Republic of the Sudan

Federal Ministry of Education

General Education Sector Strategic Plan

2018/19 – 2022/23

January 2019

Foreword

The Republic of the Sudan has continued to demonstrate its commitment to education through its strategic policy and legal instruments. The Interim Constitution of 2005 provides at the supreme level, the background for education development. At operational level, the periodic country development strategies have given significant prominence to education as an agent of socioeconomic transformation. The 2017 – 2020 National Development Strategy, which outlines the priorities for socioeconomic development in Sudan, gives prominence to basic education, primary healthcare among other social sector services. The strategy acknowledges that through the social sector, the country can make significant impact to the livelihoods of the poor people – educating them and keeping them healthy to provide better contribution to the socioeconomic transformation of the country.

The Education Sector Strategic Plan has been developed on the background of the national strategy and other international commitments and provides for strategic direction that the country has to follow to keep up with the objectives set out in the policy and legal contexts as well as international commitments and conventions. The plan comes at a time when Sudan is continuing the implementation of unfinished business from its commitments to the Millennium Development Goals – Universal Primary Education – and against new commitments to the Sustainable Development Goals – quality and inclusive education and lifelong learning opportunities for all. The plan has benefitted from a broad consultative process which brought together the government at federal and state levels, other line ministries that facilitate government functions, local and international development partners. The development of the plan took an inclusive approach and will prove to be handy in smooth implementation.

The foundation of the Plan is the Education Sector Analysis (ESA) which covered pre-school, basic education and secondary (academic as well as technical and vocational wings). The ESA provided comprehensive coverage of issues and constraints around access to school at all levels of general education – TVET and higher education covered the volumes of students in institutions of learning; participation in education by boys and girls, the poor and rich, urban and rural populations detailing the disparities that exist using the provided dimensions; learning outcomes at targeted grades and performance in summative assessments at basic and secondary levels of education; learning environment at basic and secondary levels of education; and allocation and use of financial and human

resources in the sector. The plan has provided policy and programmatic response to the issues and constraints identified in the sector analysis and these will form the focus of education development in the next five years.

The plan covers interventions centred around increasing access to pre-school; enhancing quality of delivery of pre-school programs; enhancing retention in basic education; improving quality at basic education; increasing access to and equity in formal basic education; increasing opportunity for basic literacy programs; increasing access to and equity in secondary education; improving learning and skills development in secondary education; and strengthening system for better delivery of pre-school, basic and secondary education programs.

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<u>Federal Minister of General Education</u>

Acknowledgement

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Abbreviations

BERP	Basic Education Recovery Project
ECD	Early Childhood Development
ECE	Early Childhood Education
EFA	Education for All
EGMA	Early Grade Mathematics
ESA	Education Sector Analysis
ESSP	Education Sector Strategic Plan
FMoE	Federal Ministry of Education
FY	Financial Year
GDP	Gross Domestic Product
GER	Gross Enrolment Rate
GIR	Gross Intake Rate
GOS	Government of Sudan
GPE	Global Partnership for Education
IMF	International Monetary Fund
INSET	In-Service Training
IPRSP	Interim Poverty Reduction Strategy Paper
MDG	Millennium Development Goals
MENA	Middle East and North Africa
MICS	Multiple Indicator Cluster Survey
MoE	Ministry of Education
MoFEP	Ministry of Finance and Economic Planning
NCCER	National Centre for Curriculum and Education Research
NLA	National Learning Assessment
OOSC	Out of School Children
PHC	Population and Housing Census
PTA	Parents Teachers Association
PTR	Pupil Teacher Ratio
SBQA	School Based Quality Assurance
SDG	Sudanese Pounds
SDG	Sustainable Development Goals
SSC	Sudan School Certificate
STR	Student Teacher Ratio
T/L	Teaching and Learning
TVET	Technical Vocational Education and Training
UNDESA	United National Department of Economic Affairs
UNESCO	United Nations Educational Scientific and Cultural Organization
WB	World Bank
WFP	World Food Program
WHO	World Health Organization

Executive Summary

The Government of Sudan is committed to the delivery of Education, Science and Culture pursuant to the provisions of the Interim Constitution of 2005; international commitments and conventions that seek the development of education. The commitment is further manifested in the vision of the Federal Ministry of Education which is to be a distinguished education system in terms of values and science. As it recovers from the effects of the civil conflict that engulfed her for more than two decade, the Government acknowledges the role played by education in alleviating its people from illiteracy and poverty and providing hope for a more peaceful and cohesive nation. The Federal and State Ministries of Education have continued to provide essential leadership developing education programs that are accommodative not only to the nationals of Sudan but also the foreign nationals who seek refuge in Sudan.

The Education Sector Support Plan 2018/19-2022/23 has been developed on the background of the National Development Strategy and provides a framework for investment in General Education in Sudan between 2018/29 and 2022/23. The Plan has been developed through comprehensive review of General Education which covered institutional capacity to accommodate the growing number of school age children; review of resources directed to the sector and the contribution from households; and learning outcomes in target grades as well as the end of basic and secondary education. The review provided not only status of education at the federal levels but also at state level thereby providing an opportunity to understand issues and constraints from diverse perspectives. The plan thus has a solid foundation upon which it is built.

The plan has been developed through a consultative process drawing participation from the Federal Ministry of Education; State Ministries of Education; State Directors of Planning; and local and international development partners. The issues and constraints identified in the plan are jointly acknowledged as valid challenges of the education sector in Sudan. The proposals contained in the plan for implementation in the coming sector plan period have received full support of stakeholders in the sector and this will be critical for the smooth and efficient implementation of the plan.

Sudan Country Context

The population of Sudan is estimated to have reached 39.6 million people I 2016 growing at an annual average rate of 2.5% - more than one third eligible for general education. The Gross Domestic Product is estimated to have reached SDG 571 trillion in 2017 having grown from SDG 114 trillion in 2009. Although the poverty levels are still high – 36% of the population lives below USD 1.9 a day – it is observed that the situation has improved from 46.5% in 2009 with significant disparities between rural and urban locations as well as across states. The improvement is attributed to increased allocation of public resources to poverty reduction programs. As a percentage of the GDP, allocation to pro-poor programs increased from 4.5% in 2012 to 5% in 2014. On the health front, child mortality reduced from 123 deaths per 1,000 live births in 1990 to 68 deaths per 1,000 live births in 2014. Similarly, maternal deaths dropped from 534 deaths per 1,000 in 2006 to 206 deaths per 1,000 in 2014 signalling significant effects of social programs implemented by the government. According to the 2017 Humanitarian Needs Overview, Sudan bears considerable weight of refugees with 1.7 million out of the 4.8 million people in need of humanitarian assistance having education needs.

Education Policy Framework in Sudan

Education development in Sudan is anchored in the supreme law of the country with clear provisions to facilitate investment in human capital at all levels of education and training. The Interim Constitution of 2005, in its Chapter 2 and Article 13 provides a comprehensive framework for education development. In general education, the responsibility of education management in Sudan is shared between the federal, state and locality levels of government. The federal government through its Federal Ministry of Education is responsible for oversight in the sector and for the development and maintenance of standards including curriculum development and mobilization of resources from internal and external sources. At the State level, educational boards organise and coordinate educational activities, paralleling the national councils. At both levels of government, Non-Government contributes to the provision of education alongside the Government.

Status of Education in Sudan

Three quarters and two thirds of basic schools in rural and urban areas respectively have a pre-school attached to them. Overall, about 72% of basic schools have a pre-school attached to them. It is estimated that pre-school GER increased by 6 percentage points from 37.1% in 2009 to 42.8% in 2016 which is no mean fete considering the level of development of pre-school in some of the neighbouring countries with bigger economies. Basic education GER remained stable at 72% between 2009 and 2016 before increasing by a single point to 73% in 2017. In secondary, the GER increased by 5 percentage points from 34% in 2009 to 39% in 2016 before dropping a point in 2017 to settle at 38%. There are more boys accessing basic schools compared to girls, the former recording a GER of 75% while the latter posted 71%. In majority of the states, the gap between boys and girls is considerably small but in some cases, the disparity is overwhelming. In secondary, girls have a coverage of 41% compared to 35% for boys, this pattern is evident in all the states expect Central Darfur, West Kordofan, Al Gadarif and West Darfur where boys have slightly higher GER.

Even though more children are accessing school today compared to 2009, the system is slowed down by high dropout rates rendering the achievement of universal basic education a big challenge for Sudan. Retention rate dropped from 67% in 2009 to 62% in 2017. There is considerable disparity between rural and urban locations, the GIR for urban schools is 91%, 9 percentage points higher than the average while in rural schools, the GIR is 78%. Retention is also better in urban schools compared to rural schools. By the end of basic education, the Completion Rate for urban schools is 77%, more than double the completion rate in rural schools (38%) translating to retention rate of 85% and 49% for urban and rural schools respectively.

Although there is late entry to basic education in the country, there has been considerable improvement between 2009 and 2014. In 2009, 40% of children aged 6 reported to have attended school compared to 7 in 10 children in 2014 – a 30 percentage point improvement in five years only. Notwithstanding the improvement, close to 3 million children of school going age remain out of school 2.86 million children eligible for basic and secondary education were out of school, a majority of whom were in the basic education reference age range. Data from the survey conducted in 6 states with high concentration of refugees indicate that majority of the children

enrolled in the surrounding schools are natives. In basic education, the number of refugees enrolled in these schools account for up to 5% of the total enrolment signalling the need to focus additional efforts to the foreign nationals who are granted refugee and asylum status in the country.

Total education expenditure increased by 154% from SDG 2.7 trillion in 2009 to SDG 6.9 trillion in 2017. The recurrent spending in education in current prices more than doubled in the same period increasing from SDG 2.4 trillion in 2009 to SDG 5.4 trillion in 2017. However, it is observed that in constant 2016 prices, education recurrent expenditure dropped by half in the same period, the country having spent an equivalent of SDG 10.5 trillion in 2009 compared to SDG 5.4 trillion in 2017.

Basic education is the single biggest spender of recurrent budget – 46% of the recurrent budget spent in basic education. Higher and secondary education are second and third respectively, the spending totalling to SDG 1,159 million and SDG 963 million, the former translating to 20% of the total public recurrent expenditure to education while the latter translated to 17%. Altogether, spending in general education (Pre-school, basic and secondary) constitute 67% of the public recurrent spending to education.

On average, the recurrent spending in general education mostly covers teacher salaries with 90% of the recurrent spending in basic education spent in salaries while in secondary, the same item constitutes 88% of the secondary recurrent unit cost. On top of the resources received from the federal, state and locality levels, households contribute to education development in a big way. In Basic Education for instance, on top of the SDG 2.6 trillion covered by public finances, parents contributed a total of SDG 496 million in the 2016/17 FY translating to about 16% of the reported spending.

There are 217,000 teachers in basic education schools, 175,000 in Government schools while 42,300 in Non-Government schools. About 24,000 teachers in Government basic education schools are volunteers translating to 13% of the total teachers in Government schools. In secondary schools, close to 8,000 teachers out of a total of 78,549 teachers are volunteers representing 11%. The Pupil Teacher Ratio in basic education is 1:36 with considerable disparities between states ranging from a high of 1:63 in West Darfur state to a low of 1:17 in Northern State.

The National Learning assessment conducted in 2014 established that 40% of learners in grade 3 in Sudan could not read familiar words compared to an average of 20% from countries drawn from the Middle East and North Africa region. In terms of oral reading fluency, measured by the number of correct words read per minute by the learners, the assessment established an average of 14 words per minute. In Mathematics, Nearly three quarters of the third graders have no problem identifying numbers and shapes and about two thirds can tell the difference in quantities. In terms of application, even though two thirds of the learners could identify numbers correctly, less than half (46%) correctly carried out level 1 addition problems and even fewer (39.9%) were able to carry out level 2 addition. The number of candidates sitting examination in both basic and secondary has increased over the years with a pass rate of 78% and 70% for end of basic and end of secondary examinations respectively.

Issues and Constraints in General Education

While the capacity of the system improved to take up about 1 million children in basic education, the level of improvement has not been sufficient for the eligible school age population. Existing capacity accommodates just under three quarters of children in the basic education school age population. In secondary, less than half of reference population is accommodated by existing capacity. This is also the case in pre-school where 4 in 10 children are considered to be in school even though significant number of them are attending programs that are not provided for in the formal curriculum.

Achievement of universal basic education remains a major challenge for the country with the basic and secondary education exhibiting weak retention in the gulf region. 13% of basic education schools do not offer Grade 5 to Grade 8 and 1% of schools do not have lower grades. 3 million children remain out of school with 8% of the current school generation likely not to attend school.

Although access to Gross Intake Rate to Basic Education is not too far from 100%, only 51% and 13% of learners are likely to access end of basic education and end of secondary education respectively with significant disparities exhibited between boys and girls; rural and urban locations; and across wealth statuses.

The results of the National Learning Assessment (NLA) have shown that despite being in grade 3, four in 10 children show no awareness of any relationship between letter and sounds and less than half of those who can read comprehend what they read. In numeracy, even though the children posted better performance compared to reading, less than half of the children can correctly solve level 1 addition and 4 in 10 children can solve level 1 subtraction.

The pass rate in basic education examinations for instance is stuck around 78% since 2014 while in secondary, the share of students who meet minimum conditions for the award of a pass oscillates around 70%. With 22% and 30% respectively not meeting the objectives set for the two levels, there is need to look at the process of learning at both levels to make the stay of children in school worth the while.

The diagnosis has revealed that the distribution of teachers is not entirely based on demand. The extent to which deployment of teachers is based on demand (enrolment) is only 31%. This situation continues to expose poor families whose members have to support the payment of volunteer teachers.

Significant number of children are still excluded from a conducive learning environment. Only two thirds of learners in government basic education schools are seated. 6% of learners in basic education do not have access to water supply and the ratio of learners to toilets is very high 1:102 for boys and 1:82 for girls. About half of learners in basic education are enrolled in schools that are not connected to any source of electricity. In secondary, about 19% of the learners in government secondary schools do not have power. The safety of learners and other school property is a top priority in education sector but that notwithstanding, 48% of basic education and 30% of secondary schools do not have fences around them.

The 2018/19-2022/23 Sector Priorities

The plan is expected to cover the period between 2018/19 and 2022/23, succeeding the Interim Sector Strategic Plan that ran between 2012 and 2016. The plan provides for areas of intervention that target pre-school, basic, secondary at federal, state and locality levels. The sector has identified policy priorities aligned to the sub sectors for efficient implementation by duty bearers in the sub sectors the priority areas include:

   i)   Increasing access to pre-school;
  ii)   Enhancing quality of delivery of pre-school programs;
 iii)   Enhance retention in basic education;
  iv)   Improving quality at basic education;
   v)   Increasing access to and equity in formal basic education;
  vi)   Increasing opportunity for basic literacy programs;
 vii)   Increasing access to and equity in secondary education;
viii)   Improving learning and skills development in secondary education;
  ix)   Strengthening system for delivery of pre-school, basic and secondary education programs

Cost and Financing of the Plan

The plan priorities will be implemented through programs and interventions identified for each of the policy priority areas with targets clearly defined for each program and the activities identified. The plan interventions are expected to grow the pre-school coverage by up to 19 percentage points between 2018 and 2023; 16 percentage points in basic education; and 7 percentage points in secondary over the same period. The interventions are expected to cost SDG 63.5 billion over its five-year implementation (2018/19-2022/23), of which SDG 50.7 billion is for recurrent expenditure, and SDG 12.8 billion for capital expenditure. These expenditure requirements are driven primarily by enrolment whilst also recognizing the necessary inputs to ensure quality of learning.

According to the resource projections the education sector will potentially be allocated SDG 38.4 billion during the plan implementation period. The implication is that the sector will have a resource deficit of SDG 25 billion over the plan implementation period (or USD 1,389 million)

Implementation Arrangement

Implementation of the ESSP will take advantage of the existing structures with provision of coordinating structures to ensure inclusivity and enhanced accountability in the implementation process – noting the considerable contribution of local and international development partners to the development of education in the country. The coordination mechanisms created under iBES, noting that their effectiveness have been appreciated in the ongoing implementation of the interim sector plan and the Basic Education Recovery Project are retained in this plan. Government and partners coordination frameworks have been identified as necessary and will be constituted as detailed in the following sections.

Monitoring and Evaluation

Implementation of the ESSP will be aligned to the functions allocated to the Federal, State and Locality levels of education administration. Activities aligned to overall system strengthening and specific interventions to secondary schools will be overseen by the Federal Ministry of Education while direct inputs to pre-school and basic education will be the responsibility of the States and localities. To account for the results of the plan, the monitoring and evaluation framework has been developed to ensure that implementation of key activities identified in the plan are tracked. The framework will also allow for periodic evaluation of key indicators at the federal and state levels to assess the progress towards achievement of objectives set in the plan as well as the general performance of the sector in the wider National development Strategy. The framework therefore has indicators at output, intermediate outcome and objective results levels.

Organization of the Plan

The plan is organized in eight Chapters. Chapter one provides an introduction to the country's development and planning context; background, rationale and scope of the sector strategic plan; and the overall vision and mission of the education sector at federal and state levels. Chapter two presents the country's profile detailing the macroeconomic and demographic context which have influenced the plan development and will continue to influence its implementation; provides highlights of the social and humanitarian context of the country; and the future economic prospects that will facilitate implementation of the plan. Chapter three reviews the education context providing the policy and legal background to provision of education in Sudan; presents the structure of education in Sudan; provides comprehensive review of the sector performance with regard to access, quality and equity in education for preschool, basic education, secondary and tertiary education. The chapter also identifies and presents issues and constraints that the plan will address in the next five years. Chapter four is the core of the plan. It presents the policy priorities addressing the issues and constraints identified in chapter three; and provides detailed description of the programs and activities that have been identified as interventions to the issues and constraints. Chapter five presents key cost drivers of the plan and corresponding targets for the five year period; the associated costs based on the identified targets; and the financing gap based on the future financial prospects from government and development partners. Chapter six presents the multi-year implementation plan with details of specific activity and the policy priority it addresses; the implementing agency and the annual cost of the activity and the source of funding for each activity. Chapter seven presents the plan implementation arrangement to guide seamless coordination within government – between states and federal agencies – and between government and development partners. Finally Chapter eight presents the monitoring and evaluation system of the plan with details of indicators at output level. The system has presented the results matrix that will be used in evaluating the performance of the plan.

1. Introduction

The Government of Sudan is committed to the delivery of Education, Science and Culture pursuant to the provisions of the Interim Constitution of 2005; international commitments and conventions that seek the development of education. The commitment is further manifested in the vision of the Federal Ministry of Education which is to be a distinguished education system in terms of values and science. As it recovers from the effects of the civil conflict that engulfed her for more than two decade, the Government acknowledges the role played by education in alleviating its people from illiteracy and poverty and providing hope for a more peaceful and cohesive nation. The Federal and State Ministries of Education have continued to provide essential leadership developing education programs that are accommodative not only to the nationals of Sudan but also the foreign nationals who seek refuge in Sudan.

1.1 Background to the ESSP

The Education Sector Support Plan 2018/19-2022/23 has been developed on the background of the National Development Strategy and provides a framework for investment in General Education in Sudan between 2018/19 and 2022/23. The Plan has been developed through comprehensive review of General Education which covered institutional capacity to accommodate the growing number of school age children; review of resources directed to the sector and the contribution from households; and learning outcomes in target grades as well as the end of basic and secondary education. The review provided not only status of education at the federal levels but also at state level thereby providing an opportunity to understand issues and constraints from diverse perspectives. The plan thus has a solid foundation upon which it is built.

The plan has been developed through a consultative process drawing participation from the Federal Ministry of Education; State Ministries of Education; State Directors of Planning; and local and international development partners. The issues and constraints identified in the plan are jointly acknowledged as valid challenges of the education sector in Sudan. The proposals contained in the plan for implementation in the coming sector plan period have received full support of stakeholders in the sector and this will be critical for the smooth and efficient implementation of the plan.

1.2 Rationale and Purpose of the Plan

The principal purpose of the plan is to provide the Education Sector with a clear set of strategic priorities responding to the issues and constraints identified in the Education Sector Analysis; the prevailing country context; and the sector specific trends. The plan outlines a strategic and operational framework towards quality and inclusive education in Sudan for the period 2018/19 – 2022/23. Specifically the objective of the plan is to provide:

   i)   Opportunity for all stakeholders within government – state and federal agencies – and outside to have common approach to resolving the issues and challenges of the sector;
   ii)   Medium and long term vison for the development of education in the country; and
   iii) Clear a priorities, goals, programs and activities to be implemented over the next five years in the sub sectors covered by the plan linked with the issues from the ESA.

1.3 Scope of the ESSP

The plan is expected to cover the 2018/19 – 2022/23 period, succeeding the Interim Sector Strategic Plan that guided the sectors intervention between 2012 and 2016. The plan provides the areas of intervention with targets extracted from the Education Sector Analysis. The interventions will be implemented at pre-school, basic, secondary (academic, technical and vocational), federal, states and localities having roles to play at their respective levels of jurisdiction.

1.4 Strategic Vision

The strategic vision of the plan links the present context of education to the desired future and provides the foundational basis for all the objectives and strategies set out in the plan in later chapters. This section provides the overall orientation of the sector as it sets out the vision, the mission and the mandate of the sector towards education delivery and development.

1.4.1 Vision

The vision of the Federal Ministry of General Education is to be *"A distinguished education system in terms of values and science*."

1.4.2 Mission

Preparing good minds capable of deduction, intuition, experimentation, and innovation based on a curriculum that keeps pace with scientific and technical advancement; with careful selection of teachers to increase their efficiency, and building the technical capacity of the education sector,

Improving the environment of educational institutions and strengthening of pupils' activities and opportunities towards excellence and acquisition of life skills to achieve the concept of global citizenship;

Striving for equitable, universal and durable education for all through a strengthened and sustainable community partnership with the purpose of achieving peoples' welfare

2. Socioeconomic Context of Sudan

Delivery of education is hinged on demand from the population and the ability of the country to respond to this demand by prioritizing its resources and directing them to the areas of critical need. This chapter presents the profile of the country.

2.1 Demographic Context

Sudan has a youthful population growing at a considerably high rate and with one third of the population eligible for general education. The most recent Population and Housing Census (PHC) in Sudan was conducted in 2008 where a total of 32.96 million people were enumerated, 42.6% being persons aged 15 years and below. In 2017, it is estimated that the population grew to 39.6 million, growing at an annual average of 2.5% since 2008. The proportion of the school age population (ages 4-16) relative to the total population in 2008 was established to be 32% and according to the Sudan Bureau of Statistics, it is estimated that the share of population eligible for general education increased by 2.3 percentage points to 34.3% in 2017. Together with the population eligible for technical and vocational training as well as higher education, this population will continue to exert pressure on government resources as the government seeks to develop better human capital for its current and future socioeconomic development.

2.2 Macroeconomic Context

In spite of the economic sanctions slapped on her and the effects of the separation from the oil rich south, the overall economy exhibited resilience and continued to grow between 2009 and 2017 though the shocks rocked the average wealth of households. In current terms, the Gross Domestic Product (GDP) grew four folds from SDG 114 trillion in 2009 to SDG 574 trillion in and 2017 while in constant 2016 prices, the GDP increased by 19% growing at an annual average of 2% during the same period. GDP per capita in current terms increased five folds from SDG 3,617 to SDG 14,485 but in constant 2016 prices the average wealth of the population dropped by 5%. The drop is attributed to the fact that the growth in GDP (2%) during the period was lower than the growth in population (2.5%).

Table 1: Macroeconomic Context

Indicator	2008/09	2016/17
Gross Domestic Product (GDP)		
Current price (Million SDG)	113,969	573,579
Constant 2016 prices (Million SDG)	482,733	573,579
Population ('000)	31,508	39,599
GDP Per Capita		
Current price	3,617	14,485
Constant 2016 prices	15,321	14,485

Source: World Bank, IMF, Sudan Bureau of Statistics

With considerable contribution to education financing coming from households – we see in later chapters that in basic education for instance up to 16% of expenditure is supported by household - the drop in average wealth, if sustained, will potentially limit the extent to which families participate in acquisition of social services among them education. The situation may also potentially influence the structure of financing of education with the government likely to be called upon to invest on more social safety nets. Below is an emphasis of the evolution of GDP per capita between 2009 and 2017.

Figure 1: Evolution of GDP Per Capita in Sudan
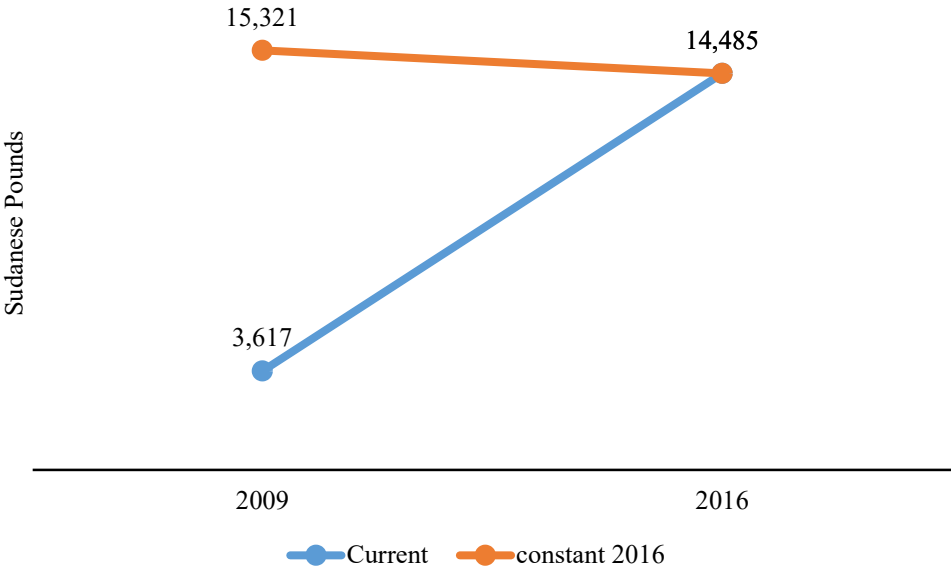
2.3 Social Context

Although the share of population living below the poverty line remains high, the country made significant improvement between 2009 and 2014. According to the Poverty Survey of 2009, 46.5% of the population was established to be living in poverty, 26% in urban compared to 58% in rural locations. In addition to location disparities, the poverty levels were also established to have widespread variation across states. In North Darfur for instance, the proportion of population living in poverty was established to be 69% compared to 26% in Khartoum. According to the 2014 National Baseline Household Budget Survey (NBHBS), the proportion of population living below the poverty line dropped by 10 percentage points from 46% to 36.1% with disparity observed in 2009 remaining persistent as shown in Figure 2. Central Darfur State in western Sudan recorded the highest share of population living below the poverty line at 67.2%. The Northern State has the lowest poverty rate, the share of population living in poverty given at 12.2%.

In efforts to reduce the levels of poverty in the country, the government in 2012 developed and began the implementation of poverty reduction strategy with poverty reduction programs clearly mapped in government planning and budgeting cycles. One of the milestones of the strategy has

been the increase in the allocation of resources to poverty reduction programs from 4.5% of GDP in 2012 to 5% in 2014.

Figure 2: Share of population living below poverty line, 2014
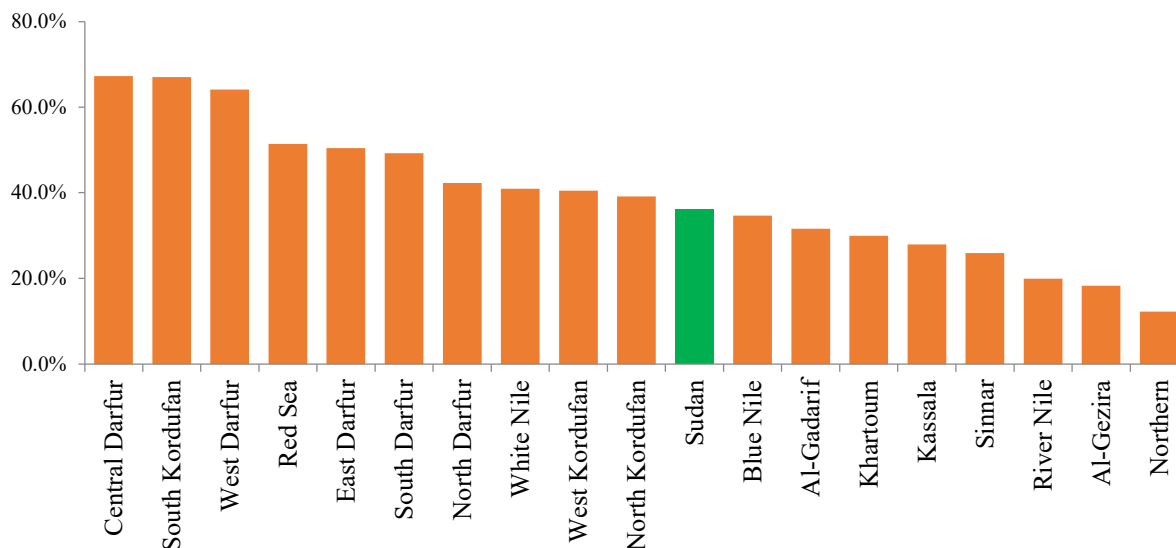
Although health standards in Sudan improved considerably over the last two decades, child and maternal mortality dropping by almost half in this period, the share of households not having access to water has remained fairly stagnant. According to the Sudan Bureau of Statistics, child mortality improved from 123 deaths per 1,000 in 1990 to 68 per 1,000 in 2014. Maternal mortality also reported to have dropped from 534 deaths per 1,000 in 2006 to 206 per 1,000 in 2014. This is attributed to the increased investment to healthcare by the government. In spite of the improvements, it is observed that the average masks considerable disparities as depicted by the 2014 MICS results. The results show that rural locations still remain underserved with 69% of health expenditure concentrated in urban locations notwithstanding the fact that more than 60% of the population dwells in rural locations of the country. This means that rural populations either have to contend with travelling to urban locations to receive health care or get the best of the little resources allocated to the rural locations. Access to water has made marginal gains in more than two decades, the proportion of the population having access to safe drinking water increasing by 4 percentage points from 64% in 1990 to 68% in 2014.

2.4 Humanitarian Context
The consequences of the civil conflict that engulfed Sudan and South Sudan in the past decade continue to be exhibited with millions of people left vulnerable and in need of various humanitarian assistance. According to the 2017 Humanitarian Needs Overview, 1.7 million out of the 4.8 million people in need of humanitarian assistance having education needs, this includes IDPs, refugees, returnees and vulnerable residents. 2.3 million persons need shelter since they have been displaced by the perpetual conflict in the South Western parts of the country. 3.6 million People are in dire need of food supply with production in most of the arable land located in conflict affected areas curtailed. The review shows that 2.2 children are at risk of malnutrition and in 11

out of 18 states, the prevalence rates are above 15%. According to the standards set by the World Health Organization (WHO), the prevalence of malnutrition is higher than emergency threshold. In total, there are 4.8 million people in need of humanitarian assistance in Sudan, 2.3 million of them being children under the age of 18 years. In respect to the education sector, there are 1.7 million children and adolescents who are in need of basic education services. Out of this number 56% are IDPs, 7% refugees, 5% returnees and 32% vulnerable residents. Acknowledging that this is a right guaranteed by international Convention[1] and affirmed by the domestic legislation[2], it is important that the education sector reviews the situation and in its plan set out strategies to be implemented to ensure that the refugees are accorded the right to basic education.

2.5 Future Prospects

Education sector recurrent resources are likely to increase by 17% between 2018 and 2022 if the current macroeconomic situation stabilizes and the economy begins to grow at faster rate. Should the population growth slow down to 2.1% by 2028 as expected, the total population is expected to increase by 3.5 from 40 million in 2018 to 44 million in million people between 2018 and 2022. The school age population is also likely to increase by 1 million children representing a growth of 9%. In terms of the economy, if the GDP doubles its growth as is projected by the government from its current[3] rate to 4%, the economy will receive a boost of additional SDG 100 billion over the next 5 years with a corresponding increase in the GDP per capita of SDG 1,129 for every individual over the same period. With uncertainty over the programs of other sectors and keeping the growth of government programs as close as possible to the growth in the economy, the total government recurrent budget is likely to rise to SDG 70 billion in 2022 up from SDG 60 billion in 2018. In education, should the current prioritization[4] by government remains the same, the sector will grow by SDG 1 billion between 2018 and 2022 representing a growth of 17%. The prospects provided here are generated from very conservative assumptions, some which are likely to change if the policy priorities identified in this analysis are adopted by the government. The policies would definitely require significant amount of financing and addressing all of them would mean re-thinking the share of resources that should go to education. Table 2 presents a summary of the projected macroeconomic outlook of Sudan.

Table 2: Future Prospects

	2018	2019	2020	2021	2022
Population (thousand)	40,430	41,279	42,146	43,031	43,935
School Age Population (thousand)[5]	13,674	13,961	14,254	14,553	14,859
GDP (Billion SDG)	596,522	620,383	645,198	671,006	697,847
GDP per Capita (SDG)	14,754	15,029	15,309	15,593	15,884
Gov't Recurrent Expenditure* (Billion SDG)	59,960	62,359	64,853	67,447	70,145
Education Recurrent Spending (Billion SDG)	5,895	6,131	6,376	6,632	6,897

Source: Authors' Calculations based on 2016/17 macroeconomic situation

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1 The 1951 Refugee Convention, a multilateral treaty that defines refugees and the rights of individuals granted asylum as well as the roles and responsibilities of refugee host nations in conferring the rights of refugees.
2 Asylum Act [Sudan], 2014
3 The real GDP growth during the 2016/17 Financial Year has been provided as 2%
4 The recurrent expenditure in education relative to whole government recurrent expenditure in the 2016/17 FY is 9.8%
5 These are children aged between 4 and 16 and aligned to pre-school, basic and secondary education

3. Education Sector Context

The past two and half decades have seen significant increase in the focus given to education all over the world. Individual countries as well as global conventions made rallying calls that saw primary/basic education universalized. While most developing countries did not achieve the target of universalizing primary education by 2015 as targeted by the Millennium Development Goals (MDGs), there is no doubt about the significant level of commitment that countries showed towards increasing access to basic education. Moving forward, the Sustainable Development Goals present news frontiers of investment. While the MDGs had significant emphasis on bring all eligible children to school, the focus of the SDGs is learning and also appreciating that a lot of effort still needs to be put in bringing the hard to reach children to school. This way, while investing in enhancing quality education, countries are in the same breadth responding to the plight of the hard to reach children.

This chapter presents the policy and legal anchorage of education programs in Sudan; the structure and the mandate of various institutions in the sector; and a review of the sector organization and performance and specifically in general education. The review responds to the following questions: How many children eligible for education are accessing school? What is the spread of access to education? Is it even across gender, location or states? Are learners making the desired progression in the education system? How many children are not in school and where are they? To the children out of school, do they have adequate levels of education that can make them functionally literate in the society if nothing was done to bring them to school? For those in school, is learning taking place? Are children learning at the desired pace? Is the learning environment conducive to support acquisition of desired knowledge for the school going children? The responses to these questions form the base upon which this ESSP is founded.

3.1 Policy and Legal Context for Education in Sudan

3.1.1 The Constitutional Provisions

Education development in Sudan is anchored in the supreme law of the country with clear provisions to facilitate investment in human capital at all levels of education and training. The Interim Constitution of 2005, in its Chapter 2 and Article 13 provides for the following on Education, Science, Art and Culture:

13 (1) (a): The State shall promote education at all levels all over the Sudan and shall ensure free and compulsory education at the primary level and in illiteracy eradication programmes.

13 (1) (b): Every person or group of persons shall have the right to establish and maintain private schools and other educational institutions at all levels in accordance with the conditions and standards provided by law.

13 (2): The State shall mobilize public, private and popular resources and capabilities for education and development of scientific research, especially Research and Development.

13 (3): The State shall encourage and promote craft and arts and foster their patronization by government institutions and citizens.

13 (4): The State shall recognize the cultural diversity of the country and shall encourage such diverse cultures to harmoniously flourish and find expression, through the media and education.

13 (5): The State shall protect Sudan's cultural heritage, monuments and places of national historic or religious importance, from destruction, desecration, unlawful removal or illegal export.

13 (6): The State shall guarantee academic freedom in institutions of higher education and shall protect the freedom of scientific research within the ethical parameters of research.

3.1.2 Structure of Education in Sudan

The responsibility of education management in Sudan is shared between the federal, state and locality levels of government. The federal government through its Federal Ministry of Education is responsible for oversight in the sector and for the development and maintenance of standards including curriculum development and mobilization of resources from internal and external sources. At all levels, Non-Government contributes to the provision of education alongside the Government.

Pre-school education: This level covers two years targeting children aged 4-5. The pre-primary programs are provided by Government and private institutions with significant effort also coming from the community. Overall, the standards for delivery of pre-primary education are developed by the Federal Ministry of Education with localities and private organizations executing the delivery process.

Basic education: Basic education has a length of eight years targeting children between the ages 5-13. Like Pre-primary, primary education is provided Government and private entities. After 8 years of education, learners who complete and attain basic examination certificate may proceed academic or technical secondary schools. The Ministry of Education has begun the implementation of a new structure of basic education whose first cohort is expected to mature in 2023. Under the new structure, basic education will last 9 years.

Vocational training: This is a post basic education program that lasts two years and attracts enrolment from learners completing basic education who do not make it to secondary education.

Secondary education: This level has a length of three years with two pathways (i) academic and technical and (ii) vocational Education and Training (TVET). Students completing both pathways may sit for the Sudan School Certificate (SSC). Students who meet the expectations of the examination board become eligible for higher education.

Figure 3 presents a summary of the structure of education in Sudan

Figure 3: Structure of Education in Sudan

السلم التعليمى للتعليم العام
Educational Ladder For General Education

الجامعات والمعهد العليا
Universites &
Higher Institutes

General Education التعليم العام

Basic Education التعليم الاساسى

ثثاوى اكادیمی او فنى
Acadamic or
Technical Sec.

مرحلة الاساس
Basic Education

خلاوى او
رياض أطفال
Khalwas or
Kindergartens

Vocational مهنى

| 16 | 15 | 14 | | 13 | 12 | 11 | 10 | 9 | 8 | 7 | 6 | | 5 | 4 |

Ages الاعمار
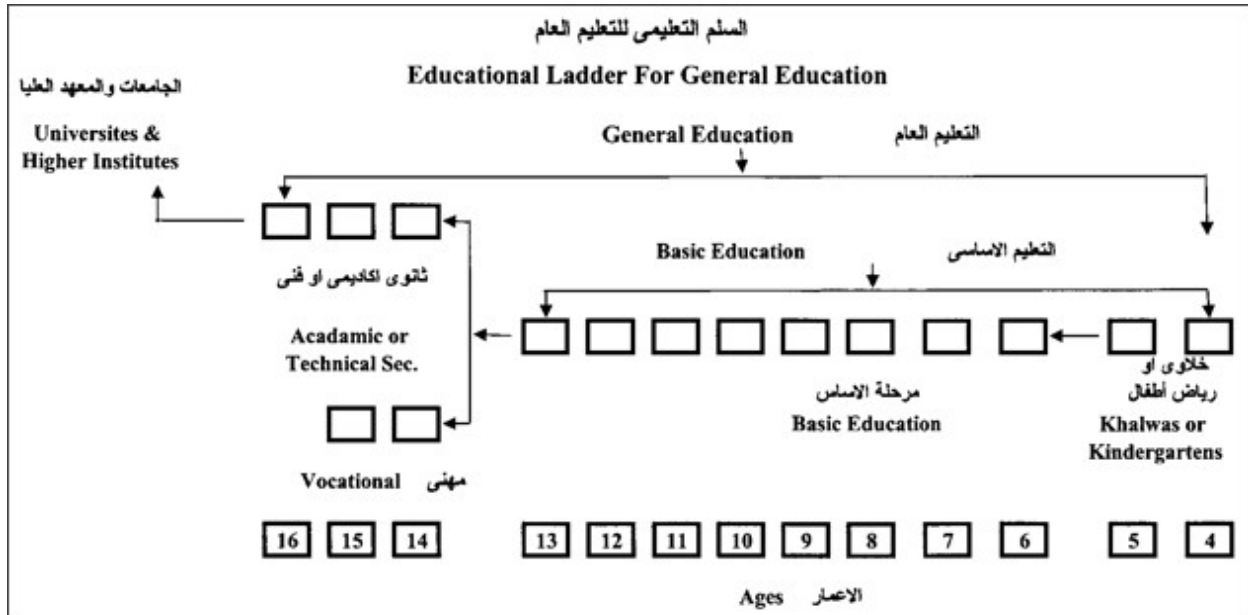
3.1.3 Mandate of the Ministry of General Education

Following the introduction of the federal system of government in 1994, educational responsibilities have been progressively decentralized. The Education Act, 2001 specifies the functions and responsibilities of the federal and the state ministries of education while also providing a regulatory framework for management of various national councils. At the State level, educational boards organise and coordinate educational activities, paralleling the national councils. Following the Comprehensive Peace Agreement in 2005 between Sudan and South Sudan, the decentralized system was strengthened and a number of primary responsibilities devolved to the sub-national governments.

Basic and secondary education was assigned to the sub-national government levels. Under the arrangement, states were made responsible for secondary education, human resource management, coordination of the work of Directorates of Education at the locality level and basic education certification. Localities were made responsible for delivery of basic schooling. The federal level was assigned the responsibility of planning, policy, coordination and standardization (curricula developments, teacher qualification framework and secondary school certificate examinations). The National Centre for Curriculum and Education Research (NCCER) was made responsible for the development and support of the national curriculum framework for basic and secondary education. The specific mandate of the Ministry includes:

1. Setting public policies, plans and basic education programs in accord with country's culture values and civilization.
2. Developing and reviewing of basic education curricula.

3. Training of teachers and educationalists in collaboration with higher education institutions in states
4. Setting standards and basis for non-governmental and non-formal education in coordination with states.
5. Developing policies, parameters and indicators for learning assessment and management and evaluation of Sudan's School Certificate Examination Board.
6. Supervising Sudanese schools abroad, managing foreign examination centres, and supervision of foreign schools in the Sudan.
7. Planning and supervising pupils' and students' national activities.
8. Taking necessary measures to promote and develop vocational and technical education.
9. Promoting and strengthening the culture of patriotism through curricula and students' activities.

3.1.4 Units of Federal Ministry of General Education:

1. National Centre for Curricula and Educational Researches
2. National Council for Literacy and Adult Education
3. Sudan's National Institute for Languages (SULTI)
4. National Committee for Education, Science and Culture
5. National Centre for Early Childhood Development

3.2 Evolution of Enrolment and Education System Capacity

This section presents performance in general education with respect to enrolments and the adequacy of the system capacity to accommodate the population eligible for school. It has been almost a decade since South Sudan split from Sudan and so we evaluate the changes the sector has experienced between then and now in response to the increasing demand for education services influenced by internal population growth as well as immigration of refugees from neighbouring countries. The section also reviews the number of children who are out of school and estimates their level of literacy to help in developing programs interventions for the 2018 -2022 period.

3.2.1 Early Childhood Development and Education

Studies continue to provide compelling evidence on the benefits of Early Childhood Development and Education and they point to benefits not only in the short or medium term but also in the long term and based on these evidences countries are increasing their focus on this level of education.

3.2.1.1 Access to Pre School in Sudan

Although the share of learners who have pre-school education experience remains high for the whole of Sudan, there is marginal gender imbalance in access and it is also observed that pre-school is more accessible in urban than rural locations. As shown in Figure 4, three quarters and two thirds of basic schools in rural and urban areas respectively have a pre-school attached to them. Overall, about 72% of basic schools have a pre-school attached to them. Although marginal, the results show that there is gender differential in accessing pre-school, 49% of boys from rural location reported having pre-school experience compared to 53% of girls from the same location.

In urban locations, there is a 3 percentage point gap between boys and girls (80% and 83%). Overall, 62% of learners enrolled in Grade 1 in 2017 were reported have had pre-school experience, an improvement of about 14 percentage points from 48.8% recorded in mid-2000.

Figure 4: School with to pre-school and learners with pre-school experience, 2017

Basic schools with pre-school
G1 leaners with pre-school experience
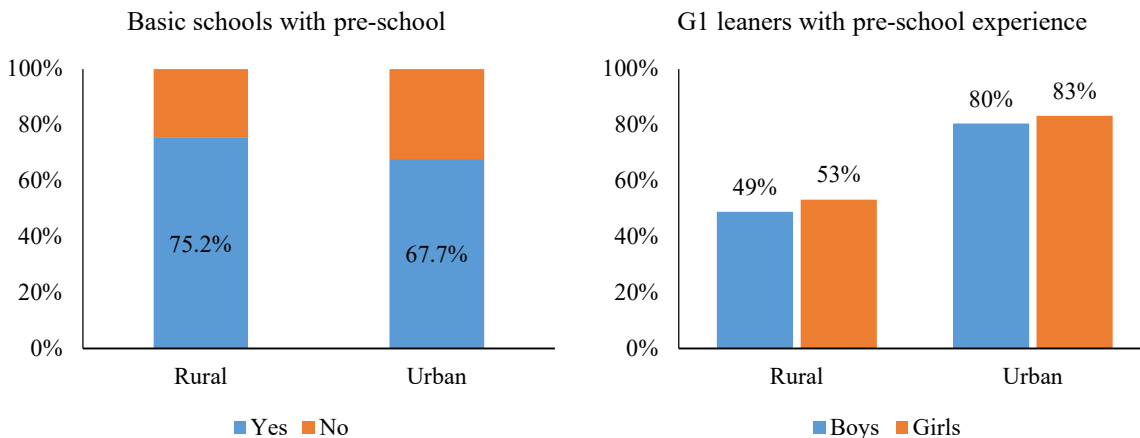
There are significant disparities across states in the share children who have experience in pre-school education with almost all children in the capital having gone through pre-school programs before enrolling in basic education. The results indicate that some states have highly accessible pre-school programs while some record extremely low accessibility. In Khartoum for instance, 9 in 10 children joining basic education have pre-school experience signalling maturity of the programs in the state. In contrast, only 3 in 10 children from Central Darfur have had experience with pre-school. Less than 20% of the children enrolling in Grade 1 have no pre-pre-school experience in Khartoum, Northern, Al Gezeera and River Nile States. Significant number of children will certainly miss out on the benefits of pre-school education and will subsequently struggle to keep up with expected educational developments in later stages of education.

Figure 5: Proportion of learners joining basic education with pre-school experience
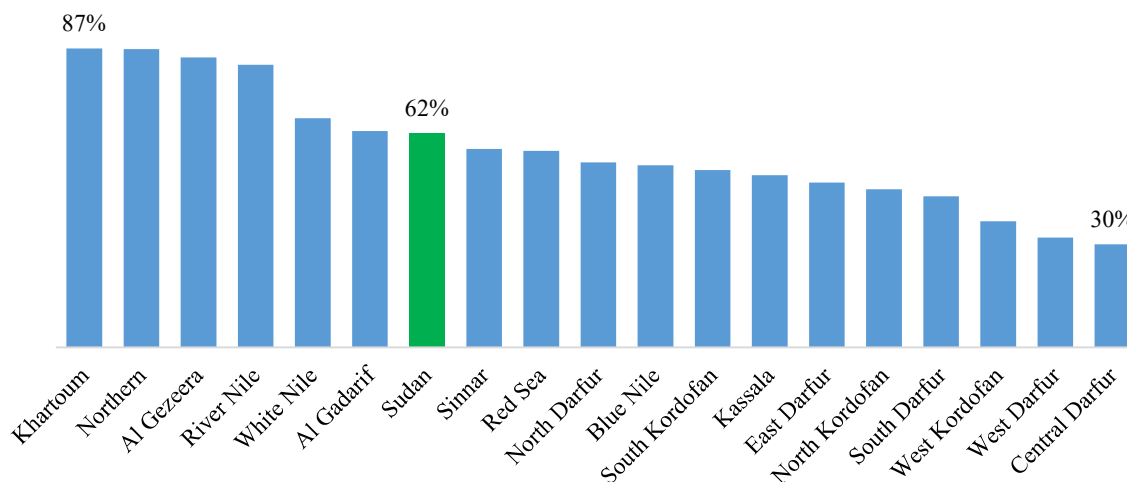
3.2.1.2 Pre School Gross Enrolment Rate

While the pre-school Gross Enrolment Rate has shown considerable improvement in the last couple of years, there is need to do a lot more to catch up with the continental leaders while also ensuring full coverage of the programs offered by Khalwas. As shown in Figure 6a, it is estimated that pre-school GER increased by 6 percentage points from 37.1% in 2009 to 42.8% in 2016 which is no mean fete considering the level of development of pre-school in some of the neighbouring countries with even better economic fortunes. One point to take note of though is that the coverage could be much higher than 43% if the programs offered by Khalwas are to be considered. The 2014 MICS provide even higher estimates of GER[6]. In Figure 6b, we review the level of development of pre-school in Sudan in comparison to its peer countries and we observe that the pre-school GER in Sudan is 10 percentage points ahead of the average for the continent and ahead of Tunisia, Tanzania and Ethiopia by 2, 10, and 25 percentage points respectively. Kenya and Morocco together with Mauritius which is one of the global leaders in early childhood development presents critical benchmark for future improvement of pre-school in Sudan.

Figure 6: Pre-School GER in Sudan and International Peers
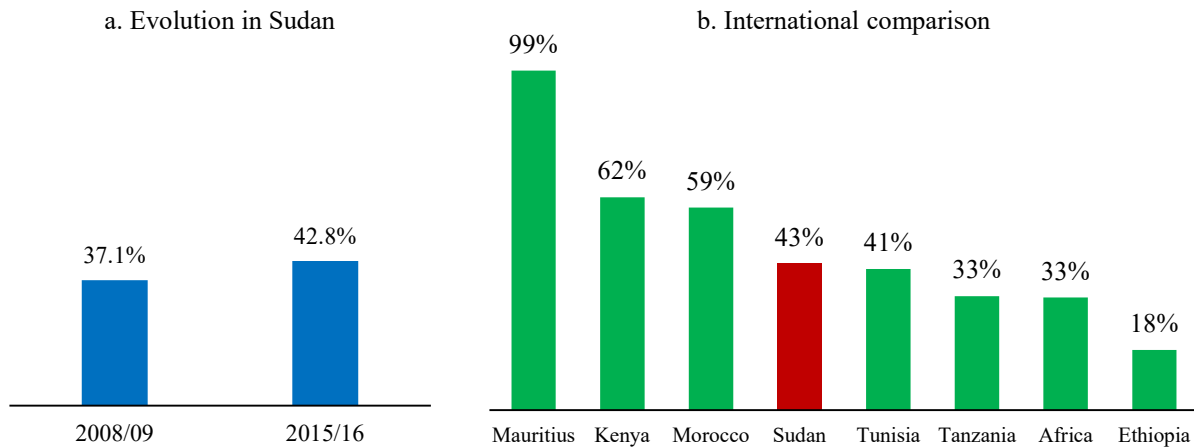
The international comparison is based on the latest available data from the Pole de Dakar database consolidated from various global databases and respective country reporting. The database controls for the difference in the expected length of pre-school. For instance in Sudan, the expected age for Pre-school is 2 years (4-5) while in Kenya the expected length is 3 years (3-5).

Like the share of grade 1 learners who have pre-school experience, there is significant disparity across states in the pre-school coverage. In South Kordofan, probably due to the unprecedented population influx due to humanitarian situation, the GER is close to 90% compared to 18.4% in East Darfur. Figure 7 illustrates the disparities between states for the pre-school GER.

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6 Estimates for Pre-school from the Multiple Indicator Cluster Survey is 54%. Including the number of children who attend Khalwas, the GER jumps to 79%

Figure 7: Pre-School Gross Enrolment Rate by State, 2016
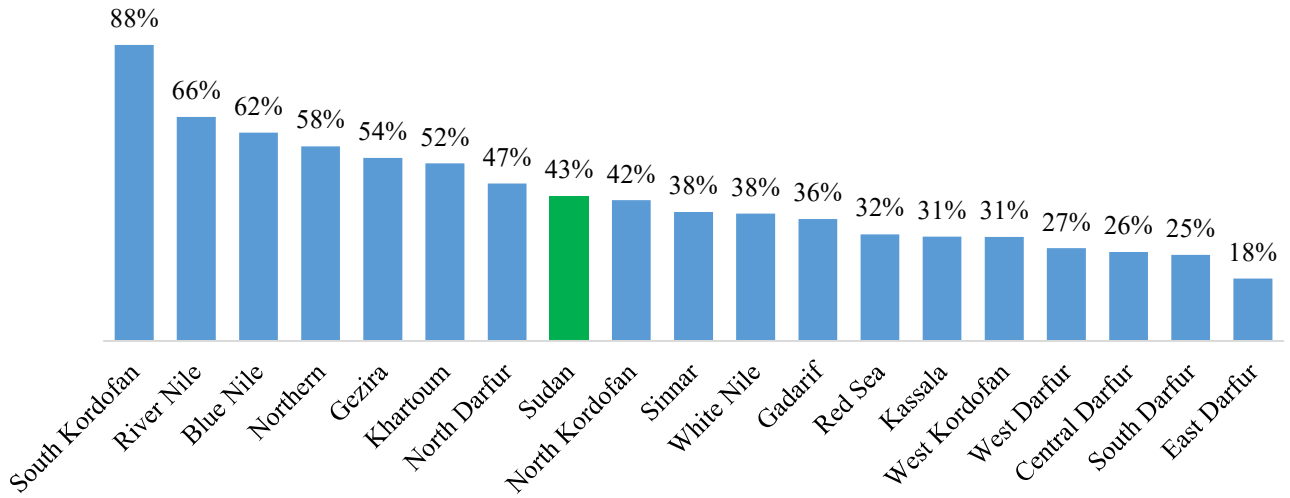
3.2.2   **Basic and Secondary Education**

Basic and secondary education represent the second and third levels of education in Sudan. In this sub section, we review the evolution of schools, enrolment and internal efficiency. The sub section also provides estimates for the Out of School Children.

3.2.2.1 Gross Enrolment Rate

Notwithstanding the increase in the number of schools the existing capacity in basic and secondary schools is far from adequate to accommodate the population eligible for school. Basic education GER remained stable at 72% between 2009 and 2016 before increasing by a single point to 73% in 2017. In secondary, the GER increased by 5 percentage points from 34% in 2009 to 39% in 2016 before dropping a point in 2017 to settle at 38%.

Figure 8: Gross Enrolment Rates in General Education
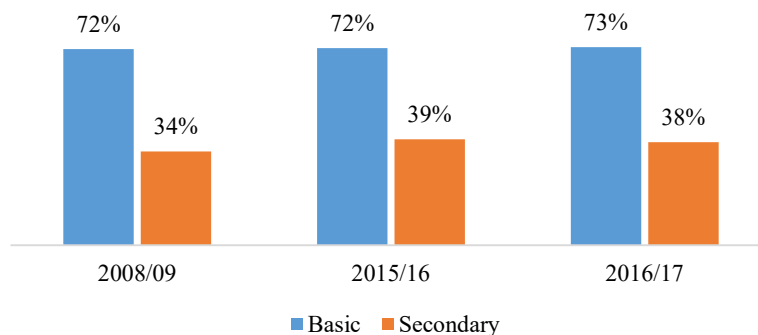
In addition to the stagnation in the coverage at basic and secondary education, the results show considerable difference between boys and girls and significant disparities across states with refugee host states recording relatively higher GER. Overall, there are more boys accessing basic schools compared to girls, the former recording a GER of 75% while the latter posted 71%. In majority of the states, the gap between boys and girls is considerably small but in some cases, the gap is overwhelming. In West Darfur, there is a 22 percentage point gap between the GER for boys and girls (86% and 64%). In West Kordofan, the gap is 20 percentage point.

Figure 9: Gross Enrolment Rates in Basic Education by State
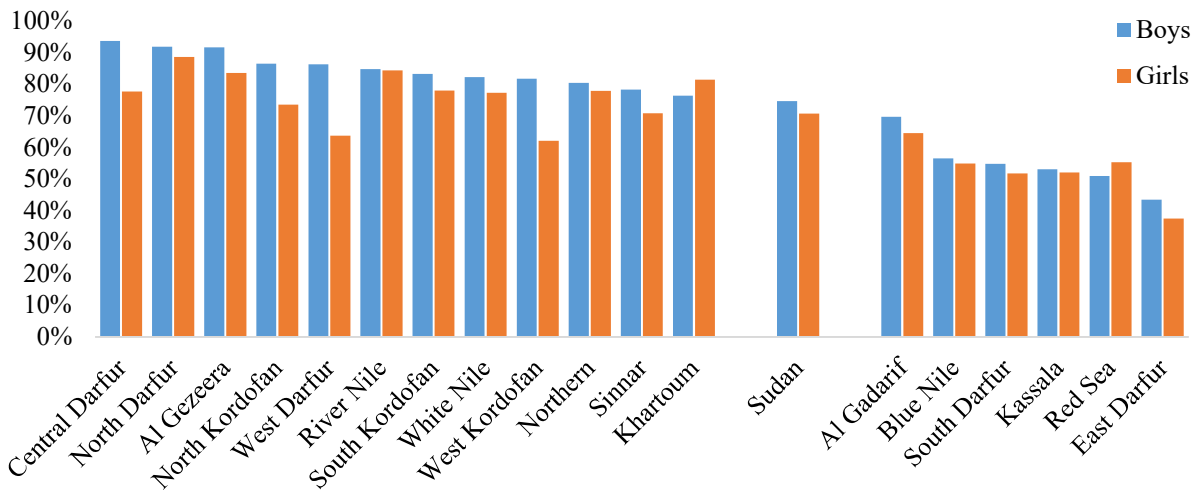
In secondary, girls have a coverage of 41% compared to 35% for boys and this pattern is reflected in all the states expect Central Darfur, West Kordofan, Al Gadarif and West Darfur where boys have slightly higher GER. In some states, the difference in coverage is as big as seen in the results from Khartoum, Northern, River Nile and Red Sea.

Figure 10: Gross Enrolment Rates in Secondary Education by State

14
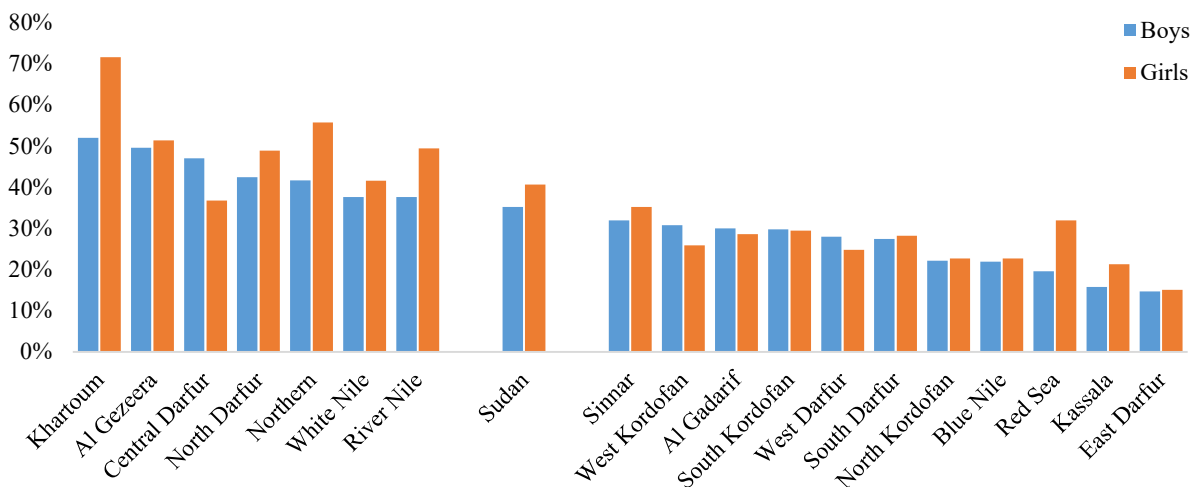
3.2.2.2 Schooling Profiles and Retention

Even though more children are accessing school today compared to 2009, the system is slowed down by high dropout rates rendering the achievement of universal basic education a big challenge for Sudan. Based on the schooling profile, retention rate worsened in the system between 2009 and 2017 i.e. the GIR in 2009 was 80% while the completion was 54%. In 2017 the GIR is 82% while the completion rate is 51%. Comparing the two profiles, the retention rate in 2009 was 67% while in 2017 the retention was 62%. The results also show that access to all the grades of basic education is slightly higher in the household results compared to administrative results (2009 and 2017) while access to secondary from the household survey is lower than the results from administrative data.

Figure 11: General education schooling profile
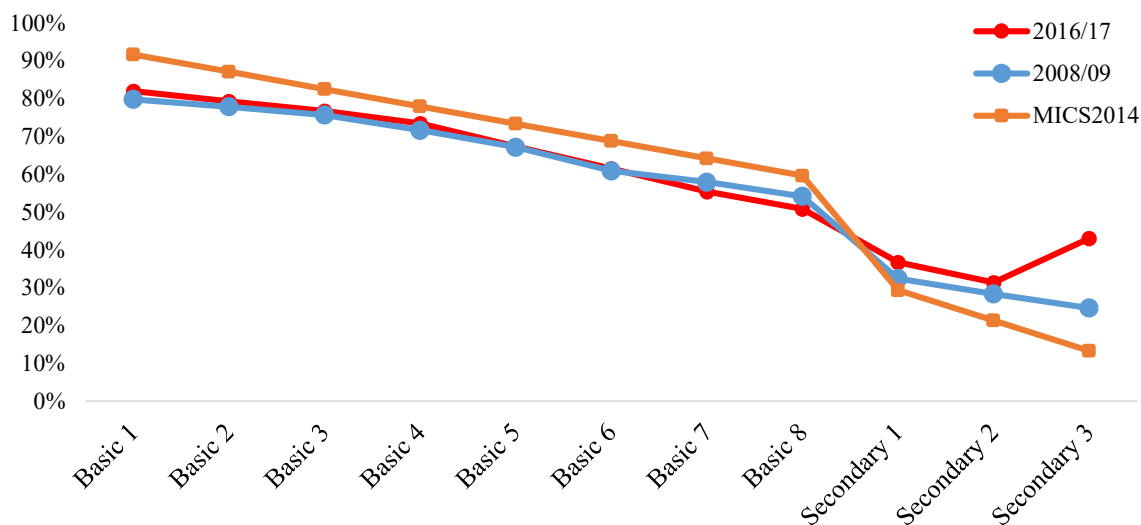
Although general education is characterised by loss of learners/students from the system, the phenomenon is more pronounced in rural schools compared to urban schools. There is a 13 percentage point gap between gross access in rural and urban schools. GIR for urban schools is given as 91%, 9 percentage points higher than the average (See Figure 8) while in rural schools, the GIR is 78%. Retention is also better in urban schools compared to rural schools. In fact, up to Grade 5, urban schools have close to 100% of the children who joined Grade 1 (Access in Grade 5 is 89%) still in school. For the same Grade, rural schools recorded access rate of 50% implying a retention rate of 64%. By the end of basic education, the Completion Rate for urban schools is 77%, more than double the completion rate in rural schools (38%) translating to retention rate of 85% and 49% for urban and rural schools respectively.

Figure 12: General education schooling profile by location
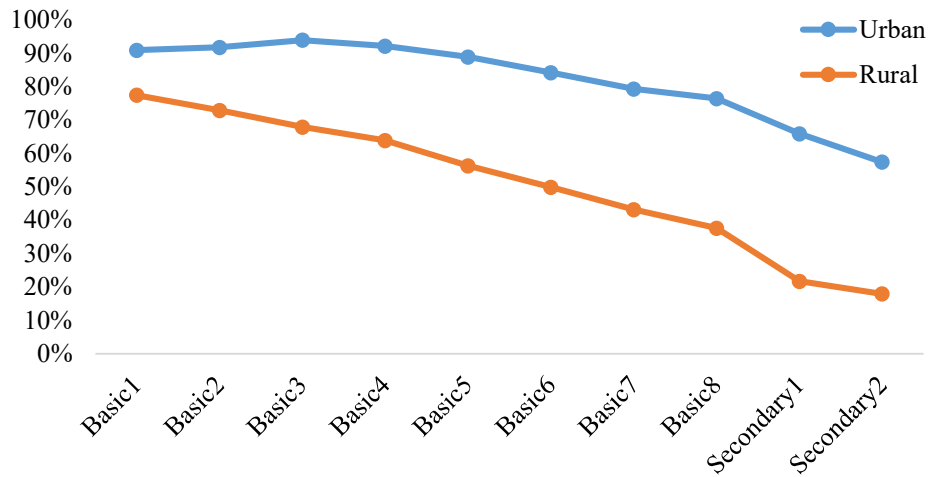
3.2.2.3 Out of school children

Even though the Ministry of Education prescribes 6 years as the entry age for Grade 1, there is late entry to school up to 11 years, beyond which children will probably not attend school. In 2009, 40% of children aged 6 reported to have attended school compared to 7 in 10 children in 2014. In five years alone, there has been a 30 percentage point improvement in the share of children aged 6 attending school. This indicates positive response from the demand side to the policies set by the Federal Ministry of Education. This does not however mean that there are no multi-cohorts accessing school. The system still has late entry until 11 years with children who do not attend school before this age likely not to attend. As illustrated below real access to school stood at 85% in 2009 with late entry to school peaking at age 11. This improved by 8 percentage points to 93% in 2014 implying that by 7% of the children in the school generation, without any intervention, will never attend school.

Figure 13: Comparing access to school between 2009 and 2014

16
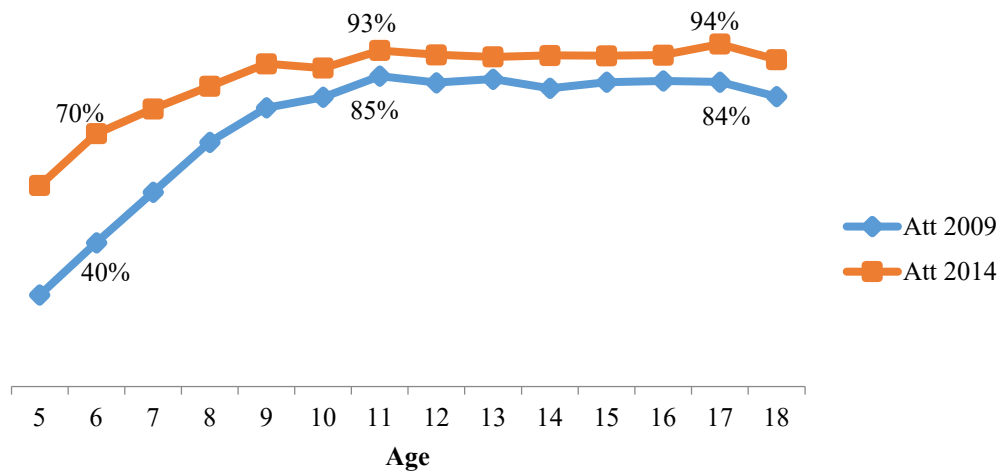
The results further indicate that close to 3 million children are out of school in Sudan, more than half having never been to school before. The total number of children eligible for basic and secondary education in 2014 was 10.4 million, 7.9 in basic and 2.5 million in secondary education. Notwithstanding the expansion in general education, 2.86 million children eligible for basic and secondary education were out of school, a majority of whom were in the basic education reference age range. 2.2 million Children from the basic education age reference group were not in school representing about 77% of all the OOSC, the rest (662,000) being from the secondary reference age. Also, more than half of the OOSC had never been to school before, 6 in 10 and 4 in 10 in the basic education and secondary reference groups respectively. The compliment had been to school at least once before but had since dropped out, 43% and 64% in basic and secondary education respectively.

Table 3: OOSC by age category and reason for being out of school, 2014

Ages	Population	Enrolled	Out of school		
			Total	Never attended	Left school
6-13 ('000)	7,887	5691	2,197	1,244	953
14-16 ('000)	2,518	1855	662	241	421
Total	10,405	7,546	2,859	1,485	1,374
6-13	100%	72%	28%	57%	43%
14-16	100%	74%	26%	36%	64%
Total	100%	73%	27%	52%	48%

Source: Authors' calculations based on 2014 Sudan MICS

Considering the late entry phenomenon discussed earlier where children access school up to age 11 beyond which they will never access school, the implication for the 2014 OOSC is that 93% of the school going age children will go to school even though some will enter school late. This means that 7.33 million out of the generational population of 7.9 million will go to school even without intervention. In other words 56% of the OOSC in the basic education reference group will go to school even without intervention while 552,000 will certainly remain out of school. The latter group must be provided with intervention so that the children therein may also have a chance to access education.

3.2.2.4 Refugee Education

One of the biggest barriers that refugees and asylum seekers face beyond finding a place to temporarily call home is the opportunity to get education. While the international convention for refugees provides that all persons of refugee statuses are eligible for elementary education from the host countries, there are a number of challenges that have made this provision almost impossible to be met universally. The challenges range from availability of schools in the host communities; availability of basic school resources and facilities; and most important availability of teachers who can guarantee their stay with the refugees as they go through the education system. With majority of refugees being hosted in developing countries, the resource burden that the host countries have to put up with to provide education to refugees sometimes gets the hosts into serious

retrospect. Should they remain obligated to their own citizens only? Can they find a way of optimally sharing the resources available? If the sharing option is adopted, what is the expected quality of education with the outstretched resources? Can they find something surplus for the temporary citizens?

Data from the survey conducted in 6 states with high concentration of refugees indicate that majority of the children enrolled in the surrounding schools are natives. Only a few of the refugees are enrolled in schools. The total enrolment in the surveyed schools was established to be 462,200 with the refugees totalling to only 23,900. There are more than 2,000 refugees enrolled in pre-school representing slightly more than 20% of the children enrolled in these schools. In basic, the number of refugees enrolled in these schools account for up to 5% of the total enrolment. Contrasting this information with the humanitarian needs where 1.7 million children and adolescents are in need of education services, the coverage is still very low.

Table 4: Refugee Enrolment, 2017

	Students			Refugees			Refugees as % of total		
	Total	**Girls**	**Boys**	**Total**	**Girls**	**Boys**	**Total**	**Girls**	**Boys**
Preschool 1	8,704	4,719	3,985	1,810	899	911	20.8%	19.1%	22.9%
Preschool 2	8,821	4,750	4,071	582	307	275	6.6%	6.5%	6.8%
Grade 1	62,130	32,612	29,518	5,628	2,604	3,024	9.1%	8.0%	10.2%
Grade 2	62,423	32,939	29,484	4,249	1,975	2,274	6.8%	6.0%	7.7%
Grade 3	60,474	32,382	28,092	3,277	1,531	1,746	5.4%	4.7%	6.2%
Grade 4	60,654	32,840	27,814	2,941	1,329	1,612	4.8%	4.0%	5.8%
Grade 5	55,960	30,596	25,364	2,603	1,196	1,407	4.7%	3.9%	5.5%
Grade 6	51,385	28,358	23,027	1,802	839	963	3.5%	3.0%	4.2%
Grade 7	47,079	26,103	20,976	1,480	753	727	3.1%	2.9%	3.5%
Grade 8	44,558	24,033	20,525	1,855	806	1,049	4.2%	3.4%	5.1%
Total basic	462,188	249,332	212,856	23,835	11,033	12,802	5.2%	4.4%	6.0%

Source: Refugee Rapid Survey

3.2.3 Tertiary Education

Tertiary education in Sudan is offered by 52 universities and 87 colleges including 17 and 66 private institutions, respectively (2016). Higher education institutions provide diploma (DIP – equivalent to ISCED 5B) and degree programs in several fields (equivalent to ISCED 5A and 6).

Between 2001 and 2016, tertiary education intake in Sudan doubled from 112.6 to 230 thousand mostly due to the growing number of secondary school graduates which increased from 175.8 to 316.7 thousand during the same years constituting 6 percent annual rise – far more than the population growth rate (MoHESR). Admission to undergraduate (BSc) degree programs is based upon the results of the Sudan School Certificate examination. Student placement is done centrally by the Ministry of Higher Education and Scientific Research (MoHESR). A student can be enrolled in a higher education institution once he/she completes secondary school (Grade 11-12) and gets a minimum passing score on the national secondary exam. About 73 percent of secondary school students pass secondary school exams each year. In 2015/16 school year, those who were admitted to higher education represented almost 70 percent of those who applied for admission to higher education in the first round (71.2 and 68.5 for males and females, respectively).

Figure 14: Secondary graduates and admission to universities and colleges in Sudan ('000)
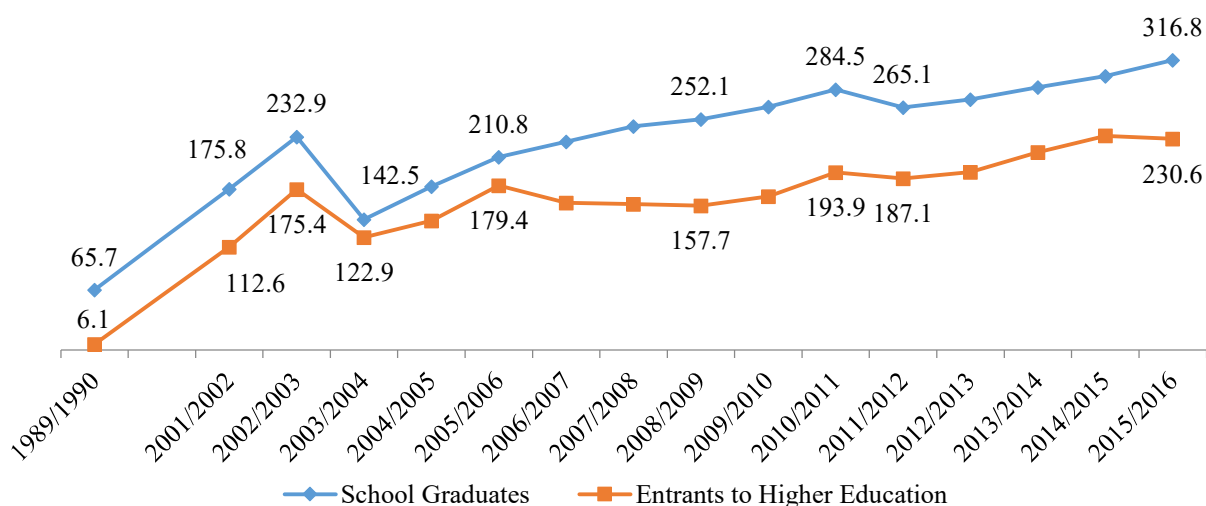
Source: General Directorate of Admission, MoHESR

Over the decade starting from 2004, student enrolment in tertiary education increased from 305.1 to 604.6 thousand students. The number of students per institution increased from 9.1 to 10.8 thousand in public entities, and from 1.1 to 1.7 thousand in private. The share of private enrolment ranged from 10 to 15 percent of the overall enrolment.

Gross enrolment ratio in tertiary education increased from 8.7 to 17.2 between 2003/04 and 2013/14 school years. From a regional perspective, GER in Sudan is higher than in other Sub-Saharan African (SSA) countries; however, lower than in countries in Middle East and North Africa (MENA) (World Bank). Overall female enrolment was equal to or slightly higher than male enrolment, while GER was in favour of females. Gender parity index for tertiary education in Sudan, 1.12 in 2013/14, is similar to that for countries in MENA.

Figure 15: Enrolment in public and private tertiary institutions, 2003/04-2013/14 ('000)
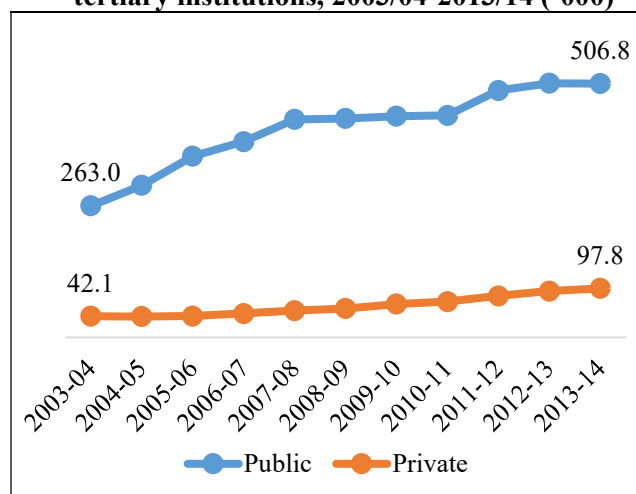
Source: MoHESR.

Figure 16: Gross enrolment ratio to tertiary education in Sudan in 2003-2013 (%)
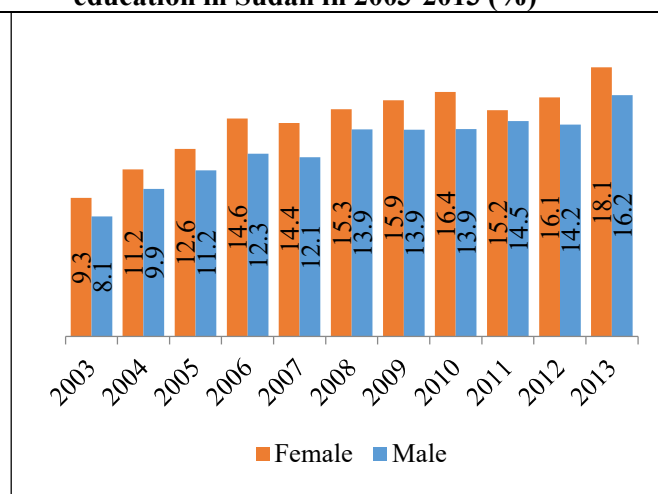
Source: UNESCO Institute for Statistics

Coverage of tertiary education in Sudan increased by 56 percent: from 1,004 students per 100 thousand inhabitants in 2003-04 to 1,570 students per 100,000 inhabitants in 2013/14 with an average annual increase of 5 percent. Coverage of tertiary education in Sudan is higher than in neighbouring countries and lower-middle-income countries (LMICs) in SSA; however, lower than in LMICs in MENA.

Table 5: Tertiary education enrolment in selected countries (students/100,000 population) -2003

Selected neighbouring countries		*Lower MICs in SSA*		*Lower MICs in MENA*	
Congo, Dem. Rep.	656	Cape Verde	2,619	Iran	5,640
Ethiopia	540	**Sudan**	**1,570**	West Bank and Gaza	4,714
Kenya	441	Lesotho	1,160	Jordan	4,375
Uganda	399	Cameroon	1,154	Tunisia	3,068
Central Afr. Rep.	277	Nigeria	1,033	Egypt	3,019
Chad	202	Cote d'Ivoire	834	Syrian Arab Republic	3,013
Eritrea	192	Congo, Republic of	833	Morocco	1,577
		Sao Tome and P.	756		
		Swaziland	645		
Average	390	Average	1,190	Average	3,630

Source: World Bank.

Only 10.2 percent of higher education students survive during the study (2012). Gross graduation ratio (ISCED 5A, first degree) for females is slightly higher than that for males: 11.3 versus 9.2 (UNESCO). Most BSc students (48-56 percent) graduate in Humanities, while the majority of DIP students (41- 55 percent) graduate with a diploma in Science.

Table 6: Distribution of academic staff in higher education institutions, 2015/2016

Grade	Females	Males	Total	% of females	% of males
Lecturer	2,040	2,717	4,757	42.9%	57.1%
Assistant Professor	1,429	2,995	4,424	32.3%	67.7%
Associate Professor	335	1,290	1,625	20.6%	79.4%
Professor	81	574	655	12.4%	87.6%
Total	3,885	7,576	11,461	33.9%	66.1%

Source: MoHESR

During 2015/16 school year, universities employed 11.5 thousand fully tenured academic staff holding Master's or Ph.D. degrees (MoHESR). The number of academic staff decreased by 15% since 2014, which was on upward trend in 2012-2014 growing from 12.4 to 13.6 thousand – 4.5% per year. The gender aspect of academic staff in Sudanese universities is more aligned towards males as they constitute almost 66 percent of all teaching staff (2015/16). In the upper ranks of 'Professor', they account for more than 87%; while in lower levels the share of females is above the average of 34% and reaches 43% for the 'Lecturer' position (MoHESR). Growing public demand for tertiary education during recent years resulted in an increased demand for academic staff which was only partially met by part-time workers. Student-teacher ratio in universities rose from 32.7 in 2010 to 39.0 in 2014.

Table 7: Higher education spending, million SDG

	2012	**2014**	**2016**
Wage and salary	…	…	598
Goods and services	…	…	337
Social subsidy (student welfare)	…	…	223
Total spending	438	860	1,159
as % of GDP	*0.2*	*0.2*	*0.2*
as % of public expenditures	*1.3*	*1.3*	*1.9*

Source: MoHESR, World Bank PRSP Report, 2016.

Public expenditure on higher education in Sudan increased substantially in 2012-2016: from 438 to 1,159 million SDG. However, in relative terms, the level of higher education spending remains unchanged at 0.2% of GDP. Average public expenditures per student was equal to SDG 2,310 (approximately USD 500) in 2013/14 and varied from 410 in Open University located in Khartoum to SDG 8,090 in Khartoum University (MoHESR). Universities enrolling larger number of students receive less public financing per student meaning that they remain underfinanced (Figure 16).

Figure 17: Distribution of public universities in Sudan by number of students enrolled and per student government financial support (SDG), 2013/2014 school year
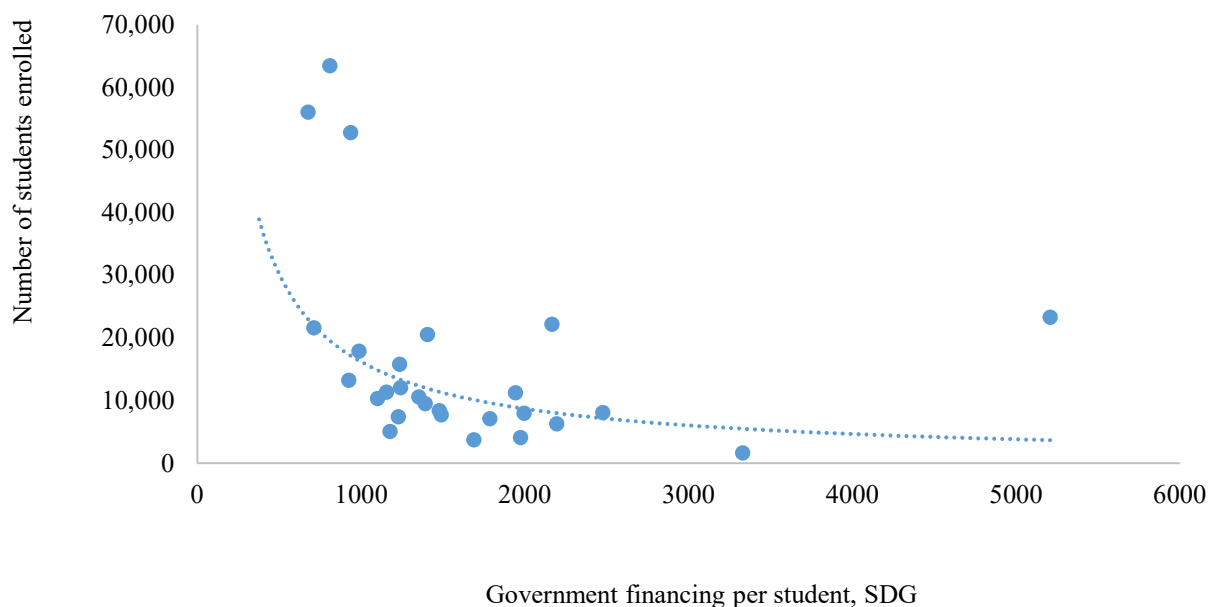
Source: authors' calculations based on the MoHESR data.

Remuneration of academic staff in higher education institutions is low relative to that in other highly qualified jobs. Official annual salary ranges 1.5 times: from SDG 17.8 thousand for a lecturer to SDG 26.8 thousand for a professor (including allowances) (MoHESR). Lectures' salaries are only slightly above primary education teachers' (SDG 15.5 thousand) and the same as teachers in secondary education receive (SDG 17.5 thousand). The average annual remuneration

for a professor is estimated at US$9,000, i.e., about 6.6 times GDP per capita, which is low by international and regional comparisons.

3.3 Education Financing

To carry out development of education and provide essential services to learners and students, financial resources are required and in most cases, it is the obligation of the government to facilitate education and training. However, due to the magnitude of programs to be supported, governments often seek support from private sources including development partners or local investors. In some cases, governments have policy directives to have households co-share the cost of educating school going children. In this section, we review the evolution of spending in education highlighting the investment to education relative to other sectors of the government; the contribution from other sources apart from government; and the spread in the allocation by education levels and by state taking note of the overall economic situation that the country has been through over the las couple of years.

3.3.1 Public Expenditure to Education

Even though in current prices the spending in education shows tremendous increase between 2009 and 2017, deeper analysis indicate that in fact, in constant 2016 prices, the spending in education dropped, recurrent spending dropping by half between the same period. Table 8 presents the summary of economic outlook and overall government expenditure as well as specific expenditure to education between 2009 and 2017. We note that the overall government expenditure increased by 168% from SDG 23 trillion in 2009 to SDG 62 trillion in 2017.

Table 8: Public expenditure in education, 2009 and 2017

	2008/09	2016/17
		IPRSP
Total Gov't expenditure	23,037.60	61,854.20
Total Gov't recurrent expenditure	16,173.20	57,654.20
Education recurrent expenditure in constant 2016 prices (Million SDG)	10,456.00	5,436.20
Education recurrent expenditure in current prices (Million SDG)	2,468.62	5,436.20
Education capital expenditure in current prices (Million SDG)	254.92	1,490.31
Total education (Million SDG)	2,723.53	6,926.51
Total education expenditure relative to total Gov't	11.82%	11.20%
Education recurrent expenditure relative to total Gov't recurrent spending	15.30%	9.40%
Share of education recurrent spending as % of GDP	2.20%	0.95%
Share of total as % of GDP	2.40%	1.20%

Source: World Bank, IMF, Sudan Bureau of Statistics

Total education expenditure increased by almost similar margin (154%) from SDG 2.7 trillion in 2009 to SDG 6.9 trillion in 2017. The recurrent spending in education in current prices more than doubled in the same period increasing from SDG 2.4 trillion in 2009 to SDG 5.4 trillion in 2017.

However, it is observed that in constant 2016 prices, education recurrent expenditure dropped by half in the same period, the country having spent an equivalent of SDG 10.5 trillion in 2009 compared to SDG 5.4 trillion in 2017. Relative to government overall spending, the share of education expenditure remained unchanged between the two reference years, 11.82% in 2009 and 11.2% in 2017. However, education recurrent expenditure relative to total government recurrent expenditure dropped by 6 percentage points from 15.3% in 2009 to 9.4% in 2017 and relative to the GDP, spending in education dropped by half from 2.4% in 2009 to 1.2% in 2017.

Figure 18: Evolution of Recurrent Expenditure to Education
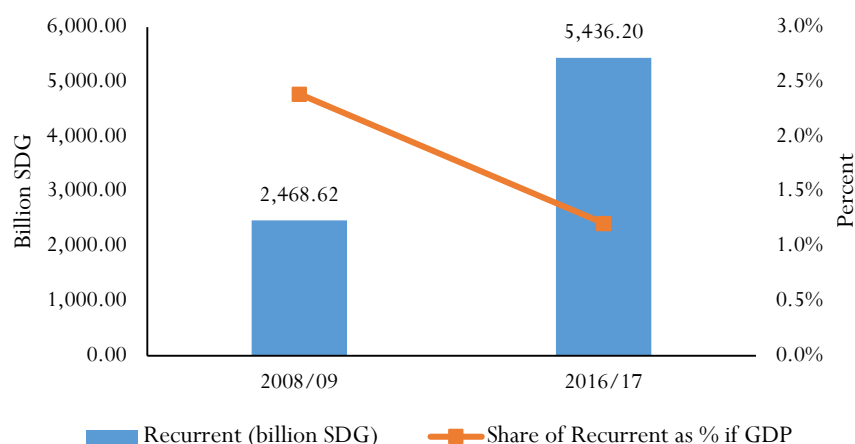
3.3.2 Public Recurrent and Development Expenditure

The share of education recurrent budget has increased since 2009 with very limited amount of resources directed to development from the public. In 2009, the total public recurrent expenditure was SDG 2.5 billion representing 91% of the total public spending. The share increased to 92% in 2015 and in 2016 according to the Pro-Poor Spending Programs report, the share of public recurrent expenditure rose another 4 percentage points to settle at 96%. Adjusting for the cost of higher education in the same year, the share of recurrent is established to be lower at 93%. Even with the adjustment, only 7% of the total public expenditure was allocated to development.

Table 9: Evolution of Recurrent and Development Spending in Education

	2009	2015	2016	
			IPRSP	Adjusted
Recurrent	**2,469**	**4,892**	**5,436**	**5,660**
General	1,720	3,915	4,501	4,501
Higher	749	977	935	1,159
Development	**255**	**451**	**208**	**448**
General		349	167	167
Higher		102	42	281
Grand Total	**2,724**	**5,343**	**5,645**	**6,108**

Source: 2012 ESR, 2015/16 PRSP

23

3.3.3 Public Expenditure by level of education

Basic education accounts for close to half of the public education spending and has remained stable for about a decade. Table 10 presents summary of public recurrent spending by level of education in 2009. The results show that in 2009 the government spent about 2.5% of the recurrent education budget on pre-school; about half in basic education while in secondary 18% (17% in academic secondary and 1% in technical secondary). The recurrent spending in higher education was also significantly high with 29.4% of the total recurrent expenditure going to this level.

Table 10: Public Recurrent Expenditure by Education Level, 2009

	Personnel		Goods & services	Social subsidy	Total
	Teachers	Non teachers			
Pre-school	50.2	6.9	4.7		62
Basic	933.4	211.9	56.4		1,202
Academic secondary	280.3	96.0	32.6		409
Technical secondary	15.4	5.5	2.3		23
Literacy	14.9	5.5	4.1		25
Higher Education	496.2		116.2	103.3	716
Sudan	2,116.2		216.3	103.3	2,436

Source: 2012 ESR

Table 11 shows the summary of recurrent spending in 2016. Comparing the level of spending between 2009 and 2016 we note that some levels of education have gained while some have lost their relative share of spending in the sector. For instance, pre-school gained 1.5 percentage points from 2.5% in 2009 to reach 4%. While basic education remains the single biggest spender of recurrent budget, the share dropped 3 percentage points to reach 46% down from 49% in 2009.

Table 11: Public Recurrent Expenditure by Education Level, 2016

Level of education	Wage bill			Goods & Services	Total		
	Teachers	Non Teachers	Total		From PRSP	Student support	Adjusted
Federal Administration		94	94	32	126		126
Higher Education			598	337	935	223	1,159
Pre-school					244		244
Basic	2,342	89	2,431	185	2,616		2,616
Secondary	845		845	117	963		963
Technical					168		168
Vocational					292		292
Literacy					101		101
Total from Gov't					**5,445**	**223**	**5,669**

Source: 2015/16 IPRSP

Higher and secondary education came second and third respectively, the spending totalling to SDG 1,159 million and SDG 963 million, the former translating to 20% of the total public recurrent

expenditure to education while the latter translated to 17%. Altogether, spending in general education (Pre-primary, basic and secondary) constituted 67% of the public recurrent spending in the 2015/16 school year. TVET and literacy consumed slightly less than half a billion Sudanese pounds translating to 8% of the total public sector recurrent spending in education. Administrative expenditure at the federal Ministry of Education amounted to SDG 126 representing 2% of the total spending.

3.3.4 Evolution of Recurrent Cost per Student

Consistent with the drop in expenditure to education in constant 2016 prices, the unit cost of education exhibited similar drop between 2009 and 2016. From Table 8 we observe that in current term, the unit cost in basic education increased from SDG 260 to SDG 476 representing a growth of 83%. However in constant 2016 prices, we note that in fact there was a 55% drop in the unit cost, results showing that in 2009 the government spent an equivalent of SDG 1,074 per learner. In secondary, the story is the same where in current term there was a 58% increase but in constant 2016 prices, the spending per student actually dropped by 61%.

Table 12: Evolution of recurrent unit costs in general education

	Preschool	Basic	Secondary	
			Academic	Technical
2009	**137**	**260**	**756**	**810**
Teachers	111	202	518	536
Non-teachers	15	46	178	193
Goods and services	10	12	60	81
2009 (in constant 2016)		**1,074**	**3,124**	
Teachers		834	2,141	
Non-teachers		189	734	
Goods and services		50	249	
2016		**477**	**1,194**	
Teachers		427	1,048	
Non-teachers		16	39	
Goods and services		34	106	

Source: 2012 ESR, 2015/16 PRSP

3.3.5 Decomposition of Recurrent Expenditure

On average, the recurrent spending in education mostly covers teacher salaries with 90% of the recurrent spending in basic education goes to salaries while in secondary, the same item constitutes 88% of the secondary recurrent unit cost. Table 13 below presents summaries of the unit costs by teachers and non-teaching costs as well as goods and services. It is observed that a very big part of the spending in basic and secondary goes to salaries leaving very little to support teaching and learning materials. In basic education, 90% of the recurrent spending goes to salaries of teachers while 3% goes to non-teaching staff. This leaves only 6% for teaching and learning materials begging the question of how can quality education be assured when the spending on

quality items is this low. The disparity between states is also stark with only Northern state seemingly getting some considerable balance, at least 26% of the recurrent costs in the Northern state goes to goods and services. As shown in Table 13 teacher salaries may take close to 100% of the recurrent spending. In Central Darfur, South Kordofan, South Darfur, Sinnar, teacher salaries already amount to 98% or 97% of the spending.

Table 13: Unit costs in basic and secondary education

	Basic			Secondary		
	Teachers	**Non**	**Goods&**	**Teachers**	**Non**	**Goods&**
Northern	72%	2%	26%	89%	3%	9%
Sinnar	97%	3%	0%	89%	2%	9%
River Nile	92%	4%	3%	87%	4%	9%
Blue Nile	92%	8%	1%	84%	7%	8%
White Nile	89%	3%	8%	88%	3%	9%
Khartoum	88%	4%	8%	88%	4%	9%
Red Sea	90%	8%	2%	84%	7%	8%
Kassala	95%	5%	1%	87%	4%	9%
Al Gezeera	92%	2%	6%	89%	2%	9%
Al Gadarif	93%	3%	5%	89%	2%	9%
North Kordofan	85%	4%	11%	87%	4%	9%
South Kordofan	98%	1%	1%	90%	1%	9%
West Kordofan	96%	3%	1%	88%	3%	9%
South Darfur	97%	3%	0%	88%	3%	9%
North Darfur	92%	3%	5%	88%	3%	9%
Central Darfur	98%	2%	1%	90%	1%	9%
East Darfur	93%	7%	0%	85%	6%	9%
West Darfur	90%	8%	2%	84%	7%	8%
Sudan	**90%**	**3%**	**6%**	**88%**	**3%**	**9%**

Source: Authors' calculations based on 2015/16 PRSP

3.3.6 **Off Budget Spending on Education**

3.3.6.1 Household Contribution to Education

On top of the resources received from the federal, state and locality levels, households contribute to education development in a big way. In Basic Education for instance, on top of the SDG 2.6 trillion covered by public finances, parents contributed a total of SDG 496 million in the 2016/17 FY translating to about 16% of the known spending.

Figure 19: Spending in basic education including PTA
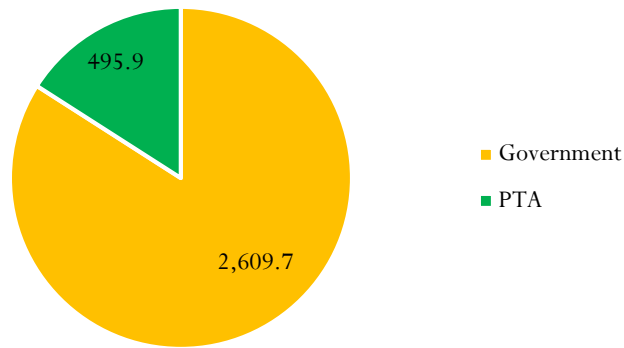
On average, households contributed SDG 344,000 per school to basic education during the 2016/17 school year. This varied across the states, Kassala parents contributing close to SDG 900,000 per school while East Darfur contributed only SDG 15,000. In terms of average contribution per learner, there was an additional SDG 258 per learner in Kassala compared to SDG 5 per learner in East Darfur.

Figure 20: PTA contribution per school and per learner in Basic education, 2017

Average PTA contribution per school ('000 SDG)

State	Value
Kassala	894.8
Khartoum	664.8
South Darfur	538.6
White Nile	358.3
Sudan	340.6
West Darfur	324.3
West Kordofan	300.8
South Kordofan	298.8
Blue Nile	260.8
River Nile	207.3
Sinnar	157.7
Red Sea	140.6
North Darfur	134.1
Gezira	122.3
Central Darfur	66.9
Northern	65.8
Gadarif	62.7
North Kordofan	58.2
East Darfur	15.0

Per pupil PTA contribution (SDG)

State	Value
Kassala	257.8
Khartoum	163.6
South Darfur	157.9
Blue Nile	156.7
White Nile	140.5
West Darfur	115.5
West Kordofan	108.0
Sudan	106.5
South Kordofan	84.9
Sinnar	76.9
Red Sea	68.2
River Nile	59.8
North Darfur	49.7
Gezira	39.7
Central Darfur	29.8
North Kordofan	25.0
Gadarif	23.1
Northern	18.3
East Darfur	4.8

3.3.6.2 Support from Development Partners

3.4 Resource Management

3.4.1 Teacher Training, Qualification and Deployment

3.4.1.1 Teachers and Teacher Qualification

In 2016/17 school year, basic education reported having a total of 218,000 teachers 11.4% of them being volunteers. Table 14 below presents the number of teachers in basic and secondary schools providing details on how many male and female teachers there are for salaried and volunteering teachers. 2 in 3 salaried and volunteering teachers in basic schools are female. 217,000 teachers in basic education schools, 175,000 in Government schools while 42,300 in Non-Government schools. Despite the PTR and STR being modest in Sudan, close to 24,000 teachers in Government basic education schools reported to be volunteers translating to 13% of the total teachers in Government schools. In Non-Government basic schools, 3% of the teachers are non-salaried. In secondary schools, close to 8,000 teachers out of a total of 78,549 teachers are volunteers representing 11%.

Table 14: Number of teachers distributed by employer and gender

	Salaried Teachers			Volunteers			Total
	Male	Female	Total	Female	Male	Total	
Basic							
Government	42,103	109,900	152,003	14,813	8,795	23,608	175,611
Non-Government	18,040	23,111	41,151	463	687	1,150	42,301
Sub Total	60,143	133,011	193,154	15,276	9,482	24,758	217,912
Secondary							
Government	20,950	27,355	48,305	3,720	2,409	6,129	54,434
Non-Government	18,523	3,907	22,430	238	1,447	1,685	24,115
Sub Total	39,473	31,262	70,735	3,958	3,856	7,814	78,549

Source: 2017 Rapid Survey

3.4.1.2 Pupil Teacher Ratios

While the national PTR based on Government teachers is 1:36, the inequitable distribution of teachers translates to a wide range of as high as PTR of 1:63 in West Darfur state to and as low as 1:17 in Northern State. While volunteer teachers have improved the PTR in all the states, the biggest beneficiaries are from the Darfur region. Just by engaging the services of volunteer teachers, the PTR in West Darfur dropped from 1:63 to 1:46. In North and Central Darfur, there is an improvement from 1:54 to 1:39 and 1:50 to 1:43 respectively.

Figure 21: Pupil Teacher Ratio in Basic Schools by State, 2017
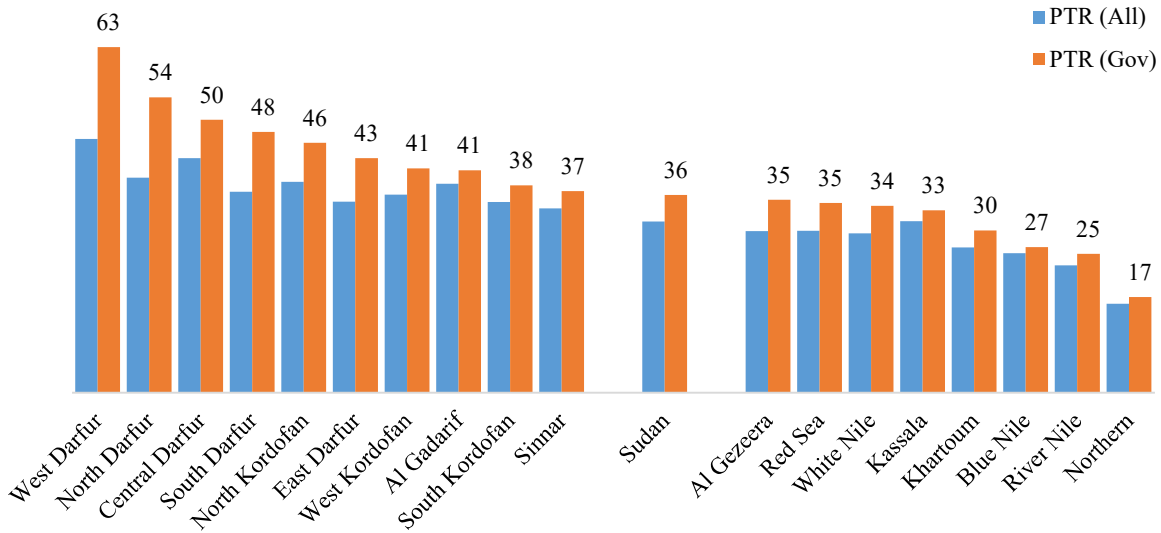
3.4.1.3 Distribution of Teachers in Basic Education

While overall, there are enough teachers in the country to guarantee efficient and quality learning, there is weak distribution of the teachers in schools. There is a weak correlation between learners and the teachers deployed to schools. As illustrated below, the extent to which distribution of teachers is based on school size is only 32%. It is observed that schools with 1,000 learners can either have 5 or 20 teachers. Similarly, a school having 200 learners and another having 1,500 learners could have the same number of teachers.

Figure 22: Distribution of government employed teachers in basic schools, 2017

$R^2 = 0.3165$
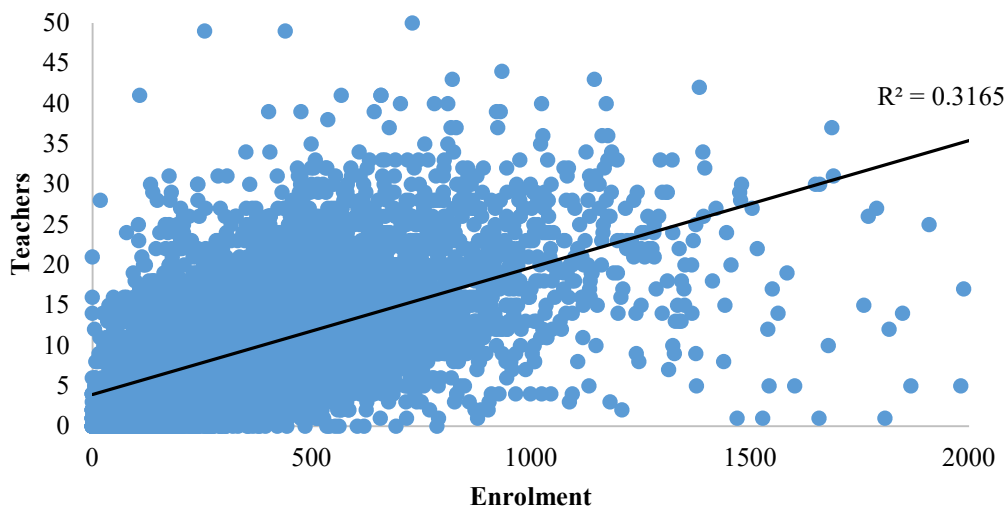
Source: 2017 Rapid survey results. The scatter plot is based on enrolment in government schools and government employed teachers only.

3.4.1.4 Distribution of Teachers in Secondary Education

In secondary, there is similar situation in the distribution of teachers although much better than in basic education. The correlation between enrolment and the number of government teachers deployed per school is 49% compared to 31% in basic education. Including volunteer teachers, the correlation improves to 50% with the ideal being 100%. Although it is inconceivable that the country will get to 100% in the next sector plan period, a lot of effort has to be made to improve the distribution of teachers to ensure leaners and students are getting equitable share of education resources and also to ensure that the resources available in the sector are optimally utilized. Figure 34 below illustrates the distribution of teachers in secondary schools.

Figure 23: Distribution of teachers in secondary schools, 2017
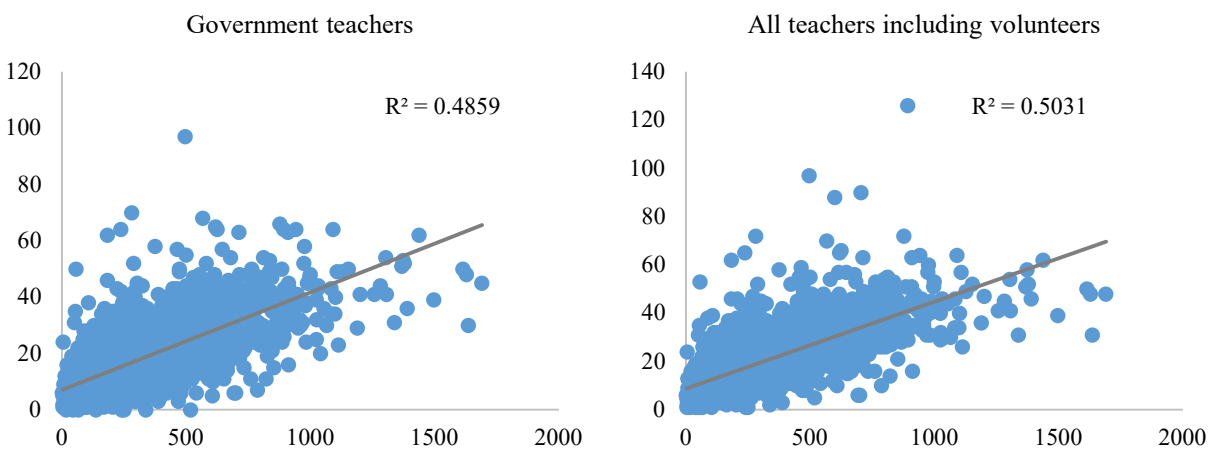
3.4.2 Other School Resources

School access to electricity has been identified as a critical resource that affords learners increased time with learning materials. Learners with access to electricity are more likely to read in the evening compared to learners with no access to electricity. In hostile conditions, schools that are secured with fences have their learning resources safe compared to schools with no fence. Availability of usable water and sanitation facilities has been established to be critical factors in the improvement of participation especially for the adolescent girls.

3.4.2.1 Textbooks and Pupil Text Book Ratios

Basic Education

With a total of 1.6, million 2.9 million, 2.2 million and 1.2 million Science, Mathematics, Arabic and English text books respectively in basic education, there is apparent shortage of text books with multiple children sharing books among themselves. At least 4 learners share a science book amongst themselves; in mathematics there are two learners sharing a book while in Arabic, there are up to three learners sharing a book. In Non-Government schools, there is relative ease in some subjects with learners enjoying a 1:1 ratio of text books in Mathematics and Arabic. As shown in

Table 15, the situation in Government schools especially in English is terrible with up to 6 learners having to share a book.

Table 15: Text books and Text book Ratios, 2017

	Science	Maths	Arabic	English	Science	Maths	Arabic	English
Government	1,373	2,479	1,810	942	4	2	3	6
Non-Government	232	407	406	279	3	1	1	2
Overall	1,605	2,886	2,216	1,221	4	2	3	5

Source: Rapid Survey, 2017

Secondary Education

The text book supply to secondary schools is fairly sufficient compared to the situation in primary schools with science and Arabic subjects recording a pupil text book ratio of 1:1 in Government schools across secondary grades. Table 16 presents the number of text books in secondary education and the corresponding text book ratios. In Non-Government schools, there is a text book ratio of 1:1 in all the four subjects and grades except for science in Secondary 3 where two students share a book between themselves. In government schools, there is a 1:1 ratio in Science and Arabic subjects except in secondary 3 where 3 students share a science text book among themselves and 2 students share an Arabic text between themselves. The ratio is weaker for Math and English where at least two students share a text book in either of the subjects between themselves across all the three grades of secondary. As discussed earlier, we can see again that the unprecedented enrolment in Secondary 3 causes resource strain in government schools.

Table 16: Text books and text book ratios in secondary schools, 2017

Subject	Level	Books		Ratio	
		Government	Non-Government	Government	Non-Government
Science	Secondary 1	211,399	48,634	1	1
	Secondary 2	176,449	44,685	1	1
	Secondary 3	78,276	76,467	3	2
Math	Secondary 1	139,977	35,100	2	1
	Secondary 2	111,944	32,411	2	1
	Secondary 3	100,943	83,854	3	1
Arabic	Secondary 1	222,474	53,035	1	1
	Secondary 2	208,678	45,095	1	1
	Secondary 3	147,220	104,560	2	1
English	Secondary 1	134,349	40,087	2	1
	Secondary 2	111,193	36,122	2	1
	Secondary 3	116,519	94,704	2	1

Source: Rapid Survey, 2017

3.4.2.2 Classroom Environment

Classrooms and Seats

Table 17 presents the summary of the number of classrooms based on the 2017 rapid survey. The results indicate that there are close to 15,000 classrooms in basic education, 2 in 3 being permanent structures. 6 in 10 classrooms in Government basic schools are permanent compared to 95% in Non-Government schools. Taking into account all classrooms (permanent and the ones under maintenance), the average number of learners in a class at basic education is 41. Excluding the structures under repair, the average class size rises to 62 which is 12 learner-spaces above the recommended class size. We also take note of the variation between Government and Non-Government school, an average class size of 45 in Government compared to 22 in Non-Government schools for all classrooms and 76 and 24 taking only permanent structures into consideration.

Table 17: Number of classrooms and average class size, 2017

Level	School Status/Indicator	Total Classrooms	Permanent	Streams Without Classrooms	% Permanent Classrooms
Basic	Classroom				
	Government	121,737	71,943	10,235	59
	Non-Government	26,520	25,325	122	95
	Total	148,257	97,268	10,357	66
	Average Class size				
	Government	45	76		
	Non-Government	22	24		
	Total	41	62		
Secondary	Classroom				
	Government	21,110	14,044	624	67
	Non-Government	6,963	6,710	29	96
	Total	28,073	20,754	653	74
	Average Class size				
	Government	38	57		
	Non-Government	29	30		
	Total	36	49		

Source: Rapid Survey, 2017

In secondary, three quarters of the more than 28,000 classrooms are permanent, two thirds in Government schools and 96% in Non-Government schools. With all classrooms considered, the average class size looks very fine. However, excluding the permanent classrooms, there are close to 60 students per class in Government schools. In Non-Government schools, the average class size remains reasonably good at 30 students.

While the extent to which schools are child friendly advocate for the right orientation of children joining school, providing them with the right conditions to integrate into learning, ensuring that children joining school are properly seated, the share of learners not having seats is higher in

lower grades compared to higher grades of basic education. As shown in Table 18, slightly half of learners in Grade 1 have seats compared to over 80% in Grade 8. In Non-Government schools, at least 9 in 10 learners have seats available for them across all eight grades of basic education. In contrast, the share of learners having seats increases with increasing grades in Government schools, upper grades having considerable advantage over the lower grades. On top of establishing new schools and expanding existing ones, the plan will also focus on ensuring that learners are adequately seated in classrooms to increase their chances of remaining in school throughout the prescribed duration.

Table 18: Number of seats available in basic schools and proportion of learners seated

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Number of seats available in schools								
Government	443,409	456,909	465,370	473,758	454,243	428,276	389,283	333,477
Non-Government	83,341	78,469	74,168	67,841	61,011	56,470	53,127	70,956
Total	526,750	535,378	539,538	541,599	515,254	484,746	442,410	404,433
Proportion of learners seated								
Government	50%	54%	58%	63%	68%	72%	76%	79%
Non-Government	90%	91%	92%	92%	92%	93%	92%	91%
Total	53%	58%	61%	66%	70%	74%	78%	81%

Source: Rapid Survey, 2017

3.4.2.3 Schools Connectivity to Electricity

According to the United Nations Department of Economic and Social Affairs (UNDESA), lighting in schools increases the likelihood of teaching early in the morning and late in the evening when there is no natural light. In cases where schools require to provide remedial classes or recover lost time due to unprecedented circumstances occurring in schools, the early morning and late evening classes have been established to work well for schools. Lighting in schools also present the opportunity to employ the use of modern media tools such as beamers in which case limited resources (teachers with specialized talent) can be shared across schools. This section provides information on the proportion of schools that are connected to electricity giving details of the children and youth who are excluded from the benefits of electricity and what that means to their education opportunities.

Electricity Connectivity in Basic Education

Less than half of the schools are connected to power source and for those that are connected majority have access to stable power. Only 46% of basic education schools are connected to electricity with more than 10,000 of schools not able to carry out any school activity before day break or late in the evening. For the connected schools through, 92% are connected to the main power network which guarantees them stability in the supply of electricity.

Figure 24: Connectivity to electricity in basic schools, 2017

Connectivity

9117

10510

■ Electricity ■ No Electricity

Source of electricity

■ Generator ■ Network ■ Solar
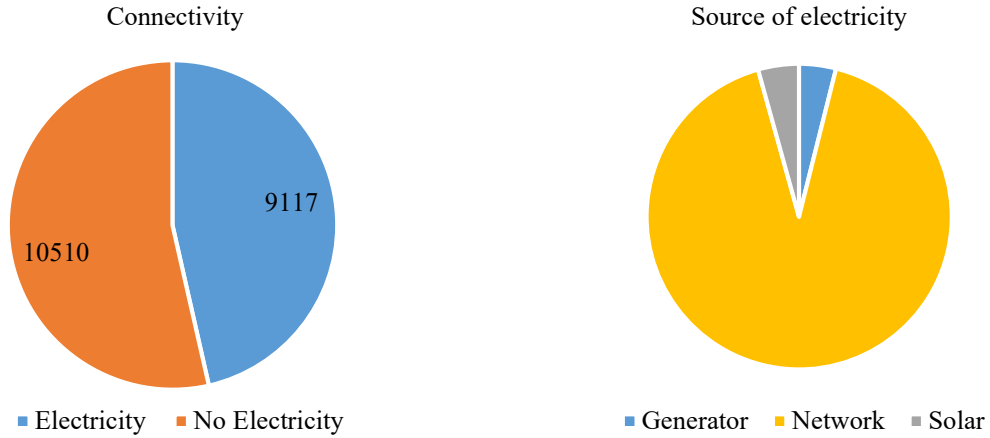
Close to half of the learners enrolled in basic education are in schools without connectivity to any source of energy. As presented in Table 19, about 3 million learners are enrolled in schools without any source of electricity representing 48.8% of the total enrolment in basic education (52.5% in Government schools and 15.5% in Non-Government schools). Further details show that more than 1 million of these learners are enrolled in government basic education schools.

Table 19: Students enrolled in basic schools without electricity

School Status	No Electricity	Generator	Network	Solar
Governmental	2,875,110	108,245	2,373,546	123,342
Non-Governmental	92,568	9,540	490,374	3,359
Overall	2,967,678	117,785	2,863,920	126,701

Source: Rapid Survey, 2017

Figure 25: Electricity connectivity in basic schools by state, 2017

■ Electricity ■ No Electricity

34
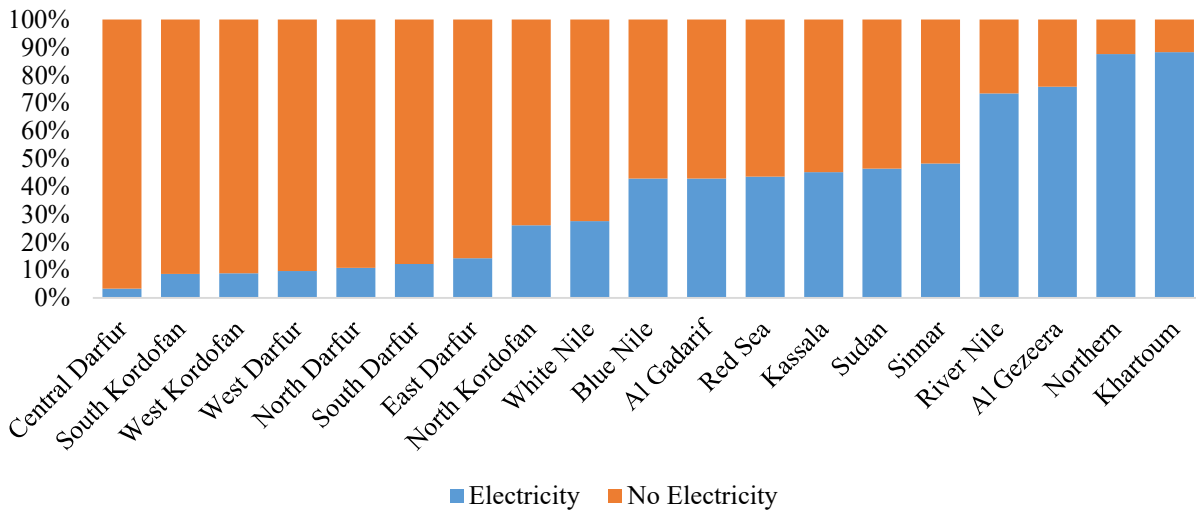
Electricity Connectivity in Secondary Education

In secondary, more than one quarter of secondary schools are not connected to any source of electricity. 72% of secondary schools are connected to at least one of the three sources of power, 90 percent being connected to the main network while 7% rely on generator to power their needs.

Figure 26: Connectivity to electricity in secondary schools, 2017

Connectivity

846

2166

■ Electricity ■ No Electricity

Source of electricity

61

162

1943

■ Network ■ Generator ■ Solar
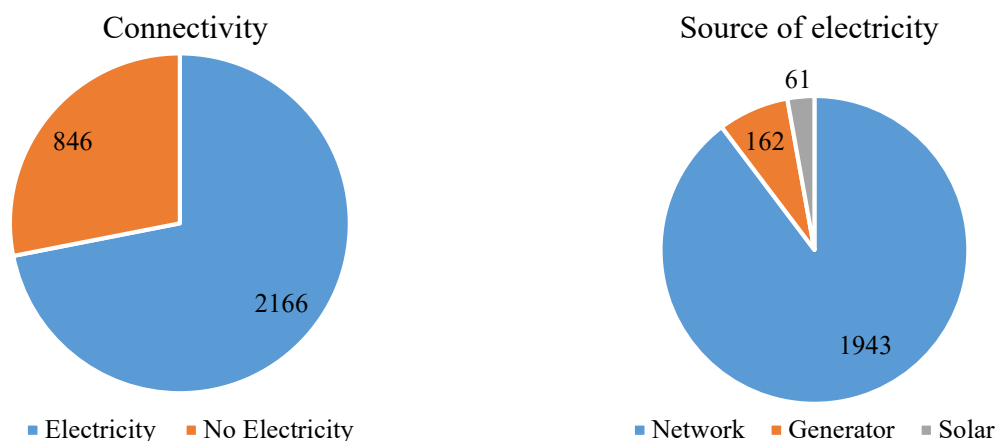
Of the 1 million students enrolled in secondary schools, about 190,000 are enrolled in schools without electricity. As presented in Table 20, 187,053 students are enrolled in schools without any source of electricity representing 18.6% of the total secondary schools population (21% in Government schools and 8% in Non-Government schools). Taking note that generators have to have perpetual replenishment of fuel, they could be quite unreliable and this could potentially increase the share of students enrolled in schools not connected to any power source to 25% (27% in Government schools and 15% in Non-Government schools). These students are essentially excluded from the possibility of having remedial classes.

Table 20: Students enrolled in secondary schools without electricity

School Status	No Electricity	Generator	Network	Solar
Government	170,541	46,589	576,665	12,735
Non-Government	16,512	14,223	170,353	489
Overall	**187,053**	**60,812**	**747,018**	**13,224**

Source: Rapid Survey, 2017

At state level, there is huge variation in the proportion connected to any source of power. In the Northern state, all the secondary schools are connected to a power source and it is given that all the schools may plan for remedial classes. In River Nile, Kassala, Khartoum and Al Gadarif, the proportion of schools connected to an energy source is over 90%. In Central Darfur, 90% of the secondary schools are not connected to any power source. Figure 27 illustrates the proportion of schools connected to electricity by state.

Figure 27: Electricity connectivity in secondary schools by state, 2017

Legend: ■ Electricity ■ No Electricity

X-axis categories: Northern, River Nile, Kassala, Khartoum, Al Gadarif, Al Gezeera, Sinnar, North Kordofan, Sudan, Red Sea, White Nile, Blue Nile, North Darfur, West Darfur, East Darfur, West Kordofan, South Darfur, South Kordofan, Central Darfur
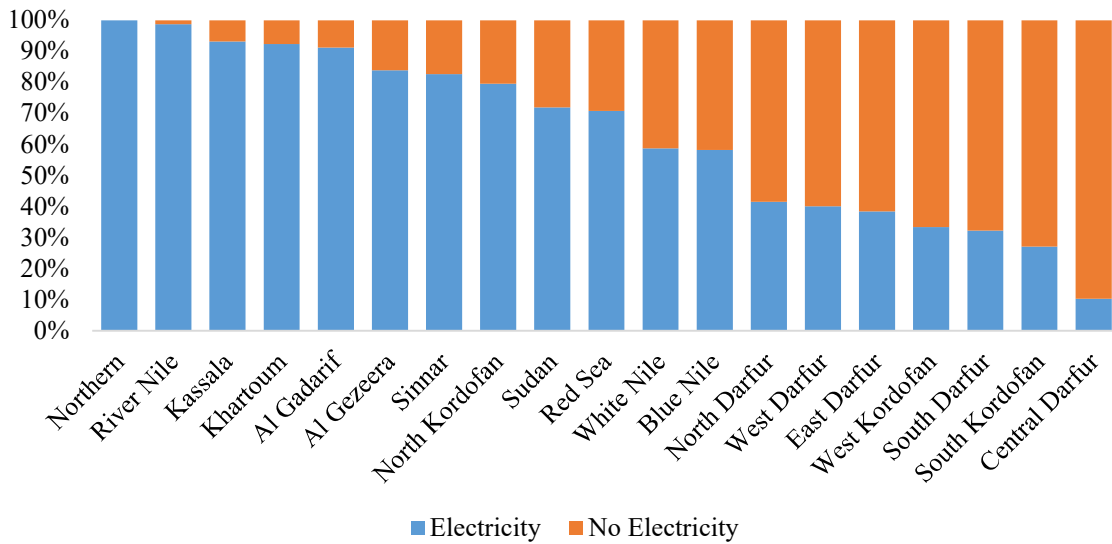
3.4.2.4 School Safety

One of the recommended safety options in schools is keeping schools fenced the level of fencing advised to be determined on need by need basis. As each school site has different security challenges. The management of each schools are advised to establish the security challenges and based on the findings recommend the best option for securing their respective schools. While some times this may appear to be a trivial issue, in some contexts, schools have lost property including learning materials thereby exposing learners to conditions that do not support learning. While the scope of providing security to schools is quite broad, availability of fences in schools is used here to estimate the extent to which schools are securing school property including learners.

On average, half of basic schools in Sudan are enclosed in fences with considerable disparities across states. In River Nile, Northern and Khartoum States, at least 70% of the schools have fences around them. While available data does not indicate the state of fence in schools, analysis of school performance and availability of other school resources including teachers is highly favoured by the fact that schools have fences. Most schools in the Darfur and Kordofan regions do not have fences possibly due to the high numbers of refugees served by these areas. For instance, just over 10% of schools in Central Darfur have fences.

In secondary, 7 out of 10 schools have fences and like in the case of basic schools, there is significant variation across states. In Red Sea, Northern, River Nile and Khartoum states, more than 90 of secondary schools have fences. In contrast, majority of schools in South Kordofan, Central Darfur, South Darfur, West Darfur, West Kordofan and White Nile states do not have fences. Figure 23 illustrates the share of schools with fences, distributed by states.

Figure 28: Proportion of schools with fence

Basic

Region	
Khartoum	~93%
Northern	~85%
River Nile	~70%
Al Gezeera	~58%
Red Sea	~57%
Sudan	~52%
Blue Nile	~50%
Kassala	~48%
West Kordofan	~42%
East Darfur	~40%
Al Gadarif	~37%
Sinnar	~37%
North Kordofan	~35%
White Nile	~32%
South Darfur	~31%
North Darfur	~30%
South Kordofan	~26%
West Darfur	~25%
Central Darfur	~16%

Secondary

Region	
Khartoum	~97%
River Nile	~93%
Northern	~93%
Red Sea	~91%
Al Gadarif	~83%
Kassala	~80%
Sinnar	~78%
North Kordofan	~73%
Sudan	~68%
Al Gezeera	~65%
Blue Nile	~57%
North Darfur	~57%
East Darfur	~52%
White Nile	~48%
West Kordofan	~45%
West Darfur	~45%
South Darfur	~43%
Central Darfur	~40%
South Kordofan	~32%

3.4.2.5 School Health and Hygiene

In a study to establish prevalence of intestinal parasites among school children, (Siddig, Imad Mohammed, Mosab Mohammed, Bashir, 2017) found out that the infection rate of the intestinal parasites among school children of Alhag yousif, East Nile locality was 70% - higher prevalence in male learners (80%) compared to 60% in female. The study also established that intestinal parasites were more prevalent among the age group 5 to 7 years old (82.5%) compared to 11/1% in the 12-14 age bracket. The study recommended that health education be implemented as a major subject in the education curriculum alongside treating all infected children to avert further spread of the worms.

3.5 Measuring Learning Outcomes

3.5.1 Early Grade Literacy and Numeracy

A National Learning Assessment (NLA) was conducted in 2015, for the assessment of performance of pupils in third grade of basic education in Arabic language and mathematics.

3.5.1.1 Performance in Literacy

The education system has opened its doors to more children and while this remains laudable, 4 in 10 grade 3 learners in Sudan are not able to read familiar words by themselves and only 15% can read at the internationally recommended benchmark. Figure 29 illustrates the ability of third

graders to read in Sudan and five other Arabic counties considered for comparison. The NLA established that 40% of learners in grade 3 in Sudan were not able to read familiar words compared to an average of 20% for all other countries put together. In terms of oral reading fluency, measured by the number of correct words read per minute by the learners, Sudan has the second lowest ORF rate among its peers with an average of 14 words per minute. Per international standards, it is recommended that for learners to achieve at least 80% of their study objectives, they must be able to read at least 40 words per minute by grade 3.

Figure 29: International comparison on reading

Reading Ability

Oral Reading Fluency
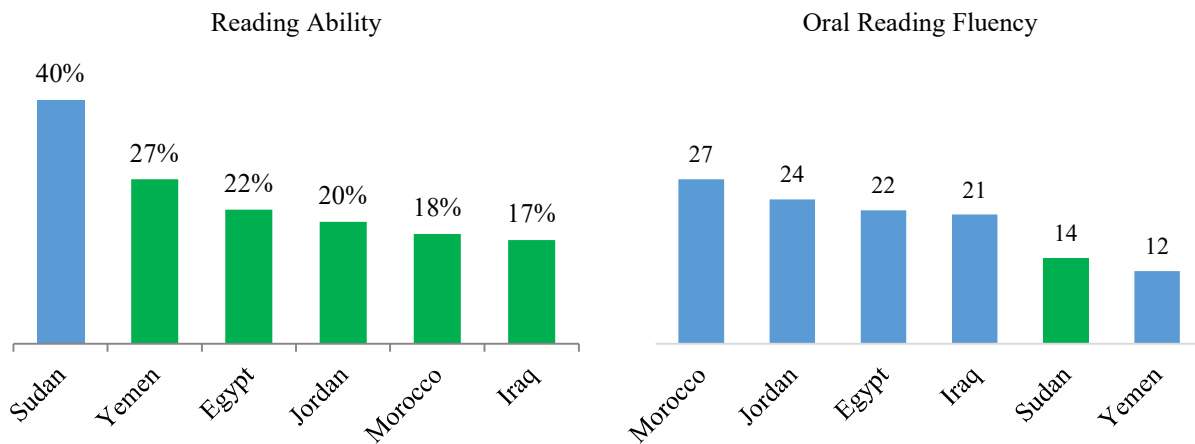
Majority of the children from the capital and the Northern states demonstrated fairly good grasp of familiar words with less than 20% struggling to read. This is particularly impressive considering that in some states, close to every learner is struggling to read familiar words. In Central Darfur for instance, more than three quarters of learners cannot read familiar words compared to 16% in the Northern state. In fact the share of non-readers is above 50% in 8 states.

Figure 30: Proportion of learners who cannot read familiar words
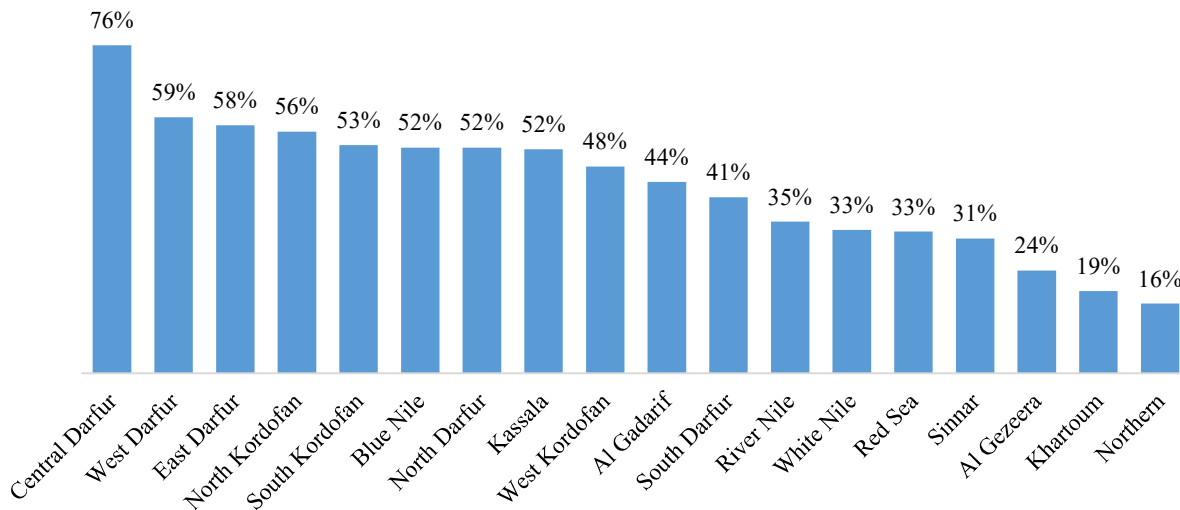
The assessment also established that majority of learners understand the context of reading when texts are read for them but struggle to understand the meaning of words or texts if they read for themselves. As illustrated by Figure 31, about 60% of third graders are able to respond to questions asked to them about a text read to them. In fact, the children from Sudan top children from all other regional peers. In reading by themselves, the ability of the children to respond to questions asked thereafter drops to 36% for the case of Sudan. It is also notable that the drop is similar across the compared countries. Quite notable is the 24 percentage point gap between comprehension rates when a teacher/instructor reads out a text versus when a learner has to read it by themselves.

Figure 31: International comparison on comprehension

a) Listening Comprehension

b) Reading Comprehension
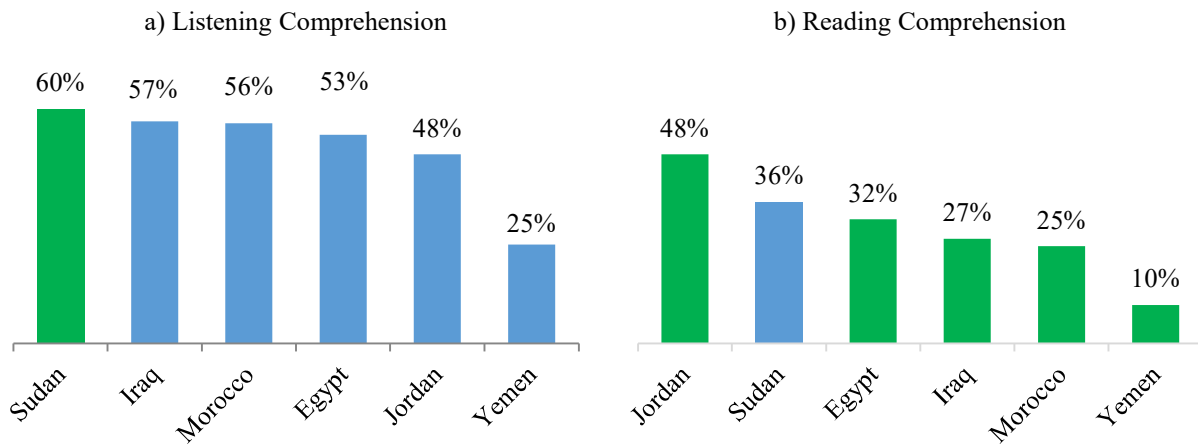
Like the ability to read, comprehension also had significant difference across states more than half the learners tested not being able to read for meaning in more than half of the states. As illustrated by Figure 32, three quarters of learners in Blue Nile cannot read for meaning, almost four times the proportion from Al Gezeera state. In 10 out of 18 states, the share of learners who cannot answer questions based on texts they read is more than 50%.

Figure 32: Proportion of learners who cannot read for meaning

39
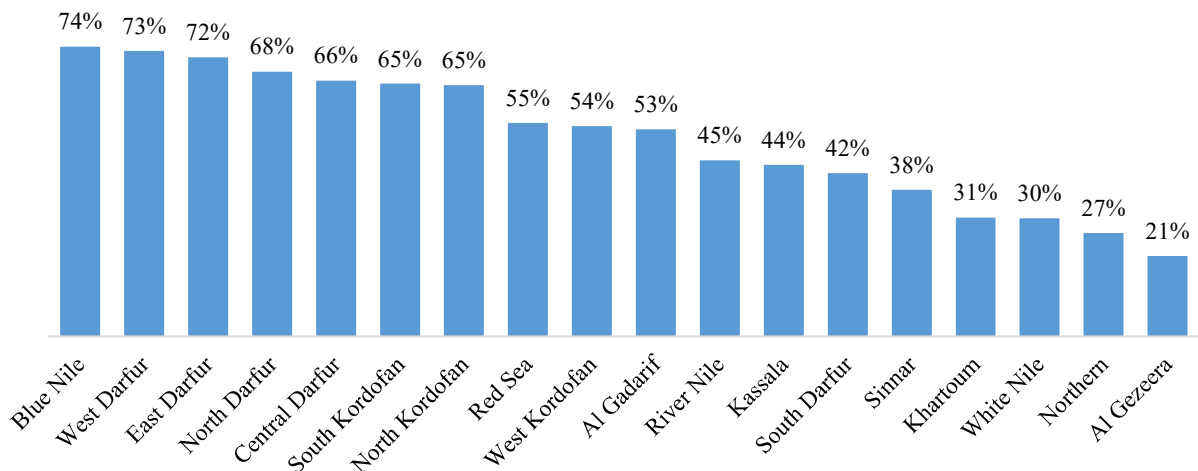
3.5.1.2 Performance in Numeracy

Nearly three quarters of the third graders have no problem identifying numbers and shapes and about two thirds can tell the difference in quantities. However, when it comes to application of these properties, a lot of the learners struggle to carry out addition, subtraction and even identifying number patterns. Alongside the literacy domains, the learners were also subjected to an Early Grade Mathematics Assessment (EGMA) and the results as given in Figure 33 show that 26% and 25% of the learners were not able to identify numbers and shapes shown to them respectively while 36% could not tell out of quantities shown to them, which was bigger or smaller. In terms of application, even though two thirds of the learners could identify numbers correctly, less than half (46%) correctly carried out level 1 addition problems and even fewer (39.9%) were able to carry out level 2 addition.

Figure 33: Mean percentage scores on the Early Grade Mathematics Assessment
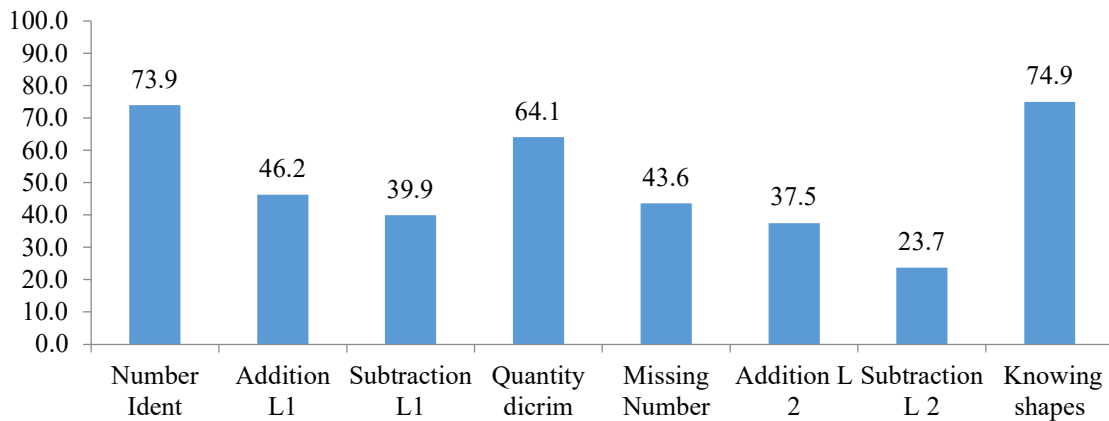
Fewer learners could carry out level 2 addition and level 2 subtraction compared to the level 1 problems. 37.5% of the learners could not carry out level 2 additions, about 9 percentage points lower from the proportion that correctly solved level 1 additions. The gap in subtraction problems was even higher, the proportion of learners able to carry out level 2 subtraction 16 percentage points lower than the proportion who could correctly perform level 1 subtraction. Also we note that more than half of the learners (56.3%) could not identify missing patterns.

Proportion of learners who cannot carry out level 2 addition

Similar to the situation in literacy, there is wide variation across states in the proportion of learners who exhibited good grasp of the mathematics problems. As illustrated by Figure 40, up to 6 in 10 learners from Central Darfur could not perform level 2 addition. In Khartoum, Northern, Al Gezeera and River Nile states, the proportion of learners who could not perform level 2 addition was less than 20%.

Figure 34: Proportion of learners who cannot carry out level 2 addition
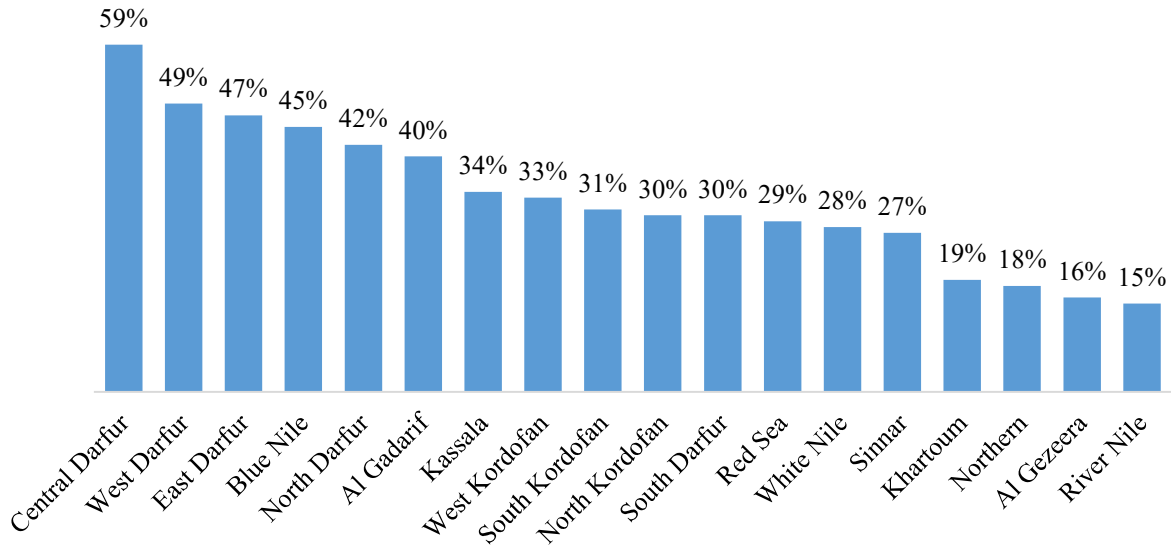
Proportion of learners who cannot carry out level 2 subtraction

Overall, 1 out 5 learners can carry out level 2 subtraction but the spread across states is as wide as the variation in level 2 addition with only Al Gezeera and River Nile states having 70% of their learners correctly solving the problems. In the other extreme in Central Darfur, only one third of the learners in grade 3 can carry out level 2 subtraction.

Figure 35: Proportion of learners who cannot carry out level 2 subtraction
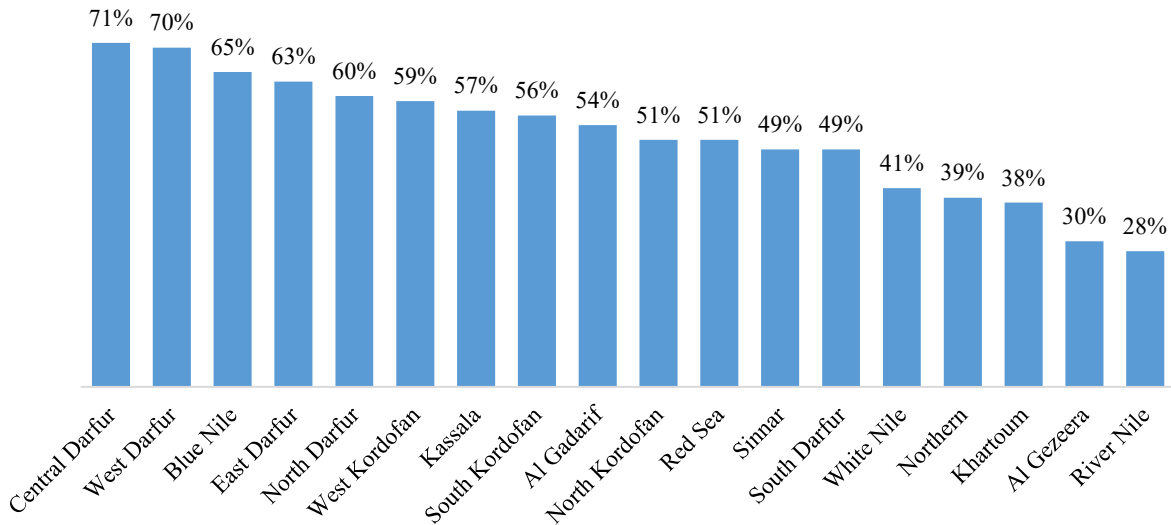
3.5.2 End of Basic and Secondary Examinations

The number of candidates sitting examination in both basic and secondary has increased over the years but pass rates have mostly remained the same. While the number of candidates in basic education examinations increased by 7% from 439,000 in 2014 to 470,400, the pass rate for the same examinations remained stagnant around 78%. In secondary, the number of candidates increased by 13% between 2014 and 2017 with the corresponding pass rate also remaining stagnant around 70%.

Figure 36: Performance in end of basic and secondary examinations
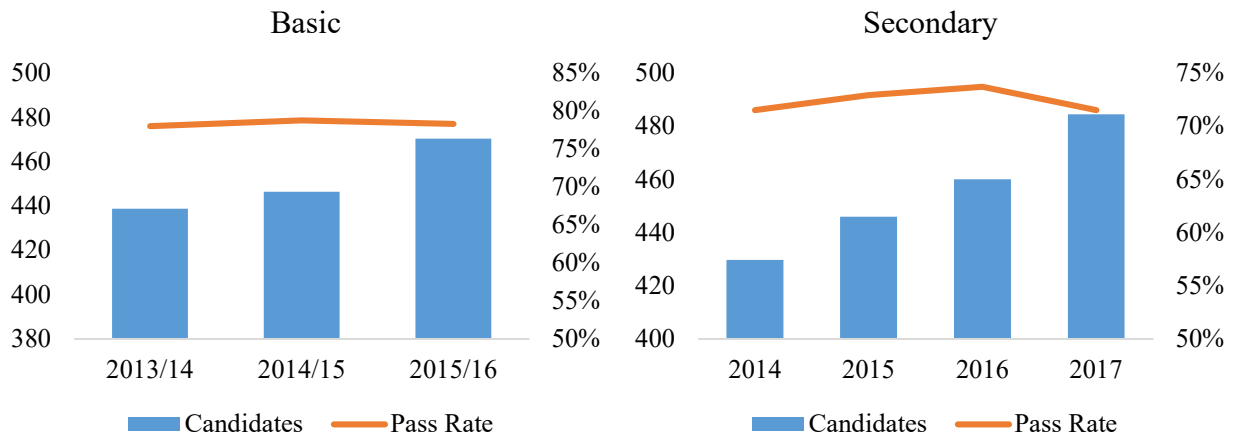
At the state level, there is wide variation in the pass rates. Based on the 2016 basic certificate examination, more than 90% of candidates sitting for the examinations met the minimum conditions for a pass in 5 states compared to two thirds of candidates in a state like Central Darfur.

Figure 37: Performance in end of basic examinations by state, 2016
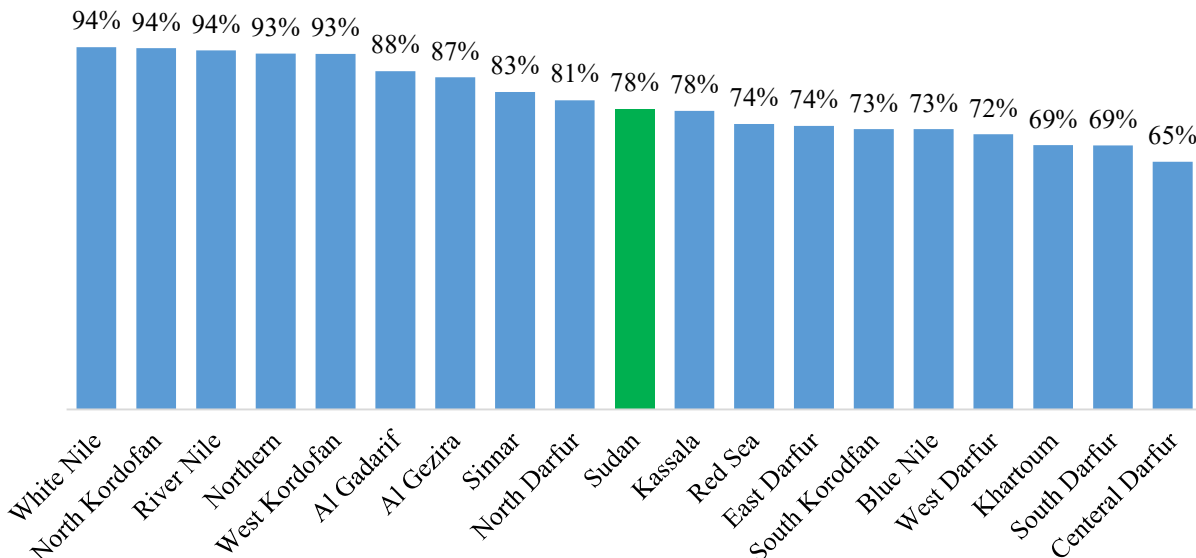
3.6 Summary of Key Issues from the Diagnosis

3.6.1 Summary of the Diagnostic

1. While the capacity of the system improved to take up about 1 million children in basic education, the level of improvement has not been sufficient for the eligible school age population. Existing capacity accommodates just under three quarters of children in the basic education school age population. In secondary, less than half of reference population is accommodated by existing capacity. This is also the case in pre-school where 4 in 10 children are considered to be in school even though significant number of them are attending programs that are not provided for in the formal curriculum. With about 3 million children out of school and 8% of the current school generation likely to not attend school, the results presented in the diagnostic provide an opportunity to increase the capacity of the system at all levels of general education. This is expected to take into account the cases of disparities that have been identifies across different thematic areas of analysis.

2. Additional schools established/constructed have given the country a big push towards universal access with more children likely to go to school today than they did five years ago. However, achievement of universal basic education remains a major challenge for Sudan with the basic and secondary education exhibiting one of the lowest retention profiles in the region. From the supply side, 13% of basic education schools (14% Government and 8% Non-Government) do not offer Grade 5 to Grade 8 i.e. they do not offer continuity to education. This phenomenon is magnified by the fact that 35% of the basic schools have at least one missing class including 1% of schools that do not have lower grades. This situation could be a very big risk for children not coming to school while for those who are in school may easily find the motivation to not look for alternatives and instead drop out of school.

3. Although access to Gross Intake Rate to Basic Education is not too far from the universal mark (100%), only 51% and 13% of learners are likely to access end of basic education and end of secondary education respectively with significant disparities exhibited between boys and girls; rural and urban locations; and across wealth statuses. The diagnosis has shown that girls have a lower chance of accessing school compared to boys. They are also less likely to remain in school. Children from rural locations have lower chances of accessing school compared to their peers from urban location. The diagnosis has showed that boys from urban households are five times more likely to complete secondary education compared to boys in rural locations. Girls from urban households are also five times more likely to complete secondary compared to their rural peers. These findings provide an opportunity to look at rural education policy more strategically if education is to remain the greatest equalizer of all men and women.

4. The results of the National Learning Assessment (NLA) have shown persistent challenges in the acquisition of desired knowledge in literacy and numeracy at the foundational stages. Despite being in grade 3, four in 10 children show no awareness of any relationship between letter and sounds, the rest reading at various levels. Even more striking is that less than half of those who can read comprehend what they read which is a very big signal to intervene for the children while they are still young. In numeracy, even though the children posted better performance compared to literacy, there is still a lot to be done, less than half (46%) of the children can correctly solve level 1 addition and 4 in 10 children can solve level 1 subtraction.

Credit to the government, at least there is incredible effort to test this and even share the results with stakeholders for interventions. The findings present a challenge for the government to institutionalize the assessments and also ensure there is perpetual dialogue on the results of the assessments.

5. At the end of basic and secondary education, the high stake examinations, the number of candidates sitting for examinations has increased over the years but the pass rates have remained stagnant. The pass rate in basic education examinations for instance is stuck around 78% since 2014 while in secondary, the share of students who meet minimum conditions for the award of a pass oscillates around 70%. With 22% and 30% respectively not meeting the objectives set for the two levels, there is need to look at the process of learning at both levels to make the stay of children in school worth the while.

6. To support learning and educational activities, the government and its friends both domestic and international friends have supported the development of the sector. In some cases, the resources are not put to optimal use. For instance, the diagnosis has revealed that the distribution of teachers is not entirely based on demand. At state level, there is an equitable supply of teachers. However, between schools, there is huge disparity with some schools as big as 1,000 having similar number of teachers as schools with 100 learners. Overall, the extent to which deployment of teachers is based on demand (enrolment) is only 31%. This situation continues to expose poor families whose members have to support the payment of volunteer teachers. In this plan, we propose a raft of decisions that will have to be taken to ensure equitable distribution of teachers across the country.

7. Analysis of other facilities that support learning in the sector has revealed that significant number of children are still excluded from a conducive learning environment. Only two thirds of learners in government basic education schools are seated. 6% of learners in basic education do not have access to water supply and the ratio of learners to toilets is very high 1:102 for boys and 1:82 for girls.

8. In terms of access to an energy source, about half of learners in basic education are enrolled in schools that are not connected to any source of electricity. In secondary, about 19% of the learners in government secondary schools do not have power. While these findings do not control for school type (normal, nomadic etc.) they show that the schools cannot engage learners in remedial classes before the break of day and after the fall of darkness. Under these circumstances, implementation of smart learning cannot be optimized at any of the two levels of education. It may also be very difficult to mount some of the technical and vocational training especially in secondary schools where there is certainly high demand of stable energy. The safety of learners and other school property is a top priority in education sector but that notwithstanding, 48% of basic education and 30% of secondary schools do not have fences around them.

9. Finally, the public financial resources voted for education are mostly spent on salaries. In basic education, 90% of public recurrent expenditure is dedicated to teacher salaries while in secondary, the share is 2 percentage points lower at 88%. The balance is spent on goods and services which includes books and other learning materials. The diagnosis notes that the level

of financing of goods and services is too low to support quality learning. The share of While the government will be calling on its friends to support implementation of the interventions proposed in this plan, the government itself will work towards a review of the share of its own resources voted to education.

3.6.2 Summary of the Diagnostic in Relation to the Interim Plan 2012-2016

The diagnosis in the earlier chapters and the summary provided in the previous sub section have presented the general overview and sector performance without providing relationship between the achievements and commitments. Majority of the commitments have been met and where the results show that the targets were missed, the magnitude of the miss is very marginal. Table 48 below provides a summary of some of the outcome commitments made in 2012 and the achievements.

Table 21: Summary of Commitment and achievements of the Interim Plan

| Indicator | Sub Sector | 2016/2017 | | Remarks |
		Target	Achievement	
Gross Enrolment Rate (GER)	Pre School	48%	42.8%*	The results are based on the 2015/16 numbers. The gap between the commitment and achievement could be much lower in 2016/17
	Basic Education	72%	73%	The commitment surpassed by a percentage point owing to the fast growing population.
	Secondary Education	41%	38%	Target missed by 3 percentage points. Similar to the basic education school age population, the growth in the reference population for secondary may have been underestimated during target setting
Gross Intake Rate (GIR)	Basic Education	-	82%	While the interim plan does not indicate any target, the GIR improved by 2 percentage points from the numbers in 2008/09 (80%)
Completion Rate	Basic Education	58%	51%	The achievement fell behind by 7 percentage points. With living standards going down during the plan implementation period, some demand side challenges became lesser priorities leading to low retention
Percent of Enrolment in Non-Government	Pre School	10%	-	There was an incredible increase in the number of schools at basic and secondary education in response to the increased demand, Non-Government schools registering tremendous growth during this period and correspondingly the enrolment
	Basic Education	5%	10%	
	Secondary Education	3%	20%	
Pupil/ Classroom Ratio	Basic Education	42	45	There has been tremendous effort on this front. The BERP alone constructed 1,800 schools contributing to the improved PCR
	Secondary Education	38	38	

| Indicator | Sub Sector | 2016/2017 | | Remarks |
		Target	Achievement	
Percent of seated pupils	Basic Education	100%	65%	While the plan concentrated on classrooms, there was less focus on classroom seats.
	Secondary Education	100%	-	
Pupil: Teacher ratio	Pre School	37	-	Overall, the targets were met in basic education and slightly missed in secondary. However, challenges still abound with the distribution of teachers per schools
	Basic Education	36	36	
	Secondary Education	15	17	
Examination Pass Rate	Basic Education	-	88.2%*	This is based on the 2015/16 results. The 2016/17 results are not compiled yet
	Secondary Education	-	71.5%	This is a drop from 73.5% recorded in 2015/16
Reading Ability Rate	Grade 3 Basic Education	-	60	41% emerging readers; 14% established readers; and 5% fluent readers

4. The Strategic Programme

The previous chapters have presented the status of general education in Sudan identifying policy and programmatic challenges faced in the ongoing development of education in the country. In To address some of the challenges identified in the review, this chapter presents the strategic focus of investment that if pursued, could increase the country's influence in the gulf region. Sudan's geographical position and economic prospects already play to its advantage and increasing investment in education will certainly make the country more important in the regional development dynamics and with its rising youthful population, investment in human development will certainly earn it the much talked about demographic dividends.

4.1 Policy Priorities for 2018/19 – 2022/23

Based on the diagnosis and the balance of commitments from the interim sector strategic plan, the country will inevitably continue to invest in programs that will increase enrolments and in the same stride work around retention of enrolled learners in schools especially at basic education. In addition, the government will ensure investments are made towards acquisition of critical skills and help keep pupils/students at relevant age groups within the education system. At higher levels – post basic education – the government will expand secondary education to ensure that learners graduating from basic education do not drop out of school due to lack of space. The Government through its Federal Ministry of Education will join its global partners in strategically shifting focus, not in its entirety, from access related issues and interventions and centralize its work around the concerns of quality of education in general education.

In line with the Sustainable Development Goals and specifically SDG4 – and the issues identified in the sector analysis as impediments to education development – the sector has identified thirteen key priorities for investment during the 2018/19-2022/23 period. This has been realized through interactive consultation involving directorates of the Federal Ministry of Education; State Ministries of Education; local and international development partners. The policies call for a multi-agency approach in the implementation appreciating the roles and responsibilities of various agencies within the education sector. The policy priorities identified have adequate room to accommodate all public, private and community players for the common good of the children and youth of Sudan. The policy priorities are aligned to the sub sectors of general education as follows:

4.1.1 Pre-School

In pre-school, the overarching goal is to ensure that all children eligible for pre-school attend standard and approved pre-school programs. To ensure that Sudan lives within her international commitment for children falling within this age, the sector – in collaboration with the Federal Ministry of Health – will ensure children of this age are developmentally on track through health programs mainstreamed in education. As outlined in the situational analysis, the coverage of pre-school programs is still low with majority of the children in the reference age excluded from expected programs. Regulation of pre-school programs and limited focus in the coordination of activities in this sub sector remain of great concern. Arising from these factors, the plan identifies

three policy priority areas that will be implemented during the 2018-2022 period to improve the foundation of learning for Sudanese children. The policy priorities include increasing access to and equity in pre-school; improving quality of delivery of pre-school programs; and strengthening coordination in the delivery of pre-school programs.

4.1.1.1 Policy priority 1: Increasing access to pre-school.

Pre-school GER is fairly high in Sudan considering the coverage in basic education and this is attributed to community support in this sub sector. Limited supply by the government – the share of public recurrent expenditure in education that goes to pre-school is only 4% - means that expansion would be dependent on parental support. The MICS data has demonstrated that outside the formal delivery of pre-schooling, parents and communities access other programs indicating the unmet demand. This policy priority seeks to expand opportunities for formal delivery of pre-school to ensure all eligible children attend formal and standard pre-school programs. The associated outcome for this priority is increased participation in pre-school for all eligible children. This will be achieved through the following strategies:

i) Expanding opportunities in government assisted/managed pre-schools; and
ii) Strengthening community centered approach to pre-schooling.

4.1.1.2 Policy priority 2: Enhancing quality of delivery of pre-school.

Although the ESA provides insight to the coverage of pre-school, there is limited information on the quality of learning and the level of qualification of teachers and whether they are adequately prepared to deliver learning to the little and fragile children. The results have not indicated availability of learning resources – books, teaching aids, teacher guides and play things etc. – which are critical for any meaningful engagement of learners at this level. With the limited resources directed to pre-school, the government is renewing its commitment to starting learning at this critical stage. The expected outcome is improved child friendly and stimulating learning environment in pre-schools for holistic development of children and prepare them for basic education. The following strategies have been identified for implementation.

i) Develop/Review pre-school curriculum and enhance resourcing in schools;
ii) Implement pre-school health, nutrition and safety program

4.1.1.3 Policy Priority 3: Strengthening coordination in the provision of pre-school programs

The ultimate goal of the pre-school programs is to prepare children for learning. To ensure that the social, emotional and health needs of pre-scholars are met, the plan will strengthen the environment of service delivery to ensure a structured methodology of delivery of pre-school programs while ensuring a formal channel of addressing pre-school challenges whenever they arise. The expected outcome from this priority is improved efficiency in the delivery of pre-school programs. The priority will be achieved through finalization and operationalization of the pre-school policy.

Table 22: Summary of Policy Priorities and Strategies for Pre-School

Policy Priority	Expected Outcome	Strategies
Increasing access to and equity in pre-school	Increased participation in pre-school programs by all eligible children	Expand opportunities in government assisted/managed pre-schools;
		Strengthening community centered approach to pre-schooling
Enhancing quality in the delivery of pre-school programs	Improved child friendly and stimulating learning environment in pre-schools	Develop/review pre-school curriculum and enhance resourcing
		Implement a pre-school health, nutrition and safety program
Strengthening coordination in the provision of pre-school programs	Improved transition between pre-school and basic education	Finalize/Operationalize the pre-school policy

4.1.2 Basic Education

The overall aim in basic education is to achieve quality and inclusive education for all children eligible for primary education. The Gross Intake in basic education is fairly good but the system struggles to retain them in school. In all the states except for the capital and Northern, the retention profile shows dramatic drop out from basic education at all grades. Other challenges presented in the ESA include disparity among the rural/urban and poor versus rich as well as challenges with learning as highlighted in the NLA results. The sector has identified 5 policy priorities in basic education to address the issues identified in the review. These include:

4.1.2.1 Policy priority 1: Enhance retention in basic education.

To ensure that the gains achieved from system expansion are long lasting, ensuring that learners are retained in the system is government's top priority in basic education. With half of children who begin basic schools fail to make it to the end of grade 8, this priority will support activities that will retain children in school and only allow them to leave at the appropriate exit. The expected outcome under this priority is improved completion rates in basic education. This will be achieved through the following strategies:

i) Expanding education opportunities for children at risk of dropping out of school; and
ii) Addressing socio-economic barriers to basic education.

4.1.2.2 Policy priority 2: Improving quality at basic education.

Despite the fairly good performance in the end of basic education examination – which is norm referenced and may not provide the accurate picture of learning – the recent NLA presented a bleak picture of the learning situation in basic schools. Majority of children in lower grades are struggling to do that which they are expected to be good at. It is expected that when implemented the strategies aligned to this priority will yield improved learning outcomes in lower grades and

improved delivery of curriculum in basic education. The strategies identified for this policy priority include:

i) Curriculum and assessment reforms including early grade learning interventions;
ii) Provision of teaching and learning materials in governmental basic schools; and
iii) Enhancing teacher preparation, recruitment and continuous support.

4.1.2.3 Policy priority 3: Increasing access to and equity in formal basic education.

The sector has continued to expand its capacity but the rate of expansion has not been commensurate to meet the rate of growth of children eligible for basic education. The GIR for instance is 82% (2017), only 2 percentage point improvement since 2009. While this is partly due to supply issues, there are also demand side issues that cause potential learners to not be in school. In addition, rural areas continue to fall behind with regard to participation in basic education with girls from rural poor households being the most excluded from education. The expected outcomes include increased gross access to basic education; reduced disparity between rural and urban GER; reduced disparity in participation between boys and girls. These will be met through the following strategies:

i) Expanding opportunities in government basic schools; and
ii) Supporting children with vulnerable backgrounds including refugees.

4.1.2.4 Policy priority 4: Increasing opportunity for literacy programs.

Despite the efforts to education, 3 million children are out of school and another 1 million are at risk of dropping out due to their learning environment. The plan will support re-entry to learning programs to ensure literacy is delivered to all the children and youth in Sudan. The OOSC who are of basic education going age will be targeted for formal basic education. Under the plan, it is expected that expansion of literacy programs will reduce the number of OOSC and subsequently improve literacy rates in the country. The expected outcomes will be achieved through:

i) Strengthening of delivery framework for alternative basic education and
ii) Provision of learning materials for alternative basic education programs.

4.1.2.5 Policy Priority 5: Strengthen delivery of basic education programs

With the expectations to enhance retention and increase completion rates, expand access and improve the quality of learning at basic education, the plan will focus on strengthening the coordination at federal and state levels to ensure all actors for education production align well for the sake of the Sudanese children. The ultimate goal of this program is to have an efficient delivery of programs and activities in basic education and the following strategies have been identified as necessary to achieve this.

i) Enhance human resource provision for implementation and monitoring of education activities;
ii) enhance distribution of resources monitoring resources;

iii) support evidence based planning and decision making

Table 23: Summary of Policy Priorities and Strategies for Basic Education

Policy Priority	Expected Outcomes	Strategies
Enhancing retention in basic education.	Improved completion rates in basic education	Expand opportunities for nomadic communities
		Address socio-economic barriers to basic education
Improving quality at basic education	Improved learning outcomes in basic education	Curriculum and assessment reforms in basic education
		Provision of teaching and learning materials and enhancing teaching resource
Increasing access to and equity in formal basic education	Increased Gross Intake Rate to basic education; Reduced disparity between rural/urban and boys/girls GER	Expanding opportunities in government basic schools
		Support to vulnerable groups including refugee host communities
		Provide incentives for teachers including gender based interventions for girls
Increasing opportunity for literacy programs	Improved participation by OOSC in basic education; improved literacy rates	Strengthen the delivery framework for alternative basic education
		Provide learning materials to alternative pathways of learning
Strengthening delivery of basic education programs	Improved coordination of basic education programs	Enhance human resource provision for implementation and monitoring of education activities
		Enhance distribution of resources monitoring resources;
		Support evidence based planning and decision making in the sub sector

4.1.3 **Secondary Education**

In secondary, there are not enough places to accommodate basic education school leavers even with the filtering based on the high stakes examinations at the end of basic education. This phenomenon is more conspicuous in the last grade of secondary where students who attended non-formal programs in secondary have to register for examination – enrolment in Form 3 is way greater than enrolment in lower grades of secondary education. The priority in secondary is to increase opportunity for learners completing basic education. The decision to increase basic education to 9 years – with the aim of preparing basic education learners for transition into the world of work – will also see secondary programs diversified to expand the technical and vocational programs. This way, students who do not wish to pursue the academic path of higher education can exit the system, ready with market oriented skills for productive engagement. Alongside expansion of access and enhancing market orientation of secondary programs, the

government will also enhance relevance of its programs focusing on sciences in line with the global commitment to put science at the centre of decision making. To increase its global influence and trade, the government will put critical focus on languages at secondary. The policy priorities in secondary education include:

4.1.3.1 Policy priority 1: Increasing access to and equity in secondary education.

Four in ten children eligible for secondary education programs are enrolled in school and as reviewed earlier, this is mostly attributed to the limited space in schools. In addition, household profiles of children eligible for school do not allow them to pursue secondary education. This priority area will pursue expansion of schools and provide support to vulnerable students. The expected outcome in this priority is increased coverage in secondary and reducing disparities in coverage across states and various dimensions of exclusion. This will be achieved through the following strategies:

    i)   Expanding opportunities in secondary schools;
    ii) Expanding technical and vocational programs in secondary;
    iii) Provision of incentives for private sector investment in secondary education;
    iv) Development of an incentives framework for teachers; and
    v)   Provision of social support to students and households.

4.1.3.2 Policy priority 2: Improving learning and skills development in secondary education.

While there is limited information on assessment for students in secondary education, end of secondary national examinations provide insights to the accumulated learning which appears relatively high. However, there is concern on the alignment of learning between basic and secondary education calling for a review to the curriculum at secondary. The review of the curriculum is expected to improve learning and market orientation for secondary schools programs. In addition to reviewing the curriculum, the policy will target teacher preparation and support to ensure teachers are well equipped to deliver curriculum. The following strategies have been proposed for implementation in pursuit of the results above.

    i)   Review/Development of secondary curriculum including diversification of programs;
    ii) Enhance human resource capacity for secondary education;
    iii) Capacity building for teachers in science and languages;
    iv) Provide teaching and learning materials and support publication of targeted materials.

4.1.3.3 Policy priority 3: Strengthening system for delivery of secondary education programs

Like pre-school and basic education, this policy priority will seek to align sector resources towards improved delivery of secondary education programs. This is proposed to be achieved through the following strategies:

    i)   Assessment reforms for the revised curriculum; and
    ii) Enhancing system capacity for evidence based management of education;

Table 24: Summary of Policy Priorities for Secondary Education

Policy Priority	Expected Outcome	Strategies
Increase access to secondary education	Increased participation in secondary education programs by eligible population	Expanding opportunities in general secondary schools
		Expanding technical and vocational programs in secondary
		Provision of incentives for private sector investment
Improve learning and skills development in secondary education	Improved learning and market orientation for secondary schools programs	Review of the secondary curriculum including diversification of programs
		Enhancing human resource capacity for secondary education;
		Capacity building for teachers in science and languages
		Provision of teaching and learning materials and support publication of targeted materials.
Strengthening system for delivery of secondary education programs	Improved delivery of secondary education programs	Assessment reforms for the revised curriculum;
		Enhancing system capacity for evidence based management of education;

4.2 Sector Plan Programs

Following the key policy priorities identified in the previous section, this section presents the results orientation for respective policy priorities; targets for each goal; the programs identified for implementation and the corresponding activities under each program. The programs are presented by sub sectors to align them with the policy priorities and to also ensure holistic coverage of all the challenges identified in the situational analysis.

4.2.1 Pre-School

Goal 1: Increase pre-school Gross Enrolment Rate

Target: Increase pre-school Gross Enrolment Rate from 43% to 52% by 2023.

Program 1.1: Expand opportunities in government assisted/managed pre-schools

i) Map all pre-schools to establish supply across the country and inform regulation

To understand the level of supply of pre-school and thereby effectively respond to the demand, a mapping of all the pre-school establishment in the country including schools serving refugee communities will be necessary. While the simulation or results provide the estimated number of learners expected to be in pre-school given the objective to improve GER from 43% to 52%, the model cannot determine the neediest locations. The mapping will therefore establish the status of pre-schools to guide future improvements. The mapping will also facilitate the registration of a pre-schools that are operational in the country.

ii) Construct additional Pre-Schools to ensure each basic school has a pre-school

Increasing the coverage in pre-school from 43% to 52% will certainly require additional classrooms in existing schools and entirely new schools in areas that have demand but do not have any supply. To plan will support the construction of schools/classrooms based on the mapping exercise to accommodate additional learners with higher focus on states that are lag behind in coverage. The construction will be aligned to government's policy position of having pre-schools in every basic education school.

iii) Provide child friendly environment to stimulate early learning

Children eligible for pre-school are at the most fragile stage of their development. Even in resilient communities, children of this age need to be educated in the most well-thought-out environments to stimulate their learning and help keep their overall development on track. Through this plan, the government and its partners will design and establish a model pre-school in each state to guide and demonstrate the standards of environment in which children of this age should learn in. The model schools will be equipped with requisite training materials to ensure the continuous development and support to pre-school teachers. To support contextualized learning, the centres are also expected to support the development of local (state) relevant materials interpreting the learning objectives set at the federal level. To foster inclusivity and standardized delivery of early learning,

the model schools will provide teaching experience for teachers from other schools including teachers from refugee schools.

iv) Provide federal and state incentives to encourage private sector investment in pre-school

The government acknowledges that even though the responsibility of providing education is charged on it, coverage of the vast country remains an uphill task if the government is to go it all alone. The private sector has shown considerable interest in investing in education and specifically in pre-school. However, with the projected increase, the current level of private sector participation may not be adequate. The plan will support the development of a framework for incentivizing private investment at pre-school. The framework will be based on comprehensive consultations between the federal, state and localities to find the best balance of incentives that will attract sustainable investment. This framework will also ensure that once the investors come in, the cost of education passed to households will remain favourable. In developing the incentives framework, the government will collaborate with international development partners to leverage international commitments made towards support to refugees.

Summary of activities and targets for program 1.1

Programme	Activity	Output Indicator	2019	2020	2021	2022	2023
Expand opportunities in government assisted/managed pre-schools	Mapping all pre-schools in Sudan to inform regulation and supply	Baseline report on pre-school services in Sudan		Mapping completed			
	Construct additional pre-schools in target locations	Number of pre-schools/Classrooms constructed	421	384	343	300	254
	Establish model pre-schools to guide future investment	Number of model pre-schools constructed/established		6	6	6	
	Federal and state incentives to encourage private investment	Incentives framework for private investors		Incentive framework approved			

Program 1.2: community centred approach for pre-school programs

i) Increase advocacy to promote enrolment in formal pre-school programs

Goal 2: Improve the quality of pre-school programs

The situational analysis has presented considerable details on the level of participation of learners in pre-school programs. However, there is limited information to the standards of learning and whether learning is predicated on a standardized curriculum with well thought out provisions for the preparation of teachers employed to teach pre-school learners. The target of this goal is to

ensure adequate and well-trained teachers are in schools accompanied by appropriate teaching and learning materials/resources. This will be achieved through the following programs.

Program 2.1: Develop a pre-school curriculum and enhance government resourcing in pre-school

i) Develop/Review and adopt a pre-school curriculum

To facilitate smooth transition between pre-school and basic education, there is need to ensure that the learning objectives at the two levels are aligned. Considering the recent revision of the basic education curriculum, the development/review of the pre-school curriculum will be founded on this. The standard curriculum will not only provide guidance to teachers but also encourage parents to release their children to school knowing there is a structured way of learning for their children.

ii) Develop and implement a standard training program for pre-school teachers

Alongside the standard learning curriculum, the plan will also support the development of a training program for pre-school teachers consistent with the revised curriculum. The National Council for Teacher Training will be facilitated to develop the program in consultation with relevant stakeholders drawn from federal and states. It is projected that the new training program will be ready to be operationalized in 2020.

iii) Support recruitment of pre-school teachers

Availability of teachers is one of the greatest inputs to the learning process. Available data shows that pre-school teachers are mostly paid by communities and households. The plan will support he recruitment of well trained and qualified teachers to facilitate quality learning at pre-school. The resources transferred to states will include facilitation for recruitment of pre-school teachers based on the expected growth of enrolment in government pre-school. Under the recruitment of teachers, the prescribed norms will be applicable to refugee schools and the supporting entity – government, development partners or private – will use the norms in recruiting teachers for respective schools.

iv) Provide teaching and learning materials to pre-school children

To complete the learning puzzle – classrooms teachers and learning materials, the plan will support the provision of curriculum support materials appropriate for pre-school children. Considering that at their level of development, pre-school children are more playful and are more intrigued by visible art, the plan will support the acquisition of books and where possible states may pursue the provision of creative learning materials to catalyse learning.

Summary of activities and targets for program 2.1

Program	Activity	Output Indicator	2019	2020	2021	2022	2023
Develop/Review pre-school curriculum and enhance Gov't resourcing in pre-school	Finalize and implement pre-school curriculum	Revised/Finalized Pre-school curriculum	Curriculum approved				
	Standard training program for pre-school teachers	Revised development program for pre-school teachers	Teacher training program revised and approved				
	Support recruitment of pre-school teachers in Govt schools	Number of teachers recruited in pre-school	562	512	458	400	339
	Provide learning materials in government pre-schools	Number of pre-school learners receiving learning materials	679,376	694,729	708,468	720,476	730,634

Program 2.2: Pre-School health, nutrition and safety program

i) Provide school feeding and nutritional support

At their development stage, children of pre-school age are susceptible to malnutrition. Where there is no guarantee of feeding, in the right diet and quantities, the children may easily succumb to infectious and non-communicable diseases. The growth and development of children thus depends largely on the nutrition they receive. A lot of work has been done on the educational and development effects of lack of nutrition and it is established that even the slightest lack of nutrients hampers the full growth of children. As they begin to spend time in learning institutions, it is important that nutritional needs of the children be guaranteed in their learning environment. The government commits to support the feeding of pre-school learners enrolled in Government pre-schools as well as pre-schools attached to government basic education schools.

ii) Develop and implement a safety program for pre-schools

Global evidence on schooling environment indicate that children worldwide are at risk of some kind of violence in schools, the threats ranging from sexual harassment, abuse, physical torture, verbal insults, bullying, name calling, stereotyping and other forms of humiliation. These acts, as latent as they may be in the schooling environment become hindrance to participation in learning as children start disliking the environment. To avert these risks, the plan will support the development of a comprehensive safety program for pre-schools.

iii) Develop and implement a school health program focusing on de-worming

School based health programs have been identified as one of the most efficient methods of dealing with non-communicable diseases especially the intestinal parasites. In countries where school based deworming programs have been undertaken, the learning benefits have improved tremendously compared to periods before the programs began. Having established the prevalence of intestinal worms amongst school going children – pre-school learners included – the plan will support the design and implementation of a school based deworming program. Design of the program will be carried out jointly between the FMoE, the State Ministries of Education and health with guidance from WHO principles on neglected tropical diseases.

Summary of activities and targets for program 2.2

Program	Activity	Output Indicator	2019	2020	2021	2022	2023
Pre-School health, nutrition and safety programs	Provide school feeding and nutritional support to pre-school learners	Number of pre-school learners receiving school feeding	679,376	694,729	708,468	720,476	730,634
	Develop and implement a safety program for pre-schools	An operational pre-school safety program		Pre-schools safety program finalized			
	Develop and implement a school health program focusing on de-worming	Number of pre-school learners dewormed	679,376	694,729	708,468	720,476	730,634

Goal 3: Strengthen coordination for effective delivery of pre-school programs

The target of this priority is to facilitate the development and operationalization of the pre-school policy to guide implementation of pre-school programs. Another aim is to facilitate the monitoring of at least 2 pre-schools per locality annually – supported by the State Governments. This will be achieved through the following program.

Program 3.1: Finalize/Operationalize pre-school policy and enhance resourcing of pre-schools

i) Develop a policy framework for provision of pre-school learning services

The 2014 MICS estimates that 79% of children are attending pre-school programs, half of these in Khalwas. While the Khalwas serve the interests of moral and spiritual knowledge, it is not clear whether the instructions conform to mainstream education curriculum. In this plan, the government will develop the standards guidelines for provision of pre-school programs in readiness for basic education. The guidelines are expected to provide clarity on the establishment and operationalization of pre-schools and their relationships with basic education schools.

ii) Develop a model/strategy for financing pre-school

As revealed by the education financing findings, there is limited contribution from government to support pre-school activities – only 4% of the recurrent budget in education is voted to pre-school. This leaves financing of pre-school largely on households which exposes the programs to non-standardization of inputs as disparities from household to the next in terms of wealth is quite rife. The plan will support a policy dialogue between relevant stakeholders to develop a sustainable financing framework for pre-school programs with possibilities of ring fencing a proportion of the budget like in the case of basic education.

iii) Capacity building for planning and monitoring pre-school programs

Monitoring of pre-school activities remain very low-key and even the data available from schools censuses cover only limited variables – basic schools having pre-schools attached to them and share of grade one learners who have had pre-school experience. With limited information on such a crucial phase of learning, future development of this subsector may not address real needs of this learning phase. The plan will support technical capacity building on pre-school specific data requirements – predicated upon the national, regional and global standards to facilitate regular data collection, analysis and dissemination.

iv) Provide logistical support and facilitation for pre-school programs

According to the total cost of government resource allocation to pre-schools – financial and non-financial resources – there is limited chances that standardization of pre-school activities can be sustained. The plan will facilitate monitoring and supervision of pre-school activities including activities in refugee schools and hard to reach areas. This may include extension of the roles and responsibilities of curriculum inspectors at basic education or getting additional inspectors with background in early childhood development. The activity will target at least formal monitoring of at least two pre-schools per locality every year.

Summary of activities and targets for program 3.1

Program	Activity	Output Indicator	2019	2020	2021	2022	2023
Operationalize pre-school policy and support pre-school activities	Develop/review pre-school operational guideline	Pre-school operational guideline in place	Guidelines finalized and approved				
	Develop a strategy/model for financing pre-school	Financial model for pre-schools in Sudan		Financing model finalized and approved			
	Capacity building for planning and monitoring pre-school services	Annual publication of pre-school statistics	1	1	1	1	1

Program	Activity	Output Indicator	2019	2020	2021	2022	2023
	Provide logistical support and facilitation for preschool programs	Number of quality monitoring reports for pre-school activities	376	376	376	376	376

Figure 38: Theory of Change – Pre School

POLICY PRIORITIES	STRATEGIES	ACTIVITIES	EXPECTED OUTPUTS	OUTCOMES
Policy Priority 1: Increasing access to pre-school.	Expand opportunities in government assisted/managed pre-schools Community centered approach to pre-school programs	*Mapping all pre-schools in Sudan to inform regulation and supply *Construct additional pre-schools/classrooms in target locations *Establish model pre-schools to guide future investment *Federal and state incentives to encourage private investment *Increase advocacy to promote enrolment in formal pre-school programs	*Mapping of existing pre-schools, programs and services completed by 2020 *15,000 additional classrooms constructed in government pre-schools *18 model pre-schools established - one in each of the states *An incentives framework for private pre-school investors developed by 2020 *3 Advocacy campaings carried out per year per state in target communities	Increased participation to pre-schools by eligible children
Policy Priority 2: Improving the quality of pre-schooling.	Develop/Review pre-school curriculum and enhance govt resourcing in pre-school Implement Pre-School health, nutrition and safety programs	*Finalize and implement pre-school curriculum *Develop Standard training program for pre-school teachers *Support recruitment of pre-school teachers in govt schools *Provide learning materials in government pre-schools *Provide school feeding and nutritional support to pre-school learners *Develop and implement a safety program for pre-schools *Develop and implement a school health program focusing on de-worming	*Pre-school curriculum completed, endorsed and implementation initiated by 2019 *Pre-school teacher training program developed and implemention initiated by 2019 *35,000 qualified teachers recruited and deployed to public pre-schools *Pre-schools learning materials provided to 800,000 learners annually *800,000 pre-school children provided with school meals everyday of the school days *Pre-school safety program completed and operationalized by 2020 *800,000 pre-school children de-wormed annually	Improved quality of pre-school programs Improved child friendly and stimulating learning envrionment
Policy Priority 3: Increase opportunities for literacy programs.	*Operationalize pre-school policy and support pre-school activities	*Develop/review pre-school operational guideline *Develop a stragey/model for financing pre-school *Capacity building for planning and monitoring pre-school services *Provide logistical support and facilitation for pre school programs	*Policy and guidelines for implementation of pre-school programs developed by 2019 *A model for financing pre-school education developed and implementation initiated by 2020 *Timely collection, processing and reporting on pre-school services *Implementation and quality monitoring of pre-school programs facilitated	Increased visibility/effectiveness of pre-school programs

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4.2.2   **Basic Education**

Goal 4: Enhance retention in basic education

Entry to basic education for Sudan is fairly high given the country context. However, the system struggles to keep children in schools. The target of this priority is to increase basic education completion rate from 51% in 2017 to 67% in 2023. This calls for implementation of the following programs

Program 4.1: Expand education opportunities for children at risk of dropping out of school

   i) **Construct classrooms in schools that do not offer upper grades**

Alongside the new schools to be established in the strategy for increasing Gross Intake Rate, the plan will also support the construction of classrooms in government basic education schools that do not offer upper grades. Out of the more than 2,300 schools identified as not having upper grades, about 1,800 were established to be static school whose capacity can be enhanced without the challenges of migration like the nomadic schools. The construction of classrooms will include furnishing the completed classrooms. In addition, this strategy will involve the acquisition of furniture to schools to increase the proportion of learners who have seats in government schools.

   ii) **Construct dormitories in target basic schools to cater for nomadic children**

Nomadic communities in Sudan are an integral part of the heritage of the country with a culture that deserves protection. The way of life of the nomads however put them at a collision path with the overall development of the entire government. On the one hand, there is the pursuit of cultural preservation and on the other hand, there is the pursuit of education as a basic human right. Due to the seasonal movement of nomadic families with their livestock in search for pasture, the school going children in these families often are excluded from education services available to families whose cultural orientation is stable around one location. When the families of these children move, they inevitably have to move. While the government has supported the establishment and operation of nomadic schools in support of the plight of the nomadic communities, this plan will further support the construction of dormitories in regular/normal schools to accommodate nomadic children as an efficient way of delivering education to the nomadic communities. This way the more children will stay in school even when their families have to move.

Summary of activities and targets for program 4.1

Program	Activity	Output Indicator	2019	2020	2021	2022	2023
Expand education opportunities for children at risk of dropping out of school	Construct classrooms in incomplete basic schools	Number of classrooms constructed in target schools	4,217	4,217	4,217	4,217	4,217

Program	Activity	Output Indicator	2019	2020	2021	2022	2023
	Provide dormitories in schools located in nomadic communities	Number of dormitories constructed in target schools					

Program 4.2: Address socio-economic, physical and psychological barriers to basic education

i) Develop a policy framework on grade progression

The 2012 international conference on education recommended the abolition of grade repetition. Overall the repetition in the country is low, in some states, the rate of repetition remains high and calls for policy solution. The government will develop a policy framework for progression in general education to ensure that learners who are at risk of dropping out of school due to forced repetition are protected. This will work hand in hand with the learners cantered approaches laid out in the strategies for improving education quality which will ensure that teachers have strong understanding of their learners and will be in a more enhanced position to mitigate against potential drop out from the system. The policy will also cater for re-entry for learners who have dropped out of schools because of various social reasons.

ii) Provision of conditional grants to poor households to ensure their children enrol and complete school

As presented in the review, child labour, early marriages and expected fees to cater for tuition and other school related expenses account for half of the reasons children of school going age are out of school. The plan will support the operationalization of a conditional grant for children from vulnerable backgrounds to remain in school. The grants will support the purchase of school items with the provision for household support where children are engaged in child labour to fend for their families. The grant will also cover the humanitarian commitment to support refugee host communities with facilities and amenities that foster integration. The grants will be channelled through households who must in return guarantee that their children will remain in school for the entire period prescribed the Federal Ministry of Education. In collaboration with partners like the World Food Programme, the Federal and State Governments will explore the implementation of out of school ration – implemented as conditional vouchers – in exchange for school attendance.

iii) Strengthen guidance and counselling in basic education schools

Dropping out of school is caused by myriad of factors from the household or school, one of them being psychological weakness of the children involved. Stresses and tensions could emanate from households or from schools' side and they could be potential reasons why children fall off school as has been observed in the schooling profile. The activity will support the establishment/strengthening of guidance and counselling in schools to facilitate early identification of challenges that children undergo both in school and from their households and providing support to such children to avert their potential dropout. In strengthening the support system for guidance and counselling, the activity will develop guidelines on what material and psychosocial support

can be provided to affected children in conventional schools as well as non-conventional schools including refugee schools. This will also include development and operationalization of a redress mechanisms to tackle case-by-case issues presented to the guidance and counselling teams in schools.

Summary of activities and targets for program 4.2

Program	Activity	Output Indicator	2019	2020	2021	2022	2023
Address socio-economic barriers to basic education	Develop and implement a policy on grade progression	An operational policy on non-repetition and re-entry		Policy implemented			
	Provide conditional grants to basic education to poor households	Number of learners supported under social safety nets	310,432	334,951	347,823	361,088	374,757
	Strengthen guidance and counselling in basic education schools	Share of schools implementing effective guidance and counselling programs	20%	30%	35%	40%	50%

Goal 5: Improving the quality of learning at basic education

According to the 2015 NLA, at least 19% of grade 3 learners are reading at established and fluent levels i.e. 14% are able to read up to 60 words per minute while 5% are able to read more than 60 words per minute. 40% of learners are not able to read at all. To increase the share of learners who can read at least 30 words per minute to 100%, the government has to develop a culture of reading among learners. Teachers will have to read and read to their learners. Learners have to be oriented to read by themselves. Availability of reading materials will be one of the fundamental pillars for improving reading fluency. Through this plan, the government at federal and states level will ensure the supply of reading materials to schools coupled with a commitment to increase READING time in early grade.

Program 5.1: Curriculum and assessment reforms with pilot of reading intervention

i) Enhance the monitoring and supervision of implementation of the new curriculum

To ensure the recently reviewed curriculum is implemented according to design, this plan proposes to intensify and support the systematic monitoring of classroom practice to ensure that the standards set in the curriculum especially for lower grades are effectively being followed. This activity will support the recruitment of additional quality assurance officers at state and localities to carry out effective curriculum monitoring. Apart from intensified monitoring and supervision by the enhanced team of quality assurance officers, the plan will support the development of a framework for school based quality assurance to ensure that quality assurance process are both

sustainable and that school heads appreciate the need for quality assurance. These activities are expected to help stimulate curriculum implementation while also encouraging team processes with teachers especially in planning for lessons.

ii) Introduce curriculum based learner assessment as part of curriculum implementation

In order to make curriculum assessment part of the implementation of the curriculum, the government will develop a framework for formative assessments in general education. This will support tracking of learning at the earliest opportunities so that relevant stakeholders may take the right corrective measures with learners while there is time to do so. While the NLA continues to be implemented, there is no framework for conducting the assessments. There is no direction provided as to where the findings should lead the government. The framework is expected to guide not only the periodicity and the grades assessed but also provide direction on the courses of action to be taken with the results. This strategy is also in line with the global commitment to improve learning by measuring its outcomes.

iii) Implement an early grade reading and mathematics program

Results from the National Learning Assessment indicate that significant proportion of children in grade three are not learning much based on curriculum expectation. This share of non-readers stands at 40% with considerable number of children struggling to perform numeric operations like number identification, identification of patterns etc. The plan will support the pilot of an early grade reading and mathematics intervention in lower grades of basic education. This will cover provision of text books and readers to learners as well as teaching guides to teachers. The activity will also pilot assessment feedback to schools and parents to ensure the school community attention is concentrated on learning and learning outcomes.

Summary of activities and targets for program 5.1

Program	Activity	Output Indicator	2019	2020	2021	2022	2023
Curriculum and assessment reforms including learning interventions	Enhance monitoring and supervision of implementation of the new curriculum	Number of curriculum monitors recruited and stationed in states	164	167	87	89	57
	Introduce curriculum based assessment as part of curriculum implementation	An operational framework for continuous assessment		Framework Finalized & approved			
	Implement an early grade reading and mathematics program	Reading and Numeracy Project Design Document	Design completed	Implementation ongoing	Implementation ongoing	Implementation ongoing	Implementation ongoing

Program 5.2: Provision of teaching and learning materials

  i) Update and adopt policy on public provision learning materials

Provision of teaching and learning materials to schools remain ineffective due to varied approach in supply of books across states. The result of this situation is that there is a huge disparity in availability of books in schools across states, and subsequently, there are significant differentials in learning. Development partners have continued to support states in supply of teaching and learning materials but even then, such interventions are on project basis. While these interventions have helped learners access reading materials, there is need to develop an overarching policy to guide the development/acquisition and distribution of learning materials as well as teachers' guides. The policy will also guide the allocation of resources from federal and state levels towards goods and services. The sector analysis revealed that this is an area that public funding is not focused on and as such quality of education is either not prioritized or it is left at the mercy of households. In developing the policy, the government will provide direction on whether support can be extended to Non-Government schools to acquire learning materials at concessionary prices with prescription of the modalities of operationalizing such a decision.

  ii) Provide curriculum support materials to all learners in basic education

Under this strategy, the states will ensure that through the federal transfers to states and the revenues collected from state taxes and levies, implementation of the policy developed above will be given prominence – learners will receive the requisite materials. This will include the provision of text books, sports equipment and any reference material that may be prescribed in the policy as well as the revised curriculum. In addition to provision of materials to schools, this activity will promote reading by dedicating reading time for the learners. States will have the responsibility of operationalizing this intervention based on the specific context of their locations. This will be an advocacy mechanism towards improving literacy levels in respective states. States will also enhance monitoring in schools to ensure teaching and learning materials provided to schools are effectively put to use.

Summary of activities and targets for program 5.2

Program	Activity	Output Indicator	2019	2020	2021	2022	2023
Provision of teaching and learning materials	Update and adopt policy on public provision learning materials	An operational textbook policy	Policy Approved for implementation				
	Provide curriculum support materials to all learners in basic education	Number of learners receiving learning materials in basic schools	6,208,643	6,699,023	6,956,462	7,221,759	7,495,131

Program 5.3: Teacher preparation, recruitment and continuous development

The government acknowledges the pivotal role played by the teachers in the education system and appreciates that their level of service delivery is dependent on how well they are prepared. The objective of this intervention is to ensure appropriate preparation of teachers before entry into teaching practice and supporting practicing teachers to effectively deliver curriculum to learners at all levels of general education. This will be achieved through the following activities.

i) Review and implement teacher preparation programs (pre-service training)

The plan will support the review of pre-service teacher training programs to align them with the needs of the new curriculum under implementation at basic education and also take into account the expected reforms to curriculum at secondary. Appreciating that the government will be pursuing the standardization of pre-school service delivery, the teacher training programs for teachers at basic education will be reviewed to ensure that the graduates of the programs are adequately prepared to handle children who are still developing physically and joining the learning environment. During the consultative meeting with Directors of Education from the states, it emerged that one of the reasons perpetuating poor distribution of teachers in schools – which leaves rural schools vulnerable – is the gender differentials in admission to teacher training programs. The plan will support the review of teacher training policy to attract participation from males who in turn will potentially support education in rural locations. The review of the pre-service training program will entail (i) a comprehensive needs assessment to inform the review of the teacher training program taking into consideration the requirements to align the programs with the new curriculum; and (ii) professional development of trainers/lecturers/professors at the training colleges to ensure effective delivery of the revised programs to prospective teachers.

ii) Recruit additional teachers to cater for additional enrolment in basic schools

Teachers are an integral part of the learning process and their level of contact with learners influence learning outcomes whether in formative or summative assessments. The plan will support recruitment of additional teachers to cater for the expected additional learners while also improving the number of classrooms a teacher should effectively handle – work load. The plan will endeavour to improve the teacher per classroom ratio from 1.43 to 1.36 by 2022 and further to 1.2 in the long term (2027). Each state will be responsible for the recruitment of teachers to meet these target with the federal government through its Ministry of Finance ensuring availability of resources to recruit new teachers and also replace teachers leaving the system through natural attrition. In refugee camps, the plan will support a framework for the engagement of refugee teachers to support smooth integration of learners into the local education environment.

iii) Provide continuous development to teachers (in-service training) for effective curriculum implementation

To ensure the education sector continues to perform its critical role in transforming Sudan into a knowledge based economy – as espoused in the National Development Strategy, the plan will facilitate continuous in servicing of teachers noting that the one time training that teachers undergo

before they begin training cannot sustain them throughout their service life time. As time passes, the context in which education is delivered changes. Unprecedented issues emerge and teachers are faced with challenges that they probably were never trained to handle. To ensure that teachers can remain effective and confident in delivering curriculum, the plan will support the upgrade of all teachers who do not meet the minimum requirements as set by the guidelines of service for teachers. The plan will support the development and piloting of a teacher support mechanism – built on coordination between the National Centre for Curriculum and Assessment and the National Teacher Training Centre – whose results will inform potential scale up in the next sector plan. The plan will also support the training of school administrators in education management to enhance their capacities in managing schools resources.

Summary of activities and targets for program 5.3

Program	Activity	Output Indicator	2019	2020	2021	2022	2023
Teacher preparation, recruitment and continuous support	Review and implement teacher preparation programs (pre-service teacher training)	Number of basic schools teachers trained under pre-service programs	15,666	15,666	15,666	15,666	15,666
	Recruit additional teachers to cater for additional enrolment in basic schools	Number of Govt paid teachers recruited to government basic schools	17,096	17,983	10,977	11,279	11,588
	Implement continuous INSET for basic school teachers	Number of basic school teachers trained under INSET	46,999	46,999	46,999	46,999	46,999

Goal 6: Increase Access to and enhance equity in basic education

Even with the tremendous effort by government, there are still 3 million children out of school in Sudan some whom are below 10 years of age. The government having committed itself to approach education as a human right, this plan will support active campaign for enrolling children of school going age to school. The target of this goal is to increase the Gross Intake Rate from 82% in 2017 to 100% by 2020 through the following programs

Program 6.1: Expanding opportunities in government basic schools

i) Construct and equip classrooms in schools that do not provide lower grades

Based on the expected increment in enrolment, the plan will support establishment of schools and expansion of existing ones including splitting schools in case of need and in so doing, following the economy of scale analysis. The strategy will also support the construction and furnishing of classrooms in government schools that do not offer lower grades to ensure that learners living in the school communities do not have to walk long distances to get schools to enrol to. To increase

enrolment among refugee and refugee host communities, the plan will support the expansion of schools in refugee camps and in refugee host communities to further enhance integration especially in the case of communities hosting South Sudanese nationals.

ii) Sensitize community to enrol eligible children to school

The activity will involve consolidated implementation of advocacy approaches by teachers; teacher unions; federal, state and locality administrators; community leaders; and the media practitioners against barriers to education. This includes advocacy against community practices that bar participation of eligible children to education as well as creating awareness on the right age of entry to school. The approach will also create awareness among indigenous communities on the benefits of education to motivate them to enrol their children to school. Specifically, the activity will invest in mobilization of leaders and influential members of communities; strong state and locality level advocacy for education and community driven talks on education; and building partnership with media practitioners to develop targeted education messages. There will be at least three advocacy campaigns per State every year specifically targeting education. The advocacy will not be limited to basic education but will also cover pre-school and secondary (academic, technical and vocational paths).

Summary of activities and targets for program 6.1

Program	Activity	Output Indicator	2019	2020	2021	2022	2023
Expanding opportunities in government basic schools	Construct and equip classrooms in schools that do not have lower grades	Number of classrooms constructed in target schools	2,109	2,109	2,109	2,109	2,109
	Sensitize communities to enroll eligible children to school	Number of advocacy programs carried out	54	54	54	54	54

Program 6.2: Provide support to vulnerable groups including refugee host communities

i) Develop and implement a policy on school feeding and support to vulnerable children

The plan will support the development of a school feeding program policy to harmonize the support from development partners and private entities to improve efficiency of the existing support and expand the coverage to other vulnerable children including provisions for engaging and exit of development partners' support in the program – this will allow the government to adequately prepare for such transitions. The policy will provide a comprehensive coordination arrangement between the federal and state actors as well as non-state actors to ensure smooth coordination and disbursement of allocated resources to this program. In addition to the coordination mechanism, the policy will prescribe sustainable funding mechanism to ensure sustainability of the feeding program including streamlining different source of funding from different Ministries and partners. To operationalize the policy, the plan will support the development of implementation guidelines, which include a Monitoring and Evaluation system;

logistics and supply chain mechanism; National Food Basket and Targeting Mechanism for school feeding based on a sound common situation analysis.

ii) Provide health, nutrition and psychosocial support to vulnerable learners

School feeding has significant effects not only to quality of education but also access to education including sustained school attendance and retention. School meals are mostly supported by households – evidence from the financial reporting in the 2016/17 Rapid Survey. Acknowledging the diverse incidence of poverty (2014 Sudan Demographic Health Survey), the plan will facilitate the review and implementation of a support program to the most vulnerable learners in basic education. The principal focus of this activity will be regular school meals to targeted locations – with provision for non-clinical healthcare needs as may be determined by the Federal Ministry of Education and Federal Ministry of Health. In addition to the school meals, the program will also seek to integrate psychosocial support to vulnerable learners.

iii) Provide water and sanitation facilities in basic schools

The sector analysis has shown that majority of schools have access to water in their schools – only one third do not have toilets across the country – the situation ranging from state to state. The pupil toilet ratio is equally high at 91 pupils per toilet – 102 for boys and 82 for girls – marked with disparities across states. Lack of water and toilet was highlighted in the 2014 MICS as one of the causes for learners were out of school. The plan will support connection of water and facilitate construction of sanitation facilities in schools that do not have any. In addition, the plan will also cover the provision of sanitary towels to girls to encourage their participation in school activities during their menstruation.

iv) Support the registration of community schools among foreign nationals

The Federal Republic of Sudan has granted asylum to citizens of other nationalities including Syrians, Eritreans and Chadians etc. Even though foreign nationals continue to enjoy freedom of movement, they are excluded from education owing to various factors among them language barrier. In an effort to increase education opportunities for foreign nationals, the communities have organized and established foreign nationals' community schools. However, these schools are not recognized by the mainstream education system. The plan will support the registration of such community schools and ensure that they meet the minimum standards for schools. In addition to registration of such schools, the plan will support integration of refugee/IDP/asylum seekers specific questions to the data collection system to track availability of schools for refugees and asylum seekers; track attendance and participation of refugees, IDPs and asylum seekers in education; track the status of teaching force for refugee schools – availability of teachers and their qualification. In line with the Djibouti declaration, the plan will establish equivalency methods for student placement where refugees have adequate academic understanding of Arabic.

v) Develop and implement approaches to support learners with learning difficulties

Learning disabilities in a lot of contexts do not show and until learners are assessed, they can appear okay. If the system is not conscious of the plight of such children, their learning achievements will certainly remain challenged for the entire time they stay in school. The plan will support the development of a framework for supporting learners with learning difficulties including learners with special needs. In addition to the provision of learner friendly physical environment, the plan will ensure that psychosocial support is extended to learners in need to enhance their performance in school.

vi) Install electricity to schools to increase the number of hours learners can effectively spend in school

The review of the sector has showed that less than half of the basic education schools are connected to any source of energy. This implies that learners in such schools cannot engage in any pre/after school activities. To increase the number of hours that learners can effectively spend in school, the government will pursue an ambitious plan to electrify its schools. This will increase the number of hours in which learners will interact with curriculum. This will also accord opportunity to teachers who may wish to arrange for remedial classes with their learners after school. Ultimately, the success of this strategy will see a reduction to the disparities observed across schools that have access to such utilities and schools that do not. The government notes that the benefits will not only be in the number of additional hours afforded to learners in school but also the opportunity to better use teaching resource where teachers can develop and share materials amongst themselves.

Summary of activities and targets for program 6.2

Program	Activity	Output Indicator	2019	2020	2021	2022	2023
Support to vulnerable groups including refugees and support to vulnerable girls	Develop and implement a policy on school feeding and support to vulnerable children	An operational school feeding program policy		Policy approved			
	Support school feeding program in hardship areas and pockets of poverty	Number of learners receiving meals including psychosocial support in government basic schools	620,864	669,902	695,646	722,176	749,513
	Provide water and sanitation facilities in	Number of schools provided with water and sanitation facilities	200	200	200	200	200

Program	Activity	Output Indicator	2019	2020	2021	2022	2023
	basic schools						
	Provide sanitary towels to girls in target locations	Number of girls receiving sanitary towels	310,432	334,951	347,823	361,088	374,757
	Support registration of community schools among foreign nationals	Number of community schools registered	6	6	6	6	6
	Develop and implement approaches to support children with learning difficulties	Framework for supporting children with learning difficulties	Framework Approved for Implementation				
	Install electricity to schools that are not connected to increase learning hours	Number of schools connected to electricity/energy source	100	100	100	100	100

Goal 7: Increase Opportunities for literacy programs

Despite expansion of the capacity of basic and secondary schools in the last decade, nearly 3 million children remain out of school. During the plan period, the government will pursue the following programs to reduce the number of OOSC and improve literacy and numeracy rates in youth and adults.

Program 7.1: Strengthen the delivery framework for alternative basic education;

i) Reform policies and legislation that support alternative basic education

Whereas the National Council for Literacy and Adult Education is created under the Federal Ministry of Education, implementation of its activities is not adequately facilitated. The council has no clear linkage for transition between formal and non-formal learning. The plan will facilitate the development of a transition framework from Non formal to formal education to ensure that competencies gained in the Non-Formal learning environment can be equated to formal learning

programs. The framework will also include procedures for authentication and accreditation of certificates and awards obtained from Non-Formal training.

ii) Develop bridge/accelerated learning programs for OOSC

Accelerated programs focus on age appropriate learning objectives – set against literacy levels. Almost half of the children out of school in the basic education reference age have never been to school. Close to two thirds of children out of schools in the secondary reference age have been out of school for at least one year. Appreciating that those who have not been to school before cannot necessarily begin learning from grade 1 and those who have been out of school may not easily integrate to formal curriculum, the plan will support the development of adapted curriculum for the cases described above including the older member of the communities who never had a chance to go through schooling. The programs will also provide advanced programs to accommodate the needs of OOSC whose literacy need are beyond basic education benchmarks.

iii) Equip vocational centres to cater for OOSC who are outside basic school age

The opportunity cost of being in basic literacy programs for some of the OOSC is considerably high as they are already integrated to the labour market. The plan will facilitate equipment of vocational centres in each state to provide a hub where the OOSC of this calibre can gain literacy while also pursuing trades that they may already be involved in. Special attention will be paid to technological literacy to ensure optimal integration into technological application for the population that is still left behind.

iv) Establish low cost boarding schools in nomadic communities

Children from nomadic communities are often victims of socio-cultural orientation as they have to move from time to time with their parents in search of water and pasture for their animals. Evidence from other countries in the Sahara Desert belt has shown that establishment of boarding facilities in these host communities facilitates continuity in learning among children whose households have to move. The plan will support establishment of low cost boarding facilities to accommodate children in middle and upper grades of basic education. The activity will cover construction of boarding facilities in existing schools and where necessary complete construction of new schools. The activity will also support equipment of the boarding facilities.

Summary of activities and targets for program 7.1

Program	Activity	Output Indicator	2019	2020	2021	2022	2023
Strengthen delivery framework for alternative basic education	Develop/Review policy/regulation on provision of alternative basic education	An operational framework for alternative learning	Framework Approved For Implementation				

Program	Activity	Output Indicator	2019	2020	2021	2022	2023
	Develop and implement bridge/accelerated programs to OOSC	Number of learners enrolled to literacy programs		207,315	198,051	188,305	178,064
	Equip vocational centers to cater for OOSC who are outside basic school age	Number of centers identified for equipment	36	36	36	36	36
	Establish low cost boarding basic schools in nomadic communities	Number of low cost boarding schools established	54	54	54	54	54

Goal 8: Strengthen system for effective delivery of basic education

To deliver quality and inclusive basic education, the plan will support increased resources to basic education while also ensuring optimization in the use of available resources. The government has identified two programs that will be implemented towards strengthening coordination of basic education programs.

Program 8.1: Enhance human resource provision for implementation and monitoring of education activities

i) Develop a federal/state policy on the recruitment and deployment of teachers

Despite the overall adequacy in the number of teachers in the country (Pupil Teacher Ratio of 36), there are not enough teachers in all schools while in some schools there is great surplus. The distribution of teachers, according to the review and confirmed by the state Directors of Education, is so skewed that it cannot guarantee the same level of learning between schools and between states. The plan will support the development of a comprehensive policy framework for the recruitment and deployment of teachers. All relevant stakeholders (teacher trainers, representatives from the Federal Ministry of Education, State Directors of Education, unions etc.) should join hands to deliver an all-encompassing policy that will address the disparity in distribution of teachers. In the interim plan, the government has undertaken to collect information about all educators in the country. In the 2018-2022 period, there is need to put to use the data collected for the setup of a comprehensive Teacher Management Information System to enhance the management (registration, recruitment, training and retirement) of teachers in the country.

ii) Provide support for implementation of curriculum in general education

The plan will support the recruitment of additional inspectors to enhance the monitoring and supervision of curriculum implementation. Alongside the recruitment of additional inspectors, the plan will also support the inspectorate to develop standards/benchmarks for learning outcomes at

various levels of the education to ensure that as the government abolishes the end of cycle examinations, there will be an adequate replacement of assessment.

Summary of activities and targets for program 8.1

Program	Activity	Output Indicator	2019	2020	2021	2022	2023
Enhance human resource provision for implementation and monitoring education activities	Develop a policy on recruitment and deployment of teachers	An operational policy on recruitment and deployment of teachers		Policy Finalized for implementation			
	Enhance monitoring and supervision of implementation of the new curriculum	Number of curriculum inspectors recruited and stationed in states	164	167	87	89	57

Program 8.2: Support evidence based planning and decision making in basic education

i) Improve coverage of the Annual Schools Census

The Education Management Information System has undergone metamorphosis in the country with several lessons learnt in the course of several trials. The Federal Ministry of Education has made some headwind with the launch of the online platform that is expected to be the central repository for education information. Building from the successful launch and also learning from the rapid survey series, the plan will support enhancement of the launched system to be the single source of truth in the sector for a long term stability. The system will allow for centralized hosting with limited access rights at various levels of administration in the education system. To ensure continuity in the availability of data, the plan will support the collection and processing of data through the rapid survey. The plan will also support increased coverage of variables collected through the survey. This will include building capacity to collect specific information about OOSC and children with potential of dropping out of the system as well as refugee specific data learning from the experience of partners like UNHCR. To increase efficiency in collecting and managing the data from schools, this activity will pilot use of technology in data collection to establish how much time could be gained in data collection with a view to scaling up the process if successful.

ii) Timely analysis and dissemination of basic education data

One of the weaknesses of data systems across African Education is the limited use put to the data generated from schools and other institutions of learning. In most cases, there is no dissemination of the results and as such the likelihood of data producers to provide reliable information to administrators is compromise to a great extent. The plan will build capacity of the planning teams at the federal and state levels to analyse education data in line with education thematic areas and to ensure that not only availability of analysis but also interpretation of the findings and what the findings mean to policy makers and implementers. The plan will support the establishment of

regular policy round tables where education planners and practitioners can add value to the data collected from schools and showcase the implication of the results. The plan will also support wide dissemination of policy recommendations coming from such forums. At school level, the plan will support the development of school profiles out of the data collected as feedback to ensure teachers are also kept in a data management loop: data collection-data processing-data validation-data feedback. This will also include pilot of examination processing and feedback to schools at locality level.

Summary of activities and targets for program 8.1

Program	Activity	Output Indicator	2019	2020	2021	2022	2023
Support evidence based planning and decision making in basic education	Improved coverage of annual schools census	Percentage coverage of basic education schools	100	100	100	100	100
	Timely analysis and dissemination of basic education data	Time taken to process annual schools census	6	6	3	3	3

Figure 39: Theory of Change – Basic Education

POLICY PRIORITIES	STRATEGIES	ACTIVITIES	EXPECTED OUTPUTS	OUTCOMES
Policy priority 1: Enhance retention in basic education. **Expected Outcome(s):** Improved completion rates in basic education	Expand education opportunities for children at risk of dropping out of school Address socio-economic barriers to basic education	*Construct classrooms in incomplete basic schools *Provide dormitories in schools located in nomadic communities *Develop and implement a policy on grade progression *Provide conditional grants to basic education to poor households *Strengthen guidance and counselling in basic education schools	*Classrooms constructed in schools without upper grades *Dormitories constructed in target nomadic community schools *Non-repetition policy finalized and operationalized *Support provided to poor and vulnerable households to encourage school *Guidance and counselling units established and operationalized in schools	Improved basic education completion rate
Policy priority 2: Improving quality of learning at basic education. **Expected outcomes:** Improved learning outcomes in lower grades; improved delivery of curriculum in basic education.	Curriculum and assessment reforms including learning interventions Provision of teaching and learning materials Enhance teacher preparation, recruitment and continuous support	*Enhance monitoring and supervision of implementation of the new curriculum *Introduce curriculum based assessment as part of curriculum implementation *Implement an early grade reading and mathematics program *Update and adopt policy on public provision learning materials *Provide curriculum support materials to all learners in basic education *Review and implement pre-service teacher development strategy *Recruit additional teachers to cater for additional enrolment in basic schools *Implement continuous INSET for basic school teachers	*Curriculum inspectors/quality assurance oficers recruited in states developed to replace end of basic examination program designed and implemented countrywide *Textbook and learning materials policy finalized and implemented *Curriculum reference materials provided to learners in govt basic schools *Pre-service programs reviewed in line with the revised curriculum *Qualified teachers recruited to government basic schools *Reviewed INSET programs operationalized in line with the revised	Increased share of emergent readers in lower grades
Policy priority 3: Increase access to and equity in formal basic education. **Expected outcomes:** Increased GER; Reduced disparity between Rural/Urban and Boys/Girls GER	Expanding opportunities in government basic schools Supporting to vulnerable groups including refugees and vulnerable girls	*Construct and equip classrooms in schools that do not have lower grades *Sensitize communities to enrol eligible children to school *Support school feeding program in hardship areas and pockets of poverty *Provide sanitation facilities in basic schools *Provide sanitary towels to girls in target locations *Support registration of community schools among foreign nationals *Develop and implement approaches to support children with learning difficulties *Install electricity to schools that are not connected to increase learning hours	*Classrooms constructed in schools without lower grades *Comunity sensitization programs undertaken in target loactions *Learners in government basic schools provided with midday school meals *Water and sanitation facilities provided to govt basic schools *Gilrs from target locations identified and provided with sanitarty towels *Community schools serving foreign nationals formally registered by the FMoE *A fraework for support to children with learning difficulties developed *Schools without electricty/energy sources connected to one	Improved performance in learning assessment Increased Gross Intake Rate in baisc education Increased participation in education by Vulnerable and Marginalized Groups Enhanced learning environment for children in basic education
Policy Priority 4: Increase opportunities for literacy programs. **Expected Outcome:** Improved participation by OOSC in basic education; improved literacy rates.	Strengthen delivery framework for for alternative basic education	*Develop/Review policy/regulation on provision of laternative basic education *Develop and implement bridge/accelerated programs to OOSC *Equip vocational centres to cater for OOSC who are outside basic school age *Establish low cost boarding basic schools in nomadic communities	*A framwork for delivery of alternative basic education developed and operationalized *Bridging/Accelerated learning programs finalized, vetted and implemented *Targeted equipment supplied to target vocational schools/centers *Low cost nboarding basic schools established in nomadic communities	Reduced number of Out of School Children
Policy Priority 5: System strengthening for effective delivery of basic education. **Expected Outcome:** Improved coordination of basic education programs	Enhance human resource provision for implementation and monitoring education activities Support evidence based planning and decsion making in basic education	*Develop a policy on recruitment and deployment of teachers *Enhance monitoring and supervision of implementation of the new curriculum *Improved coverage of annual schools census *Timely analysis and dissemination of basic	*Policy on recruitment and deployment of teachers finalized and implemented *Curriculum inspectors/quality assurance oficers recruited in states *All basic education schools covered by the annual schools census census data	Rediced disparities in the deployment of teachers

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4.2.3   Secondary Education

Goal 9: Increase access to and equity in secondary education

With the increase in volume of basic education, it is expected that the volume in secondary schools will increase even if the transition rate remained fixed. Without expanding opportunities in secondary, basic to secondary transition rate will go down. To avert this, the sector will expand opportunities in secondary education through the following strategies. The goal of this priority is to increase Secondary Gross Enrolment Rate from 38% in 2017 to 49% by 2023. With the coverage fairly low, the disparity in participation across states is also fairly low and as such the priority will pursue increased access while also taking note of disparity concerns.

Program 9.1: Expanding opportunities in secondary schools

i) Increase the network of secondary schools

The expected enrolment is likely to continue stretching the already growing school sizes which may not augur well for quality of learning. The plan will support the expansion of secondary schools especially in the rural areas where access to secondary education has been identified to be a great challenge. Where necessary, the plan will support the construction of dormitories to enhance the number of hours students from poor backgrounds can have. This will cover them from the risks of being engaged in labour activities while also enhancing their chances of better performance in educational activities. The government will collaborate with development partners to support MoE in harnessing humanitarian and development education response opportunities available globally. This includes opportunities made to CRRF and the Global Compact on refugees in support of amplified shared service secondary schools and support systems.

ii) Rehabilitate and upgrade existing secondary schools

As presented in the situational analysis, one third of classrooms in Government Secondary schools are temporary. The plan will support (i) rehabilitation works for targeted schools to ensure equity in provision of learning facilities – currently the class size in government schools is 38 considering all classrooms and 57 considering only permanent classrooms; (ii) equipment of classrooms to enhance the proportion of students who are seated. These will make the idea of school acceptable to eligible population.

iii) Encourage private sector investment in secondary education

The private sector has continued to invest in education with the numbers showing that up to 20% of enrolment in secondary education is attributed to non-governmental schools. With the expected increase in enrolment, it is inconceivable that the government together with its development partners will cover the expected expansion. Coupled with the heavy equipment required for technical and vocational training, there will be need for heavy investment in the sub sector. The plan will support the development of a Public Private Partnership framework to guide investments

in education. This is expected to provide an incentives framework for the private sector to invest in education.

iv) Strengthen technical and vocational pathways to attract students with skills orientation

Although technical education is a full fledge part of secondary education in the country, the total enrolment is 31,000 representing about 3% of the total enrolment in secondary education. The small size of technical education has hampered the formal development of polices that govern the pathway a situation which has in turn undermined the expansion and enrolment of more students. Appreciating that technical secondary education provides linkage between education and the word of work, the government is making bold commitments to enhance the visibility of technical and vocational programs in secondary. As a first step, the plan will support the development of an institutional framework for the engagement of industry in development of education and training programs. The plan will also support the review of the technical curriculum to include additional programs/subjects that will offer diversity to students who undertake the programs. The plan will also support the equipment of target secondary schools in the short term to improve the quality of training. In the long run, the government will ensure that all eligible schools are equipped to provide effective technical and vocational training.

Summary of activities and targets for program 9.1

Program	Activity	Output Indicator	2019	2020	2021	2022	2023
Expanding opportunities in secondary schools	Expanding network of secondary schools - construct schools/classrooms	Number of schools/classrooms constructed	779	779	779	779	779
	Rehabilitate and upgrade existing secondary schools	Number of classrooms rehabilitated	750	750	750	750	750
	Encourage private sector investment in secondary education	A public private partnership policy for secondary in place		Partnership finalized			
	Strengthen technical and vocational pathways to attract students with skills orientation	Enrolment in secondary TVET programs	37,524	40,410	43,297	46,183	49,070

Program 9.2: Expand technical and vocational programs in secondary

i) Provide scholarships to poor and vulnerable children

The ESA has identified among other reasons why children are out of school the lack of fees to be a big hindrance. This locks out children whether from basic education population reference group or in the secondary category from accessing their right, the right to education. Majority of the children who are out of school having dropped out are faced with fee difficulties. To ensure this

phenomenon is not perpetuated, the plan will support the establishment of a scholarship program for the poor and other marginalized children. The scholarship will facilitate beneficiaries to acquire personal effects like school uniforms; books and associated learning materials; and cover expected school fees. To minimize complaints, the plan will ensure the development of a framework for vulnerable and marginalized groups; and develop a criterion for award of the scholarship.

ii) Provide dormitories to accommodate students who have to travel long distances to get to school

Boarding schools have for the longest time been credited with providing opportunity for students and teachers to develop close academic relationships as students have nothing beyond academics to worry about. For some students, boarding schools do not just provide them the opportunity to develop these academic bonds but reduces the effort they have to put to get to school. Some families live far from schools and students have to travel long distances to get to school. By the time they get to school, they have limited energy to concentrate on their learning. The plan will support the construction of dormitories in existing secondary schools to accommodate students who are vulnerable because of distance to school.

Summary of activities and targets for program 9.2

Program	Activity	Output Indicator	2019	2020	2021	2022	2023
Support to poor and vulnerable students	Provide scholarships and bursaries to vulnerable students	Number of scholarship/bursary beneficiaries	47,010	49,532	52,070	54,621	57,180
	Provide dormitories to accommodate students who have to travel long distances	Number of dormitories constructed	16	16	16	16	16

Goal 10: Improve learning and skills development in secondary education

Performance of students in end of secondary examination has been fairly good with 7 in 10 candidates from the most recent examinations meeting minimum requirements for the award of a pass. However, performance in Mathematics, Science and languages remains a concern. Additionally, the secondary education curriculum has not been revised for a long time and in light of the recently revised curriculum for basic education, there is need to review the secondary curriculum. The target of this goal is to review the secondary curriculum by 2020 and support its effective implementation through the following programs.

Program 10.1: Review the secondary education curriculum

i) Curriculum Needs Assessment

There is an ongoing conversation within government on the need to review the secondary education curriculum to (i) update the emerging knowledge and skills expectation and (ii) to align it to the recently revised basic education curriculum. To facilitate the design and development of a curriculum responsive to the needs of the people intended to be beneficiaries, a needs assessment has traditionally been the conventional starting point. The plan will support the NCCER to carry out research activities – qualitative and quantitative – gathering stakeholder feedback based on the current curriculum: the successes, the failures, lessons learnt as a critical starting point to aligning learning at basic and secondary levels. The activity will also involve consensus building between stakeholders and government on which way to go with the expected curriculum: what should go and what should remain? How should learning be structured in secondary education?

ii) Curriculum design

This activity will involve the actual development of the curriculum which will go through iterations of consultations to ensure the curriculum delivered meets that aspirations of the stakeholders and will be beneficial to the children of Sudan for decades to come. Specifically the plan will support (i) formulation of learning objectives for secondary education in academic and technical paths; (ii) identification of subjects through which the learning objectives will be delivered; (iii) identification and sequencing of learning content into the identified subjects; (iv) development and approval of curriculum support materials for students and teachers; and (v) determination of an assessment/evaluation n framework - what is to be evaluated from the curriculum and the methodology of assessment/evaluation.

iii) Teacher Orientation

To ensure that teachers effectively deliver the revised curriculum, the plan will support orientation of all practicing secondary school teachers. Through the curriculum design and development process the NCCER will determine sufficient period required for teacher orientation to give then good grounding on the new content and also enhance their pedagogical skills. For sustainability, the plan will also support revision of secondary teachers training programs to align them to the revised curriculum.

Summary of activities and targets for program 10.1

Program	Activity	Output Indicator	2019	2020	2021	2022	2023
Review secondary education curriculum	Needs assessment for curriculum reforms	Needs Assessment Report on curriculum orientation	Needs Assessment Finalized & Disseminated				
	Curriculum design and drafting of subject syllabi	Approved secondary education curriculum		Curriculum approved	Curriculum Piloting completed		

Program	Activity	Output Indicator	2019	2020	2021	2022	2023
	Teacher orientation on the revised curriculum	Number of teachers trained on the new curriculum		31,302	32,808		

Program 10.2: Enhance teaching resource capacity in secondary education

This program will seek a comprehensive solution to motivation of teachers to be able to provide quality learning experience to students. While the sector analysis presented a picture of adequacy of teachers, the reality in schools is that with different number of subjects offered in different schools, there is hidden shortage of teachers across schools. In addition, teachers in rural schools lack incentives to stay in their stations once deployed. This program will implement the following activities towards improved service delivery by secondary school teachers.

i) Recruit additional teachers

The situational analysis has showed that the system has considerably sufficient number of teachers in government schools – although with stark disparities across states and between rural and urban locations. With expanded access to secondary education, it is expected that the demand for teachers by the sub sector will increase. The plan will support recruitment of additional qualified teachers to meet the increased demand and also ensure equity in their distribution to states.

ii) Continuous teacher development and support

The one time training that teachers undergo before they begin training cannot sustain them throughout their service life time. As time passes, the context in which education is delivered changes. To ensure that teachers can remain effective and confident in delivering curriculum, the plan will support the upgrade of all teachers who do not meet the minimum requirements as set by the guidelines of service for teachers.

iii) Provide teacher houses to increase their contact with students

Increasing the fortunes of students in Sudan secondary education will require more than the recruitment of teachers. Service delivery indicators from Sub Saharan Africa have consistently demonstrated that teachers are not in school, even though in most cases their absence from school is based on formal permission. More than recruitment of teachers, there is need to put in place motivation mechanisms to incentivise the presence of teachers in schools. The plan will support the recruitment of additional teachers in secondary and the construction of teacher houses in targeted areas. This is expected to increase the amount of time students can spend with teachers.

iv) Improve capacity of teachers in science and languages

Improving the performance in basic and applied sciences require that teachers have good mastery of the content of respective subjects and alongside that, have good command in the language of delivery. The plan will support the training of science teachers in laboratory activities as well as scientific experiments to enhance the confidence of teachers in the use of scientific tools and

devices and guarantee ease of transfer of knowledge and concepts to their learners. Appreciating the evolution of English as a language in the country, the plan will provide training opportunities for teachers specializing in foreign languages as incentive to increase this pool of resource.

Summary of activities and targets for program 10.2

Program	Activity	Output Indicator	2019	2020	2021	2022	2023
Enhance human resource capacity for secondary education	Recruit additional teachers to cover the expected increase in enrolments	Number of teachers recruited and deployed to government schools	4,470	4,577	4,688	4,803	4,921
	Continuous teacher development and support	Number of teachers trained under secondary INSET program	12,521	13,123	13,733	14,350	14,976
	Provide teacher houses to increase their contact with students	Number of new teacher houses constructed	667	705	745	785	827
	Improve capacity of teachers in science and languages	Number of science and language teachers trained	3,130	3,281	3,433	3,588	3,744

Program 10.3: Provide teaching and learning materials

i) Provide core text books and other reference materials

To support implementation of the current curriculum, the government will continue providing resources to print and distribute textbooks. This will take in to consideration the policy on provision of learning materials in general education – also to be developed under this plan. In view of the revision of the secondary curriculum, the plan will also support the overhaul of the current textbooks, provide initial stocks upon which annual replenishment will be done.

ii) Support the documentation, translation and publication of scientific textbooks to Arabic

The National Centre for Curriculum Education Research is mandated to develop curriculum support materials while the states have the responsibility of printing the developed materials. In some cases, there are materials that are already developed and recommended for use in schools. However, the challenge of using such materials lies in their language of production. The government takes note that translations into native languages allow readers and users of translated material to appreciate cultural elements of their language in the acquired form which increases their chances of grasping the flow of concepts and acquisition of knowledge. The plan will support the translation, documentation and publishing of curriculum materials open for adaptation and reproduction.

iii) Provide science equipment to facilitate practical lessons

Theoretical science can be so abstract that its comprehension may be grossly jeopardized. To promote effective comprehension of scientific concepts and principles practical activities have been modelled in the curriculum and are delivered alongside theoretical periods. The periods are conducted using mimics of equipment used in developing the concepts to be learnt to enhance understanding of students. The plan will support provision of relevant equipment to schools to give students relevant practical experience of the abstracts they learn in theoretical classes. In schools that do not have science laboratories, the plan will support provision of science kits to bridge the equity gap between schools that have labs and those that do not have. The plan will also facilitate procurement of consumables to be used in scientific laboratories in secondary schools and support the training of science teachers on new methodologies of delivering scientific concepts and principles as soon as they emerge.

Summary of activities and targets for program 10.3

Program	Activity	Output Indicator	2019	2020	2021	2022	2023
Provide teaching and learning materials	Provide text books and other relevant reference materials	Number of students receiving curriculum reference materials	940,201	990,640	1,041,400	1,092,414	1,143,607
	Support the documentation, translation and publication of scientific textbooks to Arabic	Number of science volumes translated into Arabic	25	25	25	25	25
	Provide science equipment to facilitate practical lessons	Number of schools benefitting from science materials/equipment	200	200	200	200	200

Goal 11: Strengthening system for delivery of secondary education programs

The target of this priority is to facilitate the development and operationalization of an operational framework for assessment reforms including establishing a culture of evidence based policy and decision making in secondary education subsector. The following programs will be implemented under this policy priority.

Program 11.1: Assessment reforms for the revised curriculum

i) Needs Assessment for the Examination Agency

The end of basic and end of secondary examinations are set to be abolished to usher in continuous assessment as replacement. As countries move towards competency based curricula, there is increased orientation towards formative assessment which are expected to provide more immediate

feedback to teachers and learners/students on how well they are doing relative to set learning objectives as well as the individual capabilities of learners. To set up a support system for conducting formative assessments, there is need to understand the existing capacity in the examination council. The plan will support the needs assessment which will also involve identification of necessary equipment and capacity development needs.

ii) Establish and equip requisite structures for assessment

Based on the needs assessment in activity (i) above, the plan will support systematic equipment of the examination council to ensure effective and efficient processing and provision of feedback to school community – teachers, heads of PTAs and learners/students including parents where possible. In the short term, the plan will facilitate strengthening of localities to administer and process standardized examinations in lower grades with a view to building capacity for the envisaged continuous assessment.

iii) Capacity building for assessment specialists and teachers

Formative assessments have been touted as critical in providing immediate feedback to learning process – essential to teachers and students. In some cases formative assessment have been suggested to be used to produce cumulative scores for an entire education cycle – say basic education achievement would consolidate formative scores from lower grade to the last grade of basic education. Whichever is the choice for the country – the decision will be reached upon in the ongoing discussions to abolish end of cycle examination – there is need to build capacity of teachers in test development, administration and processing of results in a way that provides standard feedback. The plan will support capacity building for teachers in line with the needs assessment carried out in activity (i) above to fulfil this objective.

Summary of activities and targets for program 11.1

Program	Activity	Output Indicator	2019	2020	2021	2022	2023
Assessment reforms for the revised secondary curriculum	Review the structure of the examination agency	Needs Assessment Report with detailed cost of requirements		Needs Assessment Finalized and disseminated			
	Establish and equip requisite structures for assessment	Percentage Completion of equipment			50%	100%	
	Strengthening structures in localities to process standardized examinations	Number of localities equipped with assessment package	3	3	3	3	3
	Build capacity of parties to be involved in assessment	Number of teachers/staff trained on revised			63,976	66,947	69,956

Program	Activity	Output Indicator	2019	2020	2021	2022	2023
		assessment framework					

Program 11.2: Enhance capacity for evidence based management of secondary education

i) Timely data collection; processing and analysis

The plan will provide continuity to availability of data through the rapid survey. The plan will also support increased coverage of variables collected through the survey including increased focus on technical and vocational secondary education. This will include building capacity to collect specific information about OOSC and children with potential of dropping out of the system at secondary level as well as refugees in the education system. This activity will pilot use of technology in data collection to establish how much time could be gained in data collection with a view to scaling up the process if successful.

ii) Develop and operationalize education symposia/dialogue to encourage data use

The plan will build capacity of the planning teams at the federal and state levels to analyse education data in line with education thematic areas and to ensure that not only availability of analysis but also interpretation of the findings and what the findings mean to policy makers and implementers. The plan will support the establishment of regular policy round tables where education planners and practitioners can add value to the data collected from schools and showcase the implication of the results. The plan will also support wide dissemination of policy recommendations coming from such forums. At school level, the plan will support the development of school profiles out of the data collected as feedback to ensure teachers are also kept in a data management loop: data collection-data processing-data validation-data feedback.

Summary of activities and targets for program 11.2

Program	Activity	Output Indicator	2019	2020	2021	2022	2023
Enhance capacity for evidence based management of education	Timely data collection; processing and analysis	Annual Statistical Book for secondary education	1	1	1	1	1
	Develop and operationalize education symposia/dialogue to encourage data use	Number of dialogues held to discuss status of education	18	18	18	18	18

Figure 40: Theory of Change - Secondary Education

POLICY PRIORITIES	STRATEGIES	ACTIVITIES	EXPECTED OUTPUTS	OUTCOMES
Policy Priority 1: Increasing access to and equity in secondary education. **Expected Outcomes**: Increased transition to secondary education programs	Expanding opportunities in secondary schools Support to poor and vulnerable students	*Expanding network of secondary schools - construct schools/classrooms *Rehabilitate and upgrade existing secondary schools *Encourage private sector investment in secondary education *Strengthen technical and vocational pathways to attract students with skills orientation *Provide scholarships and bursaries to vulnerable students *Provide dormitories to accommodate students who have to travel long distances	*Additional secondary schools/classrooms constructed in target schools *Rehabilitation works carried out for dilapidated facilities in secondary schools *A framework for private sector invenstment in secondary TVET developed *Improved delivery of TVET in secondary schools *A scholarship program established and students awarded bursaries *Student dormitories constructed in target secondary schools	Increased participation in secondary education Increased participation in secondary education by VMGs Increased contact between teachers and students Increased learning materials in schools Increased capacity for delivery of secondary education programs
Policy priority 2: Improve learning and skills development in secondary education. **Expected Outcome**: Improved learning and market orientation for secondary schools programs	Review secondary education curriculum Enhance human resource capacity for secondary education Provide teaching and learning materials	*Needs assessment for curriculum reforms *Curriculum design and drafting of subject syllabi *Teacher orientation on the revised curriculum *Recruit additional teachers to cover the expected increase in enrolments *Continuous teacher development and support *Provide teacher houses to increase their contact with students *Improve capacity of teachers in science and languages *Provide text books and other relevant reference materials *Support the documentation, translation and publication of scientific textbooks to Arabic *Provide science equipment to facilitate practical lessons	*Public research/Consultations with secondary education stakeholders conducted *Subject specific objectives identified and syllabi developed and approved *Secondary school teachers trained on implementation of the revised curriculum *Qualified teachers recruited to cater for additiona students *Reviewed INSET programs operationalized in line with the revised curriculum *Teacher houses constructed in identified schools *Science and language teacher training programs reviewed *Reference materials provided to students in government secondary schools *NCCER supported to translate secondary science materials into Arabic *Selected secondary schools equipped with relevant set of science materials/equipment	
Policy priority 3: Strengthening system for delivery of secondary education programs **Expected Outcome**: Improved delivery of secondary education programs	Assessment reforms for the revised secondary curriculum Enhance capacity for evidence based management of education	*Review the structure of the examination agency *Establish and equip requisite structures for assessment *Build capacity of parties to be involved in assessment *Timely data collection; processing and ansalysis *Develop and operationalize education symposia/dialogue to encourage data use	*Needs assessment on structural requirementsfor continuous assessment *Appropriate equipment procured and installed to facilitate assessment processing *Teachers and identified assessment handlers trained on appropriate programs *Annual Schools Census conducted for secondary schools *Policy dialogues held to discuss key education statuses as per ASC results	

5. Costs and Financing Implication of the Plan

This chapter presents the financial requirements for implementing the priorities identified in the plan. The chapter sets out with the future financial prospects for the sector followed by a discussion of the critical targets and cost that will potentially be incurred to achieve the targets and finally the chapter provides the projected gap based on the expected resources – domestic and external.

5.1 Future Prospects

Estimating financial resources expected to be available for the sector is challenging given the current economic climate – the dramatic fluctuation of the inflation rate has continued to devalue the local currency. Notwithstanding the economic challenges, the plan has made conservative assumptions that the GDP will continue to grow at an annual average of 4% during the plan implementation period. The total recurrent expenditure for the whole of government will remain stable at 10.1%; and the share of education recurrent expenditure as a share of total government recurrent expenditure will also remain 9.8%. The GDP is thus estimated to grow from SDG 573.6 billion in 2017 to SDG 725.8 billion in 2023 representing a growth of 26.5% while the total government recurrent expenditure net of lending will increase by SDG 15 billion in the same period.

Table 25: Simulation of the Anticipated Macroeconomic Situation

	2017	2018	2019	2020	2021	2022	2023
Gross Domestic Product (billion SDG)	573,579	596,522	620,383	645,198	671,006	697,847	725,760
Real GDP average annual growth rate	4%						
Total recurrent expenditure excluding Debt	57,654	59,960	62,359	64,853	67,447	70,145	72,951
Total recurrent expenditure as % of GDP	10.1%	10.1%	10.1%	10.1%	10.1%	10.1%	10.1%
Education recurrent expenditure as % of total Govt recurrent expenditure	9.8%	10.2%	10.6%	11.0%	11.3%	11.7%	12.1%
Total recurrent resources expected for education (millions SDG)	5,668.7	6,123	6,604	7,114	7,654	8,226	8,831
Total recurrent resources expected in general education (millions SDG)	4,341	4,712	5,123	5,560	6,024	6,515	7,037
Total recurrent resources expected in basic education (millions SDG)	2,616	3,388	3,761	4,166	4,605	5,082	5,598

Increasing the share of government recurrent expenditure voted to education from 9.8% to 12% in 2023 will see the recurrent resources to education increase from SDG 5.67 billion in 2017 to SDG 8.8 billion in 2023. As presented earlier in the cost and financing section, the share of education recurrent budget voted to basic education is 47.5% (2017) supporting the 8-year basic education structure. The expected resources in basic education have been simulated based on the global benchmark of 45% of recurrent education budget voted for 6-year basic education – in which case the expected share of an 8-year cycle is 60%. Increasing the resources allocated to basic education

from 47.5% to 53.7% the expected resources will more than double, grow from SDG 2,616 million in 2017 to SDG 5,598 million in 2023.

5.2 Plan Targets and Cost Projections

5.2.1 Overall Plan Targets

Plan Sudan is committed to the international convention on the Sustainable development agenda including SDG4 on inclusive quality education and lifelong opportunity for all. Nonetheless, Sudan still stands far from the commitments made in the Millennium Development Goal of universal primary completion because of the high number of out-of-school children and subsequent low enrolment ratios. Access to Grade 1 in basic education is 82 percent, and Gross Enrolment Ratio is slightly above 70 percent, leading to more than 2.5 million of basic education age being out-of-school. Completion rate is low and was 37 percent in 2016 meaning that only two out of three pupils who start basic education complete. The plan interventions are expected to grow the pre-school coverage by up to 19 percentage points between 2018 and 2023; the basic education is also expected to grow by 16 percentage points while secondary is estimated will grow by 7 percentage points under the same period and granted that the interventions that have been identified in the plan are implemented to the latter. Table 26 below shows the projected coverage, the corresponding volume of students/learners expected to be in school during the plan period and some selected inputs that will drive cost of the plan.

Table 26: Simulation Projection for Pre-Primary, Primary and Secondary

	2018	2019	2020	2021	2022	2023
Preschool education						
Gross enrolment rate	**44%**	**46%**	**48%**	**49%**	**51%**	**52%**
Number of learners	1,075,359	1,136,482	1,199,698	1,265,069	1,332,655	1,402,523
Number of learners in Govt schools	662,519	679,376	694,729	708,468	720,476	730,634
Number of teachers in Govt schools	22,084	22,646	23,158	23,616	24,016	24,354
Basic education						
Gross intake rate	**88%**	**94%**	**100%**	**100%**	**100%**	**100%**
Gross enrolment rate	**75%**	**79%**	**84%**	**85%**	**87%**	**88%**
Completion rate	**53%**	**56%**	**59%**	**61%**	**64%**	**67%**
Pupil Teacher Ratio	**31.6**	**32.0**	**32.3**	**32.6**	**33.0**	**33.3**
Number of learners	6,369,834	6,906,149	7,462,181	7,747,072	8,040,638	8,343,117
Number of learners in Govt schools	5,735,602	6,208,643	6,699,023	6,956,462	7,221,759	7,495,131
No of teachers in Govt schools	162,517	180,063	197,912	208,427	219,098	225,208
No of classrooms in Govt schools	128,272	138,874	149,830	155,367	161,136	167,147
Secondary education						
Gross intake rate, Academic	**39%**	**41%**	**43%**	**45%**	**47%**	**49%**
Gross enrolment rate	**41%**	**43%**	**45%**	**47%**	**49%**	**50%**
Completion Rate	**45%**	**46%**	**48%**	**50%**	**51%**	**53%**
Students/teacher ratio	**14.9**	**15.0**	**15.1**	**15.2**	**15.2**	**15.3**
Student enrolments, Academic	1,124,400	1,198,643	1,275,642	1,355,463	1,438,172	1,523,839
Student enrolment in Govt Academic	890,148	940,201	990,640	1,041,400	1,092,414	1,143,607
Student enrolments, Technical	34,637	37,524	40,410	43,297	46,183	49,070
No of teachers, Academic	59,625	62,604	65,617	68,664	71,750	74,878

	2018	2019	2020	2021	2022	2023
No of classrooms, Academic	21,256	22,349	23,473	24,627	25,814	27,033

5.2.2 Cost of the Sector Plan

Different geographic and climatic conditions mean that costs may vary substantially from one state of Sudan to another, especially for development expenditures and operational costs. Considering that the plan has been developed centrally but will be implemented at the decentralized units – states and localities – any projection of costs should consider individual costs planned by each state and locality. In the absence of such provision, existing information from the federal level is usable but with caution. The projection of costs for the ESSP is therefore based on unit costs obtained from the federal level for each of the interventions that have been identified in the plan. There is a huge potential that the estimated costs presented here will vary significantly during implementation. It should be noted that the costs do however provide a credible framework for validating the feasibility and sustainability of the plan.

The objectives, strategies and outlined in this ESSP are expected to cost SDG 63.5 billion over its five-year implementation (2019-2023), SDG 50.7 billion in recurrent expenditure, and SDG 12.8 billion in capital expenditure. These expenditure requirements are driven primarily by enrolment whilst also recognizing the necessary inputs to ensure quality of learning. Table 27 below presents the summary of the cost of the plan distributed by recurrent and development cost requirements.

Table 27: Projected Total Costs of the Plan (Million SDG)

Cost Type	2019	2020	2021	2022	2023	Total
Recurrent	8,278	9,204	10,475	11,107	11,645	**50,709**
Development	2,544	2,582	2,544	2,558	2,568	**12,796**
Total Requirement	**10,821**	**11,786**	**13,019**	**13,666**	**14,213**	**63,505**

The recurrent costs comprise of pre-school, basic education, secondary – academic, technical and vocational – literacy/Non-Formal Basic Education, teacher training – pre-service and in-service – TVET and higher education. The recurrent costs will also cover system strengthening in areas of policy and strategy development and implementation. The largest share of the requirement is taken by Basic Education which accounts for up to 44% of the total recurrent cost for the plan implementation period. Secondary and higher education account for 15% and 16% of the total recurrent costs respectively. Table 28 presents a summary of the recurrent requirements.

Table 28: Projected Recurrent Costs of the Plan (Million SDG)

	2019	2020	2021	2022	2023	Total
ECD/Preschool	277	291	305	319	333	**1,525**
Basic education	3,364	3,812	4,674	4,998	5,229	**22,078**
Secondary education	1,268	1,398	1,536	1,687	1,849	**7,737**
Technical & Vocational	679	732	856	909	956	**4,131**
Non- formal education/Literacy	141	145	150	156	161	**753**
Teacher training and upgrade	361	429	436	444	452	**2,122**
Higher Education	1,481	1,554	1,630	1,710	1,794	**8,169**

	2019	2020	2021	2022	2023	Total
System Strengthening	707	843	888	885	871	**4,194**
Total Recurrent	**8,278**	**9,204**	**10,475**	**11,107**	**11,645**	**50,709**

Capital costs have been estimated for pre-school, basic education and secondary schools only. This will cover additional classrooms and new schools; dormitories for learners and mazes for teachers; installation of electricity, water and sanitatiin facilities in schools etc. Like for recurrent costs, basic education has the biggest share of requirements accounting for about two thirds of the total capital cost. Table 29 presents the summary of the capital costs for the three sub sectors and the respective years of plan implementation.

Table 29: Projected Capital Costs of the Plan (Million SDG)

	2019	2020	2021	2022	2023	TOTAL
ECD/Preschool	114	108	98	86	69	**406**
Basic education	2,120	2,164	2,135	2,159	2,183	**8,578**
Secondary education	310	309	311	314	317	**1,244**
Total Capital Cost	**2,544**	**2,582**	**2,544**	**2,558**	**2,568**	**12,796**

5.3 Financing the Plan

According to the resource projections the education sector will potentially be allocated SDG 38.41 billion during the plan implementation period. There is still no commitment from development partners on the amount of resources that will be spent in supporting the programs – some of whose interventions are highlighted in the plan – and therefore the total resources presented in Table 30 for instance is only from domestic sources. The implication is that the sector will have a resource deficit of SDG 25 billion over the plan implementation period (or USD 1,389 million) as shown in Table 25. This is the total deficit for the entire plan including the conservative inputs to TVET and higher education.

Table 30: Total financing requirements and gap - Education Sector

	2019	2020	2021	2022	2023	TOTAL
ESSP expenditure requirements SDG	10,821	11,786	13,019	13,666	14,213	**63,505**
Total projected public resources for general education (million SDG)	6,604	7,114	7,654	8,226	8,831	**38,428**
Total projected donor financing (million SDG)	0	0	0	0	0	**0**
Total expected resources (million SDG)	6,604	7,114	7,654	8,226	8,831	**38,428**
Financing gap (Million SDG)	**4,217**	**4,672**	**5,366**	**5,440**	**5,382**	**25,077**
Financing Gap (Million USD)	**234**	**259**	**297**	**301**	**298**	**1,389**

In general education, the total resources projected to be available for recurrent programs totals SDG 30.3 against the total recurrent estimated plan cost – interventions identified for general education – of SDG 42.5 billion. This yields a reduced resource gap of SDG 12.3 billion (or 680 million USD). It is important to note that the financing gap excludes resource commitment from development partners. If available and included, the reported gap may significantly go down. Table 31 below presents the total recurrent financing and the gap.

Table 31: Total recurrent financing requirements and gap – General Education Sector

	2019	2020	2021	2022	2023	TOTAL
ESSP expenditure requirements (million SDG)	6,797	7,650	8,845	9,397	9,851	**42,540**
Total projected public resources for general education (million SDG)	5,123	5,560	6,024	6,515	7,037	**30,259**
Total projected donor financing (million SDG)	0	0	0	0	0	**0**
Total expected resources (million SDG)	5,123	5,560	6,024	6,515	7,037	**30,259**
Financing gap (Million SDG)	**1,674**	**2,090**	**2,821**	**2,882**	**2,814**	**12,281**
Financing Gap (Million USD)	**93**	**116**	**156**	**160**	**156**	**680**

In basic education group, based on the assumption to improve its share of education recurrent allocation from 48% to 54%, the resources likely to be available totals SDG 23.2 billion (inclusive of pre-primary, basic education, teacher education and Non-Formal education) against the total cost of interventions of SDG 37.7 billion – inclusive of capital interventions. This has a resource gap of SDG 14.5 billion (or USD 803 million) as presented in Table 32.

Table 32: Total financing requirements and gap – Basic Education

	2019	2020	2021	2022	2023	TOTAL
ESSP expenditure requirements (million SDG)	6,377	6,950	7,798	8,161	8,427	**37,713**
Total projected public resources for basic education (million SDG)	3,761	4,166	4,605	5,082	5,598	**23,211**
Total projected donor financing (million SDG)	0	0	0	0	0	**0**
Total expected resources (million SDG)	3,761	4,166	4,605	5,082	5,598	**23,211**
Financing gap (Million SDG)	**2,616**	**2,785**	**3,193**	**3,079**	**2,829**	**14,502**
Financing Gap (Million USD)	**145**	**154**	**177**	**171**	**157**	**803**

Dropping the capital costs and comparing the cost of recurrent interventions in basic education against the projected resources for basic education, the attendant resource gap is SDG 7.2 billion (or USD 399 million) as presented in Table 33. The capital costs for all the sub sectors may be covered by the resources allocated from the government as well as external resources.

Table 33: Total recurrent financing requirements and gap – Basic Education

	2019	2020	2021	2022	2023	TOTAL
ESSP expenditure requirements (million SDG)	4,811	5,463	6,386	6,743	7,006	**30,409**
Total projected public resources for basic education (million SDG)	3,761	4,166	4,605	5,082	5,598	**23,211**
Total projected donor financing (million SDG)	0	0	0	0	0	**0**
Total expected resources (million SDG)	3,761	4,166	4,605	5,082	5,598	**23,211**
Financing gap (Million SDG)	**1,051**	**1,298**	**1,781**	**1,661**	**1,408**	**7,198**
Financing Gap (Million USD)	**58**	**72**	**99**	**92**	**78**	**399**

5.4 Implications and Future Strategies

Figures below show the projected financing gap from 2018/19 to 2022/23. The gap is clearly significant. To meet the gap the Government of Sudan will continue to develop partnerships with donors, the private sector, and NGOs. There is a considerable risk that this gap may not be bridged, calling for prioritization of funding, at the cost of not fully meeting all objectives outlined in this ESSP. The costing used in this framework are based on achieving an ambitious set of policy outcomes, in line with the targets set out. Given the inherent unpredictability of revenues, there is a need to periodically review spending plans as more accurate information becomes available. This will be done through the annual planning and budgeting process, and the implications for the delivery of the ESSP priorities will be reviewed annually. The Government will continue to take steps to improve the accuracy of forecasting through reviewing unit costs and building staff capacity in finance and planning both centrally and at a decentralized level.

6. Implementation Plan

Policy Priority	Programme	Activity	Responsibility	Output Indicator	Cost in Thousand Sudanese Pounds					
					2019	2020	2021	2022	2023	Total
Policy Priority 1: Increasing access to pre-school. Expected Outcome: Increased participation in pre-school programs by all eligible children	Expand opportunities in government assisted/managed pre-schools	Mapping all pre-schools in Sudan to inform regulation and supply		Baseline report on pre-school services in Sudan	0	3,577	0	0	0	3,577
		Construct additional pre-schools/classrooms in target locations		Number of pre-schools/Classrooms constructed	60,162	61,767	63,398	65,056	66,741	317
		Establish model pre-schools to guide future investment		Number of model pre-schools constructed/established	0	600	600	600	0	2
		Federal and state incentives to encourage private investment		Incentives framework for private investors	0	358	0	0	0	358
	Community cantered approach to pre-school programs	Increase advocacy to promote enrolment in formal pre-school programs		Number of advocacy campaigns targeting pre-school learners	966	966	966	966	966	4,829
Policy Priority 2: Improving the quality of pre-schooling. Expected outcome: Improved child friendly	Develop/Review pre-school curriculum and enhance Govt resourcing in pre-school	Finalize and implement pre-school curriculum		Revised/Finalized Pre-school curriculum	358	0	0	0	0	358
		Develop Standard training program for pre-school teachers		Revised development program for pre-school teachers	894	0	0	0	0	894

Policy Priority	Programme	Activity	Responsibility	Output Indicator	Cost in Thousand Sudanese Pounds					
					2019	2020	2021	2022	2023	Total
and stimulating learning environment in pre-schools		Support recruitment of pre-school teachers in Govt schools		Number of teachers recruited in pre-school	224,981	23,086	23,696	24,315	24,945	321
		Provide learning materials in government pre-schools		Number of pre-school learners receiving learning materials	8,026	8,849	9,695	10,562	11,452	49
	Implement Pre-School health, nutrition and safety programs	Provide school feeding and nutritional support to pre-school learners		Number of pre-school learners receiving school feeding	335,152	369,543	404,842	441,064	478,224	2,028,824
		Develop and implement a safety program for pre-schools		An operational pre-school safety program	0	358	0	0	0	358
		Develop and implement a school health program focusing on de-worming		Number of pre-school learners dewormed	8,612	9,496	10,403	11,334	12,288	52,133
Policy Priority 3: Increase opportunities for literacy programs. Expected Outcome(s): Improved efficiency in delivery of	Operationalize pre-school policy and support pre-school activities	Develop/review pre-school operational guideline		Pre-school operational guideline in place	0	0	0	0	0	0
		Develop a strategy/model for financing pre-school		Financial model for pre-schools in Sudan	0	358	0	0	0	358
		Capacity building for planning and monitoring pre-school services		Annual publication of pre-school statistics	358	358	358	358	358	1,788

Policy Priority	Programme	Activity	Responsibility	Output Indicator	Cost in Thousand Sudanese Pounds					
					2019	2020	2021	2022	2023	Total
pre-school programs		Provide logistical support and facilitation for pre-school programs		Number of quality monitoring reports for pre-school activities	336,215	336,215	336,215	336,215	336,215	1,681,077
Policy priority 1: Enhance retention in basic education. Expected Outcome(s): Improved completion rates in basic education	Expand education opportunities for children at risk of dropping out of school	Construct classrooms in incomplete basic schools		Number of classrooms constructed in target schools	195,259	195,259	195,259	195,259	195,259	976
		Provide dormitories in schools located in nomadic communities		Number of dormitories constructed in target schools	0	0	0	0	0	0
	Address socio-economic barriers to basic education	Develop and implement a policy on grade progression		An operational policy on non-repetition and re-entry	0	358	0	0	0	358
		Provide conditional grants to basic education to poor households		Number of learners supported under social safety nets	6,353	6,930	7,278	7,640	8,016	36
		Strengthen guidance and counselling in basic education schools		Share of schools implementing effective guidance and counselling programs	2,000	600	700	800	1,000	4
Policy priority 2: Improving quality of learning at basic education. Expected outcomes: Improved	Curriculum and assessment reforms including learning interventions	Enhance monitoring and supervision of implementation of the new curriculum		Number of curriculum inspectors recruited and stationed in states	5,891	6,079	3,643	3,725	2,778	22
		Introduce curriculum based assessment as		An operational framework for	0	894	0	0	0	894

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Policy Priority	Programme	Activity	Responsibility	Output Indicator	Cost in Thousand Sudanese Pounds					
					2019	2020	2021	2022	2023	Total
learning outcomes in lower grades; improved delivery of curriculum in basic education.		part of curriculum implementation		continuous assessment						
		Implement an early grade reading and mathematics program		Reading and Numeracy Project Design Document	35,768	143,070	178,838	178,838	178,838	715,352
	Provision of teaching and learning materials	Update and adopt policy on public provision learning materials		An operational textbook policy	358	0	0	0	0	358
		Provide curriculum support materials to all learners in basic education		Number of learners receiving learning materials in basic schools	57,752	62,996	66,165	69,455	72,869	329
	Enhance teacher preparation, recruitment and continuous support	Review and implement pre-service teacher development strategy		Number of basic schools trained under pre-service programs	503,814	503,814	503,814	503,814	503,814	2,519
		Recruit additional teachers to cater for additional enrolment in basic schools		Number of Govt paid teachers recruited to government basic schools	345,768	365,333	250,429	259,703	269,289	1,491
		Implement continuous INSET for basic school teachers		Number of basic school teachers trained under INSET	0	73,008	73,008	73,008	73,008	292
Policy priority 3: Increase access to and equity in formal basic education.	Expanding opportunities in government basic schools	Construct and equip classrooms in schools that do not have lower grades		Number of classrooms constructed in target schools	97,629	97,629	97,629	97,629	97,629	488

Policy Priority	Programme	Activity	Responsibility	Output Indicator	Cost in Thousand Sudanese Pounds					
					2019	2020	2021	2022	2023	Total
Expected outcomes: Increased GER; Reduced disparity between Rural/Urban and Boys/Girls GER		Sensitize communities to enrol eligible children to school		Number of advocacy programs carried out	966	966	966	966	966	4,829
	Supporting vulnerable groups including refugees and vulnerable girls	Support school feeding program in hardship areas and pockets of poverty		Number of learners receiving meals in government basic schools	12,706	13,859	14,556	15,280	16,031	72
		Provide sanitation facilities in basic schools		Number of schools provided with water and sanitation facilities	40,000	40,000	40,000	40,000	40,000	200
		Provide sanitary towels to girls in target locations		Number of girls receiving sanitary towels	127,055	138,592	145,563	152,800	160,311	724
		Support registration of community schools among foreign nationals		Number of community schools registered	0	0	0	0	0	0
		Develop and implement approaches to support children with learning difficulties		Framework for supporting children with learning difficulties	894	0	0	0	0	894
		Install electricity to schools that are not connected to increase learning hours		Number of schools connected to electricity/energy source	20,000	20,000	20,000	20,000	20,000	100
Policy Priority 4: Increase opportunities for literacy	Strengthen delivery framework for alternative basic education	Develop/Review policy/regulation on provision of alternative basic education		An operational framework for alternative learning	358	0	0	0	0	358

Policy Priority	Programme	Activity	Responsibility	Output Indicator	Cost in Thousand Sudanese Pounds					
					2019	2020	2021	2022	2023	Total
programs. Expected Outcome: Improved participation by OOSC in basic education; improved literacy rates.		Develop and implement bridge/accelerated programs to OOSC		Number of learners enrolled to literacy programs	335,733	313,755	290,706	266,551	241,253	1,448
		Equip vocational centres to cater for OOSC who are outside basic school age		Number of centres identified for equipment	7,200	7,200	7,200	7,200	7,200	36
		Establish low cost boarding basic schools in nomadic communities		Number of low cost boarding schools established	10,800	10,800	10,800	10,800	10,800	54
Policy Priority 5: System strengthening for effective delivery of basic education. Expected Outcome: Improved coordination of basic education programs	Enhance human resource provision for implementation and monitoring education activities	Develop a policy on recruitment and deployment of teachers		An operational policy on recruitment and deployment of teachers	0	894	0	0	0	894
		Enhance monitoring and supervision of implementation of the new curriculum		Number of curriculum inspectors recruited and stationed in states	5,891	6,079	3,643	3,725	2,778	
	Support evidence based planning and decision making in basic education	Improved coverage of annual schools census		Percentage coverage of basic education schools	1,667	166,667	166,667	166,667	166,667	
		Timely analysis and dissemination of basic education data		Time taken to process annual schools census	1,667	10,000	5,000	5,000	5,000	
Policy Priority 1: Increasing	Expanding opportunities in	Expanding network of secondary		Number of schools/classrooms constructed	39,394	39,394	39,394	39,394	39,394	197

Policy Priority	Programme	Activity	Responsibility	Output Indicator	Cost in Thousand Sudanese Pounds					
					2019	2020	2021	2022	2023	Total
access to and equity in secondary education. Expected Outcomes: Increased transition to secondary education programs	secondary schools	schools - construct schools/classrooms								
		Rehabilitate and upgrade existing secondary schools		Number of classrooms rehabilitated	4,056	4,056	4,056	4,056	4,056	20
		Encourage private sector investment in secondary education		A public private partnership policy for secondary	0	179	0	0	0	179
		Strengthen technical and vocational pathways to attract students with skills orientation		Enrolment in secondary TVET programs	247,027	266,029	285,031	304,033	323,035	1,425
	Support to poor and vulnerable students	Provide scholarships and bursaries to vulnerable students		Number of scholarship/bursary beneficiaries	477,272	505,380	533,181	560,638	587,714	2,664
		Provide dormitories to accommodate students who have to travel long distances		Number of dormitories constructed	6,566	6,566	6,566	6,566	6,566	33
Policy priority 2: Improve learning and skills development in secondary	Review secondary education curriculum	Needs assessment for curriculum reforms		Needs Assessment Report on curriculum orientation	626	0	0	0	0	626
		Curriculum design and		Approved secondary education curriculum	0	1,788	0	0	0	1,788

Policy Priority	Programme	Activity	Responsibility	Output Indicator	Cost in Thousand Sudanese Pounds					
					2019	2020	2021	2022	2023	Total
education. Expected Outcome: Improved learning and market orientation for secondary schools programs		drafting of subject syllabi								
		Teacher orientation on the revised curriculum		Number of teachers trained on the new curriculum	0	16,624	17,346	0	0	33,970
	Enhance human resource capacity for secondary education	Recruit additional teachers to cover the expected increase in enrolments		Number of teachers recruited and deployed to government schools	80,518	82,439	84,683	87,289	90,307	425
		Continuous teacher development and support		Number of teachers trained under secondary INSET program	95,416	99,690	104,017	108,421	112,931	520
		Provide teacher houses to increase their contact with students		Number of new teacher houses constructed	28,016	29,566	31,263	33,139	35,230	157
		Improve capacity of teachers in science and languages		Number of science and language teachers trained	1,551	1,621	1,691	1,763	1,836	8,462
	Provide teaching and learning materials	Provide text books and other relevant reference materials		Number of students receiving curriculum reference materials	86,777	91,887	96,942	101,934	106,857	484
		Support the documentation, translation and publication of scientific textbooks to Arabic		Number of science volumes translated into Arabic	45	45	45	45	45	224

Policy Priority	Programme	Activity	Responsibility	Output Indicator	Cost in Thousand Sudanese Pounds					
					2019	2020	2021	2022	2023	Total
		Provide science equipment to facilitate practical lessons		Number of schools benefitting from science materials/equipment	35,768	35,768	35,768	35,768	35,768	178,838
Policy priority 3: Strengthening system for delivery of secondary education programs	Assessment reforms for the revised secondary curriculum	Review the structure of the examination agency		Needs Assessment Report with detailed cost of requirements	0	36	0	0	0	36
		Establish and equip requisite structures for assessment		Percentage Completion of equipment	0	0	8,942	17,884	0	26,826
		Build capacity of parties to be involved in assessment		Number of teachers/staff trained on revised assessment framework	0	0	2,336	2,408	2,491	7,235
	Enhance capacity for evidence based management of education	Timely data collection; processing and analysis		Annual Statistical Book for secondary education	1,667	1,667	1,667	1,667	1,667	8
		Develop and operationalize education symposia/dialogue to encourage data use		Number of dialogues held to discuss status of education	644	644	644	644	644	3,219

7. Plan Implementation Arrangement and Capacity Development

The ESSP has been designed with interventions cross-cutting between federal and state levels of delivery. The organization of functions of government in Sudan allocates clear responsibility between the two levels of governance with clear financing modalities. Implementation of the ESSP will take advantage of the existing structures with provision of coordinating structures to ensure inclusivity and enhanced accountability in the implementation process – noting the considerable contribution of local and international development partners to the development of education in the country. The coordination mechanisms created under iBES, noting that their effectiveness have been appreciated in the ongoing implementation of the interim sector plan and the Basic Education Recovery Project are retained in this plan. Government and partners coordination frameworks have been identified as necessary and will be constituted as detailed in the following sections.

7.1 Coordination Frameworks

7.1.1 Government Coordination Framework

The National Education Sector Coordination Framework was established to provide guidance to the development and implementation of the iBES and has been steering implementation of the interim sector plan. The framework brings together a National Steering Committee (NSC); A Federal Technical Committee (NTC) and eighteen State Technical Committees (STC). The framework has been useful in coordinating implementation of education programs and are retained to oversee implementation of the 2018-2022 plan.

7.1.1.1 National Steering Committee

The NSC will continue to provide linkage between Federal Ministry of Education and State Ministries of Education. NSC will be constituted by the Director Generals from the state and federal levels of government and will be responsible for providing leadership and guidance to the implementation of the ESSP in line with the National Development Strategy and any other government program as may be determined within the plan implementation period. The NSC will meet at least once every three months to consider the status and progress made in the implementation of ESSP. The NSC will also be responsible for appraising the National Council for Planning and the Council of Ministers on the plan implementation progress.

7.1.1.2 Federal Technical Committee

The FTC will be constituted by technical officers drawn from the units of the Federal Ministry of Education and will focus on providing technical guidance to the policy priorities identified in the ESSP. The FTC will conduct regular meetings among its members to streamline implementation of federal programs and also identify impediments to smooth implementation of the ESSP with a view to mitigate where technically feasible.

7.1.1.3 State Technical Committees

As noted earlier, the ESSP covers interventions to be implemented not only at the federal level but within states as well. TO facilitate the prioritization of these interventions in the state work and monitoring plans, the coordination mechanism creates 18 STCs – each appointed by the State Director General. The DG will have the prerogative of appointing members to the STC in line with the priorities identified in the ESSP. The committee will meet regularly – at least monthly – consider implementation progress of state level interventions and provide status updates to their respective Director General and to the National Steering Committee.

7.1.2   Partners Coordination Framework

The Education Coordination Framework was developed in consultations between FMoE and development partners to ensure a high level of coordination between government and the range of education partners supporting education in Sudan. The mechanism was developed for iBES and will continue to play this role for the last two years of ESSP. The Framework lays out the roles and responsibilities of each coordinating group for the education sector. All three groups will support the implementation of the ESSP, participate in the joint annual reviews and coordinate technical and financial resources among all Partners.

7.1.2.1 Education Coordination Group

Education Coordination Group (ECG) comprises representatives of government ministries, donors, international development partners, civil society and local and international Non-Governmental Organizations (NGOs) with leadership from the FMoE. The ECG is responsible for coordinating support to the education sector in line with the priorities and interventions identified in the ESSP; promoting dialogue between government and donors to have joint appreciation of the challenges and opportunities in the sector; providing technical support/assistance on policy and strategic issues in the sector and monitoring progress towards the targets and goals set in the ESSP.

7.1.2.2 Education Partners' Group

The Education Partners' Group (EPG) includes local representatives from bilateral and multilateral development partners and other donors. The EPG will promote coordinated interaction between partners and government and provide support for implementation and monitoring of the ESSP through mechanisms like Joint Sector Reviews (JSR). The EPG will also support resource mobilization for implementation of the priorities identified in the ESSP.

7.1.2.3 Coordinating Agency

The Coordinating Agency (CA), is appointed to strengthen the communication link between the MoE, ECG and the EPG to facilitate implementation of the iBES. The role of the CA includes supporting the FMoE to take the lead on annual joint sector reviews which will monitor the

implementation of the ESSP and to also ensure timely commitment and disbursement of funds. The CA supports the FMoE to report on the progress of ESSP implementation, including funding commitments and disbursements to all Partners on an annual basis.

Figure 41: Plan Coordination Framework
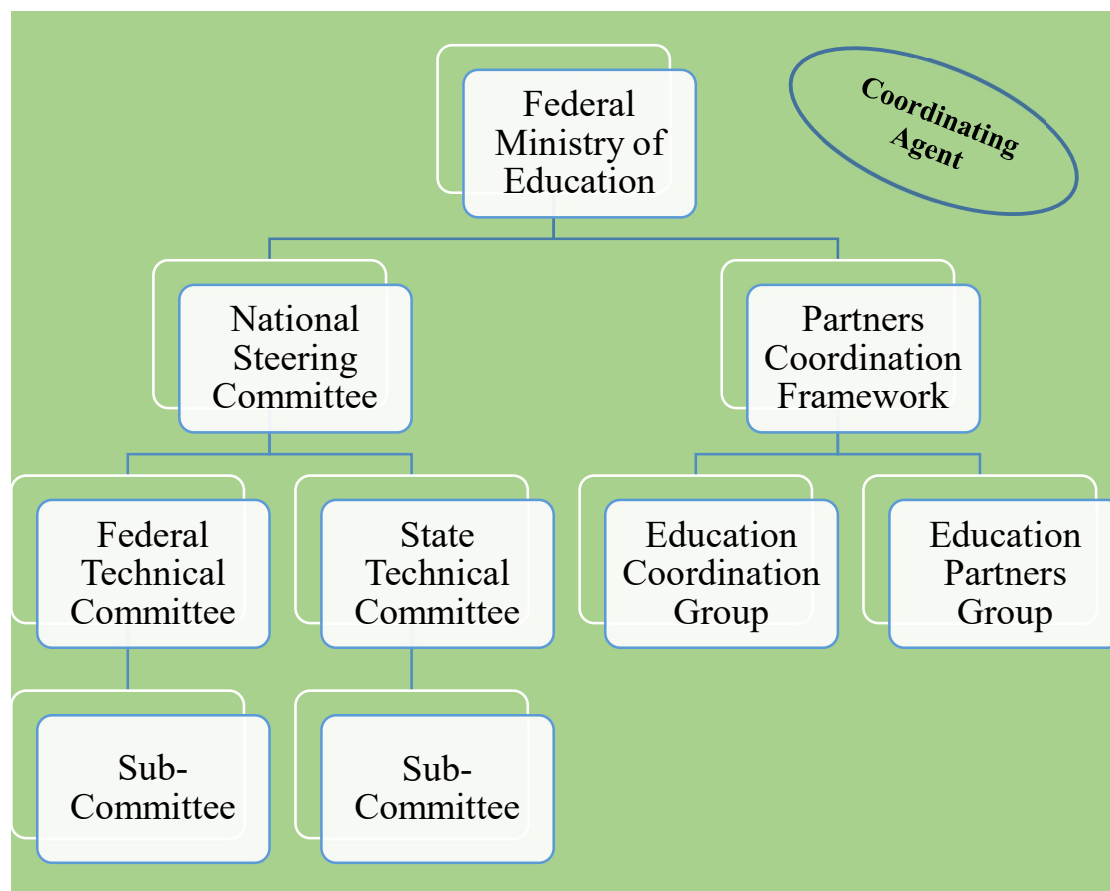
7.2 Capacity Development

In order to ensure smooth and effective implementation of the ambitious programs and activities, there is acknowledgement that the coordination system and framework will require capacity development. The plan will support a comprehensive institutional capacity needs assessment at Federal and State levels including implementation partners to establish specific capacity gaps that may put effective implementation of the plan in jeopardy. Arising from the assessment, the plan will devise a capacity building plan and strategy outlining the capacity gaps, the response mechanism; the target groups and the timelines for carrying out the skills development. Based on lessons learnt from implementation of capacity development activities in the states, the plan will facilitate and monitor the implementation of capacity development response mechanisms (programs) including organization of peer learning between states.

8. Monitoring and Evaluation

Implementation of the ESSP will be aligned to the functions allocated to the Federal, State and Locality levels of education administration. Activities aligned to overall system strengthening and specific interventions to secondary schools will be overseen by the Federal Ministry of Education while direct inputs to pre-school and basic education will be the responsibility of the States and localities. To account for the results of the plan, the monitoring and evaluation framework has been developed to ensure that implementation of key activities identified in the plan are tracked. The framework will also allow for periodic evaluation of key indicators at the federal and state levels to assess the progress towards achievement of objectives set in the plan as well as the general performance of the sector in the wider National Development Strategy. The framework therefore has indicators at output, intermediate outcome and objective results levels.

8.1 Monitoring and Evaluation Mechanisms

8.1.1 Plan Progress Reporting

Although, the Federal Ministry of Education will have the overall responsibility of reporting on the progress made on implementation, the monitoring framework obligates the partner coordination framework to support the Ministry to report progress every quarter of the calendar/financial year. The quarterly progress reports will provide the progress made towards the milestones set in the plan and will be one of the agenda items for consideration during the periodic meetings of the National Steering Committee. Apart from the quarterly progress reporting, the M&E framework also provides for an annual progress reporting.

8.1.2 Plan Implementation Progress Reviews

The plan provides for joint sector reviews – a coordinated effort towards the government and the partner coordination frameworks to jointly appreciate the progress of implementation and provide guidance to the implementation team on how to improve efficiency in implementation based on the outcomes of the JSR. The JSR will be carried out annually and will be arranged to align well with the annual progress will add credence to the annual progress reports introduced in the previous sub section. Reviews will also provide an opportunity to identify areas that may require additional research, technical or financial support.

8.1.3 Mid Term Plan Review

The plan embraces continuous improvement and will upon the results of the annual progress reports and other periodic reporting conduct a comprehensive review of the strategies, objectives and activities identified in this plan. In the third year of its implementation, the Federal Ministry of Education will carry out a review of the plan with the view of updating and refining this endorsed plan taking into account implementation realities that will have been encountered in the first three years on plan operationalization. Some of the aspects that will potentially be revised include the strategies set out to achieve some objectives; the targets set for various objectives; change in the implementation arrangement among others. The revision will also be an opportune

time to cross check the sensitivity of the Financial Framework. Under the current volatility, it is not certain whether the modelled financing scenario will be practical or not.

8.1.4 Surveys and Studies

Research and analytical work will be undertaken to measure impact and service delivery improvements on beneficiaries. This will include school/household surveys as well as analysis of administrative information to measure impact of interventions identified in the plan – the early grade learning program, provision of teacher houses, and dormitories for children coming from nomadic communities etc. Results from this research will provide guidance to the improvement in the design of the plan and where necessary and possible inform the review of the plan results framework.

8.2 Monitoring and Evaluation System

The M&E system will consists of two frameworks, one for routine tracking and reporting on the progress made with the expected outputs while the other contains the results matrix covering intermediate and objective level outcomes.

8.2.1 The Monitoring Framework

Table 34 below presents the activities that will be tracked at federal and state levels. The federal and associated institutions will be responsible for reporting on activities related to policy and standards guidelines as well as overall coordination of the sector while states will be responsible for activities with direct inputs to schools. For operational purposes, the indicators to be monitored by the federal government are italicized.

Table 34: Plan Monitoring Framework

Policy Priority	Program	Activity	Expected Output	Output Indicator	2019	2020	2021	2022	2023
Policy Priority 1: Increasing access to pre-school. Expected Outcome: Increased participation in pre-school programs by all eligible children	Expand opportunities in government assisted/managed pre-schools	*Mapping all pre-schools in Sudan to inform regulation and supply*	*Mapping of existing pre-schools, programs and services completed by 2020*	*Baseline report on pre-school services in Sudan*		*1*			
		Construct additional pre-schools/classrooms in target locations	15,000 additional classrooms constructed in government pre-schools	Number of pre-schools/Classrooms constructed	421	384	343	300	254
		Establish model pre-schools to guide future investment	18 model pre-schools established - one in each of the states	Number of model pre-schools constructed/established	0	6	6	6	0
		Federal and state incentives to encourage private investment	*An incentives framework for private pre-school investors developed by 2020*	*Incentives framework for private investors*		*1*			
	Community centered approach to pre-school programs	Increase advocacy to promote enrolment in formal pre-school programs	3 Advocacy campaigns carried out per year per state in target communities	Number of advocacy campaigns targeting pre-school learners	54	54	54	54	54
Policy Priority 2: Improving the quality of pre-schooling.	Develop/Review pre-school curriculum and enhance Govt	*Finalize and implement pre-school curriculum*	*Pre-school curriculum completed, endorsed and implementation initiated by 2019*	*Revised/Finalized Pre-school curriculum*	*1*				

Policy Priority	Program	Activity	Expected Output	Output Indicator	2019	2020	2021	2022	2023
Expected outcome: Improved child friendly and stimulating learning environment in pre-schools	resourcing in pre-school	*Develop Standard training program for pre-school teachers*	*Pre-school teacher training program developed and implementation initiated by 2019*	*Revised development program for pre-school teachers*	*1*				
		Support recruitment of pre-school teachers in Govt schools	35,000 qualified teachers recruited and deployed to public pre-schools	Number of teachers recruited in pre-school	562	512	458	400	339
		Provide learning materials in government pre-schools	Pre-schools learning materials provided to 800,000 learners annually	Number of pre-school learners receiving learning materials	679,376	694,729	708,468	720,476	730,634
	Implement Pre-School health, nutrition and safety programs	Provide school feeding and nutritional support to pre-school learners	800,000 pre-school children provided with school meals every day of the school days	Number of pre-school learners receiving school feeding	679,376	694,729	708,468	720,476	730,634
		Develop and implement a safety program for pre-schools	*Pre-school safety program completed and operationalized by 2020*	*An operational pre-school safety program*		*1*			
		Develop and implement a school health program focusing on de-worming	*800,000 pre-school children de-wormed annually*	*Number of pre-school learners dewormed*	679,376	694,729	708,468	720,476	730,634
Policy Priority 3: Increase opportunities for literacy programs. Expected Outcome(s): Improved efficiency in delivery of pre-school programs	Operationalize pre-school policy and support pre-school activities	*Develop/review pre-school operational guideline*	*Policy and guidelines for implementation of pre-school programs developed by 2019*	*Pre-school operational guideline in place*	*1*				
		Develop a strategy/model for financing pre-school	*A model for financing pre-school education developed and implementation initiated by 2020*	*Financial model for pre-schools in Sudan*		*1*			
		Capacity building for planning and monitoring pre-school services	*Timely collection, processing and reporting on pre-school services*	*Annual publication of pre-school statistics*	*1*	*1*	*1*	*1*	*1*
		Provide logistical support and facilitation for preschool programs	Implementation and quality monitoring of pre-school programs facilitated	Number of quality monitoring reports for pre-school activities	376	376	376	376	376
Policy priority 1: Enhance retention in basic education. Expected Outcome(s):	Expand education opportunities for children at risk of dropping out of school	Construct classrooms in incomplete basic schools	Classrooms constructed in schools without upper grades	Number of classrooms constructed in target schools	4,217	4,217	4,217	4,217	4,217
		Provide dormitories in schools located in nomadic communities	Dormitories constructed in target nomadic community schools	Number of dormitories constructed in target schools					

Policy Priority	Program	Activity	Expected Output	Output Indicator	2019	2020	2021	2022	2023
Improved completion rates in basic education	Address socio-economic barriers to basic education	*Develop and implement a policy on grade progression*	*Non-repetition policy finalized and operationalized*	*An operational policy on non-repetition and re-entry*		*1*			
		Provide conditional grants to basic education to poor households	Support provided to poor and vulnerable households to encourage school attendance	Number of learners supported under social safety nets	310,432	334,951	347,823	361,088	374,757
		Strengthen guidance and counselling in basic education schools	Guidance and counselling units established and operationalized in schools	Share of schools implementing effective guidance and counselling programs	20%	30%	35%	40%	50%
Policy priority 2: Improving quality of learning at basic education. Expected outcomes: Improved learning outcomes in lower grades; improved delivery of curriculum in basic education.	Curriculum and assessment reforms including learning interventions	*Enhance monitoring and supervision of implementation of the new curriculum*	*Curriculum inspectors/quality assurance officers recruited in states*	*Number of curriculum inspectors recruited and stationed in states*	*164*	*167*	*87*	*89*	*57*
		Introduce curriculum based assessment as part of curriculum implementation	*A framework for continuous assessment developed to replace end of basic examination*	*An operational framework for continuous assessment*		*1*			
		Implement an early grade reading and mathematics program	An early grade reading and numeracy program designed and implemented countrywide	Reading and Numeracy Project Design Document	0.05	0.2	0.25	0.25	0.25
	Provision of teaching and learning materials	*Update and adopt policy on public provision learning materials*	*Textbook and learning materials policy finalized and implemented*	*An operational textbook policy*	*1*				
		Provide curriculum support materials to all learners in basic education	Curriculum reference materials provided to learners in Govt basic schools	Number of learners receiving learning materials in basic schools	6,208,643	6,699,023	6,956,462	7,221,759	7,495,131
	Enhance teacher preparation, recruitment and continuous support	Review and implement pre-service teacher development strategy	Pre-service programs reviewed in line with the revised curriculum	Number of basic schools trained under pre-service programs	15,666	15,666	15,666	15,666	15,666
		Recruit additional teachers to cater for additional enrolment in basic schools	Qualified teachers recruited to government basic schools	Number of Govt paid teachers recruited to government basic schools	17,096	17,983	10,977	11,279	11,588
		Implement continuous INSET for basic school teachers	Reviewed INSET programs operationalized in line with the revised curriculum	Number of basic school teachers trained under INSET	46,999	46,999	46,999	46,999	46,999

Policy Priority	Program	Activity	Expected Output	Output Indicator	2019	2020	2021	2022	2023
Policy priority 3: Increase access to and equity in formal basic education. Expected outcomes: Increased GER; Reduced disparity between Rural/Urban and Boys/Girls GER	Expanding opportunities in government basic schools	Construct and equip classrooms in schools that do not have lower grades	Classrooms constructed in basic school including schools without lower grades	Number of classrooms constructed in target schools	2,109	2,109	2,109	2,109	2,109
		Sensitize communities to enrol eligible children to school	Community sensitization programs undertaken in target locations	Number of advocacy programs carried out	54	54	54	54	54
	Supporting vulnerable groups including refugees and vulnerable girls	Support school feeding program in hardship areas and pockets of poverty	Learners in government basic schools provided with midday school meals	Number of learners receiving meals in government basic schools	620,864	669,902	695,646	722,176	749,513
		Provide sanitation facilities in basic schools	Water and sanitation facilities provided to Govt basic schools	Number of schools provided with water and sanitation facilities	200	200	200	200	200
		Provide sanitary towels to girls in target locations	Girls from target locations identified and provided with sanitary towels	Number of girls receiving sanitary towels	310,432	334,951	347,823	361,088	374,757
		Support registration of community schools among foreign nationals	Community schools serving foreign nationals formally registered by the FMoE	Number of community schools registered	6	6	6	6	6
		Develop and implement approaches to support children with learning difficulties	*A framework for support to children with learning difficulties developed*	*Framework for supporting children with learning difficulties*	*1*				
		Install electricity to schools that are not connected to increase learning hours	Schools without electricity/energy sources connected to one	Number of schools connected to electricity/energy source	100	100	100	100	100
Policy Priority 4: Increase opportunities for literacy programs. Expected Outcome: Improved participation by OOSC in basic education; improved literacy rates.	Strengthen delivery framework for alternative basic education	*Develop/Review policy/regulation on provision of alternative basic education*	*A framework for delivery of alternative basic education developed and operationalized*	*An operational framework for alternative learning*	*1*				
		Develop and implement bridge/accelerated programs to OOSC	Bridging/Accelerated learning programs finalized, vetted and implemented	Number of learners enrolled to literacy programs	86,446	82,926	79,220	75,322	71,226
		Equip vocational centers to cater for OOSC who are outside basic school age	Targeted equipment supplied to target vocational schools/centers	Number of centers identified for equipment	36	36	36	36	36
		Establish low cost boarding basic schools in nomadic communities	Low cost boarding basic schools established in nomadic communities	Number of low cost boarding schools established	54	54	54	54	54

Policy Priority	Program	Activity	Expected Output	Output Indicator	2019	2020	2021	2022	2023
Policy Priority 5: System strengthening for effective delivery of basic education. Expected Outcome: Improved coordination of basic education programs	Enhance human resource provision for implementation and monitoring education activities	*Develop a policy on recruitment and deployment of teachers*	*Policy on recruitment and deployment of teachers finalized and implemented*	*An operational policy on recruitment and deployment of teachers*		*1*			
		Enhance monitoring and supervision of implementation of the new curriculum	*Curriculum inspectors/quality assurance officers recruited in states*	*Number of curriculum inspectors recruited and stationed in states*	*164*	*167*	*87*	*89*	*57*
	Support evidence based planning and decision making in basic education	*Improved coverage of annual schools census*	*All basic education schools covered by the annual schools census*	*Percentage coverage of basic education schools*	*100*	*100*	*100*	*100*	*100*
		Timely analysis and dissemination of basic education data	*Efficient processing of annual school census data*	*Time taken to process annual schools census*	*6*	*6*	*3*	*3*	*3*
Policy Priority 1: Increasing access to and equity in secondary education. Expected Outcomes: Increased transition to secondary education programs	Expanding opportunities in secondary schools	Expanding network of secondary schools - construct schools/classrooms	Additional secondary schools/classrooms constructed in target schools	Number of schools/classrooms constructed	779	779	779	779	779
		Rehabilitate and upgrade existing secondary schools	Rehabilitation works carried out for dilapidated facilities in secondary schools	Number of classrooms rehabilitated	750	750	750	750	750
		Encourage private sector investment in secondary education	*A framework for private sector investment in secondary TVET developed*	*A public private partnership policy for secondary*		*1*			
		Strengthen technical and vocational pathways to attract students with skills orientation	Improved delivery of TVET in secondary schools	Enrolment in secondary TVET programs	37,524	40,410	43,297	46,183	49,070
	Support to poor and vulnerable students	Provide scholarships and bursaries to vulnerable students	A scholarship program established and students awarded bursaries	Number of scholarship/bursary beneficiaries	47,010	49,532	52,070	54,621	57,180
		Provide dormitories to accommodate students who have to travel long distances	Student dormitories constructed in target secondary schools	Number of dormitories constructed	16	16	16	16	16
Policy priority 2: Improve learning and skills development in	Review secondary education curriculum	*Needs assessment for curriculum reforms*	*Public research/Consultations with secondary education stakeholders conducted*	*Needs Assessment Report on curriculum orientation*	*1*				

Policy Priority	Program	Activity	Expected Output	Output Indicator	2019	2020	2021	2022	2023
secondary education. Expected Outcome: Improved learning and market orientation for secondary schools programs		*Curriculum design and drafting of subject syllabi*	*Subject specific objectives identified and syllabi developed and approved*	*Approved secondary education curriculum*		*1*			
		Teacher orientation on the revised curriculum	Secondary school teachers trained on implementation of the revised curriculum	Number of teachers trained on the new curriculum		31,302	32,808		
	Enhance human resource capacity for secondary education	Recruit additional teachers to cover the expected increase in enrolments	Qualified teachers recruited to cater for additional students	Number of teachers recruited and deployed to government schools	4,470	4,577	4,688	4,803	4,921
		Continuous teacher development and support	Reviewed INSET programs operationalized in line with the revised curriculum	Number of teachers trained under secondary INSET program	12,521	13,123	13,733	14,350	14,976
		Provide teacher houses to increase their contact with students	Teacher houses constructed in identified schools	Number of new teacher houses constructed	667	705	745	785	827
		Improve capacity of teachers in science and languages	Science and language teacher training programs reviewed	Number of science and language teachers trained	3,130	3,281	3,433	3,588	3,744
	Provide teaching and learning materials	Provide text books and other relevant reference materials	Reference materials provided to students in government secondary schools	Number of students receiving curriculum reference materials	940,201	990,640	1,041,400	1,092,414	1,143,607
		Support the documentation, translation and publication of scientific textbooks to Arabic	*NCCER supported to translate secondary science materials into Arabic*	*Number of science volumes translated into Arabic*	*25*	*25*	*25*	*25*	*25*
		Provide science equipment to facilitate practical lessons	Selected secondary schools equipped with relevant set of science materials/equipment	Number of schools benefitting from science materials/equipment	200	200	200	200	200
Policy priority 3: Strengthening system for delivery of secondary education programs	Assessment reforms for the revised secondary curriculum	*Review the structure of the examination agency*	*Needs assessment on structural requirements for continuous assessment*	*Needs Assessment Report with detailed cost of requirements*		*1*			
		Establish and equip requisite structures for assessment	*Appropriate equipment procured and installed to facilitate assessment processing*	*Percentage Completion of equipment*			*50%*	*100%*	

Policy Priority	Program	Activity	Expected Output	Output Indicator	2019	2020	2021	2022	2023
		Build capacity of parties to be involved in assessment	*Teachers and identified assessment handlers trained on appropriate programs*	*Number of teachers/staff trained on revised assessment framework*			*4,688*	*4,803*	*4,921*
	Enhance capacity for evidence based management of education	*Timely data collection; processing and analysis*	*Annual Schools Census conducted for secondary schools*	*Annual Statistical Book for secondary education*	*1*	*1*	*1*	*1*	*1*
		Develop and operationalize education symposia/dialogue to encourage data use	*Policy dialogues held to discuss key education statuses as per ASC results*	*Number of dialogues held to discuss status of education*	*18*	*18*	*18*	*18*	*18*

8.2.2 M&E Results Matrix

Table 35 below presents the results matrix which is a consolidated list of indicators at intermediate and strategic objective levels that will facilitate measurement of progress towards the targets set for each of the plan programs.

Table 35: ESSP Results Matrix

Indicator Name	Unit of Measure	2018	2019	2020	2021	2022	2023	Data Source
Pre Primary Gross Enrolment Rate Total	%	44%	46%	48%	49%	51%	52%	Rapid Survey/EMIS
Pre Primary Gross Enrolment Rate Boys	%							
Pre Primary Gross Enrolment Rate Girls	%							
Basic Education Gross Intake Rate Total	%	88%	94%	100%	100%	100%	100%	Rapid Survey/EMIS
Basic Education Gross Intake Rate Boys	%							
Basic Education Gross Intake Rate Girls	%							
Basic Education Gross Enrolment Rate Total	%	75%	79%	84%	85%	87%	88%	Rapid Survey/EMIS
Basic Education Gross Enrolment Rate Boys	%							
Basic Education Gross Enrolment Rate Girls	%							
Basic Education Completion Rate Total	%	53%	56%	59%	61%	64%	67%	Rapid Survey/EMIS
Basic Education Completion Rate Boys	%							
Basic Education Completion Rate Girls	%							
Disparity in primary retention between the highest and lowest state	#	36	34	31	28	24	21	Rapid Survey/EMIS
Basic Education Pupil Teacher Ratio	Ratio	31.6	32.0	32.3	32.6	33.0	33.3	Rapid Survey/EMIS
Basic Education Pupil Teacher Rural	Ratio							
Basic Education Pupil Teacher Urban	Ratio							
% of G3 Learners Reading with Comprehension Total	%	60%					75%	National Learning Assessment
% of G3 Learners Reading with Comprehension Boys	%							
% of G3 Learners Reading with Comprehension Girls	%							
Basic Education Pass Rate Total	%	88%					91%	National Examination Board
Basic Education Pass Rate Boys	%							
Basic Education Pass Rate Girls	%							
Primary to Secondary Transition Rate Total	%	72%	72%	73%	73%	73%	73%	

Primary to Secondary Transition Rate Boys	%							Rapid Survey/EMIS
Primary to Secondary Transition Rate Girls	%							
Secondary (Acad.) Gross intake Rate Total	%	39%	41%	43%	45%	47%	49%	Rapid Survey/EMIS
Secondary (Acad.) Gross intake Rate Boys	%							
Secondary (Acad.) Gross intake Rate Girls	%							
Secondary Gross Enrolment Rate Total	%	41%	43%	45%	47%	49%	50%	Rapid Survey/EMIS
Secondary Gross Enrolment Rate Boys	%							
Secondary Gross Enrolment Rate Girls	%							
Secondary Completion Rate Total	%	45%	46%	48%	50%	51%	53%	Rapid Survey/EMIS
Secondary Completion Rate Boys	%							
Secondary Completion Rate Girls	%							
Secondary Student Teacher Ratio	Ratio	14.9	15.0	15.1	15.2	15.2	15.3	Rapid Survey/EMIS
Secondary Student Teacher Rural	Ratio							
Secondary Student Teacher Urban	Ratio							
New curriculum framework in place and revised for secondary education	Text		Framework Approved					Directorate of Planning
Learning assessment system in place with provision for regular implementation	Text			System approved				National Examination Board
Teacher Management Information System in place	Text		System finalized					Directorate of Planning
Information system for school-level data collection is in place and operating	Text		System finalized	100% data coverage	100% data coverage	100% data coverage	100% data coverage	Directorate of Planning

Appendices

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