04/05	0	0	0	0	0	0	0	0	0
05/06	0	0	0	0	0	0	0	0	0
06/07	0	0	0	0	0	0	0	0	0
07/08	0	0	0	0	0	0	0	0	0
08/09	0	0	0	0	0	0	0	0	0
09/10	0	0	0	0	0	0	0	0	0
10/11	0	0	0	0	0	0	0	0	0
11/12	0	0	0	0	0	0	0	0	0
12/13	0	0	0	0	0	0	0	0	0
13/14	0	0	0	0	0	0	0	0	0
14/15	0	0	0	0	0	0	0	0	0
15/16	0	0	0	0	0	0	0	0	0
14/15	0	0	0	0	0	0	0	0	0
15/16	0	0	0	0	0	0	0	0	0

1.13 G Enrolment in Government Schools									
YEAR	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
00/01	243,531	226,103	207,621	193,296	176,264	162,392	149,707	139,396	
01/02	286,891	239,315	216,275	201,421	181,593	168,467	154,831	142,414	
02/03	314,903	281,213	228,829	209,818	189,165	173,590	160,606	147,179	
03/04	343,451	309,158	268,278	221,904	197,051	180,780	165,529	152,635	128,782
04/05	372,920	337,250	295,342	259,471	208,314	188,316	172,322	157,372	133,556
05/06	403,471	366,228	322,244	286,080	242,935	199,009	179,502	163,735	137,701
06/07	435,159	396,267	349,969	312,223	268,236	231,563	189,600	170,546	143,268
07/08	449,689	427,422	378,706	339,130	292,838	255,978	219,920	179,990	149,228
08/09	464,195	442,165	408,510	367,013	318,118	279,536	243,480	207,665	157,491
09/10	477,880	456,454	423,006	395,931	344,309	303,705	266,008	230,434	181,707
10/11	491,927	469,943	436,708	410,434	371,471	328,738	289,061	251,976	201,630
11/12	506,378	483,759	449,642	423,777	385,503	354,699	312,927	273,911	220,479
12/13	521,250	497,970	462,864	436,362	398,092	368,439	337,677	296,596	239,672
13/14	536,556	512,596	476,461	449,197	409,948	380,526	351,214	320,118	259,522
14/15	550,039	527,648	490,456	462,393	422,010	391,887	362,824	333,674	280,103
15/16	563,751	540,964	504,858	475,975	434,408	403,421	373,697	344,890	291,965
14/15									
15/16									

1.14 G YEAR	Enrolment in Government Schools		Enrolment Growth Rate in Govt. Schools			Graduates	
	Basic	Lower Sec.	Basic	Basic	Lower Sec.	Basic	Lower Sec.
00/01	1,498,310		1,498,310			121,972	
01/02	1,591,207		1,591,207	6.2%		124,612	
02/03	1,705,303		1,705,303	7.2%		128,782	
03/04	1,838,786		1,838,786	7.8%		133,556	
04/05	1,991,307		1,991,307	8.3%		137,701	
05/06	2,163,204		2,163,204	8.6%		143,268	
06/07	2,353,563		2,353,563	8.8%		149,228	
07/08	2,543,673		2,543,673	8.1%		157,491	
08/09	2,730,682		2,730,682	7.4%		181,707	
09/10	2,897,727		2,897,727	6.1%		201,630	
10/11	3,050,258		3,050,258	5.3%		220,479	
11/12	3,190,596		3,190,596	4.6%		239,672	
12/13	3,319,250		3,319,250	4.0%		259,522	
13/14	3,436,616		3,436,616	3.5%		280,103	
14/15	3,540,931		3,540,931	3.0%		291,965	
15/16	3,641,964		3,641,964	2.9%		301,779	
14/15							
15/16							

Enrolment Projection for ALL Schools (Private and Government)

1.15 G Total Enrolment by Grade									
YEAR	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
00/01	255,566	236,418	217,530	200,621	182,907	168,113	155,106	148,829	0
01/02	300,716	251,449	226,544	211,285	188,875	175,074	160,506	148,014	0
02/03	330,049	295,155	240,893	220,071	198,948	180,837	167,154	152,934	0
03/04	359,968	324,440	282,143	233,931	207,251	190,495	172,715	159,254	128,782
04/05	390,852	353,917	310,547	273,297	220,261	198,474	181,936	164,645	133,556
05/06	422,870	384,324	338,828	301,251	256,672	210,890	189,579	173,417	137,701
06/07	456,079	415,844	367,975	328,771	283,319	245,227	201,373	180,757	143,268
07/08	471,282	448,534	398,187	357,098	309,291	270,989	233,462	191,886	149,228
08/09	486,483	463,968	429,519	386,454	335,984	295,912	258,364	221,353	157,491
09/10	500,824	478,959	444,713	416,898	363,640	321,488	282,246	245,497	181,707
10/11	515,545	493,111	459,114	432,109	392,321	347,980	306,695	268,414	201,630
11/12	530,690	507,608	472,709	446,151	407,069	375,454	332,009	291,764	220,479
12/13	546,276	522,519	486,609	459,397	420,354	389,919	358,260	315,917	239,672
13/14	562,317	537,866	500,903	472,909	432,869	402,700	372,526	340,961	259,522
14/15	576,444	553,660	515,615	486,801	445,604	414,718	384,825	355,281	280,103
15/16	590,814	567,628	530,756	501,099	458,695	426,922	396,351	367,198	291,965
14/15									
15/16									

YEAR	Total Enrolment		Graduates		Gross Enrolment Ratio for	
	Basic	Lower Sec.	Basic	Lower Sec.	Basic	Lower Sec.
00/01	1,565,090		1,565,090	131,254		47.2%
01/02	1,662,463		1,662,463	130,122		49.4%
02/03	1,786,041		1,786,041	134,445		52.2%
03/04	1,930,197		1,930,197	140,069		55.5%
04/05	2,093,929		2,093,929	144,858		59.2%
05/06	2,277,831		2,277,831	152,795		63.2%
06/07	2,479,345		2,479,345	159,276		67.5%
07/08	2,680,729		2,680,729	169,197		71.7%
08/09	2,878,037		2,878,037	195,176		75.5%
09/10	3,054,265		3,054,265	216,452		78.6%
10/11	3,215,289		3,215,289	236,654		81.3%
11/12	3,363,454		3,363,454	257,239		83.4%
12/13	3,499,251		3,499,251	278,534		85.1%
13/14	3,623,051		3,623,051	300,613		86.6%
14/15	3,732,948		3,732,948	313,226		87.7%
15/16	3,839,463		3,839,463	323,730		88.8%
14/15						
15/16						

BASIC EDUCATION: Country:.....SUDAN..... EFAPM.xls

Updated: 8 May 2001

SUMMARY OF BASE SCENARIO: BOYS in FORMAL BASIC EDUCATION

Base year for the projection is 2000/01.

- BOY ENROLMENT:

S.1 B YEAR	Enrolment in Basic Education (Grades 1-8)				Enrolment in Lower Secondary Education (Grades 7-9)				Total Basic Ed.
	Private	Government	Total	GER	Private	Government	Total	GER	
00/01	85,415	1,801,106	1,886,521	55.0%	0	0	0	0.0%	1,886,521
01/02	88,320	1,901,591	1,989,911	57.3%	0	0	0	0.0%	1,989,911
02/03	97,488	2,015,442	2,112,930	59.9%	0	0	0	0.0%	2,112,930
03/04	109,953	2,136,038	2,245,991	62.8%	0	0	0	0.0%	2,245,991
04/05	126,123	2,261,608	2,387,731	65.4%	0	0	0	0.0%	2,387,731
05/06	146,487	2,392,389	2,538,876	68.0%	0	0	0	0.0%	2,538,876
06/07	170,200	2,530,932	2,701,132	70.8%	0	0	0	0.0%	2,701,132
07/08	198,077	2,663,878	2,861,955	73.4%	0	0	0	0.0%	2,861,955
08/09	229,874	2,787,664	3,017,538	75.7%	0	0	0	0.0%	3,017,538
09/10	266,014	2,896,271	3,162,285	77.9%	0	0	0	0.0%	3,162,285
10/11	306,680	2,993,721	3,300,401	79.7%	0	0	0	0.0%	3,300,401
11/12	349,729	3,082,121	3,431,850	81.4%	0	0	0	0.0%	3,431,850
12/13	394,714	3,163,420	3,558,134	82.7%	0	0	0	0.0%	3,558,134
13/14	441,445	3,238,297	3,679,742	84.0%	0	0	0	0.0%	3,679,742
14/15	489,384	3,305,045	3,794,429	85.2%	0	0	0	0.0%	3,794,429
15/16	539,237	3,369,040	3,908,277	86.2%	0	0	0	0.0%	3,908,277
14/15									
15/16									

- BOY GRADUATES:

S.2 B YEAR	Basic Graduates (Grade 8)				Lower Secondary Graduates (Grade 9)			
	Private	Government	Total	Growth Rate	Private	Government	Total	Growth Rate
00/01	11,928	141,433	153,361		0	0	0	
01/02	6,968	145,493	152,461	-0.6%	0	0	0	#DIV/0!
02/03	7,603	153,631	161,234	5.8%	0	0	0	#DIV/0!
03/04	8,394	161,196	169,590	5.2%	0	0	0	#DIV/0!
04/05	9,202	168,729	177,931	4.9%	0	0	0	#DIV/0!
05/06	11,341	173,399	184,740	3.8%	0	0	0	#DIV/0!
06/07	12,147	181,515	193,662	4.8%	0	0	0	#DIV/0!
07/08	13,461	193,361	206,822	6.8%	0	0	0	#DIV/0!
08/09	14,520	211,292	225,812	9.2%	0	0	0	#DIV/0!
09/10	15,674	226,175	241,849	7.1%	0	0	0	#DIV/0!
10/11	19,226	239,632	258,858	7.0%	0	0	0	#DIV/0!
11/12	23,524	251,855	275,379	6.4%	0	0	0	#DIV/0!
12/13	28,325	263,995	292,320	6.2%	0	0	0	#DIV/0!
13/14	33,635	276,310	309,945	6.0%	0	0	0	#DIV/0!
14/15	38,525	283,583	322,108	3.9%	0	0	0	#DIV/0!
15/16	43,636	290,125	333,761	3.6%	0	0	0	#DIV/0!
14/15								
15/16								

- INTERNAL EFFICIENCY FOR BOYS (Government Schools Only)

IE.1 YEAR	Total Years of Study by the Cohort						Secondary		
	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
98/99	1,018	991	944	899	858	809	767	726	654
99/00	1,018	991	944	899	858	809	767	726	654
00/01	1,018	991	944	899	858	809	767	726	654
01/02	1,018	991	944	899	858	809	767	726	654
02/03	1,018	991	944	899	858	809	767	726	654
03/04	1,018	991	944	899	858	809	767	726	654
04/05	1,018	991	944	899	858	809	767	726	654
05/06	1,018	991	944	899	858	809	767	726	654
06/07	1,018	991	944	899	858	809	767	726	654
07/08	1,018	991	944	899	858	809	767	726	654
08/09	1,018	991	944	899	858	809	767	726	654
09/10	1,018	991	944	899	858	809	767	726	654
10/11	1,018	991	944	899	858	809	767	726	654
11/12	1,018	991	944	899	858	809	767	726	654
12/13	1,018	991	944	899	858	809	767	726	654
13/14	1,018	991	944	899	858	809	767	726	654
14/15									
15/16									

IE.2 YEAR	Promotion of the Cohort								
	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
98/99	1,000	976	928	881	840	791	743	685	654
99/00	1,000	976	928	881	840	791	743	685	654
00/01	1,000	976	928	881	840	791	743	685	654
01/02	1,000	976	928	881	840	791	743	685	654
02/03	1,000	976	928	881	840	791	743	685	654

EFA Analysis and Projection Model of UNESCO-PROAP for Formal Basic Education

(Klaus Bahr and Nyan Myint)

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بیدار (4)

EFA Analysis and Projection Model: Base Scenario (Printed on 30/06/2005)

03/04	1,000	976	928	881	840	791	743	685	654
04/05	1,000	976	928	881	840	791	743	685	654
05/06	1,000	976	928	881	840	791	743	685	654
06/07	1,000	976	928	881	840	791	743	685	654
07/08	1,000	976	928	881	840	791	743	685	654
08/09	1,000	976	928	881	840	791	743	685	654
09/10	1,000	976	928	881	840	791	743	685	654
10/11	1,000	976	928	881	840	791	743	685	654
11/12	1,000	976	928	881	840	791	743	685	654
12/13	1,000	976	928	881	840	791	743	685	654
13/14	1,000	976	928	881	840	791	743	685	654
14/15									
15/16									

IE.3 Average Number of Years Spent									
YEAR	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
98/99	1.02	1.02	1.02	1.02	1.02	1.02	1.03	1.06	1.00
99/00	1.02	1.02	1.02	1.02	1.02	1.02	1.03	1.06	1.00
00/01	1.02	1.02	1.02	1.02	1.02	1.02	1.03	1.06	1.00
01/02	1.02	1.02	1.02	1.02	1.02	1.02	1.03	1.06	1.00
02/03	1.02	1.02	1.02	1.02	1.02	1.02	1.03	1.06	1.00
03/04	1.02	1.02	1.02	1.02	1.02	1.02	1.03	1.06	1.00
04/05	1.02	1.02	1.02	1.02	1.02	1.02	1.03	1.06	1.00
05/06	1.02	1.02	1.02	1.02	1.02	1.02	1.03	1.06	1.00
06/07	1.02	1.02	1.02	1.02	1.02	1.02	1.03	1.06	1.00
07/08	1.02	1.02	1.02	1.02	1.02	1.02	1.03	1.06	1.00
08/09	1.02	1.02	1.02	1.02	1.02	1.02	1.03	1.06	1.00
09/10	1.02	1.02	1.02	1.02	1.02	1.02	1.03	1.06	1.00
10/11	1.02	1.02	1.02	1.02	1.02	1.02	1.03	1.06	1.00
11/12	1.02	1.02	1.02	1.02	1.02	1.02	1.03	1.06	1.00
12/13	1.02	1.02	1.02	1.02	1.02	1.02	1.03	1.06	1.00
13/14	1.02	1.02	1.02	1.02	1.02	1.02	1.03	1.06	1.00
14/15									
15/16									

S.3 B Basic Education										
YEAR	Repetition Rate for Grades 1 to 5	Survival Rate to Grade 5	Survival Rate to Grade 6	Basic Graduates as % G-1 Intake	Pupil-years Invested for Basic Grads.	Coefficient of Internal Efficiency	Survival Rate from G-1 to G-8	L.Sec. Graduates as % G-7 Intake	Pupil-years Invested for G-9 Grads.	Coefficient of Internal Efficiency
00/01	1.8%	84.0%	79.1%	61.8%	11.35	70.5%	68.5%	0.0%	#DIV/0!	#DIV/0!
01/02	1.8%	84.0%	79.1%	61.8%	11.35	70.5%	68.5%	0.0%	#DIV/0!	#DIV/0!
02/03	1.8%	84.0%	79.1%	61.8%	11.35	70.5%	68.5%	0.0%	#DIV/0!	#DIV/0!
03/04	1.8%	84.0%	79.1%	61.8%	11.35	70.5%	68.5%	0.0%	#DIV/0!	#DIV/0!
04/05	1.8%	84.0%	79.1%	61.8%	11.35	70.5%	68.5%	0.0%	#DIV/0!	#DIV/0!
05/06	1.8%	84.0%	79.1%	61.8%	11.35	70.5%	68.5%	0.0%	#DIV/0!	#DIV/0!
06/07	1.8%	84.0%	79.1%	61.8%	11.35	70.5%	68.5%	0.0%	#DIV/0!	#DIV/0!
07/08	1.8%	84.0%	79.1%	61.8%	11.35	70.5%	68.5%	0.0%	#DIV/0!	#DIV/0!
08/09	1.8%	84.0%	79.1%	61.8%	11.35	70.5%	68.5%	0.0%	#DIV/0!	#DIV/0!
09/10	1.8%	84.0%	79.1%	61.8%	11.35	70.5%	68.5%	0.0%	#DIV/0!	#DIV/0!
10/11	1.8%	84.0%	79.1%	61.8%	11.35	70.5%	68.5%	0.0%	#DIV/0!	#DIV/0!
11/12	1.8%	84.0%	79.1%	61.8%	11.35	70.5%	68.5%	0.0%	#DIV/0!	#DIV/0!
12/13	1.8%	84.0%	79.1%	61.8%	11.35	70.5%	68.5%	0.0%	#DIV/0!	#DIV/0!
13/14	1.8%	84.0%	79.1%	61.8%	11.35	70.5%	68.5%	0.0%	#DIV/0!	#DIV/0!
14/15	1.8%	84.0%	79.1%	61.8%	11.35	70.5%	68.5%	0.0%	#DIV/0!	#DIV/0!
15/16	1.8%	84.0%	79.1%	61.8%	11.35	70.5%	68.5%	0.0%	#DIV/0!	#DIV/0!
14/15										
15/16										

PUPIL SUB-MODEL

1.1 B	Demographic Data: Population					
	Age 6		Age Group 6-13		Age Group 12-14	
	Number	Growth Rate	Number	Growth Rate	Number	Growth Rate
00/01	453,516		3,427,333		0	
01/02	464,370	2.39%	3,475,676	1.41%	0	#DIV/0!
02/03	475,625	2.42%	3,525,486	1.43%	0	#DIV/0!
03/04	487,299	2.45%	3,576,815	1.46%	0	#DIV/0!
04/05	496,441	1.88%	3,653,227	2.14%	0	#DIV/0!
05/06	505,883	1.90%	3,732,309	2.16%	0	#DIV/0!
06/07	515,632	1.93%	3,814,161	2.19%	0	#DIV/0!
07/08	525,698	1.95%	3,898,887	2.22%	0	#DIV/0!
08/09	536,090	1.98%	3,986,600	2.25%	0	#DIV/0!
09/10	545,686	1.79%	4,061,568	1.88%	0	#DIV/0!
10/11	555,527	1.79%	4,138,835	1.88%	0	#DIV/0!
11/12	565,620	1.79%	4,218,465	1.88%	0	#DIV/0!
12/13	575,969	1.79%	4,300,524	1.88%	0	#DIV/0!
13/14	586,582	1.79%	4,379,775	1.88%	0	#DIV/0!
14/15	594,856	1.79%	4,454,750	1.88%	0	#DIV/0!
15/16	603,274	1.79%	4,531,474	1.88%	0	#DIV/0!
14/15						
15/16						

Note: Projected populations are obtained from the Census Department.

1.2 B	New Entrants and Admission Rate			% New Entrants to Govt. Schools	% New Entrants to Private Sch.	New Entrants to	
	Admission Rate	Number	Growth			Government Schools	Private Schools
00/01	70.5%	319,596		95.5%	4.5%	305,344	14,252
01/02	74.2%	344,626	7.8%	95.5%	4.5%	329,283	15,343
02/03	77.4%	367,995	6.8%	95.5%	4.5%	351,331	16,664
03/04	80.5%	392,413	6.6%	95.5%	4.5%	374,643	17,770
04/05	83.7%	415,449	5.9%	95.5%	4.5%	396,636	18,813
05/06	86.8%	439,323	5.7%	95.5%	4.5%	419,429	19,894
06/07	90.0%	464,069	5.6%	95.5%	4.5%	443,054	21,015
07/08	91.1%	478,969	3.2%	95.5%	4.5%	457,280	21,689
08/09	92.2%	494,394	3.2%	95.5%	4.5%	472,006	22,388
09/10	93.3%	509,307	3.0%	95.5%	4.5%	486,244	23,063
10/11	94.4%	524,664	3.0%	95.5%	4.5%	500,906	23,758
11/12	95.6%	540,481	3.0%	95.5%	4.5%	516,006	24,475
12/13	96.7%	556,770	3.0%	95.5%	4.5%	531,558	25,212
13/14	97.8%	573,547	3.0%	95.5%	4.5%	547,575	25,972
14/15	98.9%	588,246	2.6%	95.5%	4.5%	561,608	26,638
15/16	100.0%	603,274	2.6%	95.5%	4.5%	575,956	27,318
14/15							
15/16							

Note: There are children entering school below and over age 6, and thus, the admission rate target could be over 100%.

Enrolment Projection for PRIVATE Schools

1.3 B Promotion Rates (Private Schools)									
YEAR	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
00/01	99.8%	98.7%	98.4%	98.2%	98.3%	98.1%	98.4%	96.4%	
01/02	99.8%	98.7%	98.4%	98.2%	98.3%	98.1%	98.4%	96.4%	
02/03	99.8%	98.7%	98.4%	98.2%	98.3%	98.1%	98.4%	96.4%	
03/04	99.8%	98.7%	98.4%	98.2%	98.3%	98.1%	98.4%	96.4%	
04/05	99.8%	98.7%	98.4%	98.2%	98.3%	98.1%	98.4%	96.4%	
05/06	99.8%	98.7%	98.4%	98.2%	98.3%	98.1%	98.4%	96.4%	
06/07	99.8%	98.7%	98.4%	98.2%	98.3%	98.1%	98.4%	96.4%	
07/08	99.8%	98.7%	98.4%	98.2%	98.3%	98.1%	98.4%	96.4%	
08/09	99.8%	98.7%	98.4%	98.2%	98.3%	98.1%	98.4%	96.4%	
09/10	99.8%	98.7%	98.4%	98.2%	98.3%	98.1%	98.4%	96.4%	
10/11	99.8%	98.7%	98.4%	98.2%	98.3%	98.1%	98.4%	96.4%	
11/12	99.8%	98.7%	98.4%	98.2%	98.3%	98.1%	98.4%	96.4%	
12/13	99.8%	98.7%	98.4%	98.2%	98.3%	98.1%	98.4%	96.4%	
13/14	99.8%	98.7%	98.4%	98.2%	98.3%	98.1%	98.4%	96.4%	
14/15	99.8%	98.7%	98.4%	98.2%	98.3%	98.1%	98.4%	96.4%	
15/16	99.8%	98.7%	98.4%	98.2%	98.3%	98.1%	98.4%	96.4%	
14/15									
15/16									

1.4 B Repetition Rates (Private Schools)									
YEAR	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
00/01	0.0%	1.3%	1.2%	1.4%	1.4%	1.4%	1.2%	1.6%	
01/02	0.0%	1.3%	1.2%	1.4%	1.4%	1.4%	1.2%	1.6%	
02/03	0.0%	1.3%	1.2%	1.4%	1.4%	1.4%	1.2%	1.6%	
03/04	0.0%	1.3%	1.2%	1.4%	1.4%	1.4%	1.2%	1.6%	
04/05	0.0%	1.3%	1.2%	1.4%	1.4%	1.4%	1.2%	1.6%	
05/06	0.0%	1.3%	1.2%	1.4%	1.4%	1.4%	1.2%	1.6%	
06/07	0.0%	1.3%	1.2%	1.4%	1.4%	1.4%	1.2%	1.6%	
07/08	0.0%	1.3%	1.2%	1.4%	1.4%	1.4%	1.2%	1.6%	
08/09	0.0%	1.3%	1.2%	1.4%	1.4%	1.4%	1.2%	1.6%	
09/10	0.0%	1.3%	1.2%	1.4%	1.4%	1.4%	1.2%	1.6%	
10/11	0.0%	1.3%	1.2%	1.4%	1.4%	1.4%	1.2%	1.6%	
11/12	0.0%	1.3%	1.2%	1.4%	1.4%	1.4%	1.2%	1.6%	
12/13	0.0%	1.3%	1.2%	1.4%	1.4%	1.4%	1.2%	1.6%	
13/14	0.0%	1.3%	1.2%	1.4%	1.4%	1.4%	1.2%	1.6%	
14/15	0.0%	1.3%	1.2%	1.4%	1.4%	1.4%	1.2%	1.6%	
15/16	0.0%	1.3%	1.2%	1.4%	1.4%	1.4%	1.2%	1.6%	
14/15									
15/16									

Note: Student Flow Rates for boys are estimated from the respective rates for total and girls.

1.5 B Dropout Rates (Private Schools)									
YEAR	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
00/01	0.2%	0.1%	0.5%	0.5%	0.3%	0.5%	0.4%	2.0%	
01/02	0.2%	0.1%	0.5%	0.5%	0.3%	0.5%	0.4%	2.0%	
02/03	0.2%	0.1%	0.5%	0.5%	0.3%	0.5%	0.4%	2.0%	
03/04	0.2%	0.1%	0.5%	0.5%	0.3%	0.5%	0.4%	2.0%	
04/05	0.2%	0.1%	0.5%	0.5%	0.3%	0.5%	0.4%	2.0%	
05/06	0.2%	0.1%	0.5%	0.5%	0.3%	0.5%	0.4%	2.0%	
06/07	0.2%	0.1%	0.5%	0.5%	0.3%	0.5%	0.4%	2.0%	
07/08	0.2%	0.1%	0.5%	0.5%	0.3%	0.5%	0.4%	2.0%	
08/09	0.2%	0.1%	0.5%	0.5%	0.3%	0.5%	0.4%	2.0%	
09/10	0.2%	0.1%	0.5%	0.5%	0.3%	0.5%	0.4%	2.0%	
10/11	0.2%	0.1%	0.5%	0.5%	0.3%	0.5%	0.4%	2.0%	
11/12	0.2%	0.1%	0.5%	0.5%	0.3%	0.5%	0.4%	2.0%	
12/13	0.2%	0.1%	0.5%	0.5%	0.3%	0.5%	0.4%	2.0%	
13/14	0.2%	0.1%	0.5%	0.5%	0.3%	0.5%	0.4%	2.0%	
14/15	0.2%	0.1%	0.5%	0.5%	0.3%	0.5%	0.4%	2.0%	
15/16	0.2%	0.1%	0.5%	0.5%	0.3%	0.5%	0.4%	2.0%	
14/15									
15/16									

1.6 B Net Transfer Rates for Private Schools as % of Enrolment									
YEAR	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
00/01	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
01/02	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
02/03	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
03/04	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
04/05	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
05/06	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
06/07	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
07/08	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
08/09	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
09/10	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
10/11	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
11/12	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
12/13	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
13/14	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
14/15	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
15/16	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
14/15									
15/16									

Note: Net Transfer Rate = (Transfers from Government into Private Schools) - (Transfers from Private to Government Schools).

1.7 B Enrolments (Private Schools)									
YEAR	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
00/01	14,252	12,940	12,146	9,747	8,840	7,969	7,149	12,372	
01/02	15,343	14,378	12,902	12,080	9,691	8,798	7,901	7,227	
02/03	16,573	15,484	14,330	12,855	11,993	9,645	8,722	7,886	
03/04	20,545	16,726	15,438	14,270	12,785	11,919	9,563	8,707	
04/05	25,105	20,702	16,676	15,378	14,185	12,728	11,804	9,545	
05/06	30,170	25,301	20,610	16,610	15,293	14,116	12,624	11,763	
06/07	35,768	30,411	25,189	20,499	16,516	15,223	13,995	12,599	
07/08	40,831	36,059	30,279	25,058	20,351	16,441	15,096	13,962	
08/09	46,189	41,180	35,905	30,129	24,879	20,227	16,304	15,061	
09/10	51,735	46,588	41,017	35,734	29,920	24,729	20,033	16,258	
10/11	57,571	52,188	46,406	40,842	35,492	29,746	24,493	19,942	
11/12	63,707	58,079	51,988	46,215	40,583	35,291	29,466	24,400	
12/13	70,158	64,274	57,858	51,783	45,928	40,369	34,964	29,380	
13/14	76,935	70,786	64,032	57,636	51,468	45,692	40,009	34,887	
14/15	83,691	77,628	70,522	63,793	57,291	51,210	45,290	39,959	
15/16	90,731	84,452	77,340	70,265	63,415	57,009	50,764	45,261	
14/15									
15/16									

1.8 B YEAR	Enrolment in Private Schools			Enrolment Growth Rate in Private School			Graduates	
	Basic	Lower Sec.	Basic Ed.	Basic	Lower Sec.	Basic Ed.	Basic	Lower Sec.
00/01	85,415		85,415				11,928	
01/02	88,320		88,320	3.4%	#DIV/0!	3.4%	6,968	
02/03	97,488		97,488	10.4%	#DIV/0!	10.4%	7,603	
03/04	109,953		109,953	12.8%	#DIV/0!	12.8%	8,394	
04/05	126,123		126,123	14.7%	#DIV/0!	14.7%	9,202	
05/06	146,487		146,487	16.1%	#DIV/0!	16.1%	11,341	
06/07	170,200		170,200	16.2%	#DIV/0!	16.2%	12,147	
07/08	198,077		198,077	16.4%	#DIV/0!	16.4%	13,461	
08/09	229,874		229,874	16.1%	#DIV/0!	16.1%	14,520	
09/10	266,014		266,014	15.7%	#DIV/0!	15.7%	15,674	
10/11	306,680		306,680	15.3%	#DIV/0!	15.3%	19,226	
11/12	349,729		349,729	14.0%	#DIV/0!	14.0%	23,524	
12/13	394,714		394,714	12.9%	#DIV/0!	12.9%	28,325	
13/14	441,445		441,445	11.8%	#DIV/0!	11.8%	33,635	
14/15	489,384		489,384	10.9%	#DIV/0!	10.9%	38,525	
15/16	539,237		539,237	10.2%	#DIV/0!	10.2%	43,636	
14/15								
15/16								

Enrolment Projection for GOVERNMENT Schools

1.9 B Promotion Rates (Government Schools)									
YEAR	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
00/01	95.8%	93.7%	93.4%	93.3%	92.2%	91.9%	89.4%	90.1%	
01/02	95.8%	93.7%	93.4%	93.3%	92.2%	91.9%	89.4%	90.1%	
02/03	95.8%	93.7%	93.4%	93.3%	92.2%	91.9%	89.4%	90.1%	
03/04	95.8%	93.7%	93.4%	93.3%	92.2%	91.9%	89.4%	90.1%	
04/05	95.8%	93.7%	93.4%	93.3%	92.2%	91.9%	89.4%	90.1%	
05/06	95.8%	93.7%	93.4%	93.3%	92.2%	91.9%	89.4%	90.1%	
06/07	95.8%	93.7%	93.4%	93.3%	92.2%	91.9%	89.4%	90.1%	
07/08	95.8%	93.7%	93.4%	93.3%	92.2%	91.9%	89.4%	90.1%	
08/09	95.8%	93.7%	93.4%	93.3%	92.2%	91.9%	89.4%	90.1%	
09/10	95.8%	93.7%	93.4%	93.3%	92.2%	91.9%	89.4%	90.1%	
10/11	95.8%	93.7%	93.4%	93.3%	92.2%	91.9%	89.4%	90.1%	
11/12	95.8%	93.7%	93.4%	93.3%	92.2%	91.9%	89.4%	90.1%	
12/13	95.8%	93.7%	93.4%	93.3%	92.2%	91.9%	89.4%	90.1%	
13/14	95.8%	93.7%	93.4%	93.3%	92.2%	91.9%	89.4%	90.1%	
14/15	95.8%	93.7%	93.4%	93.3%	92.2%	91.9%	89.4%	90.1%	
15/16	95.8%	93.7%	93.4%	93.3%	92.2%	91.9%	89.4%	90.1%	
14/15									
15/16									

Note: Student Flow Rates for boys are estimated from the respective rates for total and girls.

1.10 B Repetition Rates (Government Schools)									
YEAR	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
00/01	1.8%	1.5%	1.7%	2.0%	2.1%	2.2%	3.0%	5.6%	
01/02	1.8%	1.5%	1.7%	2.0%	2.1%	2.2%	3.0%	5.6%	
02/03	1.8%	1.5%	1.7%	2.0%	2.1%	2.2%	3.0%	5.6%	
03/04	1.8%	1.5%	1.7%	2.0%	2.1%	2.2%	3.0%	5.6%	
04/05	1.8%	1.5%	1.7%	2.0%	2.1%	2.2%	3.0%	5.6%	
05/06	1.8%	1.5%	1.7%	2.0%	2.1%	2.2%	3.0%	5.6%	
06/07	1.8%	1.5%	1.7%	2.0%	2.1%	2.2%	3.0%	5.6%	
07/08	1.8%	1.5%	1.7%	2.0%	2.1%	2.2%	3.0%	5.6%	
08/09	1.8%	1.5%	1.7%	2.0%	2.1%	2.2%	3.0%	5.6%	
09/10	1.8%	1.5%	1.7%	2.0%	2.1%	2.2%	3.0%	5.6%	
10/11	1.8%	1.5%	1.7%	2.0%	2.1%	2.2%	3.0%	5.6%	
11/12	1.8%	1.5%	1.7%	2.0%	2.1%	2.2%	3.0%	5.6%	
12/13	1.8%	1.5%	1.7%	2.0%	2.1%	2.2%	3.0%	5.6%	
13/14	1.8%	1.5%	1.7%	2.0%	2.1%	2.2%	3.0%	5.6%	
14/15	1.8%	1.5%	1.7%	2.0%	2.1%	2.2%	3.0%	5.6%	
15/16	1.8%	1.5%	1.7%	2.0%	2.1%	2.2%	3.0%	5.6%	
14/15									
15/16									

1.11 B Dropout Rates (Government Schools)									
YEAR	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
00/01	2.4%	4.8%	4.9%	4.6%	5.6%	5.9%	7.6%	4.3%	100.0%
01/02	2.4%	4.8%	4.9%	4.6%	5.6%	5.9%	7.6%	4.3%	100.0%
02/03	2.4%	4.8%	4.9%	4.6%	5.6%	5.9%	7.6%	4.3%	100.0%
03/04	2.4%	4.8%	4.9%	4.6%	5.6%	5.9%	7.6%	4.3%	100.0%
04/05	2.4%	4.8%	4.9%	4.6%	5.6%	5.9%	7.6%	4.3%	100.0%
05/06	2.4%	4.8%	4.9%	4.6%	5.6%	5.9%	7.6%	4.3%	100.0%
06/07	2.4%	4.8%	4.9%	4.6%	5.6%	5.9%	7.6%	4.3%	100.0%
07/08	2.4%	4.8%	4.9%	4.6%	5.6%	5.9%	7.6%	4.3%	100.0%
08/09	2.4%	4.8%	4.9%	4.6%	5.6%	5.9%	7.6%	4.3%	100.0%
09/10	2.4%	4.8%	4.9%	4.6%	5.6%	5.9%	7.6%	4.3%	100.0%
10/11	2.4%	4.8%	4.9%	4.6%	5.6%	5.9%	7.6%	4.3%	100.0%
11/12	2.4%	4.8%	4.9%	4.6%	5.6%	5.9%	7.6%	4.3%	100.0%
12/13	2.4%	4.8%	4.9%	4.6%	5.6%	5.9%	7.6%	4.3%	100.0%
13/14	2.4%	4.8%	4.9%	4.6%	5.6%	5.9%	7.6%	4.3%	100.0%
14/15	2.4%	4.8%	4.9%	4.6%	5.6%	5.9%	7.6%	4.3%	100.0%
15/16	2.4%	4.8%	4.9%	4.6%	5.6%	5.9%	7.6%	4.3%	100.0%
14/15									
15/16									

1.12 B Net Transfers to Government Schools from Private Schools									
YEAR	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
00/01	0	0	0	0	0	0	0	0	0
01/02	0	0	0	0	0	0	0	0	0
02/03	0	0	0	0	0	0	0	0	0
03/04	0	0	0	0	0	0	0	0	0
04/05	0	0	0	0	0	0	0	0	0
05/06	0	0	0	0	0	0	0	0	0
06/07	0	0	0	0	0	0	0	0	0
07/08	0	0	0	0	0	0	0	0	0
08/09	0	0	0	0	0	0	0	0	0
09/10	0	0	0	0	0	0	0	0	0
10/11	0	0	0	0	0	0	0	0	0
11/12	0	0	0	0	0	0	0	0	0
12/13	0	0	0	0	0	0	0	0	0
13/14	0	0	0	0	0	0	0	0	0
14/15	0	0	0	0	0	0	0	0	0
15/16	0	0	0	0	0	0	0	0	0
14/15									
15/16									

1.13 B Enrolment in Government Schools									
YEAR	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
00/01	305,344	277,666	251,571	234,115	212,714	191,324	171,152	157,220	
01/02	334,805	296,620	264,253	239,888	222,611	200,625	181,042	161,747	
02/03	357,260	325,132	282,220	251,853	228,246	209,986	189,903	170,842	
03/04	378,000	346,947	309,253	268,905	239,484	215,386	198,783	179,280	
04/05	396,820	367,071	330,080	294,443	255,593	225,883	204,024	187,694	
05/06	415,926	385,322	349,249	314,306	279,903	241,001	213,824	192,858	
06/07	435,373	403,803	366,635	332,526	298,964	263,711	228,022	201,898	
07/08	445,460	422,609	384,198	349,031	316,416	281,742	249,324	215,098	
08/09	455,668	432,451	402,065	365,652	332,254	298,187	266,503	234,884	
09/10	465,180	442,331	411,530	382,552	348,166	313,095	282,107	251,310	
10/11	474,835	451,550	420,921	391,643	364,344	328,032	296,249	266,147	
11/12	484,652	460,896	429,695	400,544	373,169	343,208	310,368	279,589	
12/13	494,625	470,399	438,579	408,871	381,681	351,636	324,702	292,927	
13/14	504,761	480,050	447,612	417,289	389,653	359,641	332,842	306,449	
14/15	512,844	489,859	456,784	425,847	397,702	367,143	340,425	314,441	
15/16	520,932	497,702	466,106	434,534	405,885	374,706	347,532	321,643	
14/15									
15/16									

1.14 B YEAR	Enrolment in Government Schools		Enrolment Growth Rate in Govt. Schools			Graduates	
	Basic	Lower Sec.	Basic	Lower Sec.	Basic	Basic	Lower Sec.
00/01	1,801,106		1,801,106			141,433	0
01/02	1,901,591		1,901,591	5.6%		145,493	0
02/03	2,015,442		2,015,442	6.0%		153,631	0
03/04	2,136,038		2,136,038	6.0%		161,196	0
04/05	2,261,608		2,261,608	5.9%		168,729	0
05/06	2,392,389		2,392,389	5.8%		173,399	0
06/07	2,530,932		2,530,932	5.8%		181,515	0
07/08	2,663,878		2,663,878	5.3%		193,361	0
08/09	2,787,664		2,787,664	4.6%		211,292	0
09/10	2,896,271		2,896,271	3.9%		226,175	0
10/11	2,993,721		2,993,721	3.4%		239,632	0
11/12	3,082,121		3,082,121	3.0%		251,855	0
12/13	3,163,420		3,163,420	2.6%		263,995	0
13/14	3,238,297		3,238,297	2.4%		276,310	0
14/15	3,305,045		3,305,045	2.1%		283,583	0
15/16	3,369,040		3,369,040	1.9%		290,125	0
14/15							
15/16							

Enrolment Projection for ALL Schools (Private and Government)

1.15 B Total Enrolment by Grade									
YEAR	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
00/01	319,596	290,606	263,717	243,862	221,554	199,293	178,301	169,592	0
01/02	350,148	310,998	277,155	251,968	232,302	209,423	188,943	168,974	0
02/03	373,833	340,616	296,550	264,708	240,239	219,631	198,625	178,728	0
03/04	398,545	363,673	324,691	283,175	252,269	227,305	208,346	187,987	0
04/05	421,925	387,773	346,756	309,821	269,778	238,611	215,828	197,239	0
05/06	446,096	410,623	369,859	330,916	295,196	255,117	226,448	204,621	0
06/07	471,141	434,214	391,824	353,025	315,480	278,934	242,017	214,497	0
07/08	486,291	458,668	414,477	374,089	336,767	298,183	264,420	229,060	0
08/09	501,857	473,631	437,970	395,781	357,133	318,414	282,807	249,945	0
09/10	516,915	488,919	452,547	418,286	378,086	337,824	302,140	267,568	0
10/11	532,406	503,738	467,327	432,485	399,836	357,778	320,742	286,089	0
11/12	548,359	518,975	481,683	446,759	413,752	378,499	339,834	303,989	0
12/13	564,783	534,673	496,437	460,654	427,609	392,005	359,666	322,307	0
13/14	581,696	550,836	511,644	474,925	441,121	405,333	372,851	341,336	0
14/15	596,535	567,487	527,306	489,640	454,993	418,353	385,715	354,400	0
15/16	611,663	582,154	543,446	504,799	469,300	431,715	398,296	366,904	0
14/15									
15/16									

1.16 B YEAR	Total Enrolment		Graduates		Gross Enrolment Ratio for	
	Basic	Lower Sec.	Basic	Lower Sec.	Basic	Lower Sec.
00/01	1,886,521		1,886,521	153,361	55.0%	
01/02	1,989,911		1,989,911	152,461	57.3%	
02/03	2,112,930		2,112,930	161,234	59.9%	
03/04	2,245,991		2,245,991	169,590	62.8%	
04/05	2,387,731		2,387,731	177,931	65.4%	
05/06	2,538,876		2,538,876	184,740	68.0%	
06/07	2,701,132		2,701,132	193,662	70.8%	
07/08	2,861,955		2,861,955	206,822	73.4%	
08/09	3,017,538		3,017,538	225,812	75.7%	
09/10	3,162,285		3,162,285	241,849	77.9%	
10/11	3,300,401		3,300,401	258,858	79.7%	
11/12	3,431,850		3,431,850	275,379	81.4%	
12/13	3,558,134		3,558,134	292,320	82.7%	
13/14	3,679,742		3,679,742	309,945	84.0%	
14/15	3,794,429		3,794,429	322,108	85.2%	
15/16	3,908,277		3,908,277	333,761	86.2%	
14/15						
15/16						

SUMMARY OF BASE SCENARIO

Base year for the projection is 2000/01.

Country:.....SUDAN.....

- ENROLMENT:

S.1	Enrolment in Pre-Schools					Pre-School Net Enrolment Rates				% GI Intake with Pre-sch.
	Government	Private	Total	Girls	Boys	Total	Girls	Boys	Gender Parity	
00/01	139,722	209,584	349,306	172,302	177,004	17.0%	18.9%	19.0%	99.2%	
01/02	174,666	261,999	436,665	217,342	219,323	23.0%	23.3%	22.7%	102.7%	27.4%
02/03	218,065	327,098	545,163	288,522	256,641	28.1%	30.7%	25.7%	119.6%	25.3%
03/04	235,268	352,900	588,168	320,637	267,531	29.7%	33.1%	26.4%	125.7%	35.3%
04/05	252,515	378,771	631,286	332,269	299,017	31.3%	33.7%	29.0%	116.4%	35.6%
05/06	269,737	404,604	674,341	343,984	330,357	32.8%	34.3%	31.4%	109.0%	35.8%
06/07	287,562	431,342	718,904	356,101	362,803	34.3%	34.8%	33.9%	102.7%	35.9%
07/08	318,554	477,831	796,385	389,119	407,266	37.3%	37.3%	37.4%	99.9%	37.1%
08/09	363,210	544,814	908,024	443,837	464,187	41.8%	41.8%	41.8%	99.9%	38.3%
09/10	408,872	613,307	1,022,179	499,625	522,554	46.3%	46.3%	46.3%	100.0%	42.7%
10/11	455,441	683,162	1,138,603	556,317	582,286	50.7%	50.7%	50.7%	100.0%	47.0%
11/12	503,442	755,164	1,258,606	614,712	643,894	55.2%	55.2%	55.1%	100.0%	51.1%
12/13	552,921	829,382	1,382,303	674,864	707,439	59.6%	59.6%	59.6%	100.0%	55.0%
13/14	603,993	905,989	1,509,982	736,894	773,088	64.0%	64.0%	64.0%	100.0%	58.9%
14/15	655,011	982,515	1,637,526	798,854	838,672	68.6%	68.6%	68.6%	100.0%	62.9%
15/16	705,681	1,058,521	1,764,202	860,409	903,793	73.0%	73.0%	73.0%	100.0%	66.8%
14/15										
15/16										

- TEACHERS (Government Schools Only):

S.2	Teachers Needed, Pupil-Teacher Ratios and Non-Teaching Staff					
	Staff		New Recruitments of Ratios			
YEAR	Teachers	Total Staff	Teaching	Non-Teaching	P:T Ratio	P:Staff
00/01	6,355	9,598	1,300	1,000	22.0	14.6
01/02	7,435	11,620	1,398	1,137	23.5	15.0
02/03	10,256	15,267	3,193	1,077	21.3	14.3
03/04	11,066	16,473	1,323	697	21.3	14.3
04/05	11,880	17,684	1,367	721	21.3	14.3
05/06	12,691	18,892	1,405	745	21.3	14.3
06/07	13,530	20,141	1,474	782	21.3	14.3
07/08	14,954	22,260	2,101	1,092	21.3	14.3
08/09	17,057	25,391	2,851	1,466	21.3	14.3
09/10	19,210	28,596	3,006	1,552	21.3	14.3
10/11	21,403	31,860	3,154	1,634	21.3	14.3
11/12	23,664	35,226	3,331	1,732	21.3	14.3
12/13	25,994	38,694	3,513	1,832	21.3	14.3
13/14	28,399	42,275	3,705	1,938	21.3	14.3
14/15	30,807	45,859	3,828	2,009	21.3	14.3
15/16	33,194	49,412	3,927	2,069	21.3	14.3
14/15						
15/16						

- EXPENDITURE (Government Schools Only):

S.3	Recurrent Expenditure ('000)			Capital Expenditure ('000)			Total Expenditure		Unit Cost	
	Total	Salaries	% Salary	Total	Building	% Building	million US\$	Growth	US\$	Index
00/01	5,112	4,191	82.0%	12,111	11,775	97.2%	17.22		37	96
01/02	6,292	5,142	81.7%	12,527	12,087	96.5%	18.82	8.9%	36	94
02/03	8,325	6,954	83.5%	14,430	13,890	96.3%	22.76	19.0%	38	100
03/04	9,119	7,648	83.9%	5,112	4,531	88.6%	14.23	-46.9%	39	102
04/05	9,940	8,366	84.2%	5,195	4,571	88.0%	15.13	6.2%	39	103
05/06	10,795	9,120	84.5%	5,261	4,594	87.3%	16.06	5.9%	40	105
06/07	11,698	9,916	84.8%	5,473	4,761	87.0%	17.17	6.7%	41	107
07/08	13,144	11,182	85.1%	8,585	7,799	90.8%	21.73	23.5%	41	108
08/09	15,236	13,009	85.4%	12,260	11,363	92.7%	27.50	23.5%	42	110
09/10	17,434	14,938	85.7%	12,698	11,689	92.0%	30.13	9.2%	43	112
10/11	19,760	16,988	86.0%	13,089	11,964	91.4%	32.85	8.6%	43	114
11/12	22,221	19,163	86.2%	13,641	12,397	90.9%	35.86	8.8%	44	116
12/13	24,821	21,469	86.5%	14,191	12,825	90.4%	39.01	8.4%	45	118
13/14	27,570	23,913	86.7%	14,792	13,298	89.9%	42.36	8.2%	46	120
14/15	30,417	26,454	87.0%	15,007	13,388	89.2%	45.42	7.0%	46	122
15/16	33,364	29,098	87.2%	15,104	13,359	88.4%	48.47	6.5%	47	124
14/15										
15/16										

PUPIL SUB-MODEL

1,168,370

Demographic Data: Population										
YEAR	Age 3		Age 4		Age 5		Pop. Age Group 4-5			Growth Rate
	Total	Girls	Total	Girls	Total	Girls	Total	Girls	Boys	
00/01			938,822	462,209	905,230	451,169	1,844,052	913,378	930,674	
01/02			959,791	471,138	935,511	459,748	1,895,302	930,886	964,416	2.78%
02/03			981,536	480,376	956,542	458,624	1,938,078	939,000	999,078	2.26%
03/04			1,004,087	489,937	978,352	477,810	1,982,439	967,747	1,014,692	2.29%
04/05			1,021,951	498,845	996,221	486,660	2,018,172	985,505	1,032,667	1.80%
05/06			1,040,380	508,035	1,014,669	495,797	2,055,049	1,003,832	1,051,217	1.83%
06/07			1,059,386	517,516	1,033,713	505,231	2,093,099	1,022,747	1,070,352	1.85%
07/08			1,078,986	527,294	1,053,367	514,968	2,132,353	1,042,262	1,090,091	1.88%
08/09			1,099,194	537,378	1,073,650	525,017	2,172,844	1,062,395	1,110,449	1.90%
09/10			1,116,734	545,743	1,091,699	533,638	2,208,433	1,079,381	1,129,052	1.64%
10/11			1,134,659	554,288	1,110,173	542,460	2,244,832	1,096,748	1,148,084	1.65%
11/12			1,152,976	563,017	1,129,083	551,487	2,282,059	1,114,504	1,167,555	1.66%
12/13			1,171,694	571,935	1,148,438	560,724	2,320,132	1,132,659	1,187,473	1.67%
13/14			1,191,081	581,145	1,168,370	570,207	2,359,451	1,151,352	1,208,099	1.69%
14/15			1,204,851	587,697	1,183,234	577,290	2,388,085	1,164,987	1,223,098	1.21%
15/16			1,218,817	594,341	1,198,331	584,482	2,417,148	1,178,823	1,238,325	1.22%
14/15										
15/16										

Note: Projected populations are obtained from the Census De **6719.462 6715.385** 0.057
9705.889 6984.24

Access to Pre-School : Total (Boys + Girls)										
YEAR	Access Rate to Pre-school (Govt.+Private)			Total Pre-School Enrolment (Govt.+Private)				% Enrolled in Government Schools		
	Age 3	Age 4	Age 5	Age 3	Age 4	Age 5	Total	Age 3	Age 4	Age 5
00/01	18.6%	19.3%	19.3%	174,706	174,706	174,600	313,633		40.0%	40.0%
01/02	27.3%	18.7%	18.7%	262,059	262,059	174,606	436,665		40.0%	40.0%
02/03	28.8%	27.4%	27.4%	283,104	283,104	262,059	545,163		40.0%	40.0%
03/04	30.4%	28.9%	28.9%	305,064	305,064	283,104	588,168		40.0%	40.0%
04/05	31.9%	30.6%	30.6%	326,222	326,222	305,064	631,286		40.0%	40.0%
05/06	33.5%	32.2%	32.2%	348,119	348,119	326,222	674,341		40.0%	40.0%
06/07	35.0%									
07/08	39.4%	35.2%	35.2%	425,600	425,600	370,785	796,385		40.0%	40.0%
08/09	43.9%	39.6%	39.6%	482,424	482,424	425,600	908,024		40.0%	40.0%
09/10	48.3%	44.2%	44.2%	539,755	539,755	482,424	1,022,179		40.0%	40.0%
10/11	52.8%	48.6%	48.6%	598,848	598,848	539,755	1,138,603		40.0%	40.0%
11/12	57.2%	53.0%	53.0%	659,758	659,758	598,848	1,258,606		40.0%	40.0%
12/13	61.7%	57.4%	57.4%	722,545	722,545	659,758	1,382,303		40.0%	40.0%
13/14	66.1%	61.8%	61.8%	787,437	787,437	722,545	1,509,982		40.0%	40.0%
14/15	70.6%	66.5%	66.5%	850,089	850,089	787,437	1,637,526		40.0%	40.0%
15/16	75.0%	70.9%	70.9%	914,113	914,113	850,089	1,764,202		40.0%	40.0%
14/15							0		40.0%	40.0%
15/16							0		40.0%	40.0%

0.4

Enrolment in Pre-School : Total (Boys + Girls)										
YEAR	Pre-School Enrolment in Government Schools				Pre-School Enrolment in Private Schools				% Enrolled in Private	
	Age 3	Age 4	Age 5	Total	Age 3	Age 4	Age 5	Total		
00/01	69,882	69,840	69,840	139,722	104,824	104,824	104,760	209,584	66.8%	
01/02	104,824	69,842	69,842	174,666	157,235	157,235	104,764	261,999	60.0%	
02/03	113,242	104,824	104,824	218,065	169,862	169,862	157,235	327,098	60.0%	
03/04	122,026	113,242	113,242	235,268	183,038	183,038	169,862	352,900	60.0%	
04/05	130,489	122,026	122,026	252,515	195,733	195,733	183,038	378,771	60.0%	
05/06	139,248	130,489	130,489	269,737	208,871	208,871	195,733	404,604	60.0%	
06/07	148,314	139,248	139,248	287,562	222,471	222,471	208,871	431,342	60.0%	
07/08	170,240	148,314	148,314	318,554	255,360	255,360	222,471	477,831	60.0%	
08/09	192,970	170,240	170,240	363,210	289,454	289,454	255,360	544,814	60.0%	
09/10	215,902	192,970	192,970	408,872	323,853	323,853	289,454	613,307	60.0%	
10/11	239,539	215,902	215,902	455,441	359,309	359,309	323,853	683,162	60.0%	
11/12	263,903	239,539	239,539	503,442	395,855	395,855	359,309	755,164	60.0%	
12/13	289,018	263,903	263,903	552,921	433,527	433,527	395,855	829,382	60.0%	
13/14	314,975	289,018	289,018	603,993	472,462	472,462	433,527	905,989	60.0%	
14/15	340,036	314,975	314,975	655,011	510,053	510,053	472,462	982,515	60.0%	
15/16	365,645	340,036	340,036	705,681	548,468	548,468	510,053	1,058,521	60.0%	
14/15										
15/16										

6053.15385 5245.6

1.4

Access to Pre-School : Girls										
YEAR	Access Rate to Pre-school (Govt.+Private)			Total Pre-School Enrolment (Govt.+Private)			% Enrolled in Government Schools			
	Age 3	Age 4	Age 5	Age 3	Age 4	Age 5	Total	Age 3	Age 4	Age 5
00/01		18.7%	19.1%		86,202	86,100	172,302		40.0%	40.0%
01/02		27.8%	18.7%		131,140	86,202	217,342		40.0%	40.0%
02/03		32.8%	28.6%		157,382	131,140	288,522		40.0%	40.0%
03/04		33.3%	32.9%		163,255	157,382	320,637		40.0%	40.0%
04/05		33.9%	33.5%		169,014	163,255	332,269		40.0%	40.0%
05/06		34.4%	34.1%		174,970	169,014	343,984		40.0%	40.0%
06/07		35.0%								
07/08		39.4%	35.2%		207,988	181,131	389,119		40.0%	40.0%
08/09		43.9%	39.6%		235,849	207,988	443,837		40.0%	40.0%
09/10		48.3%	44.2%		263,776	235,849	499,625		40.0%	40.0%
10/11		52.8%	48.6%		292,541	263,776	556,317		40.0%	40.0%
11/12		57.2%	53.0%		322,171	292,541	614,712		40.0%	40.0%
12/13		61.7%	57.5%		352,693	322,171	674,864		40.0%	40.0%
13/14		66.1%	61.9%		384,201	352,693	736,894		40.0%	40.0%
14/15		70.6%	66.6%		414,653	384,201	798,854		40.0%	40.0%
15/16		75.0%	70.9%		445,756	414,653	860,409		40.0%	40.0%

0.4

1.5

Enrolment in Pre-School : Girls									
YEAR	Pre-School Enrolment in Government Schools				Pre-School Enrolment in Private Schools				% Enrolled in Private
	Age 3	Age 4	Age 5	Total	Age 3	Age 4	Age 5	Total	
00/01		34,481	34,440	68,921		51,721	51,660	103,381	60.0%
01/02		52,456	34,481	86,937		78,684	51,721	130,405	60.0%
02/03		62,953	52,456	115,409		94,429	78,684	173,113	60.0%
03/04		65,302	62,953	128,255		97,953	94,429	192,382	60.0%
04/05		67,606	65,302	132,908		101,408	97,953	199,361	60.0%
05/06		69,988	67,606	137,594		104,982	101,408	206,390	60.0%
06/07		72,452	69,988	142,440		108,679	104,982	213,661	60.0%
07/08		83,195	72,452	155,647		124,793	108,679	233,472	60.0%
08/09		94,340	83,195	177,535		141,509	124,793	266,302	60.0%
09/10		105,510	94,340	199,850		158,266	141,509	299,775	60.0%
10/11		117,016	105,510	222,526		175,525	158,266	333,791	60.0%
11/12		128,868	117,016	245,884		193,303	175,525	368,828	60.0%
12/13		141,077	128,868	269,945		211,616	193,303	404,919	60.0%
13/14		153,680	141,077	294,757		230,521	211,616	442,137	60.0%
14/15		165,861	153,680	319,541		248,792	230,521	479,313	60.0%
15/16		178,302	165,861	344,163		267,454	248,792	516,246	60.0%
14/15									
15/16									

1.6

Enrolment in Pre-School : Boys									
YEAR	Pre-School Enrolment in Government Schools				Pre-School Enrolment in Private Schools				% Enrolled in Private
	Age 3	Age 4	Age 5	Total	Age 3	Age 4	Age 5	Total	
00/01		35,402	35,400	70,802		53,102	53,100	106,202	60.0%
01/02		52,368	35,362	87,729		78,551	53,042	131,594	60.0%
02/03		50,289	52,368	102,656		75,433	78,551	153,985	60.0%
03/04		56,724	50,289	107,013		85,085	75,433	160,518	60.0%
04/05		62,883	56,724	119,607		94,325	85,085	179,410	60.0%
05/06		69,260	62,883	132,143		103,889	94,325	198,214	60.0%
06/07		75,862	69,260	145,122		113,792	103,889	217,681	60.0%
07/08		87,045	75,862	162,907		130,567	113,792	244,359	60.0%
08/09		98,630	87,045	185,675		147,945	130,567	278,512	60.0%
09/10		110,392	98,630	209,022		165,587	147,945	313,532	60.0%
10/11		122,523	110,392	232,915		183,784	165,587	349,371	60.0%
11/12		135,035	122,523	257,558		202,552	183,784	386,336	60.0%
12/13		147,941	135,035	282,976		221,911	202,552	424,463	60.0%
13/14		161,295	147,941	309,236		241,941	221,911	463,852	60.0%
14/15		174,175	161,295	335,470		261,261	241,941	503,202	60.0%
15/16		187,343	174,175	361,518		281,014	261,261	542,275	60.0%
14/15									
15/16									

EFA Analysis and Projection Model: Base Scenario (Printed on 30/06/2005)

YEAR	Net Enrolment Rate (Pre-school: Age 4-5)			Grade 1 New Intake			Grade 1 Intakes with Pre-Sch. Experiences			
	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Gender Parity
00/01	17.0%	18.9%	19.0%	575,162	255,566	319,596				
01/02	23.0%	23.3%	22.7%	638,195	293,569	344,626	27.4%	29.3%	25.7%	114.2%
02/03	28.1%	30.7%	25.7%	689,533	321,629	367,904	25.3%	26.8%	24.0%	111.5%
03/04	29.7%	33.1%	26.4%	742,999	350,726	392,273	35.3%	37.4%	33.4%	112.0%
04/05	31.3%	33.7%	29.0%	796,125	380,772	415,353	35.6%	41.3%	30.3%	136.6%
05/06	32.8%	34.3%	31.4%	851,200	411,926	439,274	35.8%	39.6%	32.3%	122.8%
06/07	34.3%	34.8%	33.9%	908,307	444,238	464,069	35.9%	38.0%	33.9%	112.3%
07/08	37.3%	37.3%	37.4%	937,480	458,511	478,969	37.1%	38.2%	36.2%	105.6%
08/09	41.8%	41.8%	41.8%	967,679	473,285	494,394	38.3%	38.3%	38.4%	99.8%
09/10	46.3%	46.3%	46.3%	996,508	487,201	509,307	42.7%	42.7%	42.7%	99.9%
10/11	50.7%	50.7%	50.7%	1,026,184	501,520	524,664	47.0%	47.0%	47.0%	100.1%
11/12	55.2%	55.2%	55.1%	1,056,735	516,253	540,482	51.1%	51.1%	51.1%	100.1%
12/13	59.6%	59.6%	59.6%	1,088,185	531,415	556,770	55.0%	55.0%	55.0%	100.1%
13/14	64.0%	64.0%	64.0%	1,120,566	547,019	573,547	58.9%	58.9%	58.9%	100.1%
14/15	68.6%	68.6%	68.6%	1,148,944	560,697	588,247	62.9%	62.9%	62.9%	100.0%
15/16	73.0%	73.0%	73.0%	1,177,945	574,671	603,274	66.8%	66.9%	66.8%	100.0%
14/15				0	0					
15/16				0	0					

TEACHER SUB-MODEL: GOVERNMENT SCHOOLS

YEAR	Pre-School Pupil-Class Ratio, Classes and Schools									
	Pupils : Class Ratio				Classes				Schools	
	Age 3	Age 4	Age 5	Average	Age 3	Age 4	Age 5	Total	Total	Classes / Sch.
00/01		21.5	22.4	22.0		3,243	3,112	6,355	3,243	2.0
01/02		25.0	21.5	23.5		4,185	3,250	7,435	4,185	1.8
02/03		22.6	20.0	21.3		5,011	5,245	10,256	5,011	2.0
03/04		22.6	20.0	21.3		5,400	5,666	11,066	5,407	2.0
04/05		22.6	20.0	21.3		5,774	6,106	11,880	5,804	2.0
05/06		22.6	20.0	21.3		6,162	6,529	12,691	6,201	2.0
06/07		22.6	20.0	21.3		6,563	6,967	13,530	6,611	2.0
07/08		22.6	20.0	21.3		7,533	7,421	14,954	7,306	2.0
08/09		22.6	20.0	21.3		8,539	8,518	17,057	8,334	2.0
09/10		22.6	20.0	21.3		9,554	9,656	19,210	9,386	2.0
10/11		22.6	20.0	21.3		10,600	10,803	21,403	10,457	2.0
11/12		22.6	20.0	21.3		11,678	11,986	23,664	11,562	2.0
12/13		22.6	20.0	21.3		12,789	13,205	25,994	12,700	2.0
13/14		22.6	20.0	21.3		13,938	14,461	28,399	13,876	2.0
14/15		22.6	20.0	21.3		15,047	15,760	30,807	15,052	2.0
15/16		22.6	20.0	21.3		16,180	17,014	33,194	16,218	2.0
14/15										
15/16										

YEAR	Teaching (including Principals) and Non-Teaching Staff									
	Pre-school Staff			Staff per Class			Attrition Rate		New Recruitment	
	Teaching	Non-Teaching	Total	Teaching	Non-Teaching	Total	Teaching	Non-Teaching	Teaching	Non-Teaching
00/01	6,355	3,243	9,598	1.000	0.510	1.510	5.0%	6.0%	1,300	1,000
01/02	7,435	4,185	11,620	1.000	0.563	1.563	5.0%	6.0%	1,398	1,137
02/03	10,256	5,011	15,267	1.000	0.489	1.489	5.0%	6.0%	3,193	1,077
03/04	11,066	5,407	16,473	1.000	0.480	1.489	5.0%	6.0%	1,323	697
04/05	11,880	5,804	17,684	1.000	0.480	1.489	5.0%	6.0%	1,367	721
05/06	12,691	6,201	18,892	1.000	0.489	1.489	5.0%	6.0%	1,405	745
06/07	13,530	6,611	20,141	1.000	0.480	1.489	5.0%	6.0%	1,474	782
07/08	14,954	7,306	22,260	1.000	0.489	1.489	5.0%	6.0%	2,101	1,092
08/09	17,057	8,334	25,391	1.000	0.489	1.489	5.0%	6.0%	2,851	1,466
09/10	19,210	9,386	28,596	1.000	0.480	1.489	5.0%	6.0%	3,006	1,552
10/11	21,403	10,457	31,860	1.000	0.489	1.489	5.0%	6.0%	3,154	1,634
11/12	23,664	11,562	35,226	1.000	0.489	1.489	5.0%	6.0%	3,331	1,732
12/13	25,994	12,700	38,694	1.000	0.489	1.489	5.0%	6.0%	3,513	1,832
13/14	28,399	13,876	42,275	1.000	0.489	1.489	5.0%	6.0%	3,705	1,938
14/15	30,807	15,052	45,859	1.000	0.489	1.489	5.0%	6.0%	3,828	2,009
15/16	33,194	16,218	49,412	1.000	0.489	1.489	5.0%	6.0%	3,927	2,069
14/15										
15/16										

RECURRENT EXPENDITURE SUB-MODEL: GOVERNMENT SCHOOLS

39.0625 29.296875

YEAR	Average Monthly Salary of Staff by Function (US\$) and Total Salary Expenditure ('000 US\$)								
	Number of Staff		Average Salary		Salary Growth Rate		Total Salary Expenditure ('000)		
	Teaching	Non-Teaching	Teaching	Non-Teaching	Annual	Special	Teaching	Non-Teaching	Total
00/01	6,355	3,243	40.00	29.30	2.0%		3,050.4	1,140.2	4,190.6
01/02	7,435	4,185	40.80	29.90	2.0%	0.0%	3,640.2	1,501.6	5,141.8
02/03	10,256	5,011	41.60	30.50	2.0%	0.0%	5,119.8	1,834.0	6,953.8
03/04	11,066	5,407	42.40	31.10	2.0%	0.0%	5,630.4	2,017.9	7,648.3
04/05	11,880	5,804	43.20	31.70	2.0%	0.0%	6,158.6	2,207.8	8,366.4
05/06	12,691	6,201	44.10	32.30	2.0%	0.0%	6,716.1	2,403.5	9,119.6
06/07	13,530	6,611	45.00	32.90	2.0%	0.0%	7,306.2	2,610.0	9,916.2
07/08	14,954	7,306	45.90	33.60	2.0%	0.0%	8,236.7	2,945.8	11,182.4
08/09	17,057	8,334	46.80	34.30	2.0%	0.0%	9,579.2	3,430.3	13,009.5
09/10	19,210	9,386	47.70	35.00	2.0%	0.0%	10,995.8	3,942.1	14,937.9
10/11	21,403	10,457	48.70	35.70	2.0%	0.0%	12,507.9	4,479.8	16,987.7
11/12	23,664	11,562	49.70	36.40	2.0%	0.0%	14,113.2	5,050.3	19,163.5
12/13	25,994	12,700	50.70	37.10	2.0%	0.0%	15,814.7	5,654.0	21,468.8
13/14	28,399	13,876	51.70	37.80	2.0%	0.0%	17,618.7	6,294.2	23,912.9
14/15	30,807	15,052	52.70	38.60	2.0%	0.0%	19,482.3	6,972.1	26,454.4
15/16	33,194	16,218	53.80	39.40	2.0%	0.0%	21,430.0	7,667.9	29,097.9
14/15									
15/16									

YEAR	Orientation and In-Service Training for Pre-school Teaching Staff									
	New Recruits					All Other Teachers (including Principals)				
	Persons	% training	Days / Year	Exp. / Tea.	Total ('000)	Persons	% training	Days / Year	Exp. / Tea.	Total ('000)
00/01	1,300	45%		3.4	2.0	5,055	23%		2.5	2.9
01/02	1,398	45%	0	3.4	2.1	6,037	23%	0	2.5	3.5
02/03	3,193	45%	0	3.4	4.9	7,063	23%	0	2.5	4.1
03/04	1,323	49%	0	3.4	2.2	9,743	29%	0	2.5	7.0
04/05	1,367	53%	0	3.4	2.5	10,513	35%	0	2.5	9.2
05/06	1,405	58%	0	3.4	2.8	11,286	41%	0	2.5	11.5
06/07	1,474	62%	0	3.4	3.1	12,056	47%	0	2.5	14.1
07/08	2,101	66%	0	3.4	4.7	12,853	53%	0	2.5	16.9
08/09	2,851	70%	0	3.4	6.8	14,206	59%	0	2.5	20.8
09/10	3,006	75%	0	3.4	7.6	16,204	64%	0	2.5	26.1
10/11	3,154	79%	0	3.4	8.5	18,249	70%	0	2.5	32.1
11/12	3,331	83%	0	3.4	9.4	20,333	76%	0	2.5	38.8
12/13	3,513	87%	0	3.4	10.4	22,481	82%	0	2.5	46.2
13/14	3,705	92%	0	3.4	11.5	24,694	88%	0	2.5	54.4
14/15	3,828	96%	0	3.4	12.5	26,979	94%	0	2.5	63.5
15/16	3,927	100%	0	3.4	13.4	29,267	100%	0	2.5	73.2
14/15										
15/16										

58.2331731

YEAR	Special Programs for Developing ECCD and Pre-School Education					
	Needs* Assessment	Enhance NGO Participation	Design ECCD Prg. for Low Inc. Families	Design Presch Prg. for Ethnic Minorities	Supervise ECCD & Pre Activities	Total Expenditure ('000)
	Studies	Participation	Inc. Families	Minorities	Activities	
00/01	58.2	0.0	0.0	0.0	6.2	64.5
01/02	58.2	0.0	0.0	0.0	6.2	64.5
02/03	58.2	0.0	0.0	0.0	6.2	64.5
03/04	58.2	0.0	0.0	0.0	6.2	64.5
04/05	58.2	0.0	0.0	0.0	6.2	64.5
05/06	58.2	0.0	0.0	0.0	6.2	64.5
06/07	58.2	0.0	0.0	0.0	6.2	64.5
07/08	58.2	0.0	0.0	0.0	6.2	64.5
08/09	58.2	0.0	0.0	0.0	6.2	64.5
09/10	58.2	0.0	0.0	0.0	6.2	64.5
10/11	58.2	0.0	0.0	0.0	6.2	64.5
11/12	58.2	0.0	0.0	0.0	6.2	64.5
12/13	58.2	0.0	0.0	0.0	6.2	64.5
13/14	58.2	0.0	0.0	0.0	6.2	64.5
14/15	58.2	0.0	0.0	0.0	6.2	64.5
15/16	58.2	0.0	0.0	0.0	6.2	64.5
14/15						
15/16						

NOTE * INCLUD DATA BASE

YEAR	Pupil-Related, School-Related and Other Administrative Expenditures							Total Pre-School Exp. and Unit Cost		
	Pupils	Schools	Pup.-Related exp./pupil (\$)	Sch.-Related exp./sch. (\$)	Other Admin Exp. ('000)	Growth Rate	Total ('000 US\$)	Total Pre-School Exp. ('000)	Growth Rate	Expenditure per pupil (\$)
00/01	139,722	3,243	1.3	195.3	38.0	0.0%	851.51	5,111.5		36.6
01/02	174,666	4,185	1.3	195.3	38.0	0.0%	1,080.54	6,292.4	20.8%	36.0
02/03	218,065	5,011	1.3	195.3	38.0	0.0%	1,297.81	8,325.0	28.0%	38.2
03/04	235,268	5,407	1.3	195.3	38.0	0.0%	1,397.33	9,119.3	9.1%	38.8
04/05	252,515	5,804	1.3	195.3	38.0	0.0%	1,497.10	9,939.6	8.6%	39.4
05/06	269,737	6,201	1.3	195.3	38.0	0.0%	1,596.84	10,795.2	8.3%	40.0
06/07	287,562	6,611	1.3	195.3	38.0	0.0%	1,699.90	11,697.8	8.0%	40.7
07/08	318,554	7,306	1.3	195.3	38.0	0.0%	1,875.59	13,144.1	11.7%	41.3
08/09	363,210	8,334	1.3	195.3	38.0	0.0%	2,133.93	15,235.5	14.8%	41.9
09/10	408,872	9,386	1.3	195.3	38.0	0.0%	2,398.26	17,434.4	13.5%	42.6
10/11	455,441	10,457	1.3	195.3	38.0	0.0%	2,667.47	19,760.2	12.5%	43.4
11/12	503,442	11,562	1.3	195.3	38.0	0.0%	2,945.17	22,221.3	11.7%	44.1
12/13	552,921	12,700	1.3	195.3	38.0	0.0%	3,231.22	24,821.1	11.1%	44.9
13/14	603,993	13,876	1.3	195.3	38.0	0.0%	3,526.74	27,570.1	10.5%	45.6
14/15	655,011	15,052	1.3	195.3	38.0	0.0%	3,822.19	30,417.0	9.8%	46.4
15/16	705,681	16,218	1.3	195.3	38.0	0.0%	4,115.25	33,364.1	9.2%	47.3
14/15										
15/16										

Note: Pupil-related expenditures include toys, games, workbooks, drawing books, etc.

CAPITAL EXPENDITURE SUB-MODEL: GOVERNMENT SCHOOLS

0.02828484 43.2 112.84 3906.25 8359.375

YEAR	Classroom Requirement in Pre-Schools and Construction Expenditure ('000)									
	Pre-school Classes	Classes per Classrooms	Classrooms Needed	Obsolete Classrooms % of Total	Required New Classrooms Number	Construction Exp. for a new Classroom	School	Total Construction Exp. Classrooms	New Schools	
00/01	6,355	#DIV/0!		#DIV/0!		1,000	3.90	8.36	3,900.0	7,875.1
01/02	7,435	6.88	1,080	4.6%	50	1,080	3.90	8.36	4,212.0	7,875.1
02/03	10,256	3.64	2,821	3.2%	90	1,791	3.90	8.36	6,984.9	6,905.4
03/04	11,066	3.64	3,044	3.2%	97	313	3.90	8.36	1,220.7	3,310.6
04/05	11,880	3.64	3,268	3.2%	104	321	3.90	8.36	1,251.9	3,318.9
05/06	12,691	3.64	3,491	3.2%	111	327	3.90	8.36	1,275.3	3,318.9
06/07	13,530	3.64	3,722	3.2%	119	342	3.90	8.36	1,333.8	3,427.6
07/08	14,954	3.64	4,113	3.2%	131	510	3.90	8.36	1,989.0	5,810.2
08/09	17,057	3.64	4,692	3.2%	150	710	3.90	8.36	2,769.0	8,594.1
09/10	19,210	3.64	5,284	3.2%	169	742	3.90	8.36	2,893.8	8,794.7
10/11	21,403	3.64	5,887	3.2%	188	772	3.90	8.36	3,010.8	8,953.6
11/12	23,664	3.64	6,509	3.2%	208	810	3.90	8.36	3,159.0	9,237.8
12/13	25,994	3.64	7,150	3.2%	228	849	3.90	8.36	3,311.1	9,513.7
13/14	28,399	3.64	7,811	3.2%	249	889	3.90	8.36	3,467.1	9,831.4
14/15	30,807	3.64	8,474	3.2%	270	912	3.90	8.36	3,556.8	9,831.4
15/16	33,194	3.64	9,130	3.2%	291	926	3.90	8.36	3,611.4	9,747.8
14/15										
15/16										

195.3125

1718.75

YEAR	Major Repair of Classrooms and Rehabilitation of Furniture & Facilities and Total Capital Expenditure ('000)									
	% to Repair	Classrooms	Exp. / room	Total	% to Furnish	Schools	Exp. / School	Total	Total Capital Exp.	
00/01	4.0%	0	0.2	0.0	6.0%	195	1.7	335.4	12,110.5	
01/02	4.0%	43	0.2	8.4	6.0%	251	1.7	431.7	12,527.2	
02/03	4.0%	113	0.2	22.0	6.0%	301	1.7	517.7	14,430.0	
03/04	4.0%	122	0.2	23.8	6.0%	324	1.7	557.3	5,112.3	
04/05	4.0%	131	0.2	25.5	6.0%	348	1.7	598.6	5,194.9	
05/06	4.0%	140	0.2	27.3	6.0%	372	1.7	639.8	5,261.4	
06/07	4.0%	149	0.2	29.1	6.0%	397	1.7	682.8	5,473.3	
07/08	4.0%	165	0.2	32.2	6.0%	438	1.7	753.4	8,584.7	
08/09	4.0%	188	0.2	36.7	6.0%	500	1.7	860.0	12,259.7	
09/10	4.0%	211	0.2	41.1	6.0%	563	1.7	968.4	12,698.0	
10/11	4.0%	235	0.2	45.8	6.0%	627	1.7	1,078.4	13,088.6	
11/12	4.0%	260	0.2	50.7	6.0%	694	1.7	1,193.7	13,641.2	
12/13	4.0%	286	0.2	55.8	6.0%	762	1.7	1,310.6	14,191.2	
13/14	4.0%	312	0.2	60.8	6.0%	833	1.7	1,432.8	14,792.1	
14/15	4.0%	339	0.2	66.1	6.0%	903	1.7	1,553.2	15,007.4	
15/16	4.0%	365	0.2	71.2	6.0%	973	1.7	1,673.6	15,103.9	
14/15										
15/16										

PRESCHOOL Subsector: Summary of Enrolment and Selected Indicators: Country:.....SUDAN.....

Sr.	Item	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
1	Pre-School Enrolment																
1	Total (Government + Private)																
	Total	349,306	436,665	545,163	588,168	631,286	674,341	718,904	796,385	908,024	#####	#####	#####	#####	#####	#####	#####
	Girls	172,302	217,342	288,522	320,637	332,269	343,984	356,101	389,119	443,837	499,625	556,317	614,712	674,864	736,894	798,854	860,409
	Boys	177,004	219,323	256,641	267,531	299,017	330,357	362,803	407,266	464,187	522,554	582,286	643,894	707,439	773,088	838,672	903,793
	% Girl Enrolment	49.3%	49.8%	52.9%	54.5%	52.6%	51.0%	49.5%	48.9%	48.9%	48.9%	48.9%	48.8%	48.8%	48.8%	48.8%	48.8%
1	Government																
	Total	139,722	174,666	218,065	235,268	252,515	269,737	287,562	318,554	363,210	408,872	455,441	503,442	552,921	603,993	655,011	705,681
	Girls	68,921	86,937	115,409	128,255	132,908	137,594	142,440	155,647	177,535	199,850	222,526	245,884	269,945	294,757	319,541	344,163
	Boys	70,802	87,729	102,656	107,013	119,607	132,143	145,122	162,907	185,675	209,022	232,915	257,558	282,976	309,236	335,470	361,518
	% Girl Enrolment	49.3%	49.8%	52.9%	54.5%	52.6%	51.0%	49.5%	48.9%	48.9%	48.9%	48.9%	48.8%	48.8%	48.8%	48.8%	48.8%
1	Private	50000															
	Total	209,584	261,999	327,098	352,900	378,771	404,604	431,342	477,831	544,814	613,307	683,162	755,164	829,382	905,989	982,515	#####
	Girls	103,381	130,405	173,113	192,382	199,361	206,390	213,661	234,472	266,302	299,775	333,791	368,828	404,919	442,137	479,313	516,246
	Boys	106,202	131,594	153,985	160,518	179,410	198,214	217,681	244,359	278,512	313,532	349,371	386,336	424,463	463,852	503,202	542,275
	% Girl Enrolment	49.3%	49.8%	52.9%	54.5%	52.6%	51.0%	49.5%	48.9%	48.9%	48.9%	48.9%	48.8%	48.8%	48.8%	48.8%	48.8%
	Enrol. in Private Sch. as % of Total	60.0%	60.0%	60.0%	60.0%	60.0%	60.0%	60.0%	60.0%	60.0%	60.0%	60.0%	60.0%	60.0%	60.0%	60.0%	60.0%
2	Access to Pre-School Education (NER)																
2	Net Enrolment Rate (% of population ages 3-5)																
	Total	17.0%	23.0%	28.1%	29.7%	31.3%	32.8%	34.3%	37.3%	41.8%	46.3%	50.7%	55.2%	59.6%	64.0%	68.6%	73.0%
	Girls	18.9%	23.3%	30.7%	33.1%	33.7%	34.3%	34.8%	37.3%	41.8%	46.3%	50.7%	55.2%	59.6%	64.0%	68.6%	73.0%
	Boys	19.0%	22.7%	25.7%	26.4%	29.0%	31.4%	33.9%	37.4%	41.8%	46.3%	50.7%	55.1%	59.6%	64.0%	68.6%	73.0%
	Gender Parity Index (Girl/Boy Rates)	99.2%	102.7%	119.6%	125.7%	116.4%	109.0%	102.7%	99.9%	99.9%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
2	% Grade 1 Intake with Pre-school Experiences																
	Total	-	27.4%	25.3%	35.3%	35.6%	35.8%	35.9%	37.1%	38.3%	42.7%	47.0%	51.1%	55.0%	58.9%	62.9%	66.8%
	Girls	-	29.3%	26.8%	37.4%	41.3%	39.6%	38.0%	38.2%	38.3%	42.7%	47.0%	51.1%	55.0%	58.9%	62.9%	66.9%
	Boys	-	25.7%	24.0%	33.4%	30.3%	32.3%	33.9%	36.2%	38.4%	42.7%	47.0%	51.1%	55.0%	58.9%	62.9%	66.8%
	Gender Parity Index (Girl/Boy Rates)		114.2%	111.5%	112.0%	136.6%	122.8%	112.3%	105.6%	99.8%	99.9%	100.1%	100.1%	100.1%	100.1%	100.0%	100.0%
3	Classes, Teachers and Schools																
3	Classes	6,355	7,435	10,256	11,066	11,880	12,691	13,530	14,954	17,057	19,210	21,403	23,664	25,994	28,399	30,807	33,194
3	Teachers																
	Total	6,355	7,435	10,256	11,066	11,880	12,691	13,530	14,954	17,057	19,210	21,403	23,664	25,994	28,399	30,807	33,194
	New Recruitment	1,300	1,398	3,193	1,323	1,367	1,405	1,474	2,101	2,851	3,006	3,154	3,331	3,513	3,705	3,828	3,927
3	Other Staff																
	Total	3,243	4,185	5,011	5,407	5,804	6,201	6,611	7,306	8,334	9,386	10,457	11,562	12,700	13,876	15,052	16,218
	New Recruitment	1,000	1,137	1,077	697	721	745	782	1,092	1,466	1,552	1,634	1,732	1,832	1,938	2,009	2,069
3	Schools	3,243	4,185	5,011	5,407	5,804	6,201	6,611	7,306	8,334	9,386	10,457	11,562	12,700	13,876	15,052	16,218
4	Expenditure																
4	Total Expenditure																
4	Recurrent Expenditure	5,112	6,292	8,325	9,119	9,940	10,795	11,698	13,144	15,236	17,434	19,760	22,221	24,821	27,570	30,417	33,364
	Of which: salary	4,191	5,142	6,954	7,648	8,366	9,120	9,916	11,182	13,009	14,938	16,988	19,163	21,469	23,913	26,454	29,098
	Other recurrent expenditure	921	1,151	1,371	1,471	1,573	1,676	1,782	1,962	2,226	2,496	2,773	3,058	3,352	3,657	3,963	4,266
	% salary	82.0%	81.7%	83.5%	83.9%	84.2%	84.5%	84.8%	85.1%	85.4%	85.7%	86.0%	86.2%	86.5%	86.7%	87.0%	87.2%
4	Capital (Investment) Expenditure	12,111	12,527	14,430	5,112	5,195	5,261	5,473	8,585	12,260	12,698	13,089	13,641	14,191	14,792	15,007	15,104
	Of which: construction of new classrooms	11,775	12,087	13,890	4,531	4,571	4,594	4,761	7,799	11,363	11,689	11,964	12,397	12,825	13,298	13,388	13,359
	Other investment expenditure	335	440	540	581	624	667	712	786	897	1,010	1,124	1,244	1,366	1,494	1,619	1,745
	% construction of new classrooms	97.2%	96.5%	96.3%	88.6%	88.0%	87.3%	87.0%	90.8%	92.7%	92.0%	91.4%	90.9%	90.4%	89.9%	89.2%	88.4%
4	Unit Cost (Recurrent expenditure per pupil)	37	36	38	39	39	40	41	41	42	43	43	44	45	46	46	47
	Index of Unit Cost	96	94	100	102	103	105	107	108	110	112	114	116	118	120	122	124

FORMAL BASIC EDUCATION: Education Expenditure by PROGRAM

Sr.	Item	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
	School-Level Needs-Assessment Studies	13	13	13	13	13	13	13	13	0	0	0	0	0	0	0	0
3.3	Strengthening Assessment and Evaluation	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
	Pilot Projects on Active Learning	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
	Develop Rules for National Examinations	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	Develop National Item Bank	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
3.4	Basic Education Remedial and Other Prog.	2,396	2,502	2,720	2,805	2,917	3,044	3,164	3,397	3,606	3,792	3,957	4,103	4,229	4,354	4,476	4,597
	Prog. to Integrate Out-of-School Children	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Remedial Programs for Pupils In-Need	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9
	Prog. for Children with Special Needs	12	12	12	12	12	12	12	0	0	0	0	0	0	0	0	0
	Sports and Student Activities	2,375	2,481	2,699	2,784	2,896	3,023	3,155	3,388	3,597	3,783	3,948	4,094	4,220	4,345	4,467	4,588
3.5	Develop Plan. and Mgt. Capacity	149	149	149	149	149	149	149	149	149	149	149	149	149	149	149	149
	Develop/Upgrade Org. Framework	57	57	57	57	57	57	57	57	57	57	57	57	57	57	57	57
	Improve Rules for mgt. Functions	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
	Decent. of Staff/ Financial Mgt.	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
	Develop Cent. and Decent. EMIS	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
	School Mapping	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
	Strengthen International Cooperation	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50
3.6	Develop Pre-School, NFE and Private Ed.	0	0	0	20	20	5	5	5	5	5	5	5	5	5	5	5
	Pre-school Teacher Training Prog.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Supervise / Assist Pre-School Activities	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Enhance NGO / Private Involv. in Pre-Sch.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Conduct National Literacy Survey	0	0	0	20	20	5	5	5	5	5	5	5	5	5	5	5
	Organize Literacy (NFE) Programs	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Cooperation with Other Min. and Instit.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Enact Up-to-date Private Sch. Law	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Supervise / Assist Private Schools	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
4	Investment Expenditure	21,270	31,415	53,619	33,115	36,083	38,585	40,570	58,606	57,645	54,646	52,452	50,677	49,104	47,610	45,821	45,375
4.1	Const. and Maintenance of Classrooms	1,614	11,759	26,114	5,587	8,525	10,998	12,953	30,959	29,968	26,939	24,716	22,911	21,308	19,785	17,966	17,482
	Construction of New Pri. Classrooms	1,548	11,691	26,042	5,513	8,451	10,922	12,875	30,875	29,880	26,847	24,620	22,811	21,204	19,679	17,856	17,370
	Construction of New Sec. Classrooms	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Major Repair of Basic Classrooms	66	68	72	74	74	76	78	84	88	92	96	100	104	106	110	112
	Major Repair of Sec. Classrooms	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
4.2	Upgrading School Facilities	18,700	18,700	26,550	26,550	26,550	26,550	26,550	26,550	26,550	26,550	26,550	26,550	26,550	26,550	26,550	26,550
	Science Lab. in Low. Sec. Schools	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Computer Labs in Pri. and Sec. Schools	7,480	7,480	10,620	10,620	10,620	10,620	10,620	10,620	10,620	10,620	10,620	10,620	10,620	10,620	10,620	10,620
	Libraries in Pri. and Sec. Schools	11,220	11,220	15,930	15,930	15,930	15,930	15,930	15,930	15,930	15,930	15,930	15,930	15,930	15,930	15,930	15,930
4.3	Developing Training Centers and Facilities	956	956	956	978	1,008	1,038	1,067	1,097	1,127	1,157	1,186	1,216	1,246	1,276	1,305	1,343
	Teacher Training Centers	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600
	Resource Centers	15	15	15	23	38	53	68	83	98	113	128	143	158	173	188	210
	Book Stores	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Auditoriums (Sport Halls)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Technology Centers	341	341	341	356	370	385	400	415	429	444	459	474	488	503	518	533

Summary of Macro Economic Indicators for Education Expenditure: Country:.....SUDAN.....

Sr.	Item	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
1	GDP (in Million)	10,769.0	12,428.7	12,172.0	12,861.5	13,646.2	14,478.7	15,362.0	16,299.1	17,293.5	18,348.5	19,467.9	20,655.6	21,915.7	23,252.7	24,671.2	26,176.4
	Growth of GDP	6.1%	6.1%	6.1%	6.1%	6.1%	6.1%	6.1%	6.1%	6.1%	6.1%	6.1%	6.1%	6.1%	6.1%	6.1%	6.1%
1	Government Expenditure	1,038.8	1,415.0	1,199.0	1,272.1	1,349.8	1,432.1	1,519.5	1,612.2	1,710.5	1,814.9	1,925.6	2,043.1	2,167.7	2,299.9	2,440.3	2,589.1
	Govt. Exp. As % of GDP	9.6%	9.8%	9.9%	9.9%	9.9%	9.9%	9.9%	9.9%	9.9%	9.9%	9.9%	9.9%	9.9%	9.9%	9.9%	9.9%
	Education Expenditure	323.0	343.0	364.0	386.2	409.8	434.8	461.3	489.4	519.3	551.0	584.6	620.2	658.1	698.2	740.8	786.0
	Edu. Exp. As % of GDP	3.0%	3.0%	3.0%	3.0%	3.0%	3.0%	3.0%	3.0%	3.0%	3.0%	3.0%	3.0%	3.0%	3.0%	3.0%	3.0%
	% Edu. Exp. On Govt. Exp.	31.1%	30.8%	30.4%	30.4%	30.4%	30.4%	30.4%	30.4%	30.4%	30.4%	30.4%	30.4%	30.4%	30.4%	30.4%	30.4%
2	Education Expenditure (in Million)																
2	Total	323.0	343.0	364.0	386.2	409.8	434.8	461.3	489.4	519.3	551.0	584.6	620.2	658.1	698.2	740.8	786.0
	Of which: Basic Edu.Exp.	158.8	175.2	204.9	191.4	202.3	213.9	226.1	259.0	272.8	283.6	294.4	305.0	315.1	324.9	333.8	344.0
	% Basic Edu. Exp.	49.2%	51.1%	56.3%	49.6%	49.4%	49.2%	49.0%	52.9%	52.5%	51.5%	50.4%	49.2%	47.9%	46.5%	45.1%	43.8%
	Of which: Pre-School Edu.Exp.	17.2	18.8	22.8	14.2	15.1	16.1	17.2	21.7	27.5	30.1	32.8	35.9	39.0	42.4	45.4	48.5
	% Pre-School Edu. Exp.	5.3%	5.5%	6.3%	3.7%	3.7%	3.7%	3.7%	4.4%	5.3%	5.5%	5.6%	5.8%	5.9%	6.1%	6.1%	6.2%
	Of which: NFE. Exp.	0.0	9.2	9.5	9.7	9.2	9.5	9.9	10.3	10.8	11.3	11.8	12.2	12.7	13.3	13.8	14.4
	% NFE. Exp.	0.0%	2.7%	2.6%	2.5%	2.2%	2.2%	2.2%	2.1%	2.1%	2.0%	2.0%	2.0%	1.9%	1.9%	1.9%	1.8%
	Of which: Other Edu. Sector Exp.*	147.0	139.7	126.8	170.9	183.2	195.2	208.0	198.3	208.2	226.0	245.6	267.1	291.2	317.7	347.8	379.2
	% Other Edu. Sector Exp.	45.5%	40.7%	34.8%	44.2%	44.7%	44.9%	45.1%	40.5%	40.1%	41.0%	42.0%	43.1%	44.2%	45.5%	46.9%	48.2%
2	Recurrent Exp. for (Basic+Pre-School+NFE)	143.1	159.8	169.6	177.6	185.8	196.2	207.7	224.5	241.7	258.3	274.1	289.4	304.2	318.8	332.9	347.1
	Of which: Basic Edu.Exp.	138.0	144.3	151.8	158.8	166.7	175.9	186.1	201.0	215.7	229.5	242.6	254.9	266.7	277.9	288.6	299.3
	% Basic Edu. Exp.	96.4%	90.3%	89.5%	89.4%	89.7%	89.6%	89.6%	89.5%	89.2%	88.9%	88.5%	88.1%	87.7%	87.2%	86.7%	86.3%
	Of which: Pre-School Edu.Exp.	5.1	6.3	8.3	9.1	9.9	10.8	11.7	13.1	15.2	17.4	19.8	22.2	24.8	27.6	30.4	33.4
	% Pre-School Edu. Exp.	4%	4%	5%	5%	5%	6%	6%	6%	7%	7%	8%	8%	9%	9%	10%	
	Of which: NFE. Exp.	0.0	9.2	9.5	9.7	9.2	9.5	9.9	10.3	10.8	11.3	11.8	12.2	12.7	13.3	13.8	14.4
	% NFE. Exp.	0.0%	5.8%	5.6%	5.5%	4.9%	4.9%	4.8%	4.6%	4.5%	4.4%	4.3%	4.2%	4.2%	4.2%	4.2%	4.1%
2	Capital Exp. for (Basic+Pre-School+NFE)	32.9	43.5	67.6	37.7	40.8	43.3	45.5	66.6	69.3	66.8	64.9	63.7	62.7	61.8	60.2	59.8
	Of which: Basic Edu.Exp.	20.8	30.9	53.1	32.6	35.6	38.1	40.0	58.1	57.1	54.1	51.9	50.1	48.5	47.0	45.2	44.7
	% Basic Edu. Exp.	63.2%	71.2%	78.6%	86.5%	87.3%	87.9%	88.0%	87.1%	82.3%	81.0%	79.8%	78.6%	77.4%	76.1%	75.1%	74.7%
	Of which: Pre-School Edu.Exp.	12.1	12.5	14.4	5.1	5.2	5.3	5.5	8.6	12.3	12.7	13.1	13.6	14.2	14.8	15.0	15.1
	% Pre-School Edu. Exp.	36.8%	28.8%	21.4%	13.5%	12.7%	12.1%	12.0%	12.9%	17.7%	19.0%	20.2%	21.4%	22.6%	23.9%	24.9%	25.3%
2	Formal Basic Education																
	Recurrent	138.0	144.3	151.8	158.8	166.7	175.9	186.1	201.0	215.7	229.5	242.6	254.9	266.7	277.9	288.6	299.3
	Capital	20.8	30.9	53.1	32.6	35.6	38.1	40.0	58.1	57.1	54.1	51.9	50.1	48.5	47.0	45.2	44.7
3	Pre-School Education																
	Recurrent	17.2	18.8	22.8	14.2	15.1	16.1	17.2	21.7	27.5	30.1	32.8	35.9	39.0	42.4	45.4	48.5
	Capital	5.1	6.3	8.3	9.1	9.9	10.8	11.7	13.1	15.2	17.4	19.8	22.2	24.8	27.6	30.4	33.4
		12.1	12.5	14.4	5.1	5.2	5.3	5.5	8.6	12.3	12.7	13.1	13.6	14.2	14.8	15.0	15.1
3	NFE (Out-of-School Youth) Total Exp.	0.0	9.2	9.5	9.7	9.2	9.5	9.9	10.3	10.8	11.3	11.8	12.2	12.7	13.3	13.8	14.4
3	Sources of funding for EFA (in Million)	419.8	454.8	492.4	522.4	627.3	665.5	706.0	749.0	794.7	843.2	894.7	949.3	1,007.2	1,068.6	1,133.8	1,203.0
3	Government Contribution	323.0	343.0	364.0	386.2	409.8	434.8	461.3	489.4	519.3	551.0	584.6	620.2	658.1	698.2	740.8	786.0
	% Govt. Contribution	76.9%	75.4%	73.9%	73.9%	65.3%	65.3%	65.3%	65.3%	65.3%	65.3%	65.3%	65.3%	65.3%	65%	65%	65%
3	NGO, Communities, Civil Societies	26.3	30.3	35.0	37.1	98.6	104.6	110.9	117.6	124.8	132.4	140.5	149.0	158.1	167.8	178.0	188.9
	% NGO, Commu., Civil Socie. Contribu.	6.3%	6.7%	7.1%	7.1%	15.7%	15.7%	15.7%	15.7%	15.7%	15.7%	15.7%	15.7%	15.7%	15.7%	15.7%	15.7%
3	Intl' community Bi- & Multilateral Orgs	70.4	81.1	95.4	99.0	118.9	126.2	133.9	142.0	150.7	159.9	169.6	180.0	191.0	202.6	215.0	228.1
	% Intl' Commu., Bi & Multi. Orgs. Contribu.	16.8%	17.9%	19.0%	19.0%	19.0%	19.0%	19.0%	19.0%	19.0%	19.0%	19.0%	19.0%	19.0%	19.0%	19.0%	19.0%

* includes Higher, Vocational and Technical, Upper Secondary and all forms of education other than Pre-school, Basic and NFE education.

