Federal Republic of Sudan

Federal Ministry of Education

Draft Education Sector Analysis

Zero Draft

February 2018

Table of Contents

List of Tables iii
List of Figures v
1. Introduction 1
2. Socioeconomic Context of Sudan 2
2.1 Demographic Context 2
2.2 Macroeconomic Context 2
2.3 Social Context 3
2.4 Humanitarian Context 4
3. Review of the Education Sector 5
3.1 Policy and Management of General Education 5
3.1.1 Policy and Legal Mandate of the Ministry 5
3.1.2 Structure of General Education in Sudan 6
3.2 Evolution of Enrolment and Education System Capacity 8
3.2.1 Early Childhood Education 8
3.2.1.1 Background to Pre School in Sudan 9
3.2.1.2 Access to Pre School in Sudan 9
3.2.1.3 Pre School Gross Enrolment Rate 10
3.2.2 Basic and Secondary Education 13
3.2.2.1 Number of Schools 13
3.2.2.2 Enrolment in Basic and Secondary 14
3.2.2.3 Gross Enrolment Rate 15
3.2.2.4 Schooling Profiles and Retention 17
3.2.2.5 Internal Efficiency 20
3.2.2.6 Out of school children 20
3.2.2.7 Refugee Education 24
4. Education Financing 26
4.1 Public Expenditure to Education 26
4.2 International Comparison on Public Financing 27
4.3 Public Recurrent and Development Expenditure 28
4.4 Public Expenditure by level of education 28
4.5 Evolution of Recurrent Cost per Student 30
4.6 International Comparison on Unit Costs at Basic and Secondary 31
4.7 Decomposition of Recurrent Expenditure 32
4.8 Spending on Teachers in Basic and Secondary 33
4.9 Off Budget Spending on Education 35
4.9.1 Household Contribution to Education 35
4.9.2 Support from Development Partners 36
5. Disparities in Education from a Household Perspective 37
5.1 Gender and Location Disparities 37
5.1.1 Gender disparity in access 37
5.1.2 Disparity on Access to Education by Location 38
5.1.3 Disparities in access and retention by interaction of gender and location 39
5.2 Disparity in access and retention by wealth quintiles 40
5.3 Disparities in completion rates 42
5.4 Disparity in Access and Retention by Cluster 43
6. Resource Management 45

Zero Draft

6.1 Teacher Training, Qualification and Deployment 45
6.1.1 Teachers and Teacher Qualification 45
6.1.1.1 Qualification of Teachers in Basic Education 45
6.1.1.2 Qualification of Teachers in Secondary Education 46
6.1.2 Pupil Teacher Ratios 46
6.1.3 Distribution of Teachers in Basic Education 48
6.1.4 Distribution of Teachers in Secondary Education 49
6.2 Other School Resources 50
6.2.1.1 Textbooks and Pupil Text Book Ratios 50
6.2.1.2 Classrooms and Seats 53
6.2.1.3 Water and Sanitation facilities 54
6.2.1.4 Schools Connectivity to Electricity 59
6.2.1.5 School Safety 61
7. Measuring Learning Outcomes 62
7.1.1 Early Grade Literacy and Numeracy 63
7.1.1.1 Performance in Literacy 64
7.1.1.2 Performance in Numeracy 67
7.1.2 End of Basic and Secondary Examinations 69
8. Summary of Key Issues from the Diagnosis 71
8.1 Summary of the Diagnostic 71
8.2 Summary of the Diagnostic in Relation to the Interim Plan 2012-2016 73
Annexes: State Profiles 75
Al Gadarif 75
Al Gezeera 78
Blue Nile 81
Central Darfur 84
East Darfur 87
Kassala 90
Khartoum 93
North Darfur 96
North Kordofan 99
Northern 102
Red Sea 105
River Nile 108
Sinnar 111
South Darfur 114
South Kordofan 117
West Darfur 120
West Kordofan 123
White Nile 126

Zero Draft

List of Tables

Table 1: Macroeconomic Context 2
Table 2: Number of schools and average school size 13
Table 3: Enrolment in basic and secondary schools (000) 14
Table 4: Enrolment by grade ('000) 15
Table 5: Incomplete basic education schools, 2016/17 19
Table 6: Repetition Rate, 2016/17 20
Table 7: OOSC by age category and reason for being out of school, 2014 23
Table 8: OOSC by age category and reason for being out of school, 2009 23
Table 9: Refugee enrolment in schools locate in refugee host communities, 2017 25
Table 10: Public expenditure in education, 2009 and 2017 26
Table 11: International Comparison on education expenditure in education 27
Table 12: Evolution of Recurrent and Development Spending in Education 28
Table 13: Public Recurrent Expenditure by Education Level, 2009 29
Table 14: Public Recurrent Expenditure by Education Level, 2016 29
Table 15: Evolution of recurrent unit costs in general education 30
Table 16: International comparison on unit costs in basic and secondary education 31
Table 17: Unit costs in basic and secondary education 32
Table 18: Teachers and teachers wage bill, 2016/17 33
Table 19: Average teacher Salary and Salary Relative to GDP Per Capita 34
Table 20: International comparison on teacher salary 34
Table 21: Access at key education grades by gender 37
Table 22: Access at key education levels by location 38
Table 23: Retention at key education levels by gender and by location 39
Table 24: Access at key education levels by gender and location 40
Table 25: Retention at key education levels by gender and location 40
Table 26: Access at key education levels by wealth index 41
Table 27: Retention at key education levels by wealth index 41
Table 28: Access to education by combination of dimensions 42
Table 29: Primary completion disparity 42
Table 30: Access at key education levels by Clusters 43
Table 31: Retention in key education levels by cluster 43
Table 32: Number of teachers distributed by employer and gender 45
Table 33: Number of teachers in basic education by qualification 46
Table 34: Number of teachers in secondary education by qualification 46
Table 35: Text books and Text book Ratios, 2017 50
Table 36: Text books and text book ratios in secondary schools, 2017 52
Table 37: Number of classrooms and average class size, 2017 53
Table 38: Number of seats available in basic schools and proportion of learners seated 54
Table 39: Enrolment in basic schools with various water supply sources 55
Table 40: Sanitation Facilities in Basic Education 56
Table 41: Enrolment in secondary schools with various water supply sources 58
Table 42: Sanitation Facilities in Secondary Education 58
Table 43: Students enrolled in basic schools without electricity 60
Table 44: Students enrolled in secondary schools without electricity 61
Table 45: Literacy Assessment Framework 63
Table 46: Assessment Framework for Early Grade Mathematics 63
Table 47: Summary of Commitment and achievements of the Interim Plan 73

Report Draft

Zero Draft

List of Figures

Figure 1: Evolution of GDP Per Capita in Sudan 3
Figure 2: Structure of Education in Sudan 6
Figure 3: Grade 3 Reading ability and pre-school experience 8
Figure 4: School with to pre-school and learners with pre-school experience, 2017 9
Figure 5: Proportion of learners joining basic education with pre-school experience 10
Figure 6: Pre-School GER in Sudan and International Peers 11
Figure 7: Pre-School Gross Enrolment Rate by State, 2016 11
Figure 8: Evolution of basic and secondary schools 14
Figure 9: Gross Enrolment Rates in General Education 15
Figure 10: Gross Enrolment Rates in Basic Education by State 16
Figure 11: Gross Enrolment Rates in Secondary Education by State 17
Figure 12: General education schooling profile 17
Figure 13: General education schooling profile in rural and urban locations 18
Figure 14: General education enrolment pyramid 19
Figure 15: Status of education attendance for school age population in 2009 21
Figure 16: Status of education attendance for school age population in 2014 21
Figure 17: Comparing access to school between 2009 and 2014 22
Figure 18: Reasons for not attending school 24
Figure 19: Evolution of Recurrent Expenditure to Education 27
Figure 20: Public unit cost on recurrent spending in basic and secondary education, 2017 30
Figure 21: Spending in basic education including PTA 35
Figure 22: PTA contribution per school and per learner in Basic education, 2017 35
Figure 23: Expenditure items for PTA contribution, 2017 36
Figure 24: Access at Education key levels by gender 38
Figure 25: Access at key education levels by rural and urban locations 38
Figure 26: Basic and Secondary Teachers and Volunteers, 2017 45
Figure 27: Teacher Pupil Ratio in Basic Schools by type, 2017 47
Figure 28: Pupil Teacher Ratio in Basic Schools by State, 2017 47
Figure 29: Distribution of government employed teachers in basic schools, 2017 48
Figure 30: Distribution of all teachers in basic schools, 2017 49
Figure 31: Distribution of teachers in secondary schools, 2017 49
Figure 32: Pupil Textbook Ratios for Science and Maths in Basic Schools, 2017 51
Figure 33: Pupil Textbook Ratios for Arabic and English in Basic Schools, 2017 51
Figure 34: Availability of water basic Schools, 2017 55
Figure 35: Proportion of learners enrolled in schools without water by state, 2017 55
Figure 36: Availability of water secondary schools, 2017 57
Figure 37: Availability of water in secondary schools by state, 2017 57
Figure 38: Connectivity to electricity in basic schools, 2017 59
Figure 39: Electricity connectivity in basic schools by state, 2017 60
Figure 42: Connectivity to electricity in secondary schools, 2017 60
Figure 41: Electricity connectivity in secondary schools by state, 2017 61
Figure 42: Proportion of schools that have fences 62
Figure 43: International comparison on reading 65
Figure 44: Proportion of learners who cannot read familiar words 65
Figure 45: International comparison on comprehension 66
Figure 46: Proportion of learners who cannot read for meaning 67
Figure 47: Mean percentage scores on the Early Grade Mathematics Assessment 67

Second Draft

Figure 48: Proportion of learners who could not carry out level 2 addition 68
Figure 49: Proportion of learners who could not carry out level 2 subtraction 68
Figure 50: Performance in end of basic and secondary examinations 69
Figure 51: Performance in end of basic examinations by state, 2016 70

Zero Draft

1. Introduction

Zero Draft

2. Socioeconomic Context of Sudan

The delivery of education is hinged on demand from the population and the ability of the country to respond to this demand. This section presents the evolution of the country's population and wealth with the intention to provide an impression of the education ambitions the government may feasibly plan for.

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 reached 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 increased by 2.3 percentage points to 34.3% in 2017. Together with the population eligible for tertiary education (technical and vocational training and 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 Sudan, the overall economy exhibited resilience and continued to grow. However, at the micro level, the economic situation 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 2017 while in constant 2016 prices, the GDP increased by 19% growing at an annual average of 2% during the same period. It is also observed that although the GDP per capita increased five folds from SDG 3,617 in 2009 to SDG 14,485 in 2017 in current term, in constant 2016 prices the GDP per capita actually dropped by 5% during the same period. 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 below presents a summary of the evolution of GDP and GDP per capita.

Table 1: Macroeconomic Context

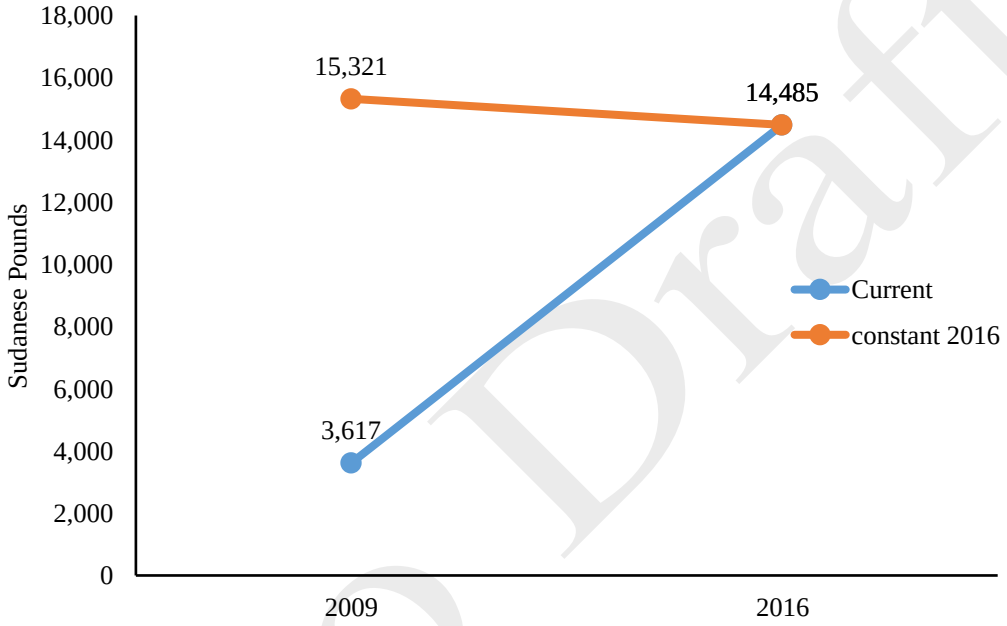
Indicator	2008/09	2016/17
Gross Domestic Product (GDP)		
Current price (Million SDG)	113,969	573,579
Constant 2016 prices (Million SDG)	482,733	573,579
Population ('000)	31,508	39,599
GDP Per Capita		
Current price	3,617	14,485
Constant 2016 prices	15,321	14,485

Source: World Bank, International Monetary Fund, Sudan Bureau of Statistics

Zero Draft

With considerable contribution to education financing coming from households – as presented in later chapters, in basic education for instance up to 16% of expenditure is supported by households - 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. Figure 1 below emphasizes the evolution of GDP per capita between 2009 and 2017.

Figure 1: Evolution of GDP Per Capita in Sudan



2.3 Social Context

The levels of poverty in Sudan remain high with close to half of the population living below the poverty line. 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. 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.

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

Zero Draft

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, 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. 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.

Zero Draft

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. Review of the Education Sector

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 calls that saw an incredible investment towards universalization of basic education. 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 and specifically in education. While the MDGs relevant to education had significant emphasis on bringing all eligible children to school, the focus of the SDG4 is to improve the quality of learning and also appreciating that a lot of effort still needs to be put in bringing the hard to reach children to school.

This chapter reviews organization of the education sector and its performance with specific focus on general education. The review responds to the following questions: How many children eligible for education are accessing school? Are there obvious disparities in 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 2018-2022 Education Sector Strategic Plan (ESSP) will be founded.

3.1 Policy and Management of General Education

3.1.1 Policy and Legal Mandate of the Ministry

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 in parallel to 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.

Management of Pre-School, 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 pre-school and basic education. The federal level was assigned the responsibility of planning, policy, coordination and standardization (development of curricula; setting standards for teacher qualification framework; and management of secondary school certificate examinations). The

Zero Draft

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.

3.1.2 Structure of General 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-school programs are provided by Government and private institutions with significant effort also coming from the community/households. Overall, the standards for delivery of pre-school 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 education examination certificate may proceed to academic or technical secondary education. At present, the Federal Ministry of Education has begun implementation of a new structure of basic education where learners will stay in school for 9 years. The structure is implemented progressively with the first cohort expected to mature in 2023.

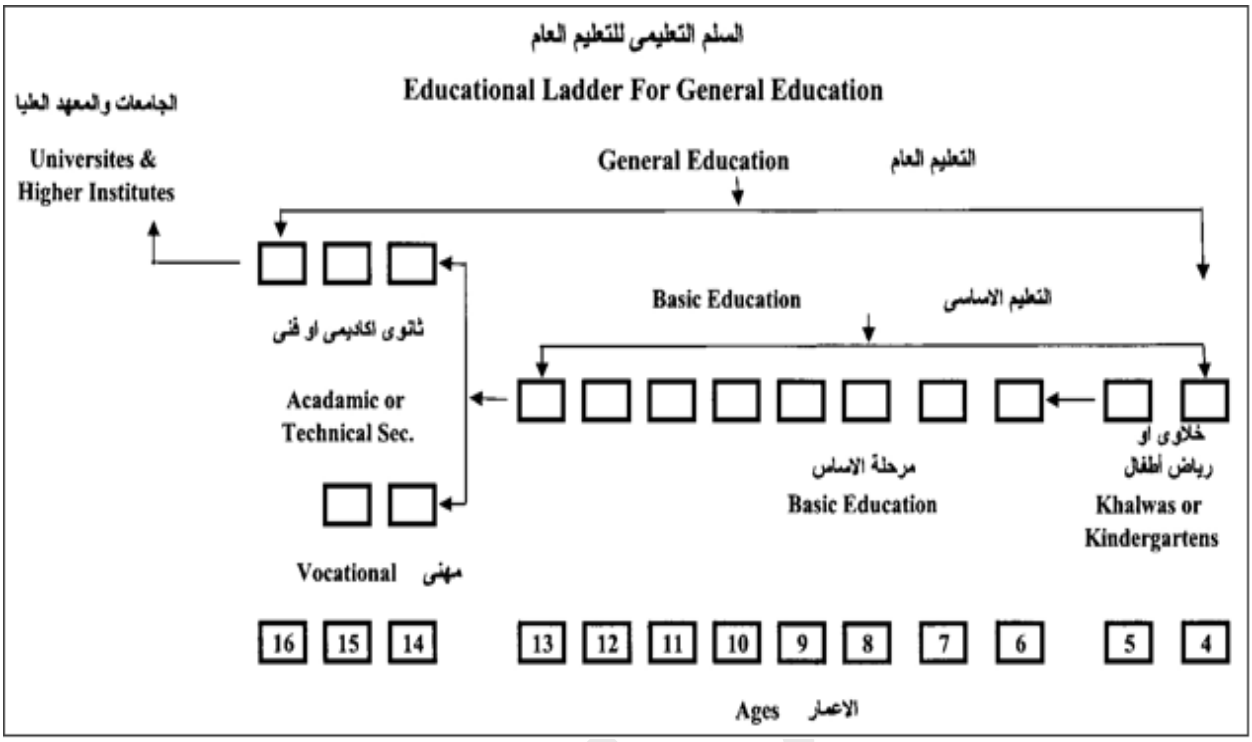
Vocational training: This is a post basic education program that lasts two years and attracts enrolment from learners completing basic education who do not make it to secondary education.

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

Higher Education: While the general education ends at secondary education, we provide a preview of the levels of education that are offered beyond general education. Higher education is the highest level of education covering post-secondary tertiary education. This includes Technical Vocational Education and Training (TVET); Teacher Training; University Undergraduate, postgraduate and doctoral training.

Figure 2: Structure of Education in Sudan

Zero Draft


السلم التعليمى للتعليم العام
Educational Ladder For General Education
الجامعات والمعهد العليا
Universites &
Higher Institutes
General Education
التعليم العام
Basic Education
التعليم الاساسى
ثانوى اكاديمى او فنى
Acadamic or
Technical Sec.
خلاوى او
رياض اطفال
مرحلة الاساس
Basic Education
Khalwas or
Kindergartens
Vocational
مهنى
16
15
14
13
12
11
10
9
8
7
6
5
4
Ages
الاعمار

Zero D

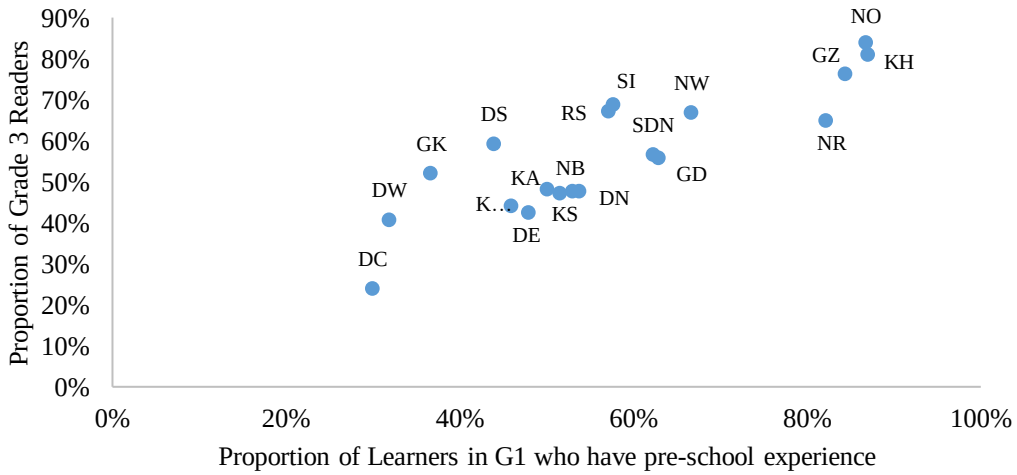
3.2 Evolution of Enrolment and Education System Capacity

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 the section presents an evaluation of the changes experienced in the sector before the split and at present 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 and interventions for the 2018 -2022 period.

3.2.1 Early Childhood Education

Evidence continue to provide compelling evidence on the benefits of Early Childhood 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. Early Childhood Education (ECE) is universally acknowledged as the teaching of children of up to the age 8. This age is widely considered as the most important period of a child's development and educators at this level are required to pay so much attention to the learning process that the children go through. In the recent past, ECE started becoming a major area of policy conversation within and outside government platforms. Studies continue to converge to the conclusion that there is no better time in the lifetime of humans to influence them than during their childhood. Introducing children to socialization, cooperation, concentration, appreciation for diversity at an early age has been established to give them a head start in elementary education. Children who have attended pre-school programs have demonstrated better social, intellectual, emotional, language and even physical development compared to their peers who never attended the programs. From the National Learning Assessment of 2015, it is observed that in states where large share of Grade 1 learners reported having pre-school experience also had high share of Grade 3 learners able to read.

Figure 3: Grade 3 Reading ability and pre-school experience



3.2.1.1 Background to Pre School in Sudan

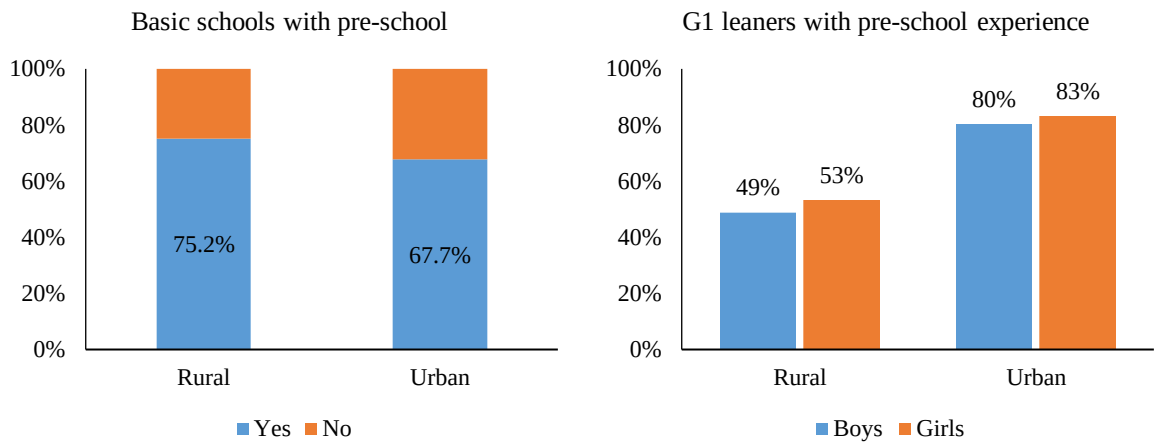
Like in many countries, pre-school education in Sudan is still evolving but the fortunes are changing with more than half of learners in Grade 1 having pre-primary experience although the context of service delivery remains largely informal with limited government support. According to the *Country Profile Commissioned for the EFA Global Monitoring Report 2007, Strong foundations: early childhood care and education*, the Pre School Gross Enrolment in mid-2000 was 23% and about 49% the learners entering basic education were reported to have pre-primary experience. Although the government initiated formalization of pre-primary education in the 90's through the 1992 Early Childhood Care and Education Policy which required that children aged 4-6 should attend pre-primary programs, there has been little success in the enforcement of the policy owing to the limited resource allocation by the government towards this cause. The main support for pre-primary education has been households, community groups and religious groups but as discussed in later chapters, we see that the government has been enhancing its investment to Pre-School[3].

3.2.1.2 Access to Pre School in Sudan

Although the share of learners who have pre-school 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. While these results do not qualify the age at which the learners attended their pre-school; and the nature of centres they attended whether they were education or religious centers; the fact that 7 in 10 basic schools provide pre-school programs and majority of learners joining basic education have pre-school experience shows that pre-school education is gaining traction in the country.

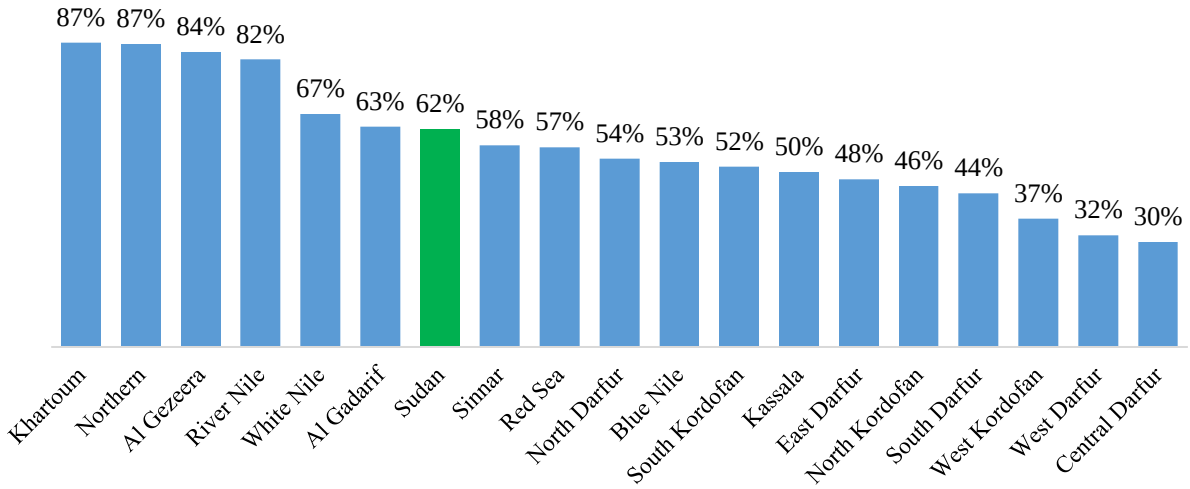
Figure 4: School with to pre-school and learners with pre-school experience, 2017

3 The share of education expenditure to Pre-School increased from 2.5% in 2009 to 4% in 2017



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. Figure 5 illustrates the proportion of learners entering Grade 1 who were declared to have pre-school experience distributed by state. 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 signaling 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.

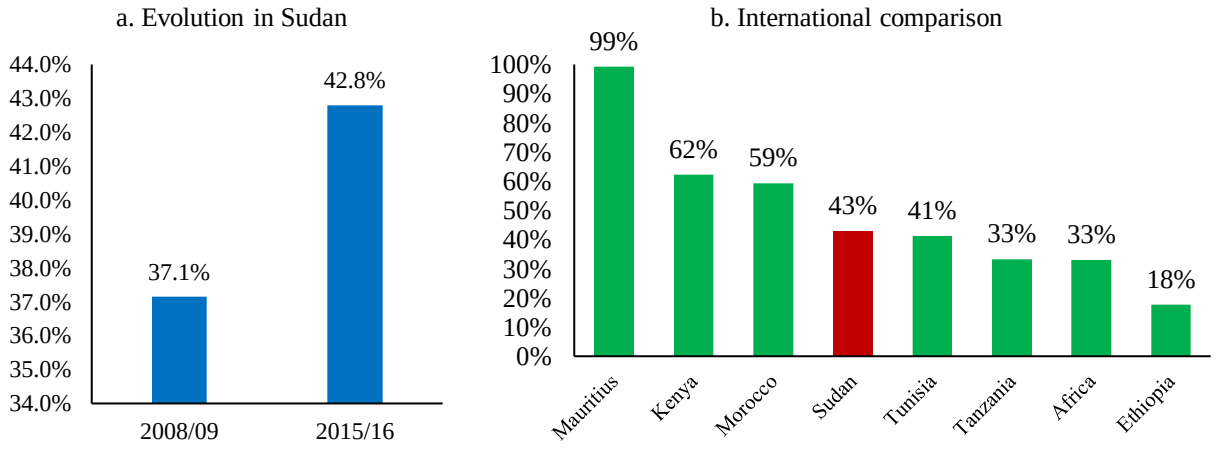
Figure 5: Proportion of learners joining basic education with pre-school experience



3.2.1.3 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[4]. 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

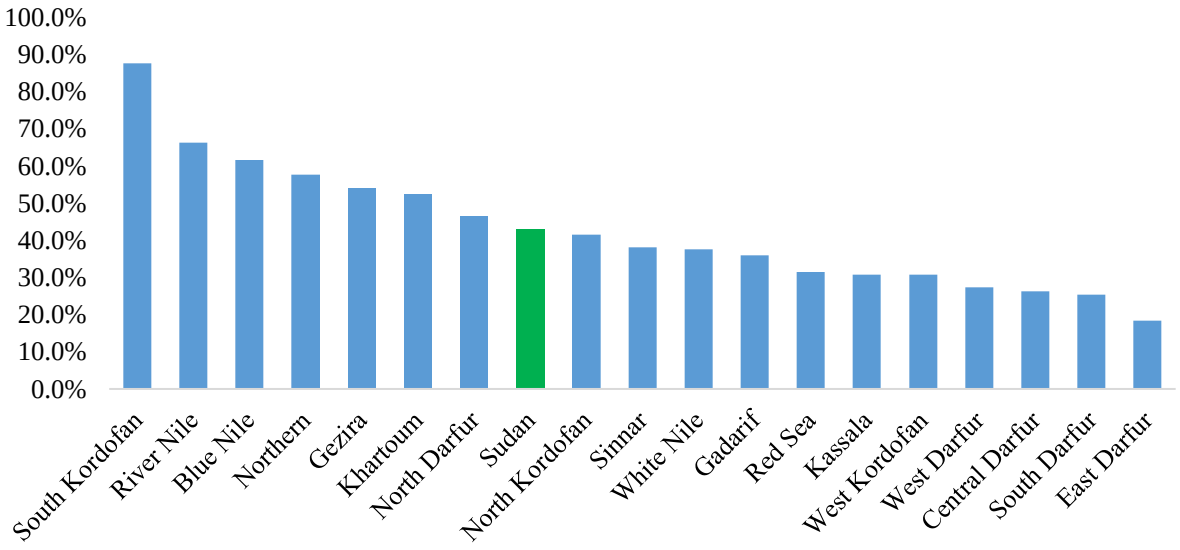


The international comparison is based on the latest available data from the Pole de Dakar database consolidated from various global databases and respective country reporting. The database controls for the difference in the expected length of pre-school. For instance in Sudan, the expected age for Pre-school 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.

Figure 7: Pre-School Gross Enrolment Rate by State, 2016

4 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%



Source: Federal Ministry of Education based on administrative data aggregation. Localities collect data from schools, summarise and further forward results to states who finally present their reports to the Federal Ministry of Education for consolidation.

Zero Dr

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 Number of Schools

The number of basic and secondary schools increased by 4,300 between 2008/09 and 2016/17 accommodating an additional 1.5 million learners/students in both levels of education. Basic education institutions increased by more than 3,300 from 16,293 in 2009 to 19,627 in 2017 translating to a growth of 20%. As shown in Table 2, the number of additional schools was shared equally between Government and Non-Government but considering the number of schools in 2009, the growth recorded by Non-Government schools is much more phenomenal (124%) compared to 11% growth recorded by Government schools. The relatively higher growth in Non-Government schools could be attributed to the increased demand for schools as the school age continues to exert pressure on the system and Non-Government schools posting better learning results5 thereby creating demand for itself. The growth improved the share of Non-Government schools at basic education from 8% in 2009 to 15% in 2017.

Table 2: Number of schools and average school size

Level and Status	2008/09	2015/16	2016/17
Basic	**16,290**	**17,951**	**19,627**
Government	14,955	15,569	16,643
Non-Government	1,335	2,382	2,984
Average School Size	299	312	310
Secondary	**3,339**	**3,953**	**4,267**
Government	2,345	2,884	3,012
Non- Government	994	1,069	1,255
Average School Size	212	243	236

Source: ESR 2012, Sudan Rapid Survey Series6

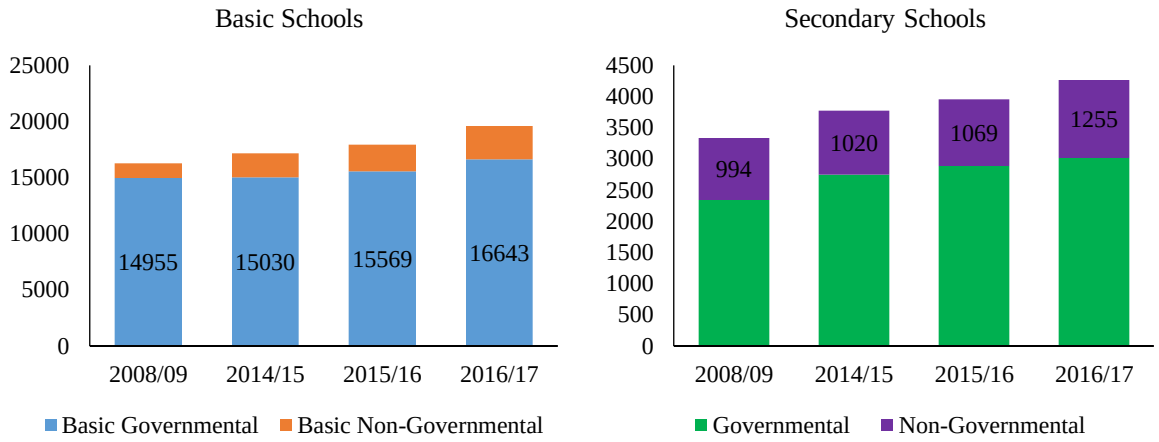
The average school size increased by 11 learner-spaces implying that even with the increase in number of schools, the increase in school entrants was much higher. In secondary, the number of schools increased by 1,206 representing a growth of 28%, Government schools recording and increase of 667 schools compared to 261 recorded by Non-Government schools. The share of Non-Government schools remained stable at 30% in 2017 similar to the share recorded in 2009 with school size growing by 24 student-places (more than double the learners in basic education). The growth in school size at secondary signals increased pressure as higher number of learners graduate from basic education.

5 The 2015 National Learning Assessment shows that Non-Governmental Schools outperform Government schools

6 The Rapid Survey Series are implemented by the Basic Education Recovery Project annually. While the coverage of the survey is still not known since there is no complete master list of all schools in the country, the Federal Ministry of Education estimates that the coverage provided by the rapid survey is near complete. There is need to agree on the number of schools to be used in analyzing the performance of the sector. This will give way to resolving the inconsistencies on enrolment across school years. .

Zero Draft

Figure 8: Evolution of basic and secondary schools



3.2.2.2 Enrolment in Basic and Secondary

Corresponding to the growth in the number of schools, enrolment in basic and secondary increased by about 1.5 million between 2009 and 2017, 1.2 million additional learners in basic education while secondary enrolment increased by 300,000 students. Enrolment in Government basic schools increased by about 860,000 translating to 19% growth while in Non-Government the number of learners doubled from 249,000 in 2009 to 596,000 in 2017. In secondary, Government schools enrolled 265,000 more students in 2017 compared to 2009 while Non-Government schools expanded by 35,000 students over the same period. Even though the share of Non-Government secondary schools remained stable at 30% between 2009 and 2017, the share of students enrolled therein dropped by 4 percentage points from 24% in 2009 to 20% in 2017.

Table 3: Enrolment in basic and secondary schools (000)

Level and Status	2008/09	2015/16	2016/17
Basic	**4,870**	**5,604**	**6,076**
Government	4,621	5,119	5,480
Non- Government	249	485	596
Secondary	**708**	**960**	**1,008**
Government	541	774	806
Non- Government	167	186	202

Source: ESR 2012, Sudan Rapid Survey Series

The system expansion was recorded in both basic and secondary education, all grades in the two levels showing positive improvement. Table 4 presents the evolution of enrolment in basic and secondary education and across the grades of each level. All the grades in basic education except Grade 7 and Grade 8 increased their capacities by more than 100,000 between 2009 and 2017. The capacity of Grade 1 increased by more than 200,000 while Grade 2 also recorded relatively high increment in enrolment with an additional 189,000 learners. The results also indicate that there could be significant repetition in basic education especially in Grade 3 and Grade 4 the former having 36,000 more children compared to the number that enrolled in Grade 2 the previous year.

In Grade 4 of 2017, there are about 12,000 more learners compared to the number enrolled in Grade 3 of the previous school year. Since the two grades mark the end of early years learning and the beginning of middle schooling in basic education, learners who do not demonstrate readiness to proceed to the next grade may be forced to repeat. In secondary, the highest enrolment increment was recorded in Secondary 3 with an addition of 118,000 students. In terms of improvement rate, capacity in all basic education grades increased by between 20% and 26% with only grade 8 falling below 20 per cent mark at 18%. Secondary 3 increased by almost half between 2009 and 2017.

Table 4: Enrolment by grade ('000)

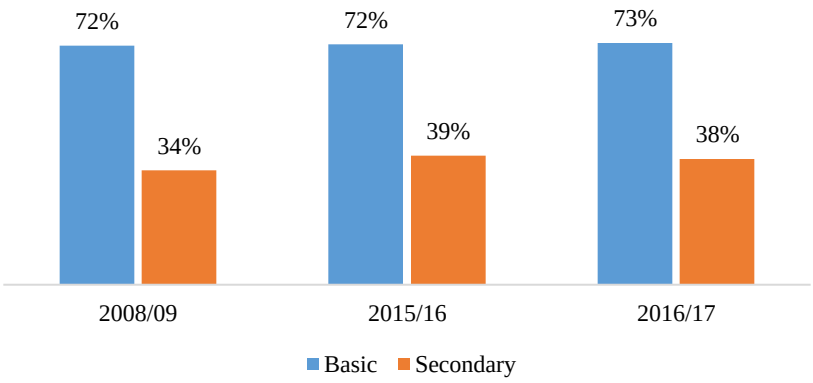
Grade	2008/09	2015/16	2016/17
Basic 1	785.8	927.9	987.3
Basic 2	736.5	846.1	925.5
Basic 3	701.4	812.7	882.2
Basic 4	645.4	762.3	824.5
Basic 5	585.0	681.6	733.5
Basic 6	516.7	594.6	652.4
Basic 7	474.2	532.0	570.3
Basic 8	425.5	446.7	500.3
Secondary 1	243.6	330.4	341.8
Secondary 2	206.7	277.9	284.3
Secondary 3	257.3	351.5	382.1

Source: ESR 2012, Sudan Rapid Survey Series

3.2.2.3 Gross Enrolment Rate

Notwithstanding the increase in the number of schools and the number of usable facilities available, the existing capacity in basic and secondary schools is far from adequate to accommodate the population eligible for school. Figure 9 illustrates the evolution of Gross Enrolment Rates at basic and secondary schools. Basic education GER remained stable at 72% between 2009 and 2016 before increasing by a single point to 73% in 2017.

Figure 9: Gross Enrolment Rates in General Education

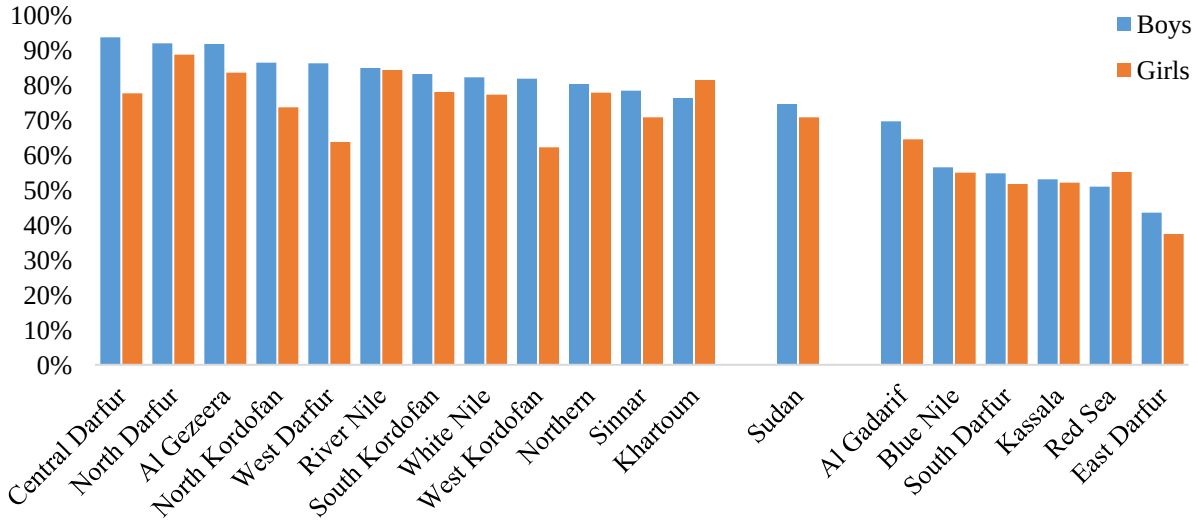


Zero Draft

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%. While schools and enrolment increased, the rate of increase in enrolment was almost the same as that of growth in population eligible for school and so the increased capacity in schools may have only accommodated the rising population needs but not the gap entirely. This implies that over one quarter of the children eligible for basic education; and more than 60% of children and youth eligible for secondary education have no space in the system. In the next sector plan, the government will need to accelerate the rate of expanding opportunities in basic and secondary to match the pace at which the school age population is growing.

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. Figure 10 illustrates the Gross Enrolment Rate at basic education for boys and girls for the 2017 academic year. 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 overwhelmingly big. In West Darfur, there is a 22 percentage point gap between the coverage for boys and girls (86% and 64%). In West Kordofan, the gap is 20 percentage points. The results also show that states that host refugees (Central Darfur, North Darfur…) have high GER. Here we take note of the fact that the numerator (enrolment) includes refugees while the denominator (population) is from domestic projections excluding refugees. This means that the GER in these states for non-refugees may be low. There is need to have deeper analysis of this situation to establish the rate at which Sudanese nationals are enrolling to school.

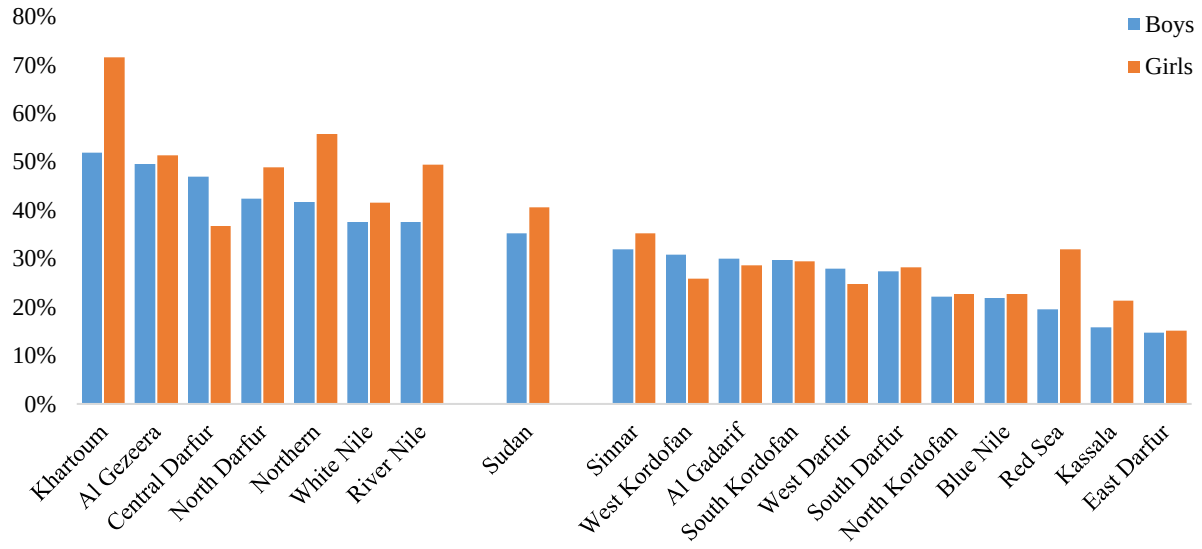
Figure 10: Gross Enrolment Rates in Basic Education by State



In secondary, the disparities across states continue to show that girls are recording better coverage than boys in majority of the states. Figure 11 illustrates the Gross Enrolment Rate at secondary education for boys and girls during the 2017 academic year. Overall, the GER for girls is 41% compared to 35% for boys and this 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 11: Gross Enrolment Rates in Secondary Education by State

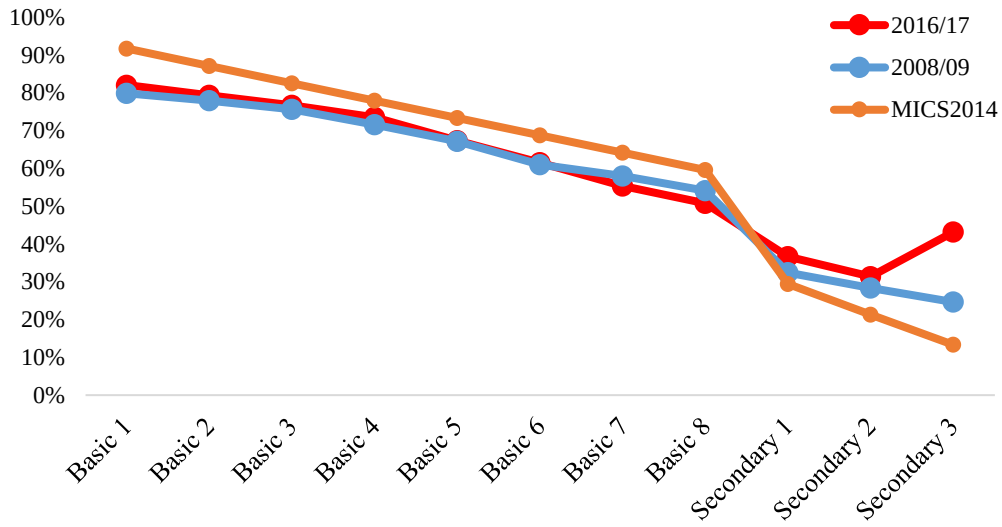


3.2.2.4 Schooling Profiles and Retention

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. Figure 12 illustrates the schooling profile for basic and secondary education compared across three school years (2008/19, 2014/15 and 2016/17). The 2014/15 school year is based on the 2014 MICS while the remaining two years are based on administrative data (rapid surveys). Both results indicate that gross access is far from universal (18 and 8 percentage points away based on 2017 administrative and 2014 MICS data respectively). Access to all grades in basic education drops along the education ladder, access to Grade 1 in 2014 is 92% while access to Grade 8 is only 60% for the same year based on the 2014 MICS profile.

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. One of the reasons for the differences observed are secondary retention and completion is the lack of full reporting on the actual number of repeaters in the education system. Actual school age population is also most probably overestimated.

Figure 12: 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. Figure 13 illustrates the schooling profiles for rural and urban schools during the 2017 academic year. There is disparity across all grades of general education. At the entry grade, there is a 13 percentage point gap between gross access rate in rural and urban schools the latter recording 91%, 9 percentage points higher than the average and 13 percentage points higher than rural schools. Retention is also better in urban schools compared to rural schools. Up to Grade 5, urban schools have close to 100% of the children who joined Grade 1 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 13: General education schooling profile in rural and urban locations

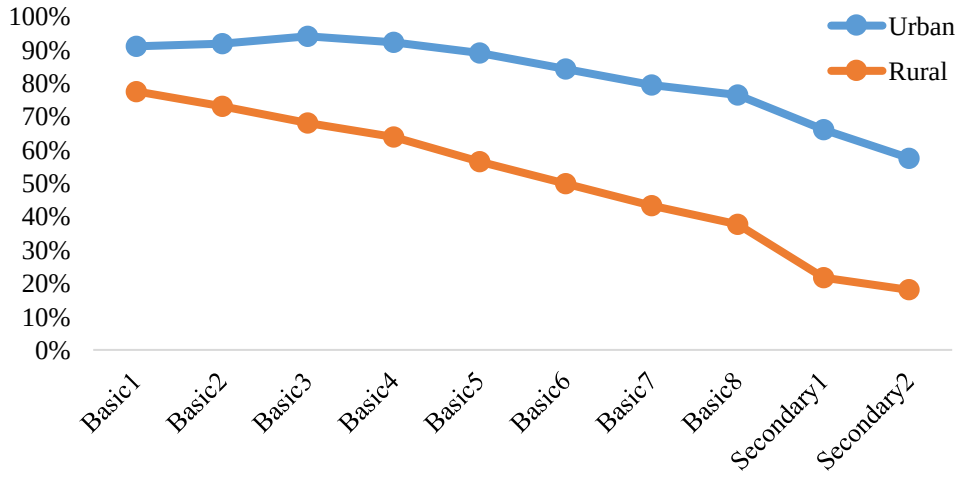
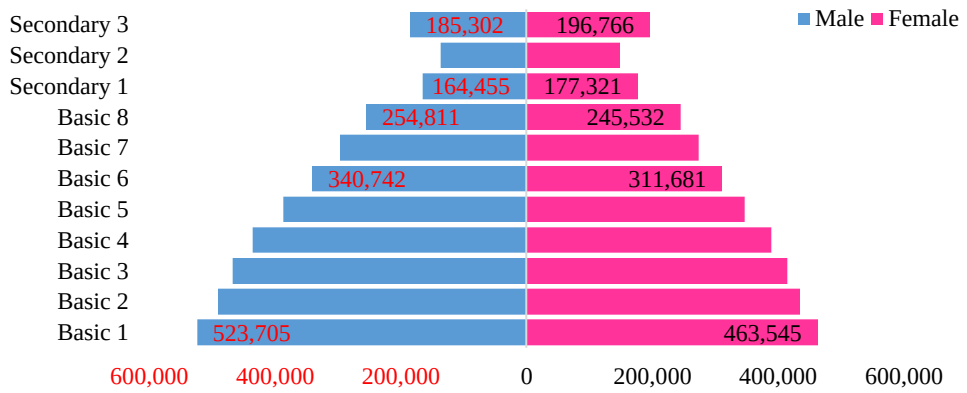


Figure 14 illustrates the volume of learners at the beginning and end of the foundational levels of education (basic and secondary) during the 2016/17 school year. While the schooling profile

illustrates the unprecedented drop out from the education system, the pyramid magnifies the drop and also provides the details of the gender differentials. The pyramid demonstrates that more boys, albeit marginal, drop out of school compared to girls. For instance, the proportion of boys in Grade 8 relative to those enrolled in Grade 1 is 48% compared to 53% for girls. The pyramid further illustrates that the drop out in the education system mainly occurs during the transition of learners from basic to secondary education.

Figure 14: General education enrolment pyramid



Even though there is no certain reason as to why there is low retention in the system especially in basic education, an in depth analysis of the supply of space in schools reveals that about one third of basic schools do not offer all applicable grades, a potential reason for driving children out of school. Table 5 presents the number of schools that do not have complete grades. While it is possible to have schools that have incomplete grades – some schools may be in their infancy-, to have 6,800 out of 19,000 schools missing at least one grade is out of the ordinary and should be accorded the requisite attention These schools potentially expose children to dropping out of school as they do not provide continuity. Out of the 6,800 schools, 1% of government and another 1% of Non-Government schools do not have lower classes (Grade 1-4). 14% of Government schools and 9% of Non-Government schools do not offer Grade 5-8.

Table 5: Incomplete basic education schools, 2016/17

	Government	Non-Government	Total
Schools missing at least 1 Grade	5,913	880	6,793
Schools W/o G1-G4	93	28	121
Schools W/o G5-G8	2,387	244	2,631
Enrolment in schools missing at least one grade	880,062	86,034	966,096
In schools W/o G1-G4	4,911	1,657	6,568
In schools W/o G5-G8	218,323	16,465	234,788

Source: 2016/17 Sudan Rapid Survey Series

Close to 1 million learners (16% of the total basic education enrolment in 2016/17 schools) are potentially at risk of dropping out of school. This is due to the fact that the schools they are enrolled in do not provide expected continuity. As shown in Table 5 above, about 970,000 learners in basic education are enrolled in schools that do not have at least one grade. 880,000 of these are in

Government schools while 86,000 are in Non-Government schools. Out of the 970,000 learners, 235,000 (4% of the basic education enrolment) are enrolled in schools that do not offer upper grades, majority of whom are in government schools. The response to this situation in the sector plan is to ensure that all normal/regular (non-feeder schools) schools once established provide full continuity.

3.2.2.5 Internal Efficiency

Repetition Rate in basic education during the 2016/17 school year was fairly low and even lower in secondary schools, girls showing equal chances of repeating relative to boys. The results show that repetition rates range between 4% and 6% with marginal disparities between grades. The highest repetition rates were recorded in the middle grades of basic education while the last grade recorded the lowest repetition rate. In secondary, the repetition rates are much lower than basic ranging between 2% and 3% with secondary 3 recording the highest repetition rate and this could even be much higher. The schooling profile (see Figure 3) shows that the retention profile between Secondary 2 and Secondary 3 rises. This could be explained by hidden repeaters who in effect are not removed when calculating access rates in Secondary 3. If the system were to declare the right numbers of repeaters, probably the repetition rate (share of repeaters) would be much more than 3%.

Table 6: Repetition Rate, 2016/17

Grade	Boys	Girls	Total
Basic 1	5%	5%	5%
Basic 2	5%	5%	5%
Basic 3	6%	6%	6%
Basic 4	6%	6%	6%
Basic 5	6%	5%	6%
Basic 6	6%	6%	6%
Basic 7	6%	5%	6%
Basic 8	5%	4%	4%
Secondary 1	1%	2%	2%
Secondary 2	1%	2%	2%
Secondary 3*	3%	3%	3%

Source: ESR 2012, Sudan Rapid Survey Series

3.2.2.6 Out of school children

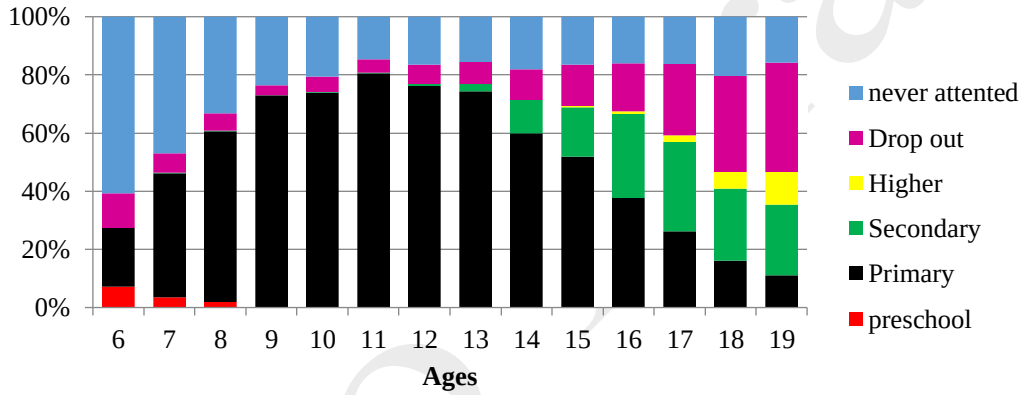
Sudan, like its peers and other developing countries, has made significant progress in the education sector, increasing the capacity of its general education through interventions of Government and Non-Government agencies. In societies that have been affected by adverse civil strife like the one that saw the split of South Sudan from the original Republic of Sudan, households have often expressed concerns in sending their children to school immediately they reach the school going age. There is therefore an inherent delay in accessing school. To have a clear picture of the OOSC situation in Sudan, this section is analysed in two parts: the first part presents status of school attendance for all children eligible for school providing details of late entry and the second part presents the out of school children.

Status of School Attendance (2009, 2014)

Zero Draft

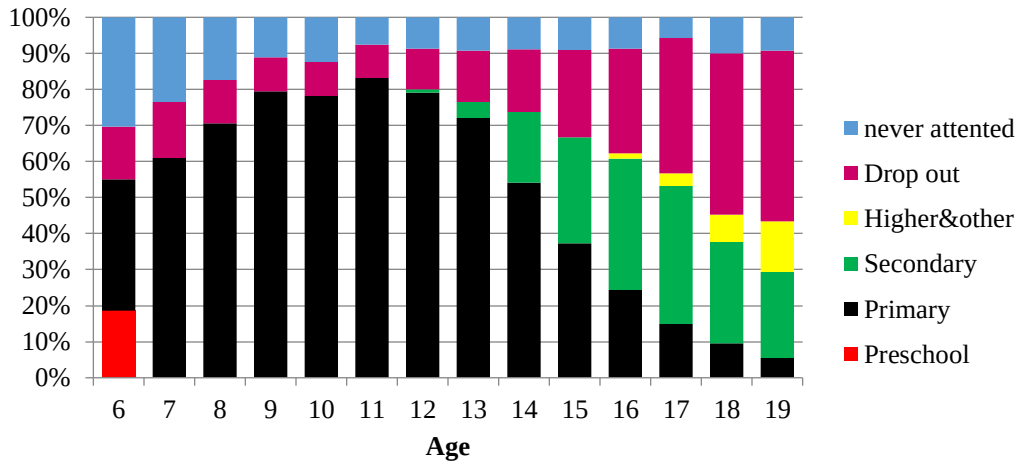
The share of children and youth who never attended school in 2009 drops from 60% at age 6 to below 20% at age 11 and stays there for the rest of the school age reference group. Figure 15 presents level of education and proportion of Out-Of-School-Children while also providing the reason for not being in school (never attended, dropped out…). The share of learners who never attended school drops with increasing age. It is observed that drop out from the school system affects all ages in the school reference group but the share of drop outs is magnified in the secondary school age group. These two categories form the out of school children and youth. Primary education attracts attendance from children and youth outside the official reference age, in fact close to half of the attendance in primary is by children and youth older than 13 years. Secondary education also attracts attendance from youth older than the official school reference age and from the structure of the graph, there is every reason to believe that even beyond 20 years, there are adults enrolled in basic and secondary education.

Figure 15: Status of education attendance for school age population in 2009



Contrasting Figure 15 and Figure 16, it is observed that the share of children and youth who never attended school dropped considerably between 2009 and 2014, the bars rise to above 90% mark in figure 15 compared to just above 80% in Figure 14. The share of children and youth dropping out of the education system increased significantly. In 2009, the share of drop out was 4%, 22% and 50% in the 6-9, 10-14 and 15-19 age brackets respectively while in 2014, the share rose to 38%, 53% and 81% respectively for the same categories. This could explain the reason why despite the increase in capacity for the system, the coverage is remained stagnant for the country. As a consequence of the increased drop out for the 15-19 age group, the share of OOSC increased by 7 percentage points (18%). Also from the figures, it is observed that the share of overage children in basic education reduced between the two years.

Figure 16: Status of education attendance for school age population in 2014

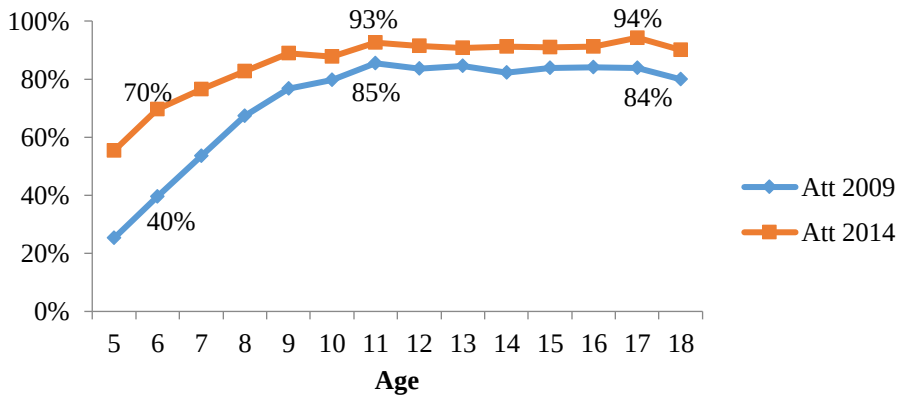


Late entry to school

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% if 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 by Figure 17 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 17: Comparing access to school between 2009 and 2014



Out of School Children

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, 2.2 million in the basic education age group representing 77% of all the OOSC. 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 age groups respectively.

Table 7: 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. According to the 2009 Demographic and Health Survey results, it is observed that there were 3 million OOSC, 125,000 more than the numbers established in 2014. Also the share of the OOSC relative to the population eligible for basic and secondary education dropped from 35% in 2009 to 27% in 2014 but even though the total number of OOSC dropped between 2009 and 2014, the of children out of school due to drop out increased by 25 percentage points (23% in 2009 and 48% in 2014) indicating that the education system has struggled to keep children in school.

Table 8: OOSC by age category and reason for being out of school, 2009

Ages	Total	Enrolled	Out of school		
			Total	Never attended	Left school
6-13	6,568	4,110	2,392	1,958	434
14-16	1,961	1,350	593	329	264
Total	8,529	5,460	2,984	2,287	698
6-13	100%	63%	36%	82%	18%
14-16	100%	69%	30%	56%	44%
Total	100%	64%	35%	77%	23%

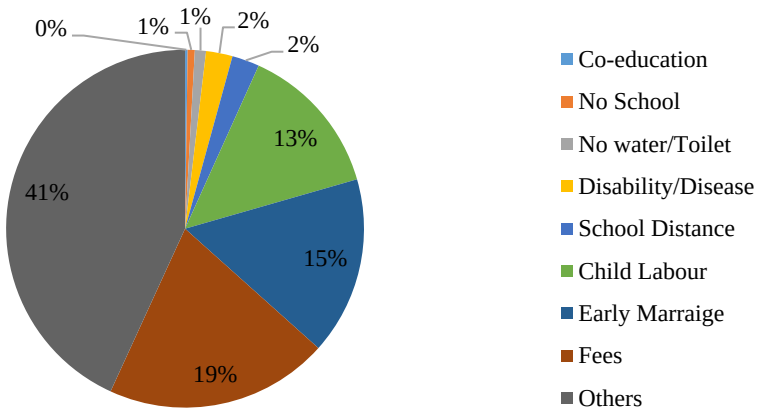
Source: Authors' calculations based on 2009 DHS

Other insights into the OOSC situation from the 2014 MICS include the reasons for which children and adolescents do not attend school. The results indicate that lack of gender specific schools, lack

Zero Draft

of schools generally; lack of water in schools; long distances to available schools; and cases where disabilities become impediments to attending school account for up to 6% of the reasons children are out of school. Child labour, early marriage and fees expectation account for half of the reasons children do not attend school. Figure 18 below illustrates the summary of the reasons for which eligible learners were out of school.

Figure 18: Reasons for not attending school



Source: 2014 Multiple Indicator Cluster Survey.

Some of the responses to the out of school situation will include expansion of literacy programs to cater for OOSC who may not have opportunity to go through formal education. The government will also support household based grants to cover the cost of educational inputs and allow eligible children to attend school.

3.2.2.7 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. As shown in Table 9, 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 9: Refugee enrolment in schools locate in refugee host communities, 2017

Grade	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, 2017

Zero Draft

4. 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 to actualize this obligation. 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 states taking note of the overall economic situation that the country has been through over the last couple of years.

4.1 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 10 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 10: Public expenditure in education, 2009 and 2017

Expenditure Indicator	2008/09	2016/17	
		PRSP	Adjusted
Total Gov't expenditure	23,037.6	61,854.2	61,854.2
Total Gov't recurrent expenditure	16,173.2	57,654.2	57,654.5
Education recurrent expenditure in constant 2016 prices (Million SDG)	10,456.0	5,436.2	5,659.6
Education recurrent expenditure in current prices (Million SDG)	2,468.6	5,436.2	5659.6
Education capital expenditure in current prices (Million SDG)	254.92	1,490.31	1,490.31
Total education (Million SDG)	2,723.53	6,926.51	7,150.
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%	

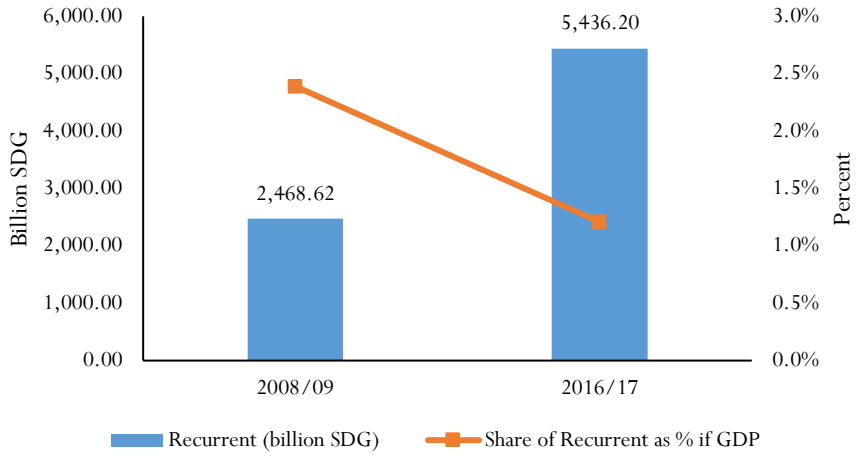
Source: World Bank, IMF, Sudan Bureau of Statistics

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

Zero Draft

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 19: Evolution of Recurrent Expenditure to Education



4.2 International Comparison on Public Financing

Although Sudan spends significantly less than most of its peers in education, there is much more efficiency in the use of resources in Sudan than in comparator countries. Table 11 presents a summary of countries and their spending on education as share of their GDP; primary and lower secondary (or equivalent) completion rates; and efficiency index for each country. The efficiency index measures the average share of the GDP that each country spends to achieve its primary and lower secondary completion. The comparison is based on countries with similar education systems i.e. countries with primary education of 7 or 8 years. The countries selected for comparison include Ethiopia, Kenya, Malawi, Mozambique, Tanzania and Uganda. On average, the selected countries spend 4.5% of their GDP on education; the average for African countries is 4.3%; and Sudan spends the least at 1.2%.

Table 11: International Comparison on education expenditure in education

Country	Education as % of GDP*		Completion*		Efficiency index	
	% (a)	Relative to average (b)	G6 (c)	G9 (d)	c/a	d/a
Sudan	**1.2**	**1.0**	**61.6**	**50.8**	**51.3**	**42.3**
Ethiopia	4.5	3.8	50.7	33.0	11.3	7.3
Kenya	5.3	4.4	99.6	63.1	18.8	11.9
Malawi	6.9	5.8	75.0	17.1	10.9	2.5
Mozambique	6.7	5.6	56.4	24.0	8.4	3.6
Tanzania	3.5	2.9	83.7	45.9	23.9	13.1
Uganda	3.3	2.8	79.7	33.3	24.2	10.1
Average selected countries	4.5	3.7	74.2	36.1	16.5	8.0
Average Africa	4.3	3.6	67.0	37.0	15.6	8.6

Source: World Bank, IMF, Sudan Bureau of Statistics
** Last Available Year*

It is also noted that among the elected countries, Sudan has the third lowest grade 6 completion rate, about 12 percentage points lower than the average for the selected countries (74.2%) and 5 percentage points lower than the average for the Africa (67%). At grade 9 (secondary 1 in Sudan), Sudan has the second best completion rates after Kenya, 14.7 percentage points higher than the average of the selected countries (36.1%) and 13.8 percentage points higher than the average for Africa (37%). Even though the expenditure in education for Sudan is the least among its peers and perhaps one of the least in the continent, it is noted that for every percentage of GDP spent on education, it achieves 51.3 points of grade 6 and 42.3 points of grade 9 completion which as a measure of efficiency, is the best among its peers and even higher than the average for the entire continent. Comparatively, Malawi which spends 5.8 times relative to Sudan achieves 10.9 points completion of grade 6 and 2.5 points of grade 9 completion for every percentage GDP spent on education. As a continent the average efficiency for every percentage GDP spent on education yields 15.6 points of grade 6 completion and 8.6 points of grade 9 completion. This means that with the economic situation turning around and with prospects of increased investment by local and international development partners, the completion rates in Sudan could quickly turn around.

4.3 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 12: Evolution of Recurrent and Development Spending in Education

	2009	2015	2016	
			PRSP	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

4.4 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 13 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

Zero Draft

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 13: Public Recurrent Expenditure by Education Level, 2009

Level of Education	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

Comparing the level of spending between 209 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. 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. Table 14 shows the summary of recurrent spending in 2016.

Table 14: 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 Govt					**5,445**	**223**	**5,669**

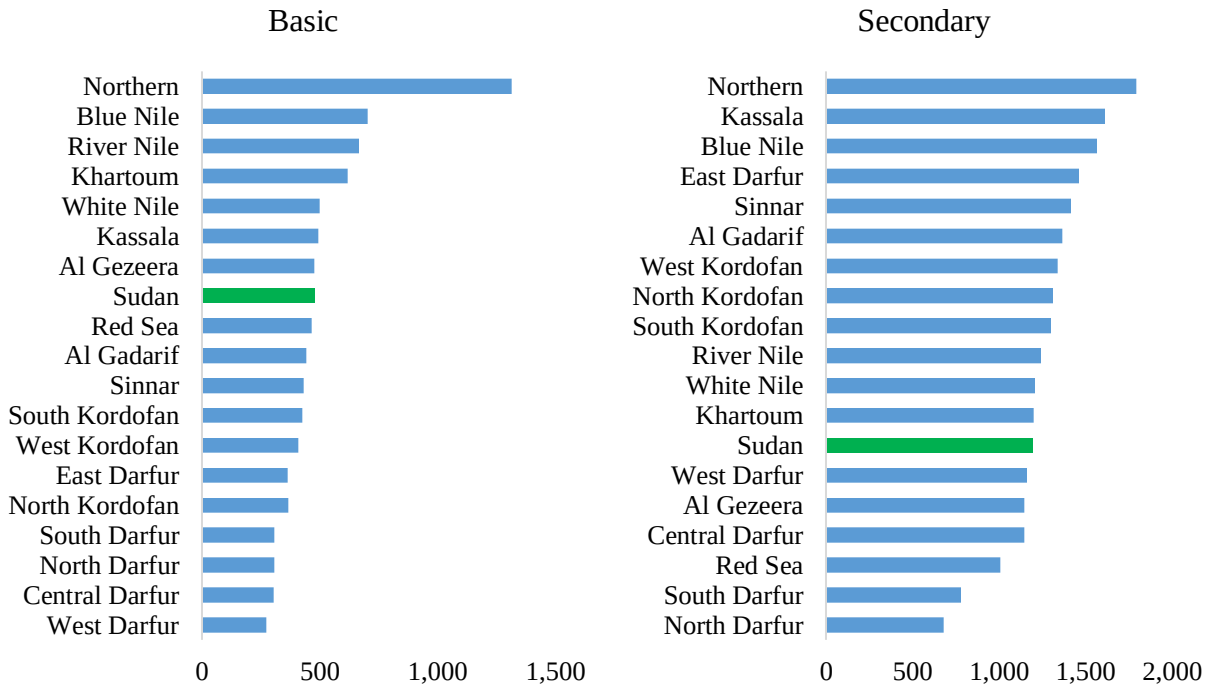
Source: 2015/16 PRSP

Zero Draft

4.5 Evolution of Recurrent Cost per Student

The average unit cost for recurrent spending in Sudan is 476 for basic education and 1,194 for secondary education. As illustrated in Figure 20, Northern state spends the highest in basic education, almost three times the average for the country while West Darfur spends the least. In fact, all the states from the Darfur region spend the least per learner considering that they play host to most of the refugees in the country. In secondary, Kassala spends the highest per student at SDG 1,764 compared to 1,200 which is the average for the country. Similar to basic education, the Darfur region spends the least per student.

Figure 20: Public unit cost on recurrent spending in basic and secondary education, 2017



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 15 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 15: 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

4.6 International Comparison on Unit Costs at Basic and Secondary

A collection of spending in basic and secondary education in selected Africa countries reveals that the on average the unit cost in basic education is 10% of the GDP per capita and about 19% at secondary. For the entire continent, the unit cost at basic education is 12.2% of the GDP per capita while in secondary twice as much. In Sudan, the unit costs in basic education (476) is 3.3% of the GDP per capita (SDG 14,485) while in secondary education, the spending is 8.2%. With this, Sudan spends one third of what other countries spend on basic education and half of the average of the comparator countries at secondary level.

Table 16: International comparison on unit costs in basic and secondary education

Country	Unit cost as % of GDP per Capita		Unit Cost relative to average of selected countries	
	Primary	Secondary	Primary	Secondary
Sudan	3.3	8.2	0.3	0.5
Burkina Faso	19.4	13.9	1.9	0.8
Democratic Rep Congo	5.4	9.8	0.5	0.5
Ethiopia	11.1	5.8	1.1	0.3
Ghana	8.7	30.4	0.9	1.7
Kenya	11.0	31.3	1.1	1.7
South Africa	17.0	18.4	1.7	1.0
Tanzania	9.3	29.8	0.9	1.6
Chad	9.6	18.5	0.9	1.0
Uganda	6.9	15.5	0.7	0.9
Average for selected countries	**10.2**	**18.2**	**1.0**	**1.0**
Average for Africa	12.2	24.0	1.2	1.3

Source: Pole De Dakar

Zero Draft

4.7 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 17 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 12 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 17: Unit costs in basic and secondary education

	Basic			**Secondary**		
	Teachers	**Non teachers**	**Goods& Services**	**Teachers**	**Non teachers**	**Goods& Services**
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

Zero Draft

4.8 Spending on Teachers in Basic and Secondary

There are more than 200,000 teachers employed by the government at basic and secondary levels and altogether their wage bill account for SDG 3.2 billion representing 56% of total public expenditure in education and 58% of total public recurrent expenditure in education for the 2016/17 financial year. Table 18 below presents the breakdown of the number of teachers and corresponding wage bill by state.

Table 18: Teachers and teachers wage bill, 2016/17

	Number Govt paid teachers		Teacher wage bill (Million SDG)	
	Basic	**Secondary**	**Basic**	**Secondary**
Northern	7,201	1,925	114	32
Sinnar	7,697	2,760	118	49
River Nile	8,777	2,434	136	41
Blue Nile	4,982	1,172	85	22
White Nile	11,310	3,669	170	64
Khartoum	27,024	10,299	429	182
Red Sea	3,501	919	51	16
Kassala	6,710	2,110	104	37
Al Gezeera	23,278	9,143	356	150
Al Gadarif	7,682	2,046	127	37
North Kordofan	8,905	2,293	124	38
South Kordofan	4,908	1,233	77	22
West Kordofan	6,489	1,856	104	34
South Darfur	7,859	2,041	112	36
North Darfur	8,070	2,371	122	43
Central Darfur	2,688	555	40	11
East Darfur	2,527	974	37	19
West Darfur	2,395	505	37	10
Sudan	152,003	48,305	2,342	845

Source: Authors' calculations based on 2015/16 PRSP

Based on the number of teachers and wage bill as resented in Table 19, the average teacher salary in basic education comes to SDG 15,400 annually which is about 1.1 times of the GDP per capita. In secondary, the average annual salary is 14% higher than the salary in basic education and it is 1.2 times of the GDP per capita or in another way, 20% higher than the GDP per capita. Also, there is no notable differences across states in the salaries paid at any of the two levels of education.

Zero Draft

Table 19: Average teacher Salary and Salary Relative to GDP Per Capita

State	Average Teacher salary (SDG)		Average in GDP/Per Capita	
	Basic	Secondary	Basic	Secondary
Northern	15,813	16,735	1.1	1.2
Sinnar	15,375	17,869	1.1	1.2
River Nile	15,452	16,915	1.1	1.2
Blue Nile	17,054	19,136	1.2	1.3
White Nile	15,012	17,530	1.0	1.2
Khartoum	15,889	17,660	1.1	1.2
Red Sea	14,553	17,158	1.0	1.2
Kassala	15,495	17,661	1.1	1.2
Al Gezeera	15,298	16,383	1.1	1.1
Al Gadarif	16,511	17,942	1.1	1.2
North Kordofan	13,967	16,702	1.0	1.2
South Kordofan	15,710	18,103	1.1	1.2
West Kordofan	15,968	18,542	1.1	1.3
South Darfur	14,199	17,828	1.0	1.2
North Darfur	15,074	18,007	1.0	1.2
Central Darfur	14,739	19,508	1.0	1.3
East Darfur	14,480	19,833	1.0	1.4
West Darfur	15,514	20,150	1.1	1.4
Sudan	**15,404**	**17,499**	**1.1**	**1.2**

Source: Authors' calculations based on 2015/16 PRSP

Benchmarking the average teacher salary with other countries, we observe that on average teachers in primary schools in Africa earn 3.7 times of GDP per capita, the average for the selected countries is 4.3. Like in the case of share of GDP spending in education and the unit cost per student, Sudan once again falls behind spending about one third of what the other comparator countries spend on their teachers. As shown in Table 20, Burkina Faso, Ethiopia, Ghana, Kenya, Tanzania and Chad spend more than the average for the entire continent.

Table 20: International comparison on teacher salary

Country	Units	Relative to the average of
Sudan	1.1	0.3
Burkina Faso	4.5	1.0
Democratic Rep Congo	1.9	0.4
Ethiopia	7.3	1.7
Ghana	4.7	1.1
Kenya	6.7	1.5
South Africa	3.6	0.8
Tanzania	6.1	1.4
Chad	4.1	0.9
Uganda	3.3	0.8
Average for selected countries	4.3	1.0
Average for Africa	3.7	0.9

Source: Pole De Dakar

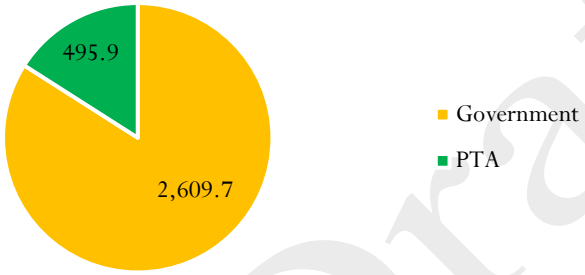
Zero Draft

4.9 Off Budget Spending on Education

4.9.1 Household Contribution to Education

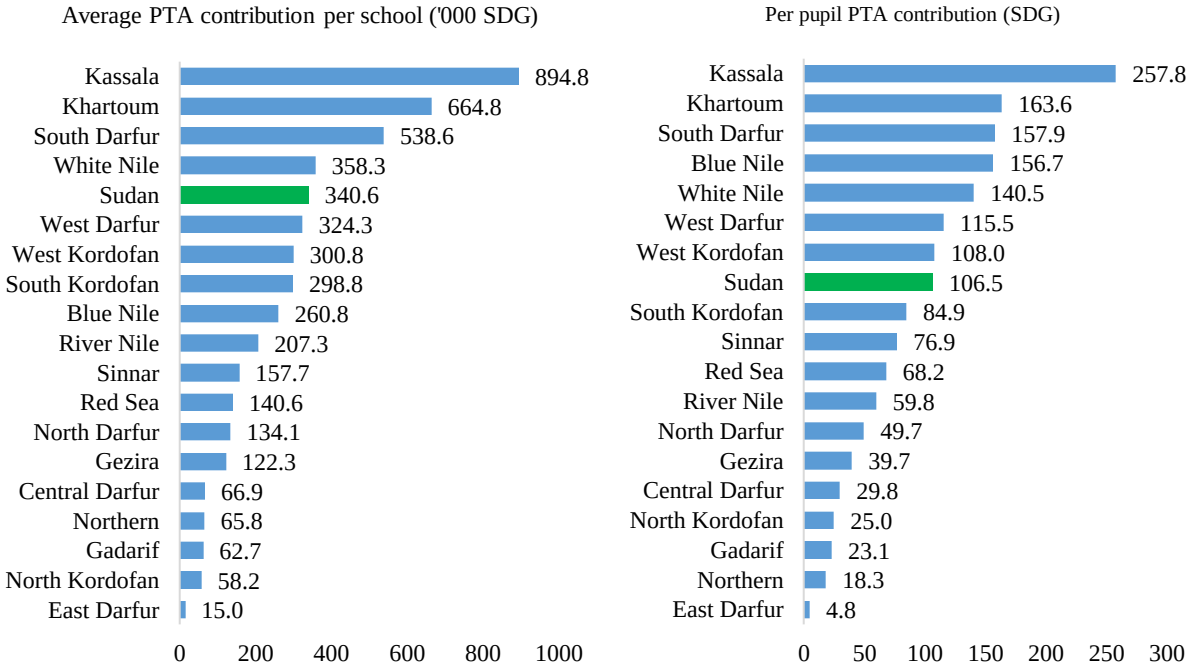
On top of the resources received from the federal, states and localities, households make significant contribution to education. In Basic Education, in addition to the SDG 2.6 trillion from government, parents contributed SDG 496 million (16%) of the total cost of basic education in 2016/17.

Figure 21: Spending in basic education including PTA



On average, households contributed SDG 344,000 per school to basic education during the 2016/17 school year with variation across states. Kassala parents contributed 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.

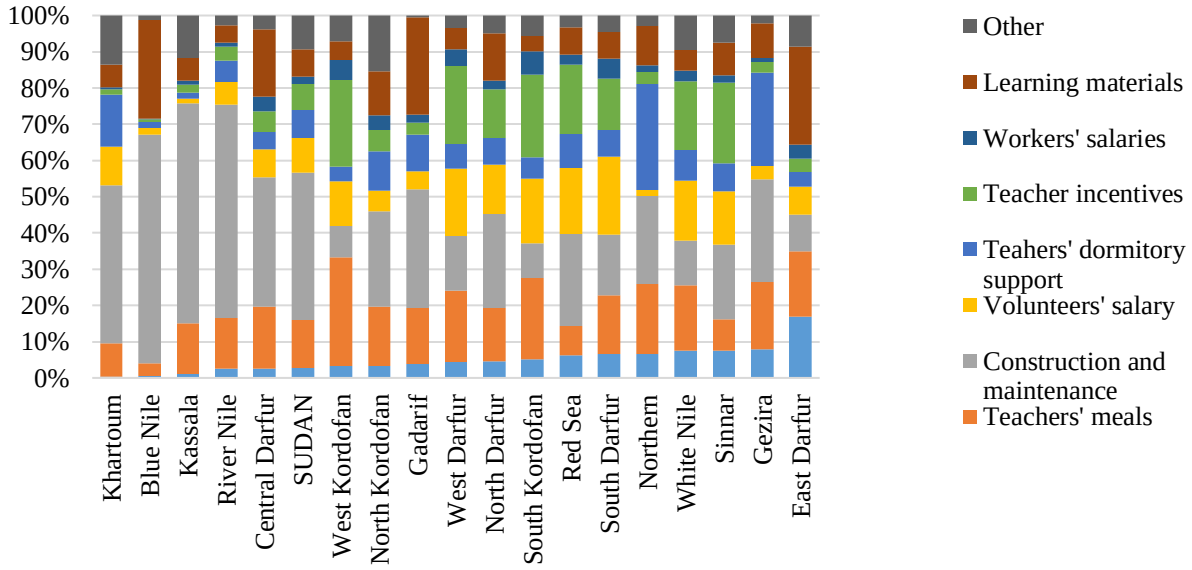
Figure 22: PTA contribution per school and per learner in Basic education, 2017



Draft

Even with 90% of resources received from households going into teacher salaries, considerable proportion of the resources received from households go to teacher expenditure items. As shown in Figure 23 below, the spending patterns of the PTA funds vary from state to state but overall, 40% of the resources is spent on construction and maintenance of school infrastructure and facilities. Only 8% goes to teaching and learning resources. 38% of the resources collected from households go into salary related items (worker's salary, teacher incentives, teacher dormitories support, volunteers' salary and teacher meals).

Figure 23: Expenditure items for PTA contribution, 2017



4.9.2 Support from Development Partners

Zero

5. Disparities in Education from a Household Perspective

Having reviewed access and participation in education based on the data collected through the rapid survey, we acknowledge that it is not possible from the administrative data to present some dimensions of disparities. Household surveys provide opportunity to analyze deeper details of participation in education according to the household characteristics collected during the surveys. Here disparities in access and retention to education is presented with respect to gender, location, socio-economic status, region among other dimensions. The results presented in this chapter are based on the 2014 Multiple Indicator Cluster Survey (MICS).

5.1 Gender and Location Disparities

5.1.1 Gender disparity in access

Similar to the results from administrative data, access to Grade 1 is fairly high, students flow in basic education characterised by general decline in all grades with girls having a weaker chance of accessing school. As shown Table 21, access to Grade 1 averaged 91.7% implying that only less than 8% of children of school going age are likely to not attend school, the likelihood for boys' not accessing school recording 6%, 5 percentage points lower than that of girls. While acknowledging the fairly high access to Grade 1, it is observed that only 6 in 10 learners are likely to complete Grade 8 with wider gender difference compared to the gap observed in Grade 1. The likelihood of a boy completing basic education is 64% compared to 55% for girls. The difference indicates that in addition to beginning basic education at a disadvantage, girls face a more challenges than boys in completing basic education.

Table 21: Access at key education grades by gender

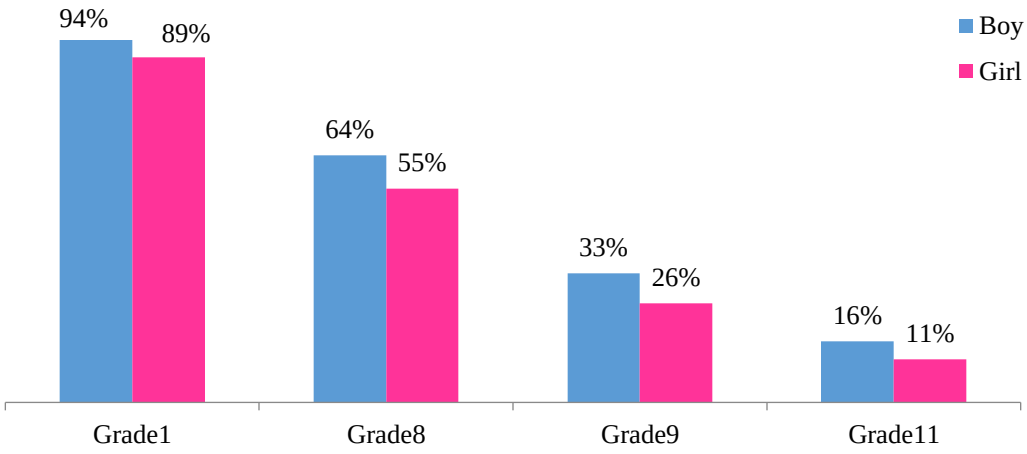
Grade	Boys	Girls	Total
Grade1	93.9%	89.5%	91.7%
Grade8	64.1%	55.4%	59.7%
Grade9	33.4%	25.7%	29.3%
Grade11	15.9%	11.1%	13.3%

Source: Authors' calculation based on 2014 MICS

Access to secondary education is only 29% with only one quarter of girls eligible for secondary enrolling compared to 1 in 3 boys. The results further show that the disparities exhibited in basic education are carried over into secondary schools with less than one third of eligible learners accessing secondary education. In addition to the low intake rate in secondary, the likelihood for secondary school students to complete school is even lower, only 1 in 10 students reaching the end of secondary. As illustrated in Figure 24, there is fairly high access and terribly low completion whether at the end of basic education or at the end of secondary. This indicates that the system is choking from chronic retention issues that may derail all the gains made by the sector in the recent past.

Zero Draft

Figure 24: Access at Education key levels by gender



5.1.2 Disparity on Access to Education by Location

Although access to school in urban location is close to universal with fairly high retention, the impression from the rural is that of high dropout. As shown in Table 22, less than 3% of children in urban location are likely to not attend school compared to 11% in the rural location. By the end of basic education, 8 in 10 learners in urban are likely to complete Grade 8. In the rural areas, only half of children who access school manage to complete basic education. At secondary, the difference between the two locations is extremely magnified with children drawn from urban locations more than twice as likely to go to secondary schools compared to children from rural location. In completion, children in the rural are 6 times less likely to complete secondary education compared to their peers in urban location.

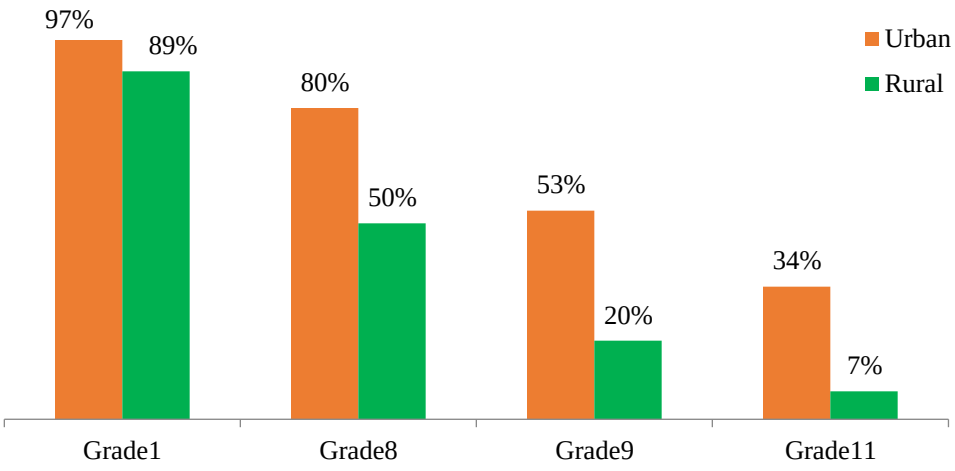
Table 22: Access at key education levels by location

Grade	Urban	Rural	Total
Grade1	97.2%	89.2%	91.7%
Grade8	79.8%	50.2%	59.7%
Grade9	53.5%	20.1%	29.3%
Grade11	34.0%	7.2%	13.3%

Source: Authors' calculation based on 2014 MICS

Figure 25 below illustrates the status of access to education in rural and urban locations at key grades in primary and secondary. Generally, as one advances the education ladder, access drops in both rural and urban locations. However, it is observed that the drop is more drastic in rural compared to urban location with only 7 children in 100 from the rural location likely to complete secondary education compared to 34 in 100 from urban.

Figure 25: Access at key education levels by rural and urban locations



5.1.3 Disparities in access and retention by interaction of gender and location

Two out of three learners who begin Grade 1 are likely to reach Grade 8, only half of these will transit to secondary and only half of secondary students stay up to the secondary 3. As seen in the previous sub section, access to school at all grades of basic and secondary education favoured boys and children from urban location. It is expected that the extent to which boys and children from urban areas stay in school would remain higher than that of girls and children from rural locations. As shown in Table 23, 2 in 3 learners who join Grade 1 are likely to reach Grade 8 -7 in 10 boys compared to 6 in 10 girls. In terms of location, just over half of the children from rural location are likely to reach Grade 8 compared to 82% in urban.

Table 23: Retention at key education levels by gender and by location

	Boys	Girls	Urban	Rural	Total
Primary8	68.2%	61.9%	82.1%	56.3%	65.0%
Transition	52.1%	46.4%	67.0%	40.0%	49.2%
Secondary Retention	47.5%	43.2%	63.6%	36.0%	45.3%

Source: Authors' calculation based on 2014 MICS

Even though there exists considerable difference in transition from basic to secondary, the difference is more pronounced in rural-urban dimension (27 percentage points) compared to boy-girl dimension (6 percentage points). In secondary, less than half of students who transit from basic education make it to Secondary 3. The limited space which makes eligible students to go through teacher union channels notwithstanding, more than half of secondary school students are failing to hold onto their slots.

Girls from rural locations are the most vulnerable as they likely to not access school and for those that are lucky to go to school only a few manage to complete basic education. Access to school by children from the urban locations is fairly high, close to universal for boys and about 4 percentage points away from universal for girls, the difference between urban boys and girls being less than 2 percentage points. In the rural, the disparity is magnified with the difference in access between boys and girls increasing to 6 percentage points. Urban boys who manage to access school are more than twice as likely to complete grade 8 compared to rural girls. Even more appalling is the

disparity going into secondary where 6 in 10 boys from urban location are likely to access secondary school compared to 2 in 10 girls from the rural areas. In other words, urban boys are more than three times likely to access secondary education compared to rural girls. It is observed that even boys in the rural areas have low chances of accessing secondary education with only 24% likely to go to school compared to 57% in urban areas. Table 24 presents access to selected classes for boys and girls in rural and urban locations.

Table 24: Access at key education levels by gender and location

	Boys		Girls	
	Urban	**Rural**	**Urban**	**Rural**
Grade1	98.0%	92.1%	96.4%	86.3%
Grade8	82.4%	55.0%	77.2%	45.8%
Grade9	57.1%	23.5%	49.9%	17.2%
Grade12	37.3%	8.9%	30.8%	5.9%

Source: Authors' calculation based on 2014 MICS

Retention in rural areas is lower than urban and even more magnified between urban boys and rural girls with rural girls only half as likely to go to secondary compared to urban boys. Retention to Grade 8 is relatively high among boys and girls with over 80% of learners who join the first grade staying in school up to the end of basic education. In the rural, about 60% of boys stay in school up to the end of basic education compared to 53% of girls. As shown in Table 25, about 70% of urban boys manage to transit to secondary education compared to only 38% of rural girls.

Table 25: Retention at key education levels by gender and location

	Boys		Girls	
	Urban	**Rural**	**Urban**	**Rural**
Retention Grade 8	84.0%	59.7%	80.1%	53.1%
Transition	69.3%	42.7%	64.6%	37.6%
Retention	65.4%	37.9%	61.7%	34.3%

Source: Authors' calculation based on 2014 MICS

The compelling evidence presented in Table 24 and Table 25 should guide the orientation of the next sector plan to focus its intensity on rural girls to ensure that the underlying factors that hinder their access and retention to basic and secondary education are mitigated and equal opportunities provided to them considering that at the moment they are starting from a disadvantaged position.

5.2 Disparity in access and retention by wealth quintiles

Poor children have limited access to education at all classes with only 2 in 100 expected to be in the final grade of secondary actually enrolled. As shown in Table 26, access to Grade 1 is relatively high in all socio-economic divides with considerable difference between the richest and the poorest children. 2 in 10 children from the poorest households are likely to not access school while in the richest segment of the population all the children are likely to go to school. While only 1 in 3 children from the poorest household is likely to complete basic education, more than 90% of the children from richest households will certainly complete this level of education.

Zero Draft

For secondary, less than 10% of children from the poorest households are likely to access Grade 9 compared to three quarters from the richest class. In other words, children from the richest families are 8 times more likely to have secondary education compared to children in poor families. In fact, access to secondary education is weak for the first three quintiles of the population. Even in the middle class, only 1 in 4 children are likely to go to secondary school. Only 2 in 100 children from the poorest families expected to be in Grade 12 are actually enrolled compared to about 2 in 3 children from the richest families. This is to say that children from the richest families are 30 times more likely to be in the final grade of general education compared to children from poor families; 20 times more likely to complete secondary education compared to the second poorest class. Even to the nearest wealth class, the richest are 23 times more likely to complete secondary education.

Table 26: Access at key education levels by wealth index

Grade	Poorest	Quintile 2	Quintile 3	Quintile 4	Richest	Overall
Grade1	81.0%	87.2%	94.2%	97.9%	99.5%	91.7%
Grade8	33.8%	40.8%	55.4%	76.1%	93.5%	59.7%
Grade9	9.3%	12.5%	23.4%	42.9%	76.7%	29.3%
Grade12	2.0%	3.1%	8.5%	22.7%	63.9%	13.3%

Source: Authors' calculation based on 2014 MICS

Regarding retention in the socioeconomic classes, the richest families are very close to Universal Basic Education with only 6% of children who entered Grade 1 failing to reach Grade 8. In contrast, 4 in 10 children from the poorest families who join Grade 1 are likely to not make it to Grade 8. Whereas 8 in 10 children from the richest households are likely to transit to secondary from basic education less than 30% of children from poorest families manage to achieve this fete. 1 in 4 children from the poorest who complete primary school are likely to not join secondary education. The retention in secondary is even more telling with 8 in 10 students from richest families who join Secondary 1 likely to remain in school through the three years compared to only 1 in 5 students from the poorest families.

Table 27: Retention at key education levels by wealth index

	Poorest	Quintile 2	Quintile 3	Quintile 4	Richest
Retention Grade8	41.8%	46.8%	58.8%	77.8%	94.0%
Transition	27.6%	30.7%	42.2%	56.3%	82.1%
Secondary Retention	21.7%	25.0%	36.4%	52.9%	83.3%

Source: Authors' calculation based on 2014 MICS

Just like gender and location, wealth status has proven to be a key factor in determining whether children will go to school or not. Even though general education may be receiving support from the federal and state agencies, it is conceivable based on these facts that for some families some apparent costs may still be a barrier, forcing them to keep their children away from school. A lot more needs to be done if Sudan is to achieve universal general education. Failing to provide strategic intervention for this group, the children from these families will continue to be left behind and are likely to create another vicious cycle of illiteracy. The results above have demonstrated the need to have further profiling of students and provide interventions along pro-poor funding methodologies rather than providing uniform unit costs even to children who may not need the support.

Zero Draft

Combining gender, location and wealth status, girls from poor rural households are the most vulnerable, 1 in 4 already forced to drop their desire for education even before joining school. All children from the richest families will be in school irrespective of whether they are in rural or urban location or whether they are boys or girls. Even for the second richest tier, there is no difference per se and access for this class is still relatively high even though not universal. This is a sharp contrast to the status in poorest families where 1 in 4 girls from the rural poorest families already left behind at the beginning of general education.

Table 28: Access to education by combination of dimensions

Gender	Location	Poorest	Quintile 2	Quintile 3	Quintile 4	Richest
Boys	Urban	90.6%	93.7%	97.0%	98.9%	99.7%
	Rural	85.8%	90.3%	95.3%	98.3%	99.5%
Girls	Urban	83.3%	88.5%	94.4%	97.9%	99.4%
	Rural	75.8%	82.9%	91.3%	96.7%	99.1%

Source: Authors' calculation based on 2014 MICS

It is observed that completion of basic education increases with increasing socioeconomic class. Irrespective of location or gender, children from richest families have an almost equal chance of completing primary school. In fact, almost all children from richest households manage to complete primary school. Children in poorest families have within cluster disparities with 6 in 10 boys from urban location complete primary education compared to 5 in 10 boys from the rural. For girls, 7 in 10 girls from urban location complete primary education compared to 6 in 10 girls from the rural areas. Comparing the richest and the poorest children, all girls from urban richest families have a chance of completing primary education compared to only half of the boys from rural poorest families. Similarly, all boys from urban richest families are likely to complete basic education compared to only 28% of girls from rural poorest families.

5.3 Disparities in completion rates

Primary completion increases with increasing socioeconomic class. Irrespective of location or gender, children from richest families have an almost equal chance of completing primary school. In fact, almost all children from richest households manage to complete primary school. Children in poorest families have within cluster disparities. 6 in 10 boys from urban location complete primary education compared to 5 in 10 boys from the rural. For girls, 7 in 10 girls from urban location complete primary education compared to 6 in 10 girls from the rural. Comparing the richest and the poorest children, all girls from urban richest families have a chance of completing primary education compared to only half of the boys from rural poorest families. Table 29 presents the effect of interaction between gender, location and wealth index on primary completion.

Table 29: Primary completion disparity

Gender	Location	Poorest	Quintile 2	Quintile 3	Quintile 4	Richest
Boys	Urban	51.3%	57.3%	67.5%	83.5%	95.4%
	Rural	38.5%	44.7%	56.0%	75.9%	92.8%
Girls	Urban	40.8%	47.5%	59.2%	78.3%	93.7%

	Rural	28.4%	34.7%	46.8%	69.1%	90.2%

Source: Authors' calculation based on 2014 MICS

5.4 Disparity in Access and Retention by Cluster

Whereas the household data is collected from state samples, the number of observations for some variables is limited to give conclusive judgement. Grouping states into clusters, access and retention by regions/clusters can be better visualized and analysis of disparities by region made much more sensible. Five clusters are made of Central (Gezeera-Sinnar-White Nile-North Kordofan); East (Kassala-Gadarif-Red Sea); North (Northern-River Nile-Khartoum); South (Blue Nile-South Kordofan-South Darfur); and West (West Kordofan-East Darfur-North Darfur-Central Darfur-West Darfur). The analysis is based on logistic regression with boys used as the reference group. All the results presented in this section are in respect of girls relative to boys. As shown in Table 30, almost all children from the Northern cluster are likely to go to school. In the central cluster, only 7 in 100 eligible children are likely to not access basic education. In the East, South and West however, there is considerable number of children who are likely to not access school, 17 in 100 from the East and West and 15 in 100 from the Western cluster.

Table 30: Access at key education levels by Clusters

	Central	East	North	South	West
Grade1	93.0%	83.3%	97.9%	83.4%	85.4%
Grade8	57.2%	38.4%	83.4%	42.2%	47.7%
Grade9	25.0%	13.4%	59.7%	14.5%	19.4%
Grade11	10.7%	4.1%	40.8%	4.5%	6.8%

Source: Authors' calculation based on 2014 MICS

By Grade 8, about 8 in 10 children from the Northern Cluster are likely to complete basic education. While children from the central cluster had access to Grade 1 neighbouring Northern cluster, the completion drops to only 57%. In the East only 4 in 10 children are likely to access Grade 8. For secondary access, 6 in 10 children and youth from the Northern cluster are likely to go into secondary compared to only one quarter from the Central cluster. In the Easter cluster just 1 in 10 children are likely to access secondary education and only 4 in 100 children and youth eligible are likely to be in the last grade of secondary. While the situation in the East may be magnified by the humanitarian situation, the achievement levels are so low and call for closer scrutiny to ensure all children including the refugees receive dignified access to education.

Children from the Northern cluster are more likely to remain in school until the final grade of basic education compared to all other clusters. In fact, children in the Northern cluster are twice as likely to remain in school compared to learners from the eastern cluster. While 7 in 10 learners from the North are likely to transit to secondary, only 3 in 10 from the eastern and Southern clusters are likely to join secondary. And while 2 in 3 students from the Northern cluster are likely to remain in secondary through secondary 3, only 1 in 3 from East and South are likely to stay through secondary.

Table 31: Retention in key education levels by cluster

Zero Draft

	Central	East	North	South	West
Retention Grade 8	61.5%	46.1%	85.2%	50.6%	55.9%
Transition	43.6%	34.9%	71.5%	34.4%	40.7%
Secondary Retention	42.8%	30.4%	68.3%	30.9%	35.1%

Source: Authors' calculation based on 2014 MICS

Zero Draft

6. Resource Management

6.1 Teacher Training, Qualification and Deployment

6.1.1 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 32 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.

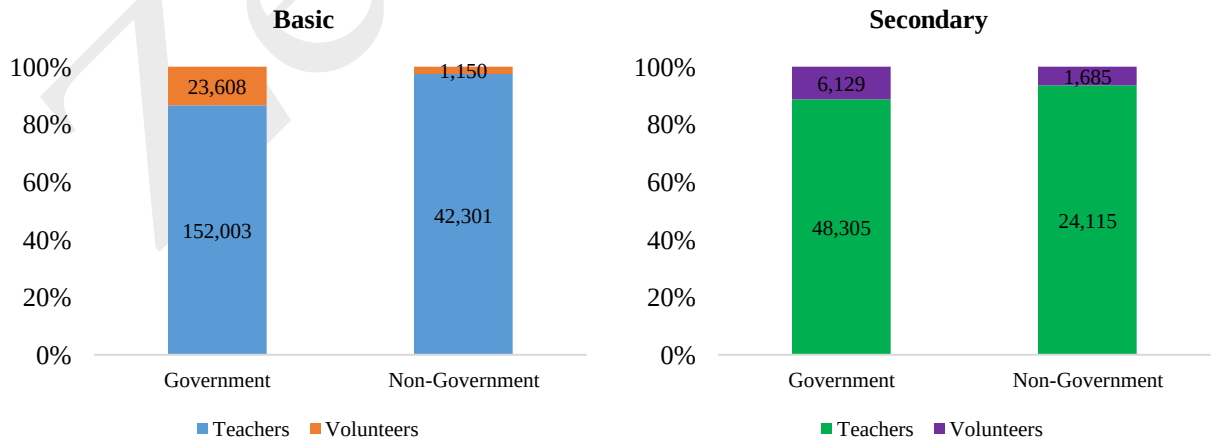
Table 32: Number of teachers distributed by employer and gender

	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

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%.

Figure 26: Basic and Secondary Teachers and Volunteers, 2017



6.1.1.1 Qualification of Teachers in Basic Education

Zero Draft

While the entry level for teachers is prescribed as bachelors, 6 in 10 teachers employed by Government in basic education have secondary education qualification. Just over one quarter (26%) of teachers meet the minimum requirements for teaching while 1.7% of the teachers are untrained.

Table 33: Number of teachers in basic education by qualification

Qualification	Number of Teachers	Percentage of Total
PhD	92	0.1%
Master's Degree	55	0.0%
Bachelor's Degree	35,075	26.3%
Higher Diploma	798	0.6%
Intermediate Diploma	1,116	0.8%
Teacher Preparation	10,428	7.8%
Secondary	79,909	59.9%
Islamic Arts/Quranic Teacher	3,679	2.8%
Untrained	2,270	1.7%
Total	**133,422**	**100.0%**

Source: Teachers Management Database, 2015/16

6.1.1.2 Qualification of Teachers in Secondary Education

More than 90% of the teachers in secondary have at least a bachelor's degree. 2.3% of the teachers in secondary schools are not trained compared to 1.7% in basic schools.

Table 34: Number of teachers in secondary education by qualification

Qualification	Number of Teachers	Percentage of Total
PHD	97	0.2%
Master	55	0.1%
BSc Education	25,143	57.5%
BSc Islamic Arts	3,339	7.6%
BSc Science	1,503	3.4%
Other BSc	11,858	27.1%
Higher Diploma	432	1.0%
Others	241	0.6%
Untrained	1,023	2.3%
Total	**43,691**	**100.0%**

Source: Teachers Management Database, 2015/16

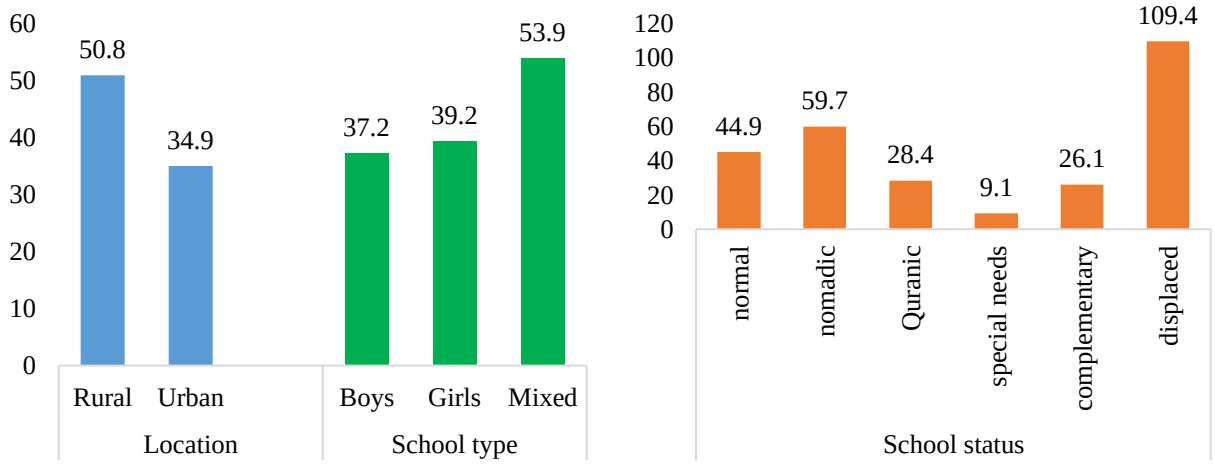
Apart from recruitment of additional teachers required to sustain the expected expansion of the system, these results signal the need for upgrading the existing teachers who do not meet the minimum requirements (bachelors). This will ensure that they conform to the minimum conditions for delivering the curriculum set for basic or secondary education.

6.1.2 **Pupil Teacher Ratios**

Zero Draft

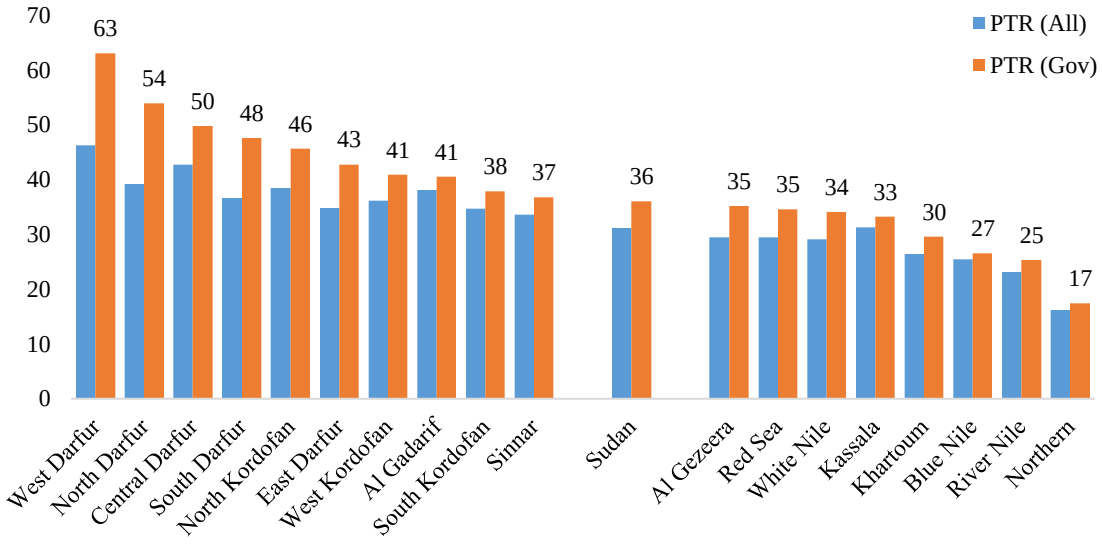
The PTR in rural locations in Sudan for basic education is considerably higher than the PTR for urban schools. As illustrated in Figure 27 below, there is a 15-point difference between urban and rural PTR, urban schools falling within international prescribed norms. In terms of boys, girls and mixed schools, single sex schools are apparently doing well with regard to teacher deployment. In boys' and girls' lone schools, the PTR is below 40 which is the internationally prescribed norm, 1:37 for boys and 1:39 for girls. Mixed schools have the highest student teacher ratio with close to 54 learners having contact with one teacher compared to 37 learners in boys' schools. Further analysis shows that ordinary schools have relatively low PTR. Children in nomadic and displaced schools however suffer the inefficiencies of the system. There is at least one teacher for every 60 learners in nomadic schools and one teacher for every 110 learners in displaced schools. Quranic and complimentary schools have fairly good PTR possibly due to their proportion relative to the total number of schools. Altogether, quranic and complimentary schools account for less than 1% of the schools in Sudan and as such resourcing them may not be a big issue.

Figure 27: Teacher Pupil Ratio in Basic Schools by type, 2017



Results also indicate that apart from the variations observed at school level, there is significant variation between States with regard to distribution of teachers. As illustrated in Figure 28 below, while there 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 PRT 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.

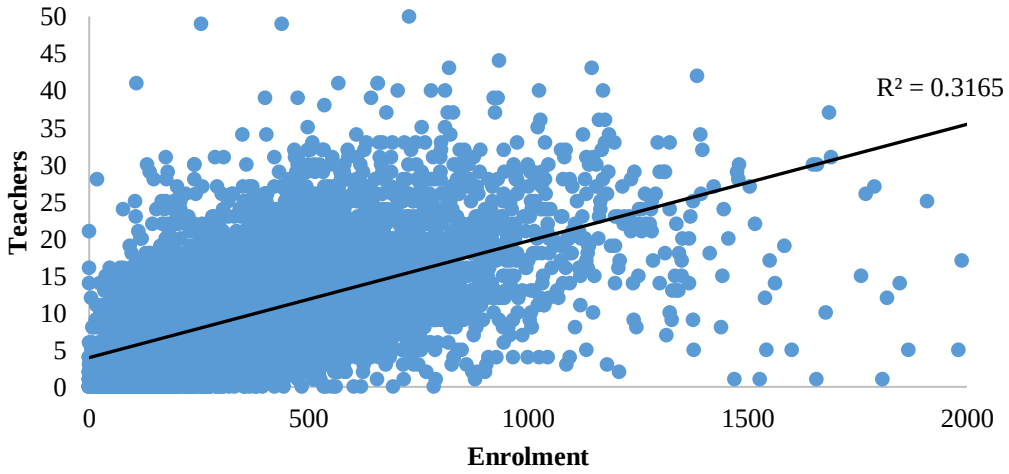
Figure 28: Pupil Teacher Ratio in Basic Schools by State, 2017



6.1.3 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. Ordinarily, it is expected that the distribution of teachers to schools should at least be based on the school size. However, in the case of Sudan, this is not the case. As shown in Figure 29 below, there is a weak correlation between learners and the teachers deployed to schools. The extent to which distribution of teachers is based on school size is only 32%. Each point in Figure 17 is a school, the x-axis has the enrolments in each school while the y-axis has the number of teachers. 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.

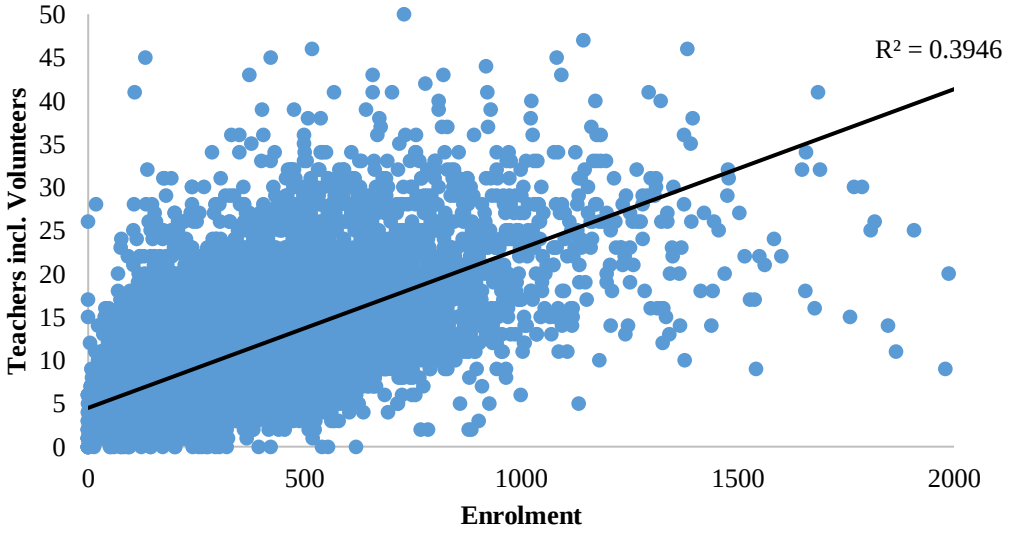
Figure 29: Distribution of government employed teachers in basic schools, 2017



Source: 2017 Rapid survey results. The scatter plot is based on enrolment in government schools and government employed teachers only.

While there are sufficient teachers in the system, if rationally distributed to schools, the inequity in the distribution of teachers has meant that so many schools have to engage volunteer teachers to improve the classroom learning experience. Figure 30 below illustrates the improvement made in the equitable distribution of teachers to schools. The correlation between learners and teachers improves by 7 points from 32% based on government teachers alone to 39% if volunteer teachers are considered. As observed in the previous chapters, close to 40% of the contribution from households goes to teacher expenditure items among them compensation of volunteer teachers. In the next Education sector plan it may become necessary to evaluate whether there is merit in households paying for additional teachers where government has employed fairly adequate numbers.

Figure 30: Distribution of all teachers in basic schools, 2017

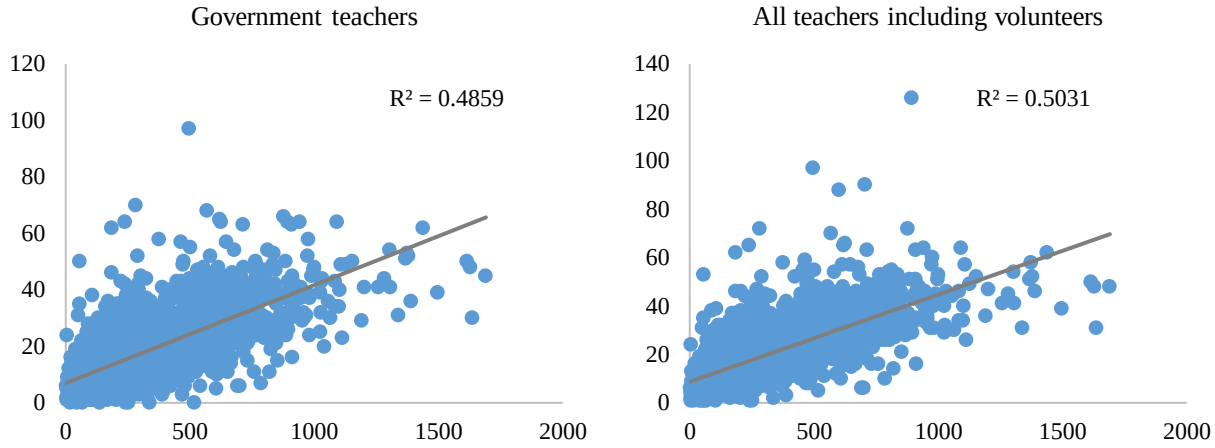


Source: 2017 Rapid survey results. This includes government employed teachers and teachers employed by school management including volunteers

6.1.4 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 31 below illustrates the distribution of teachers in secondary schools.

Figure 31: Distribution of teachers in secondary schools, 2017



6.2 Other School Resources

Here we look at school resources and facilities that influence how learning environment is set up. 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.

6.2.1.1 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 35, the situation in Government schools especially in English is terrible with up to 6 learners having to share a book.

Table 35: 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

In addition to the varying inadequacy between subjects, there is also significant variation between States on within specific subjects, Northern state coming on as the best resourced state in terms of availability of text books. Figure 32 and 33 below illustrate the variation in textbook ratio by state

for specific subjects. In Science for instance, the text book ratio is as high as 1:11 in West Darfur and is as low as 1:2 in the Northern State. In Mathematics, the text book ratios are much better than in Science but the variation pattern is almost a replica with the ratios ranging from a high of 1:5 in West Darfur to a low of 1:1 in the Northern State. In Arabic, the text book ratio is as high as 1:9 in West Darfur and is as low as 1:1 in the Northern State. In English, the text book ratios are the highest among all the subjects considered ranging from a high of 1:18 in West Darfur to a low of 1:3 in the Northern State.

Figure 32: Pupil Textbook Ratios for Science and Maths in Basic Schools, 2017

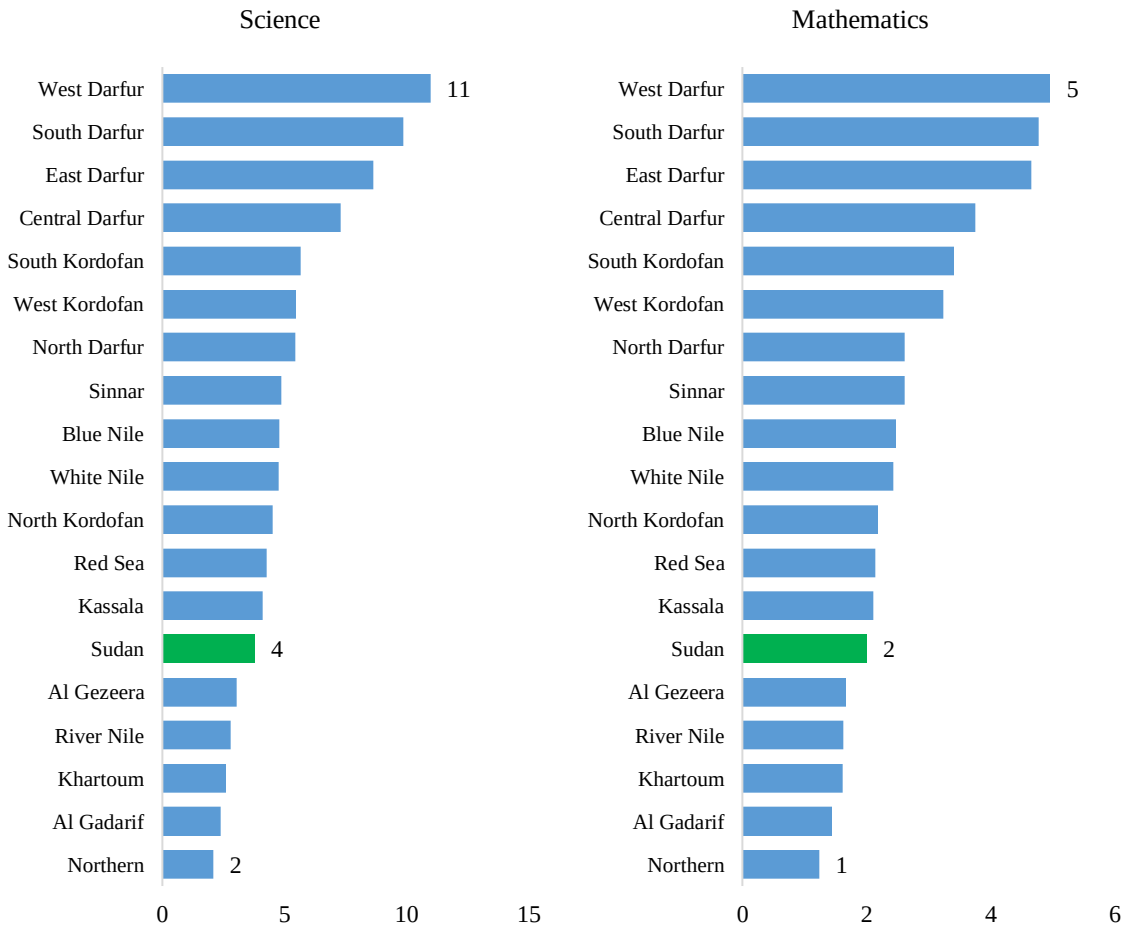
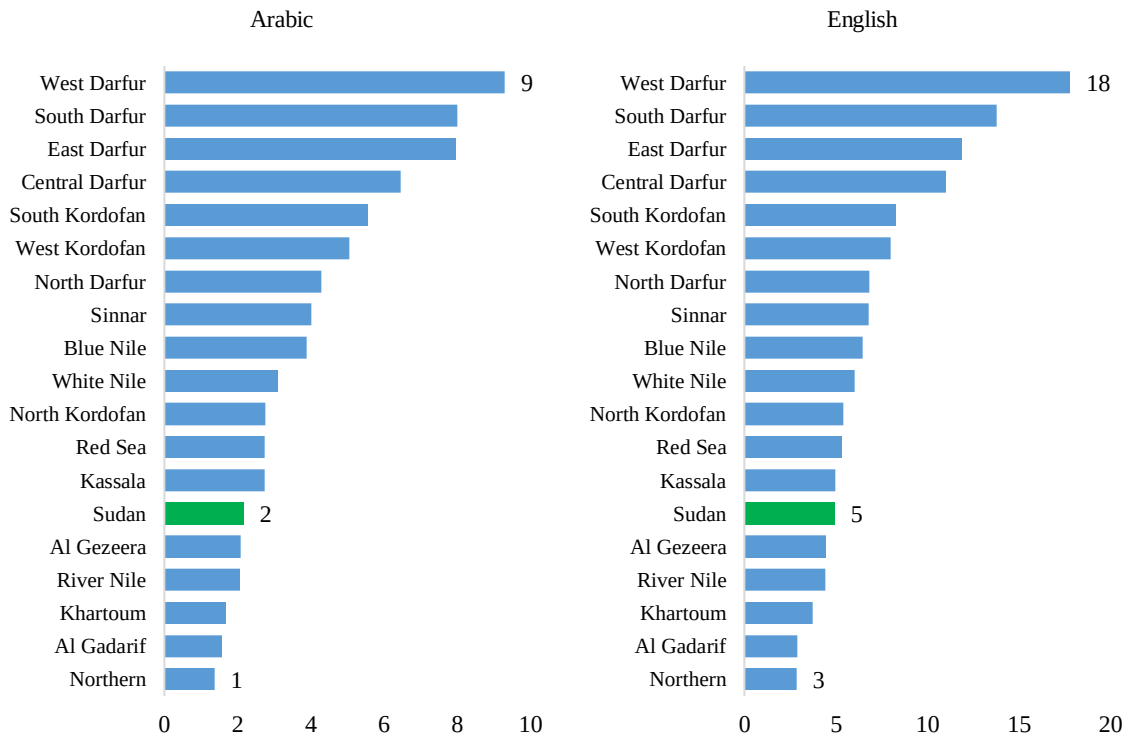


Figure 33: Pupil Textbook Ratios for Arabic and English in Basic Schools, 2017



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 36 presents the number of text books in the whole of 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 36: 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

6.2.1.2 Classrooms and Seats

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 37 presents the summary of the number of classrooms based on the 2017 rapid survey.

Table 37: Number of classrooms and average class size, 2017

Level	School	Total	Permanent	Streams Without	% Permanent
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

Zero Draft

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 38, 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 the 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 38: 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

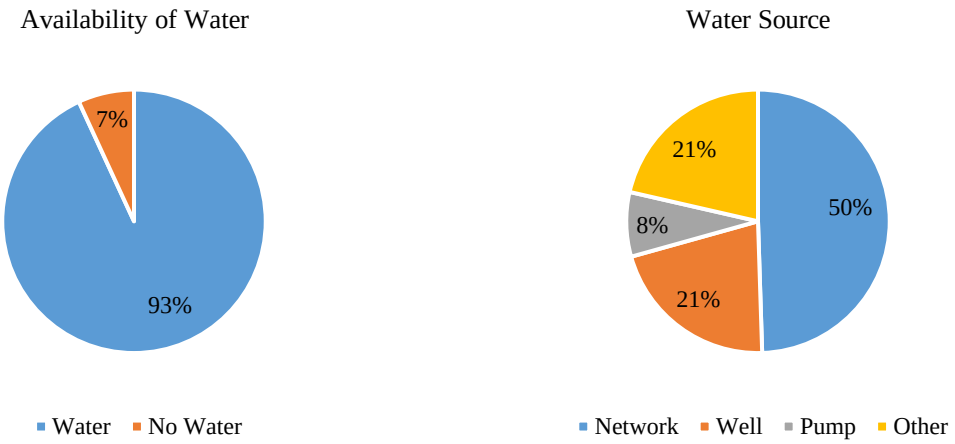
6.2.1.3 Water and Sanitation facilities

The benefits of water to human well-being are perhaps some of the most undermined issues in the sector. Even when pursued, there are probably not too many stakeholders who sit back to understand the severity of risks averted by just making water available to learners. Extensive work in education and health has demonstrated that availability of water to schools encourages not only good health among learners but also increases their participation in education. When learners drink water, they reduce the chances of tiredness, irritability, and distraction from thirst thus improving their concentration span in class. In this section, we look at the number of schools that have access to water and the source of the water available to schools as well as the share of learners/students who are excluded from the benefits discussed above by virtue of their schools not having access to water. We also discuss the sanitation facilities available to schools.

Zero Draft

Majority of the schools have access to water with more than three quarters enjoying reliable supply of water. As illustrated in figure 34, only 7% of basic education schools do not have supply of water. Half of the schools are connected to the water network and about one third of the schools rely on wells and pumps for their water supply. One fifth of the schools rely on other sources of water which mostly include buying from vendors.

Figure 34: Availability of water basic Schools, 2017



More than 370,000 learners are enrolled in schools without any water supply, representing about 6% of the total enrolment in basic schools. It is not immediately clear the sources that constitute others outside the network, pump and well including transported water and so assuming this to be an erratic source, up to 25% of the learners in basic schools could be without water and as such are likely to be excluded from the benefits discussed above and exposed to the risks that lack of such benefits may bring including truancy, limited concentration in class and ultimately low educational outcomes.

Table 39: Enrolment in basic schools with various water supply sources

School Status	Network	Pump	Well	Transported	Other	None
Government	2,608,472	444,839	1,008,324	69,831	981,208	367,569
Non-Government	471,059	11,984	39,779	5,441	61,605	5,973
Overall	3,079,531	456,823	1,048,103	75,272	1,042,813	373,542

Source: Rapid Survey, 2017

Figure 35: Proportion of learners enrolled in schools without water by state, 2017

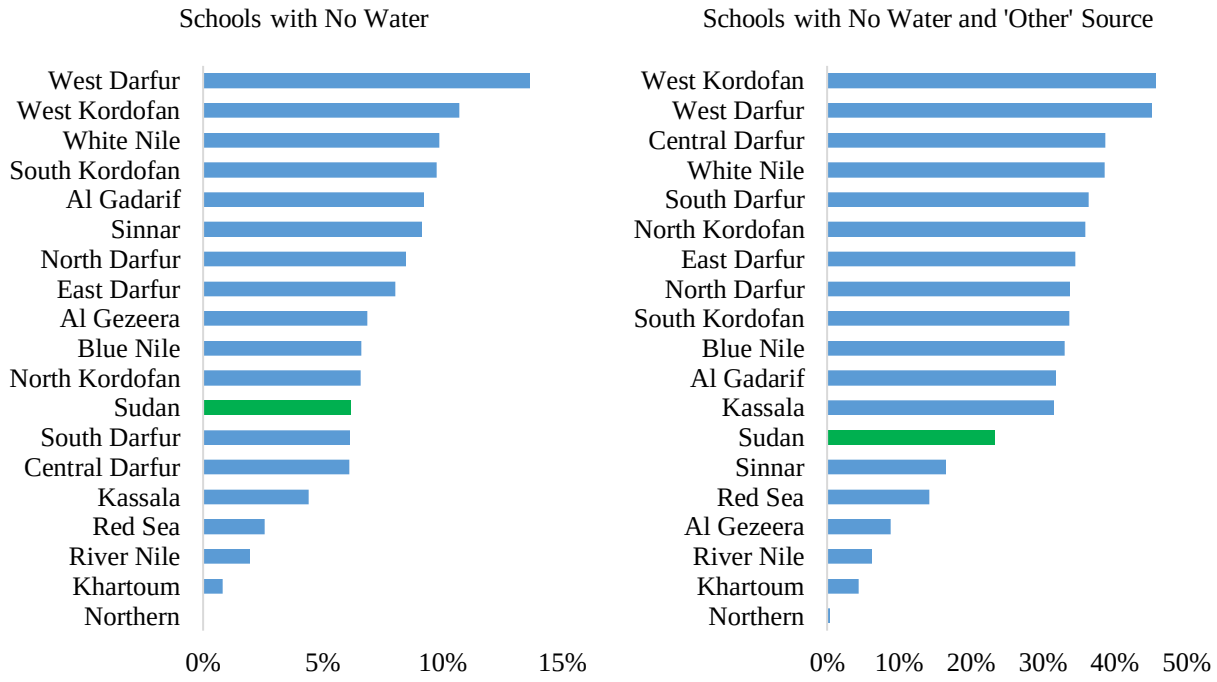


Table 40: Sanitation Facilities in Basic Education

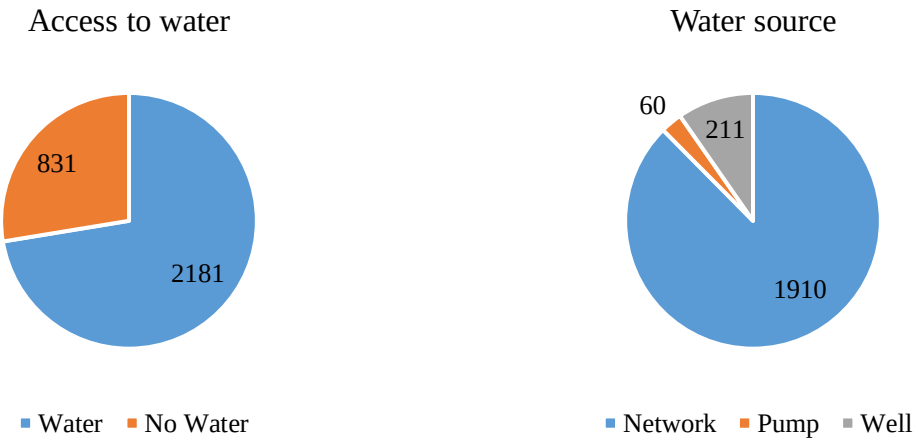
State	Schools with Latrines	Schools without Latrines	PToR Boys	PToR Girls	PToR Total
Al Gadarif	428	471	171	151	161
Al Gezeera	1,535	896	207	157	179
Blue Nile	297	65	83	70	76
Central Darfur	213	175	138	117	127
East Darfur	291	174	90	67	79
Kassala	651	247	89	68	78
Khartoum	3,504	160	55	49	52
North Darfur	660	522	147	109	126
North Kordofan	906	694	135	96	113
Northern	513	10	51	40	45
Red Sea	426	118	67	58	62
River Nile	773	120	61	50	55
Sinnar	452	391	246	176	207
South Darfur	939	544	117	94	105
South Kordofan	356	294	139	101	117
West Darfur	344	114	109	88	99
West Kordofan	765	381	137	82	106
White Nile	610	588	184	151	166
Sudan	**13,663**	**5,964**	**102**	**82**	**91**

Source: Rapid Survey, 2017

Secondary Education

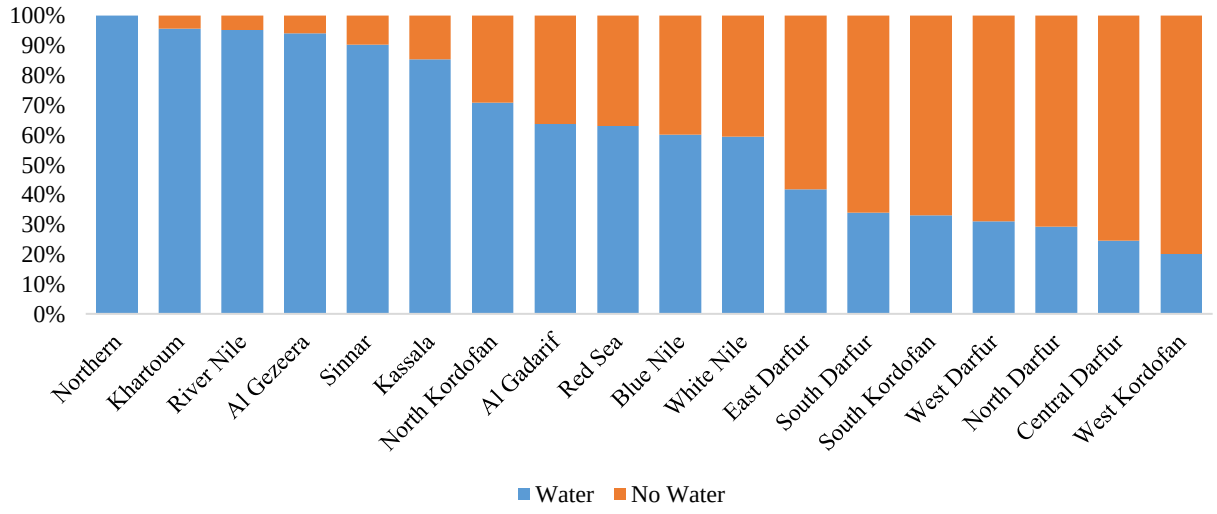
Three quarters of secondary schools have access to water majority of whom are connected to the network and the . As illustrated in Figure 36, up to 72% of secondary schools (Government and Non-Government) have access to water. Of the schools that have access to water, about 9 in 10 are connected to the water network while 1 in 10 schools have to rely on wells for their water supply.

Figure 36: Availability of water secondary schools, 2017



Similar to the results from basic education, all schools in Northern state and more than 90% in Khartoum, River Nile, Al Gezeera and Sinnar states have access to water compared to only 20% of schools in West Kordofan. In fact, in the states that were originally engulfed in the civil conflict and are now playing host to refugees, the share of schools that have access to water is so low. Figure 37 below illustrates the distribution of schools with and without water by state.

Figure 37: Availability of water in secondary schools by state, 2017



As shown in Table 41, more than 221,000 students (22%) are enrolled in schools that have no water supply. It is also observed that while overall the share is big, the share of students excluded has wide variation. For instance, the share of students enrolled in schools without water in Khartoum and Northern states is only 2%. In contrast, up to three quarters of students in West Kordofan states do not have water supply. In Central and North Darfur States, up to two thirds of students do not have access to water supply.

Table 41: Enrolment in secondary schools with various water supply sources

State	Network	Pump	Well	No Water
West Kordofan	4,517	3,360	807	26,188
Central Darfur	5,618	990	948	14,333
North Darfur	17,353	1,088	7,207	47,570
South Darfur	23,175	3,160	6,371	42,222
East Darfur	6,196	305	205	8,121
South Kordofan	4,412	4,295	2,013	11,843
West Darfur	10,584	126	0	7,777
Blue Nile	11,094	0	982	5,006
White Nile	40,628	145	4,185	17,812
Al Gadarif	27,076	380	2,216	8,030
Red Sea	17,185	0	817	4,458
North Kordofan	23,423	1,190	6,601	6,969
Sinnar	34,228	143	3,462	3,289
Kassala	25,538	0	1,462	1,613
River Nile	34,034	657	1,333	1,822
Al Gezeera	143,699	2,298	5,249	6,587
Khartoum	265,343	1,643	3,590	6,805
Northern	24,704	303	821	503
Sudan	**718,807**	**20,083**	**48,269**	**220,948**

Source: Rapid Survey, 2017

Table 42: Sanitation Facilities in Secondary Education

State	Schools with	Schools	PToR Boys	PToR Girls	PToR Total
Al Gadarif	120	18	61	55	58
Al Gezeera	662	107	68	56	61
Blue Nile	54	14	48	62	54
Central Darfur	89	17	81	72	77
East Darfur	34	27	176	74	106
Kassala	125	3	22	25	24
Khartoum	1,121	13	37	46	41
North Darfur	181	26	75	75	75
North Kordofan	135	15	44	33	38
Northern	114	1	23	29	26
Red Sea	78	2	44	47	46
River Nile	163	1	32	28	30
Sinnar	176	38	65	65	65
South Darfur	251	46	64	71	67
South Kordofan	65	43	89	79	84
West Darfur	77	6	74	59	66
West Kordofan	115	44	77	75	76
White Nile	209	77	72	70	71
Grand Total	**3,769**	**498**	**49**	**50**	**50**

Source: Rapid Survey, 2017

Zero Draft

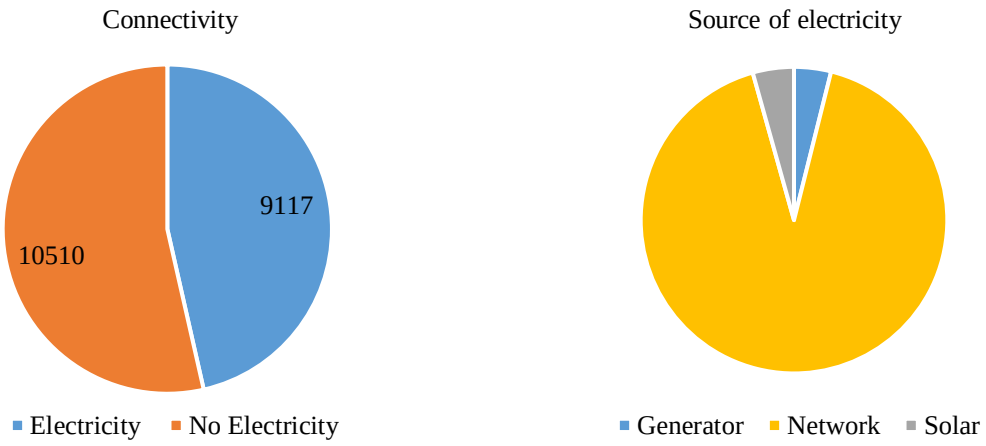
6.2.1.4 Schools Connectivity to Electricity

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 38: Connectivity to electricity in basic schools, 2017



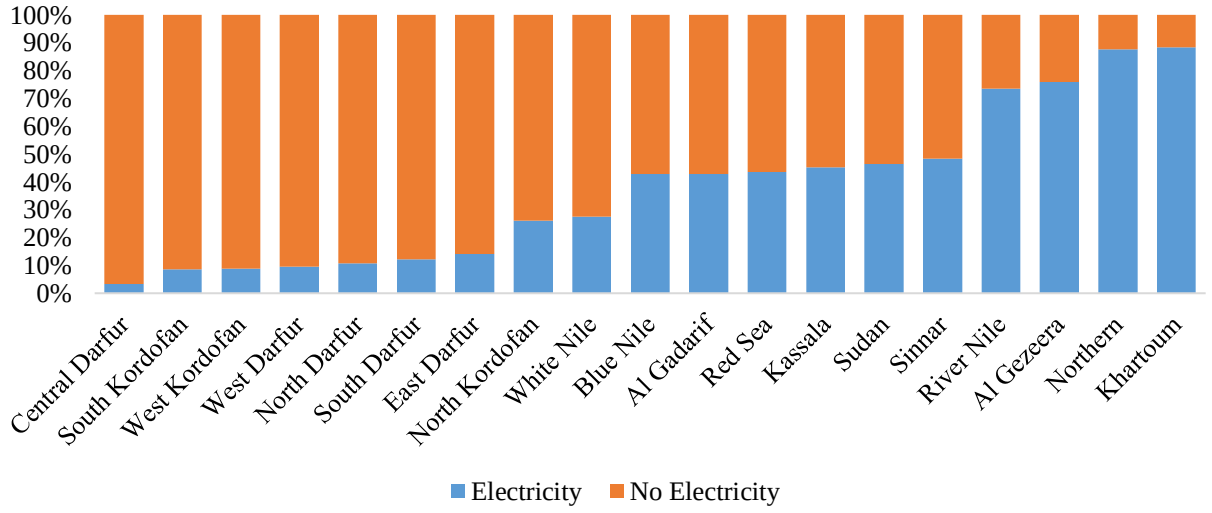
Close to one half of the learners enrolled in basic education are in schools without connectivity to any source of energy. As presented in Table 43, about 3 million learners are enrolled in schools without any source of electricity representing 48.8% of the total enrolment in basic education (52.5% in 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 43: 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

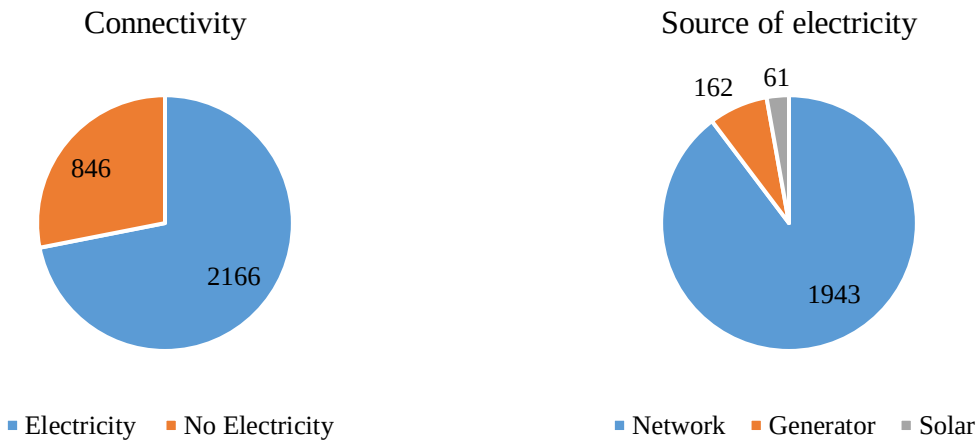
Figure 39: Electricity connectivity in basic schools by state, 2017



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 40: Connectivity to electricity in secondary schools, 2017



Of the 1 million students enrolled in secondary schools, about 190,000 are enrolled in schools without electricity. As presented in Table 44, 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.

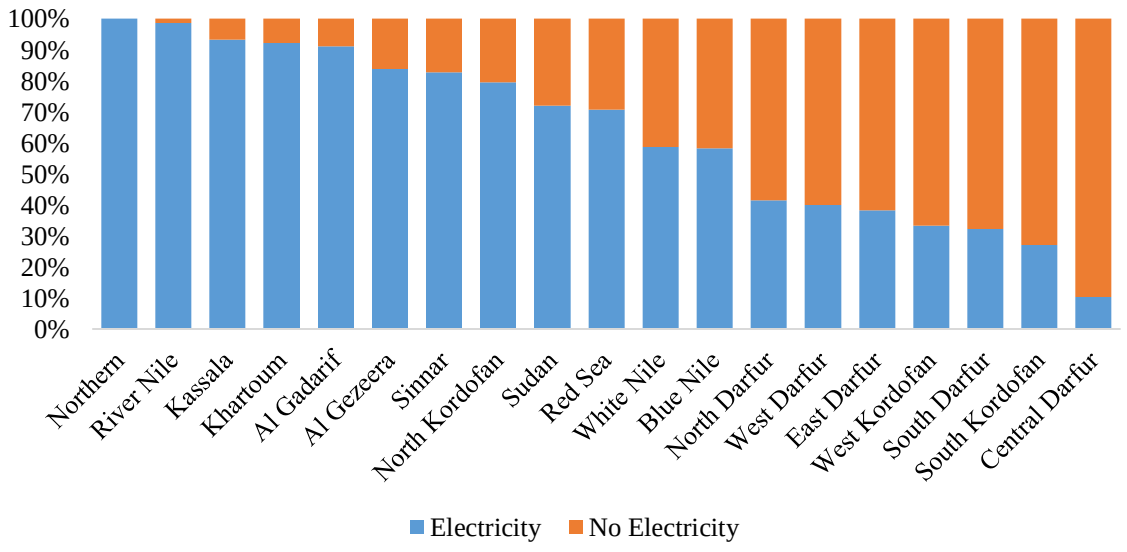
Table 44: Students enrolled in secondary schools without electricity

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 41 illustrates the proportion of schools connected to electricity or otherwise by state.

Figure 41: Electricity connectivity in secondary schools by state, 2017



6.2.1.5 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

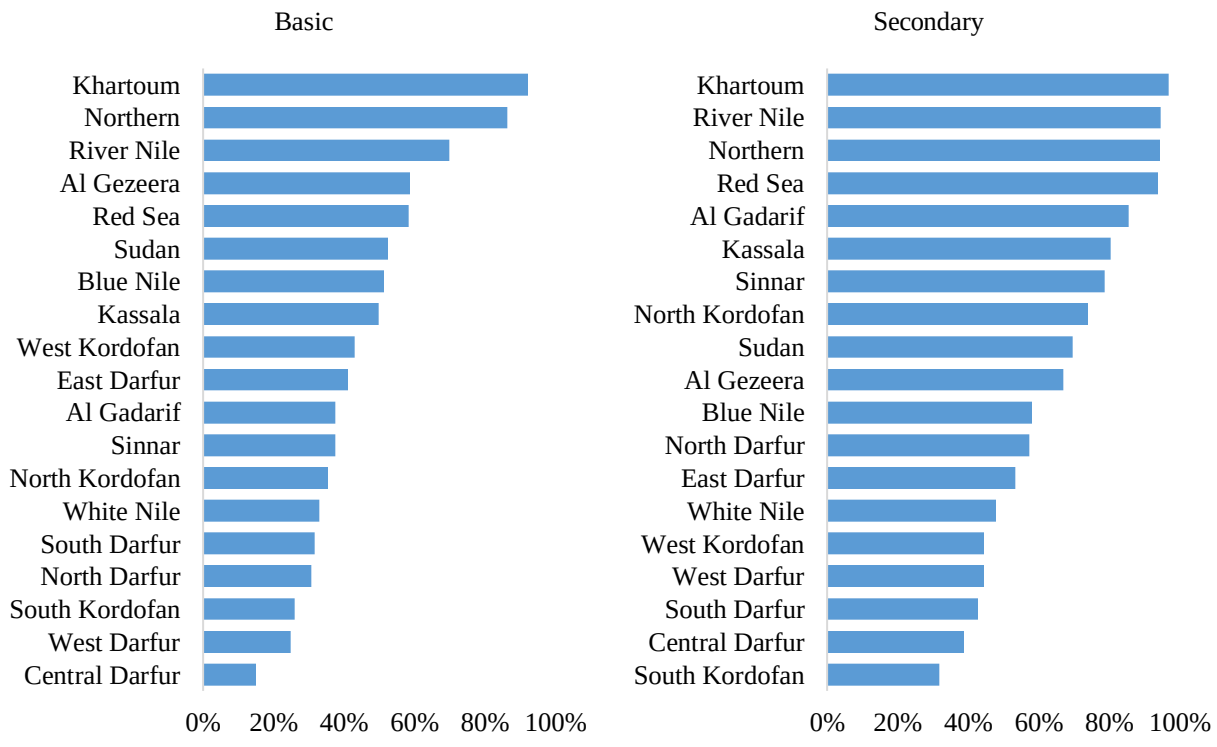
Draft

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 42 illustrates the share of schools that have fences distributed by states.

Figure 42: Proportion of schools that have fences



7. Measuring Learning Outcomes

7.1.1 **Early Grade Literacy and Numeracy**

A National Learning Assessment (NLA) was conducted in 2014, for the assessment of performance of pupils in third grade of basic education in Arabic language and mathematics. The proficiency framework used in the literacy and numeracy assessment are provided in Table 45 and Table 46.

Table 45: Literacy Assessment Framework

Curriculum Aims and Objectives	Cognitive Skills taught	Dimensions of assessment		Levels of achievement		
			Level - 1	Level 1	Level 2	Level 3
			No Learning	Emergent Learning	Established Learning	Proficient Learning
Become familiar with printed text. Reading from right to left; know letters of the alphabet. Sounds of letters	Phonemic awareness and concepts of print	Letter-sound knowledge	Shows no awareness of relationship between letters and sounds.	Shows limited awareness of relationship between letters and sounds. Identifies at least one third of letter-sound relationships	Shows good awareness of relationship between letters and sounds. Identifies up to two thirds of letter-sound relationships	Shows excellent awareness of relationship between letters and sounds. Identifies over two thirds of letter-sound relationships.
		Decoding unfamiliar words	Cannot decode any unfamiliar printed words	Can decode a small number of unfamiliar printed words but not fast enough to demonstrate expertise.	Can decode some unfamiliar printed words in reasonable time. But there are errors.	Can decode the majority (over two thirds) of unfamiliar printed words speedily (in 1 minute).
Read fluently and accurately	Word reading	Pronunciation of familiar printed words and fluent reading of connected text	Unable to read any familiar printed words	Can pronounce some familiar printed words and read a section connected text	Can pronounce some familiar printed words and read a section connected text	Can pronounce some familiar printed words and read a section connected text
Read easily with good understanding	Comprehension	Reading Comprehension	Not tested if zero score above	Understands a limited amount of what is read if anything	Understands some of what is read, perhaps up to the point read in the text.	Has good understanding of what is read
		Listening Comprehension	Is unable to respond to questions about the text read to them	Is able to respond in a limited way to questions about the text read to them	Is able to respond in parts to questions about the text read them	Is able to respond to all questions about the text that had been read them
Write clearly and expressively	Writing	Transcription (Spelling and handwriting)	No writing attempted	Significant mechanical errors in transcription and spelling	Some mechanical errors in transcription and spelling	Few mechanical errors in transcription or in spelling
		Composition (articulating ideas)	Not tested	Not tested	Not tested	Not tested

Table 46: Assessment Framework for Early Grade Mathematics

				Levels of achievement

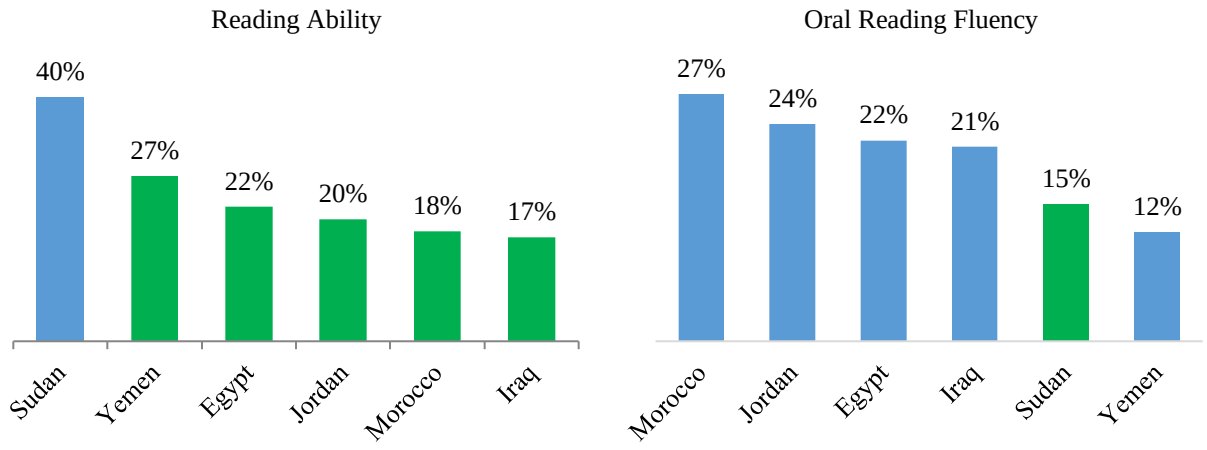
Zero Draft

Curriculum Aims and Objectives	Cognitive Skills taught	Dimensions of assessment	Level - 1	Level 1	Level 2	Level 3
			No Learning	Emergent Learning	Established Learning	Proficient Learning
Procedural Knowledge (Factual recall)			Shows no knowledge of numbers.	Shows limited knowledge of numbers. Names at least one third of numbers shown	Shows good knowledge of numbers. Names up to two thirds of numbers shown	Shows excellent knowledge of numbers. Names over two thirds of numbers shown
The ability to identify written number symbols.	Number identification	The student is asked to say the names of numbers				
Knowledge of and confidence with basic addition and subtraction	Addition and subtraction	The student is asked to solve addition / subtraction problems with sums/ differences below 20 without the aid of paper and pencil.	Cannot solve any addition / subtraction problems with sums/ differences below 20 without the aid of paper and pencil.	Can solve up to one third of addition / subtraction problems with sums/ differences below 20 without the aid of paper and pencil.	Can solve up to two thirds of addition / subtraction problems with sums/ differences below 20 without the aid of paper and pencil.	Can solve more than two thirds of addition / subtraction problems with sums/ differences below 20 without the aid of paper and pencil.
Conceptual knowledge (Applied knowledge)			Unable to make judgements about the differences in quantity represented by numbers	Can make judgements about the differences in quantity represented by numbers in up to one third of cases	Can make judgements about the differences in quantity represented by numbers in up to two thirds of cases	Can make judgements about the differences in quantity represented by numbers in more than two thirds of cases
The ability to make judgements about differences by comparing quantities represented by numbers	Quantity discrimination (number comparison)	The student is asked to identify the larger number of a pair of numbers.				
The ability to discern and complete number patterns	Number patterns	The student is asked to find the missing number in a pattern of numbers, one which is missing	Unable to find the missing number in a pattern of numbers	Able to find the missing number in a pattern of numbers in up to up to one third of cases	Able to find the missing number in a pattern of numbers in up to up to two thirds of cases	Able to find the missing number in a pattern of numbers in more than two thirds of cases
The ability to use and apply procedural knowledge of addition and subtraction to solve more complicated problems	Addition and Subtraction	The student is asked to solve more complex addition/subtraction problems with the aid of paper and pencil Composition (articulating ideas)	Cannot solve any complex addition / subtraction problems Not tested	Can solve up to one third of complex addition / subtraction problems	Can solve up to two thirds of complex addition / subtraction problems	Can solve more than two thirds of complex addition / subtraction problems
The ability to solve word problems	Word Problems	The student is asked to solve word problems in mathematics	Cannot solve any word problems in mathematics	Can solve at least one third of word problems in mathematics	Can solve up to two thirds of word problems in mathematics	Can solve more than two thirds of word problems in mathematics
The ability to identify basic geometric shapes (triangle, square, rectangle, circle)	Basic Shapes	The student is asked to identify basic geometric shapes (triangle, square, rectangle, circle)	Cannot identify basic geometric shapes (triangle, square, rectangle, circle)	Can identify up to one third of basic geometric shapes (triangle, square, rectangle, circle)	Can identify up to two thirds of basic geometric shapes (triangle, square, rectangle, circle)	Can identify more than two thirds of basic geometric shapes (triangle, square, rectangle, circle)

7.1.1.1 Performance in Literacy

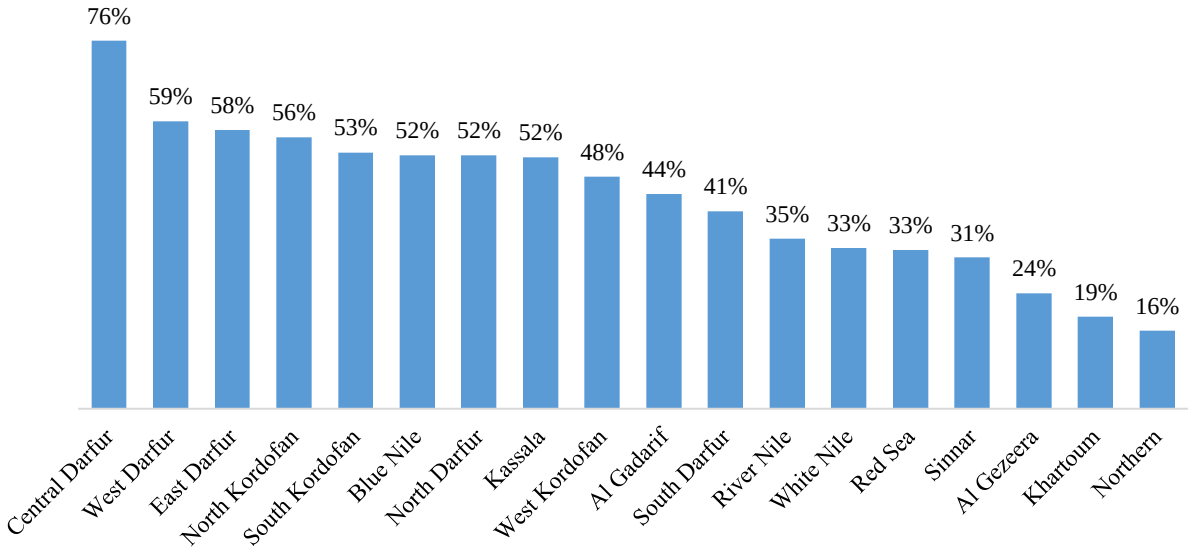
The system has opened its doors to more children and while this remains laudable, 4 in 10 grade 3 learners in Sudan are not able to read familiar words by themselves and only 15% can read at the internationally recommended benchmark. Figure 43 illustrates the ability of third graders to read in Sudan 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 only 15% managing to read 40 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. , listening comprehension, about 60% of the learners from Sudan were able to respond to questions drawn from texts read to them and the learners did better than any other country.

Figure 43: International comparison on reading



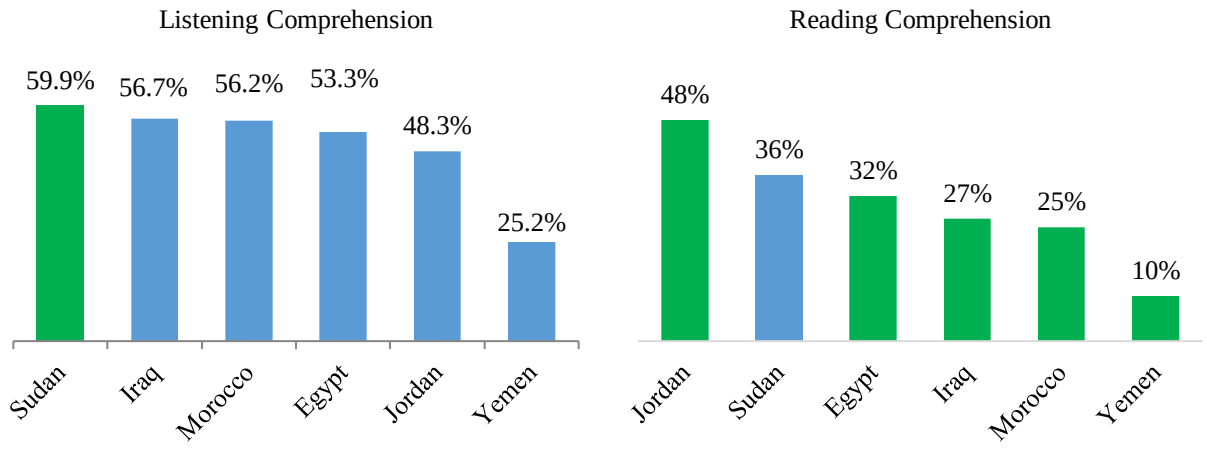
Majority of the children from the capital and the Northern states demonstrated fairly good grasp of the familiar words less than 20% struggling to read. This is particularly impressive considering that in some states, close to every learner is struggling to read familiar words. In Central Darfur for 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 44: Proportion of learners who cannot read familiar words



Majority of learners understand the context of reading when texts are read for them compared to when they have to read the texts by themselves. As illustrated by Figure 45, 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.

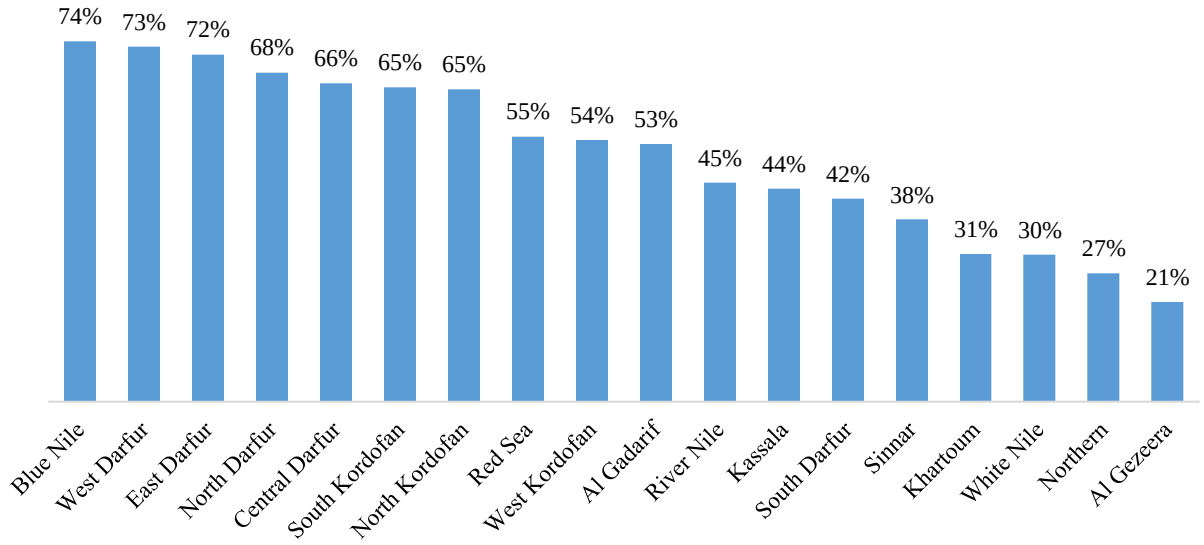
Figure 45: International comparison on comprehension



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 46, 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%.

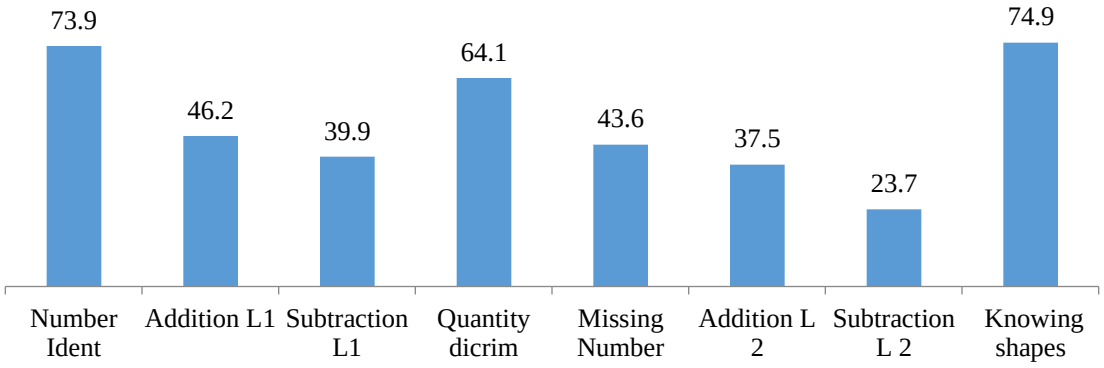
Figure 46: Proportion of learners who cannot read for meaning



7.1.1.2 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 are as given in Figure 47. 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.

Figure 47: Mean percentage scores on the Early Grade Mathematics Assessment



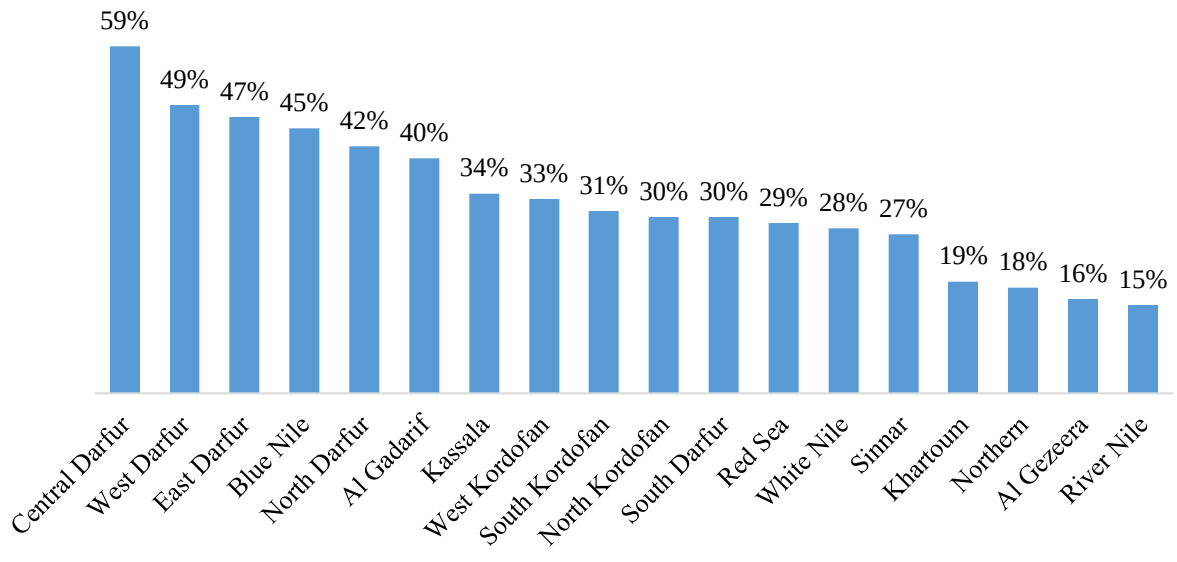
In terms of application, even though two thirds of the learners could identify numbers correctly, less than half (46%) correctly carried out level 1 addition problems and even fewer (39.9%) were able to carry out level 2 addition.

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 could not 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%.

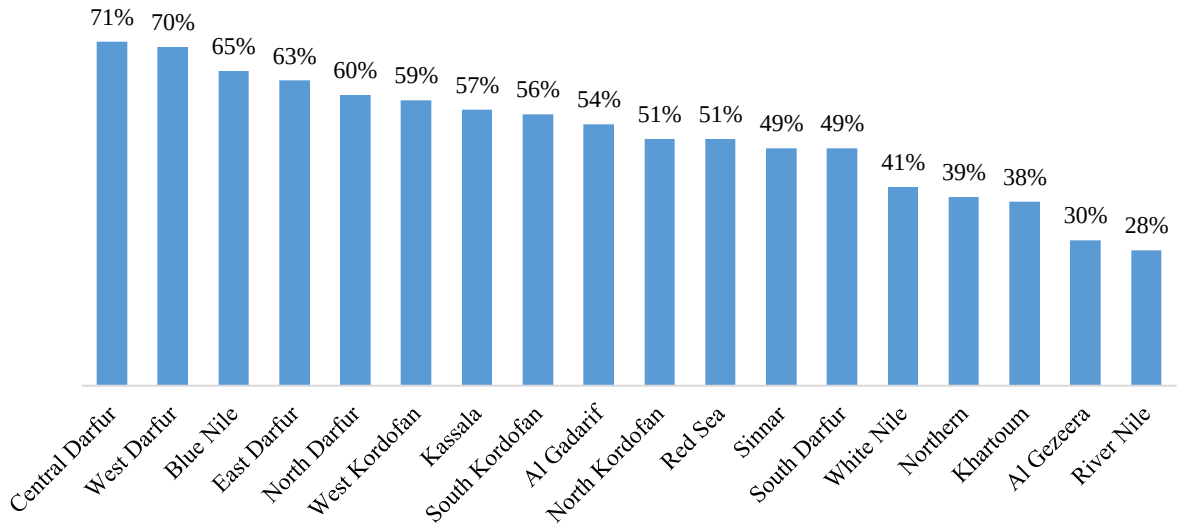
Figure 48: Proportion of learners who could not carry out level 2 addition



Proportion of learners who could not carry out level 2 subtraction

Overall, 1 out 5 learners can carry out level 2 subtraction (see Figure 47) 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.

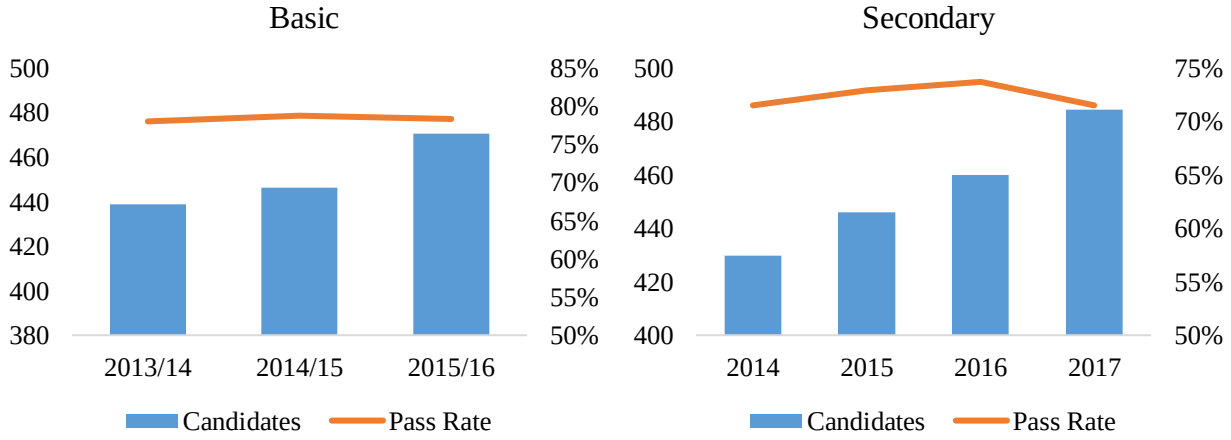
Figure 49: Proportion of learners who could not carry out level 2 subtraction



7.1.2 End of Basic and Secondary Examinations

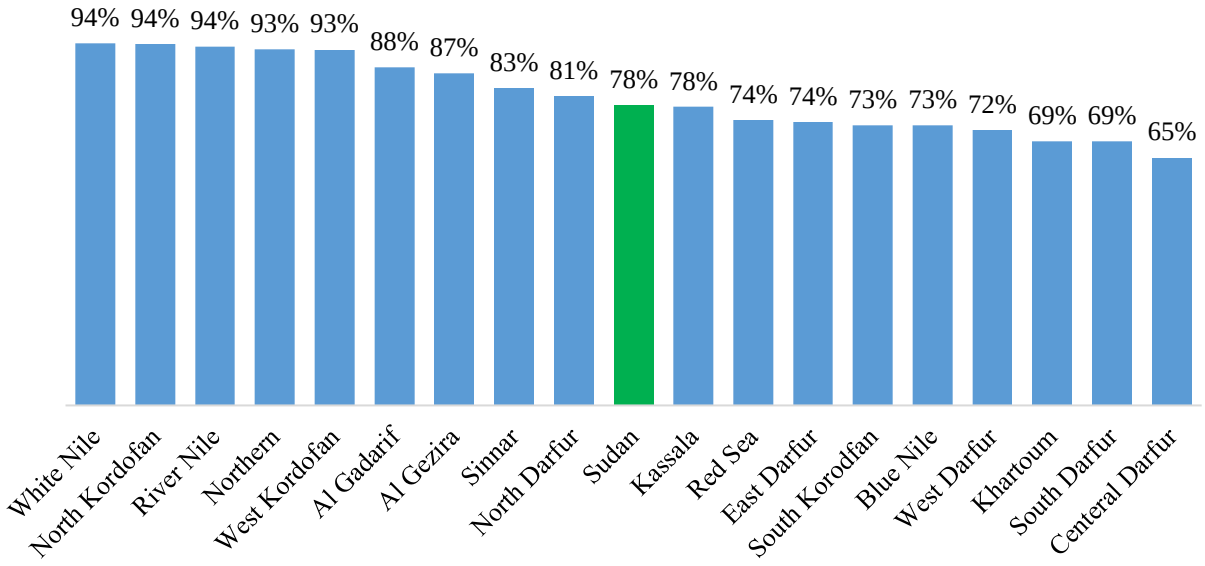
The number of candidates sitting examination in both basic and secondary has increased over the years but pass rates have mostly remained the same. While the number of candidates in basic education examinations increased by 7% from 439,000 in 2014 to 470,400, the pass rate for the same examinations remained 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 50: 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 51: Performance in end of basic examinations by state, 2016



Zero Draft

8. Summary of Key Issues from the Diagnosis

8.1 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

Zero Draft

proposed in this plan, the government itself will work towards a review of the share of its own resources voted to education.

8.2 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 47 below provides a summary of some of the outcome commitments made in 2012 and the achievements.

Table 47: 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	
Percent of seated pupils	Basic Education	100%	65%	While the plan concentrated on classrooms, there was less focus on classroom seats.
	Secondary Education	100%	-	

Zero Draft

Indicator	Sub Sector	2016/2017		Remarks
		Target	Achievement	
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

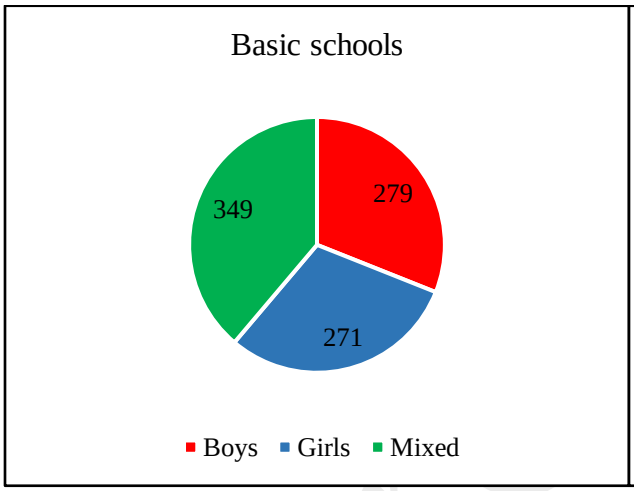
Zero Draft

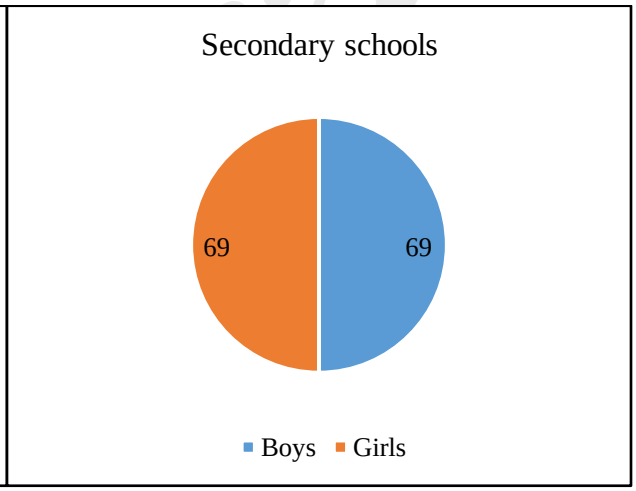
Annexes: State Profiles

Al Gadarif

	2008/09	2016/17	% Change
Basic			
Schools	679	899	32%
Enrolment	222,083	323,437	46%
Average School Size	327	360	
Secondary			
Schools	96	128	33%
Enrolment	26,297	37,702	43%
Average School Size	274	295	

- Basic schools increased by 32% from 679 in 2009 to 899 in 2017
- Basic enrolment increased by almost half
- Average school size increased by 33 learners
- Secondary schools increased by 33% while enrolment increased by 43%
- Average school size increased by 21 places

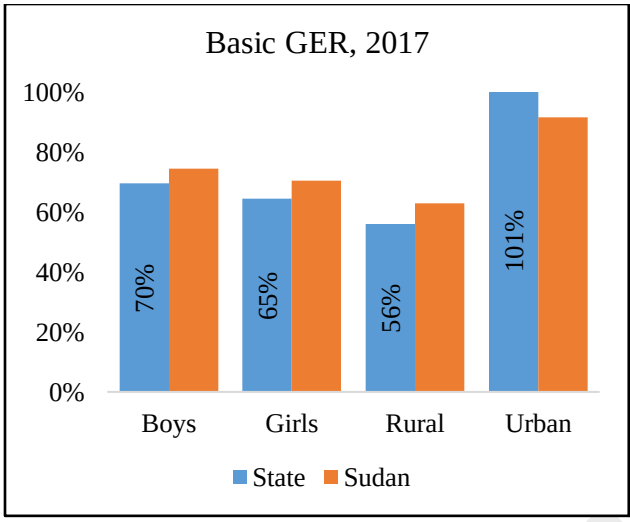


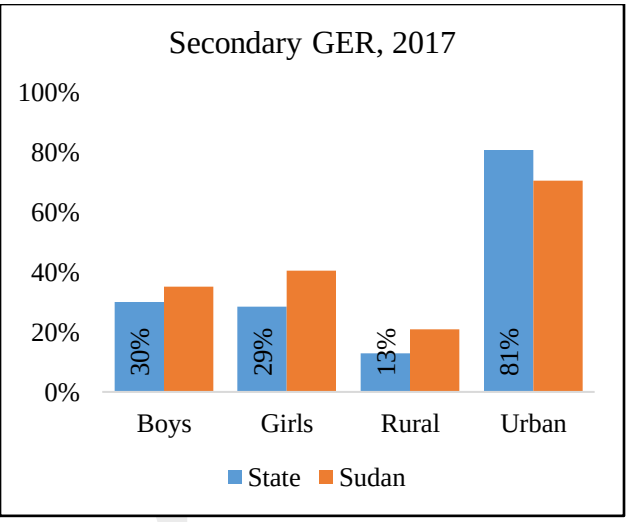


- Even though government policy is to abolish mixed schooling, 4 in every 10 basic schools in the Al Gadarif State are mixed
- In secondary, there are as many boys' secondary schools as there are girls' schools
- There are no mixed secondary schools in the Al Gadarif

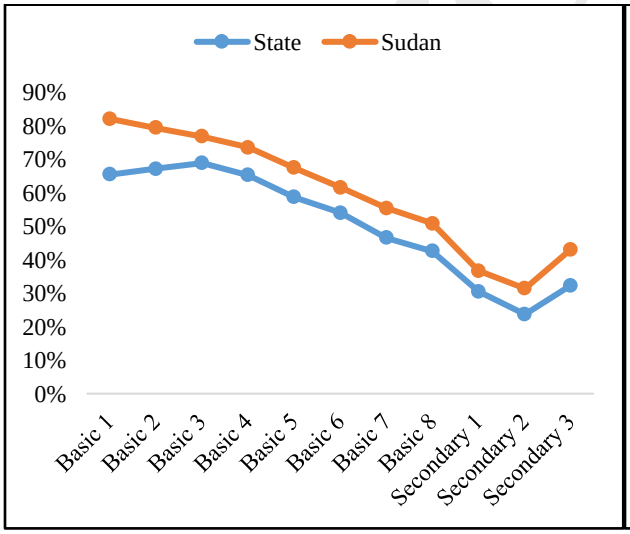
Basic	**Boys**	**Girls**	**Rural**	**Urban**
State	70%	65%	56%	101%
Sudan	75%	71%	63%	92%
Secondary				
State	30%	29%	13%	81%
Sudan	35%	41%	21%	71%

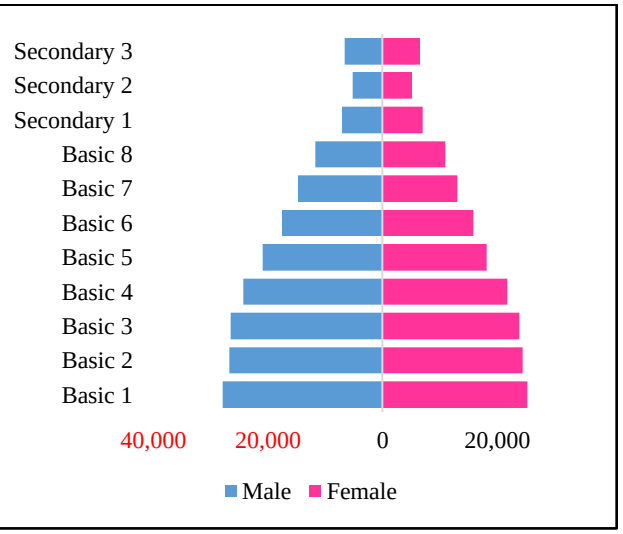
- In basic education GER for boys and girls and even rural location are lower than in the average for Sudan. Urban GER in Al Gadarif is 9 percentage points higher than the average for urban locations in Sudan.
- Similarly, in secondary the average for the country is higher than the state achievement in all dimensions except in Urban location





- Although the schooling profile follows the similar pattern, access to all grades is lower at the state compared to the country
- Retention in Grade 1-3 is better in the Al Gadarif compared to the whole country
- With GIR of 65% and PCR of 43%, the retention in Al Gadarif (65%) is higher than the average of Sudan.

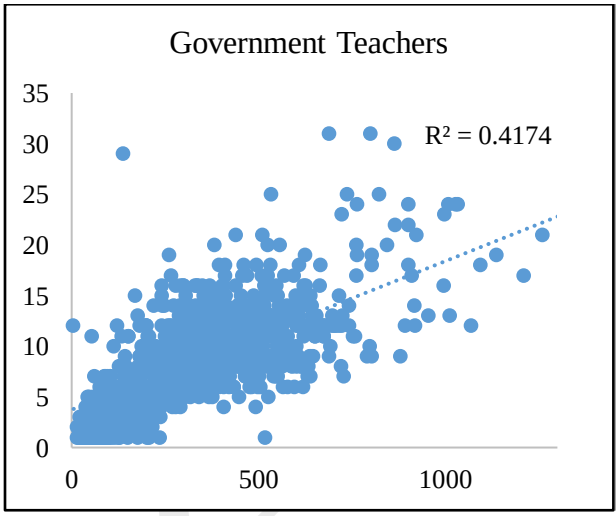


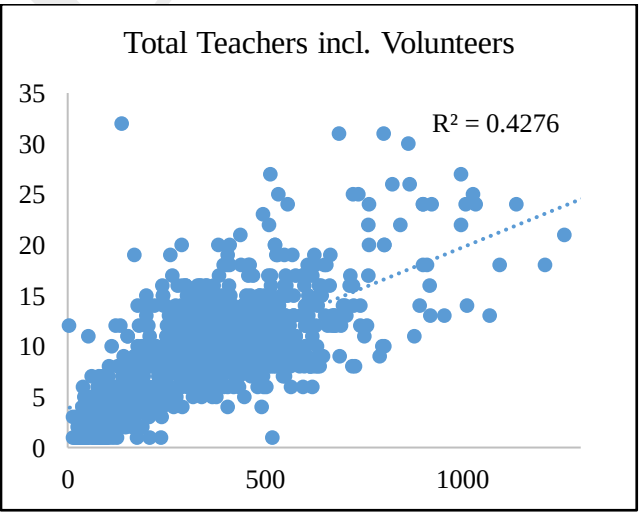


Teachers	Teachers Exc. Vol	Total Trs
State		
Basic	7,682	8,168
Secondary	2,046	2,235
Country		
Basic	152,003	175,611
Secondary	48,305	54,434
PTR/STR		
State		
Basic	40.5	38.1
Secondary	17.0	15.5
Country		
Basic	36	31
Secondary	17	15

- 6% of teachers in basic are volunteers in Gadarif compared to 13% in the whole of Sudan
- In secondary, 8% of teachers are volunteers compared to 11% at the at State level
- Basic PTR is within international norms of 1:40
- Is there need for Volunteer teachers in basic?
- In secondary, there is at least one teacher for every 17 students and even fewer (15) if volunteer teachers are considered.

- Distribution of teachers to basic education schools is very weak, correlation of 42% between teachers and enrolment
- Including volunteers, the deployment of teachers improves but by only 1 percentage point

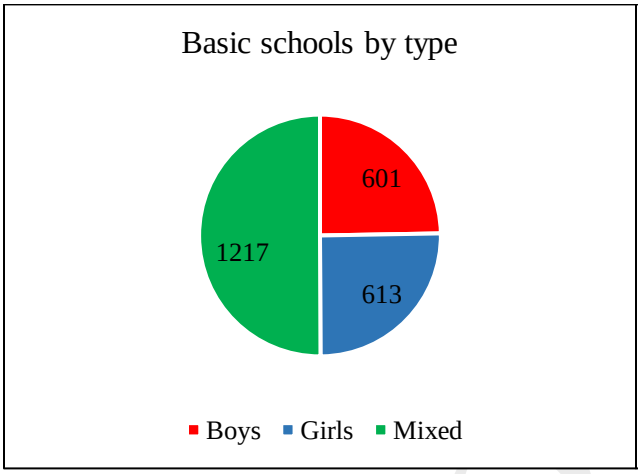


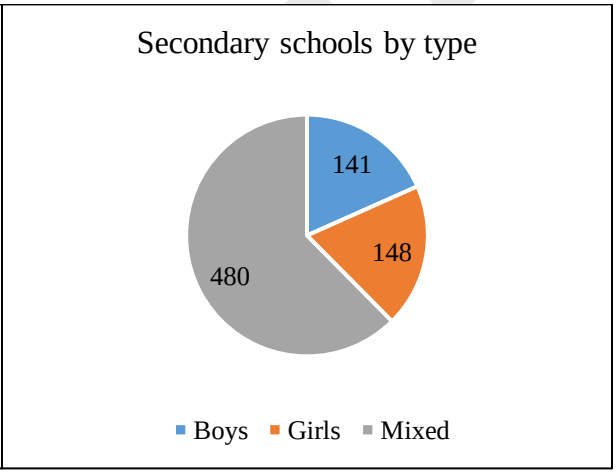


Al Gezeera

	2008/09	2016/17	% Change
Basic			
Schools	1,922	2,431	26%
Enrolment	667,422	853,698	28%
Average School Size	347	351	4
Secondary			
Schools	812	769	-5%
Enrolment	141,276	157,833	12%
Average School Size	174	205	31

- Basic schools increased by 26% from 1,922 in 2009 to 2,431 in 2017
- Basic enrolment increased by 28% to reach more than 850,000 in 2017
- Average school size increased by 4 learners
- Secondary enrolment increased by 12%



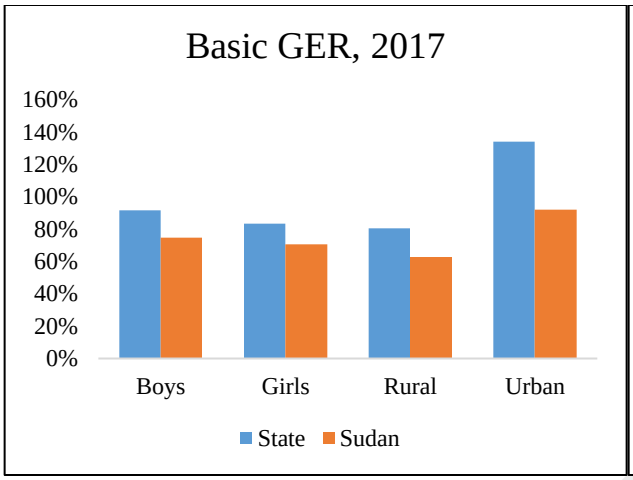


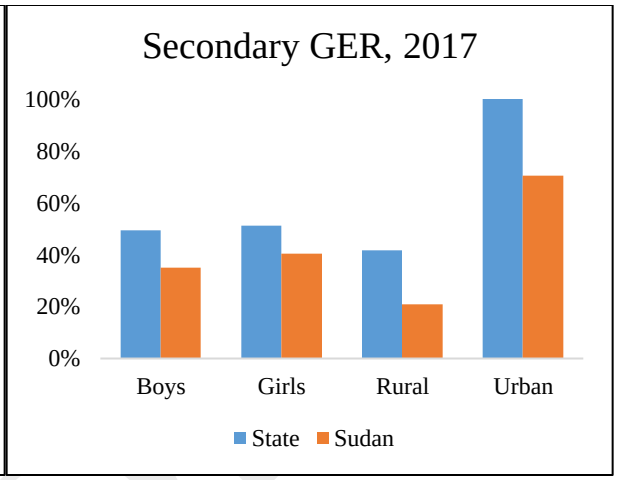
- Even though the policy is to abolish mixed schooling, half of basic schools and 6 in 10 secondary schools in Al Gezeera are mixed
- Boys schools account for 18% of the total secondary schools while girls schools account for 19%

Gross Enrolment Rate in Al Gezeera

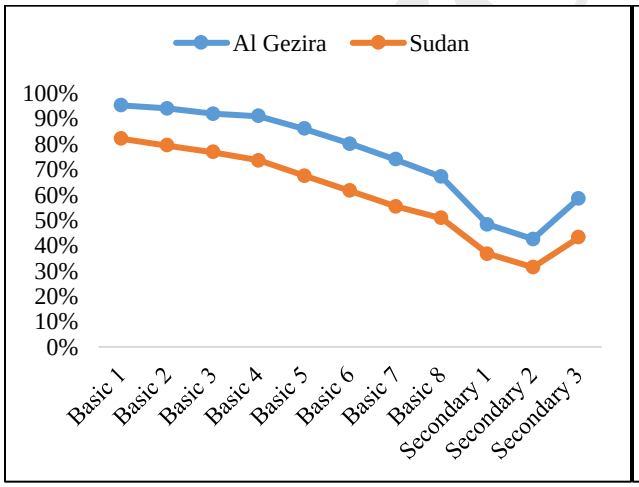
Basic	Boys	Girls	Rural	Urban
Al Gezira	92%	84%	80%	134%
Sudan	75%	71%	63%	92%
Secondary				
Al Gezira	50%	51%	42%	107%
Sudan	35%	41%	21%	71%

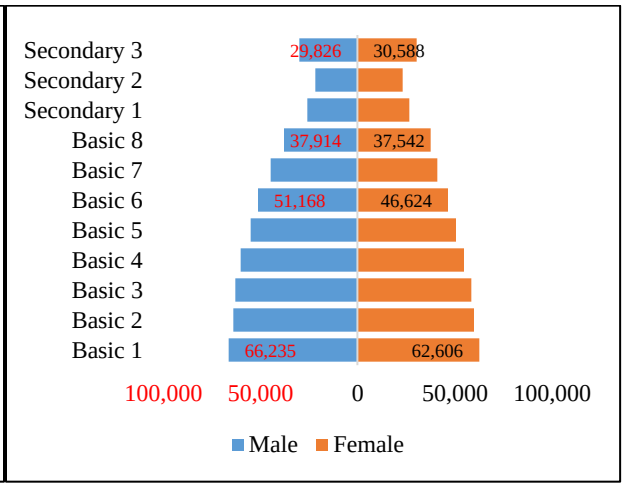
- In basic education GER for boys and girls and even rural location are lower than in the average for Sudan. Urban GER in Al Gadarif is 9 percentage points higher than the average for urban locations in Sudan.
- Similarly, in secondary the average for the country is higher than the state achievement in all dimensions except in Urban location





- Although the schooling profile follows the similar pattern, access to all grades is lower at the state compared to the country
- Retention in Grade 1-3 is better in the Al Gadarif compared to the whole country
- With GIR of 65% and PCR of 43%, the retention in Al Gadarif (65%) is higher than the average of Sudan.

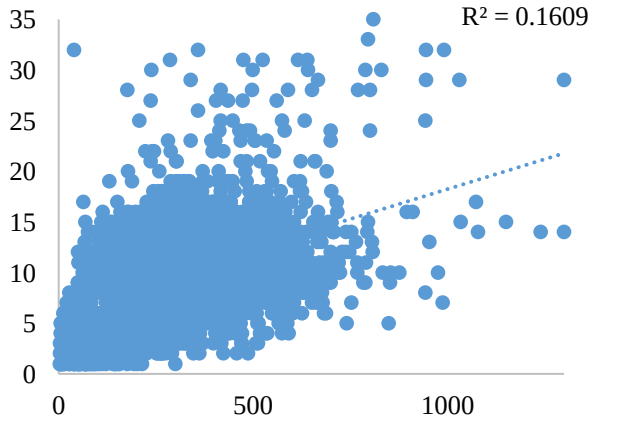


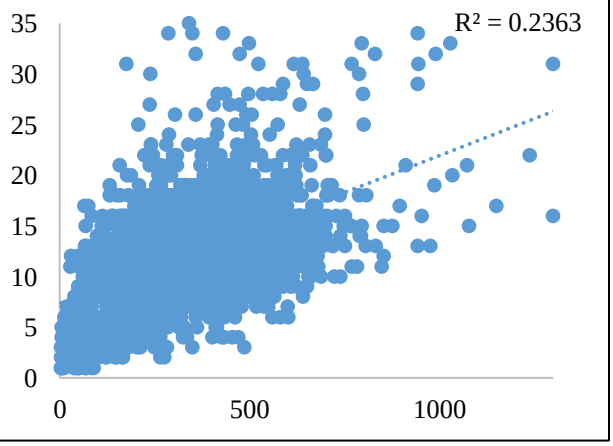


Teachers	Teachers Exc. Vol	Total Trs
State		
Basic	7,682	8,168
Secondary	2,046	2,235
Country		
Basic	152,003	175,611
Secondary	48,305	54,434
PTR/STR		
State		
Basic	40.5	38.1
Secondary	17.0	15.5
Country		
Basic	36	31
Secondary	17	15

- 6% of teachers in basic are volunteers in Gadarif compared to 13% in the whole of Sudan
- In secondary, 8% of teachers are volunteers compared to 11% at the at State level
- Basic PTR is within international norms of 1:40
- Is there need for Volunteer teachers in basic?
- In secondary, there is at least one teacher for every 17 students and even fewer (15) if volunteer teachers are considered.

- Distribution of teachers to basic education schools is very weak, correlation of 16% between teachers and enrolment
- Including volunteers, the deployment of teachers improves but by 7 percentage point

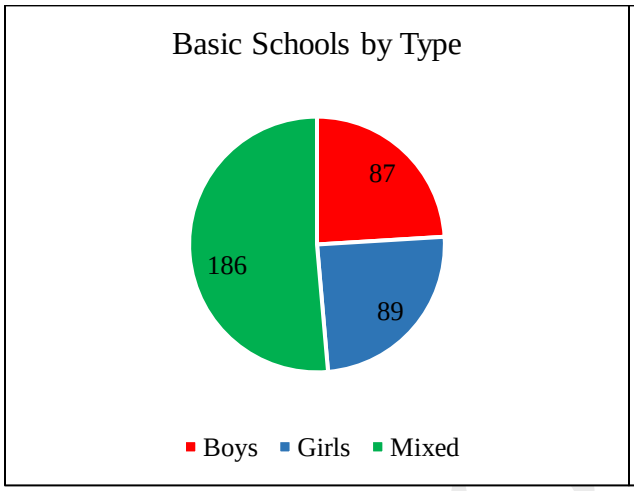


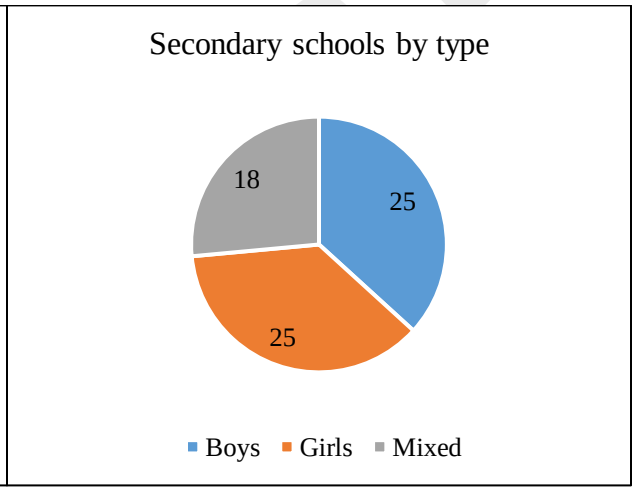


Blue Nile

	2008/09	2016/17	% Change
Basic			
Schools	422	362	-14%
Enrolment	122,786	132,960	8%
Average School Size	291	367	76
Secondary			
Schools	44	68	55%
Enrolment	10,221	17,082	67%
Average School Size	232	251	19

- While the number of basic schools dropped by 14%, the enrolment grew by 8% between 2009 and 2017
- In basic education, the average school size increased by 76 learners
- Secondary enrolment increased by 67% while the average school size increased by 19 students

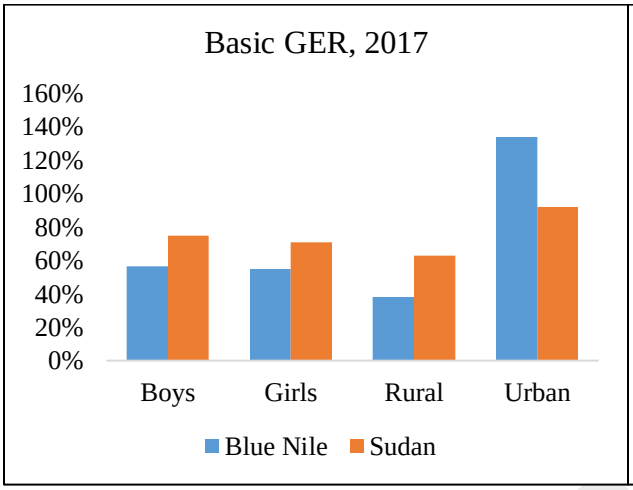


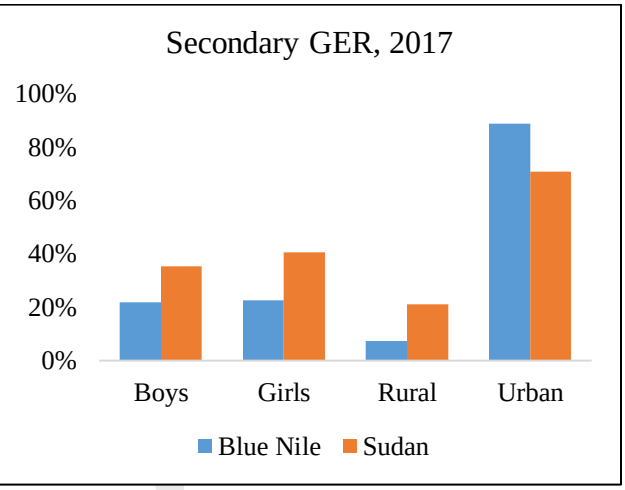


- Even though the policy is to abolish mixed schooling, half of basic schools and 6 in 10 secondary schools in Al Gezeera are mixed
- Boys schools account for 18% of the total secondary schools while girls schools account for 19%

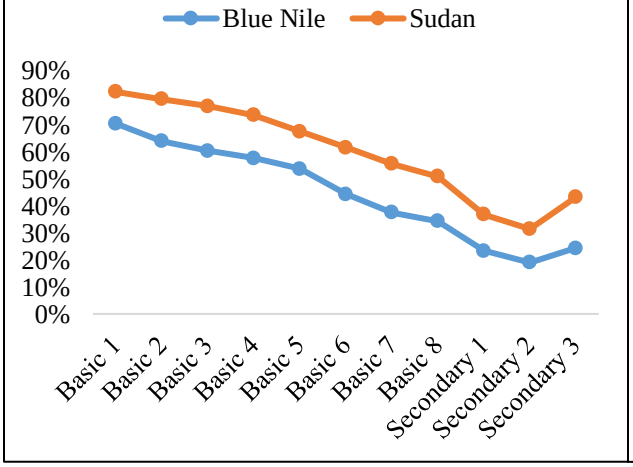
Basic	Boys	Girls	Rural	Urban
Blue Nile	56%	55%	38%	134%
Sudan	75%	71%	63%	92%
Secondary				
Blue Nile	22%	23%	7%	89%
Sudan	35%	41%	21%	71%

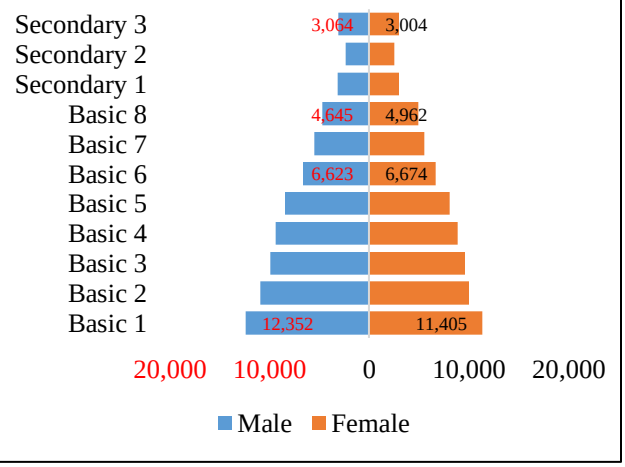
- Except for urban location, basic education GER for boys, girls and in rural location compares unfavourably with the national average.
- The difference between rural and urban location GER in basic schools is close to 100 percentage points.
- In secondary the GER for urban location is 11 times higher than the GER for rural location with boys and girls showing parity.





- Although the schooling profile follows the similar pattern, access to all grades is lower at the state compared to the country
- Retention in Grade is weak throughout basic and secondary education.
- With GIR of 70% and PCR of 34%, the primary retention in Blue Nile (48.7%) is lower than the average of Sudan (62%).

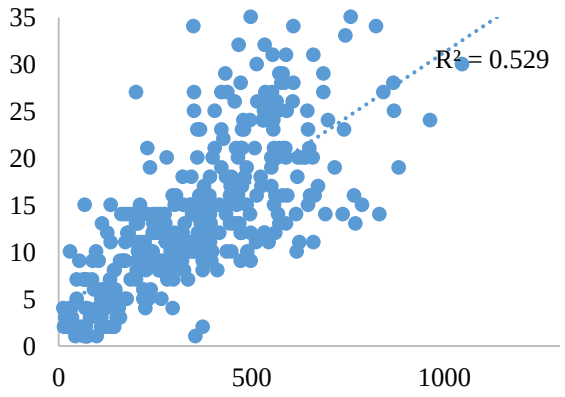


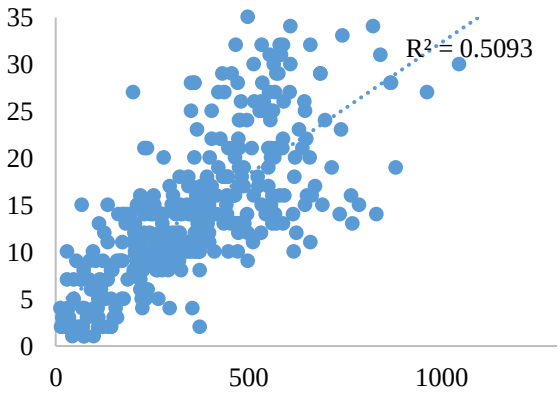


Teachers	Teachers Exc. Vol	Total Trs
Blue Nile		
Basic	4,982	5,208
Secondary	1,172	1,246
Country		
Basic	152,003	175,611
Secondary	48,305	54,434
PTR/STR		
Blue Nile		
Basic	27	25
Secondary	13	13
Country		
Basic	36	31
Secondary	17	15

- 4% of teachers in basic are volunteers in Blue Nile compared to 13% in the whole of Sudan
- In secondary, 6% of teachers are volunteers compared to 11% in Sudan
- Basic PTR (1:27) is within international norms of 1:40 and improves to 1:25 with volunteer teachers
- In secondary, there is at least one teacher for every 13 students.
- In both levels PTR/STR is better than the national average

- While distribution of teachers in basic schools in Blue Nile has weak correlation with enrolment (53%) for salaried teachers, it remains one of the best in the country
- Surprisingly, employment of volunteer teachers is expected to rationalize the deployment of teachers. However, the correlation weakens by 2 percentage points when volunteer teachers are included.

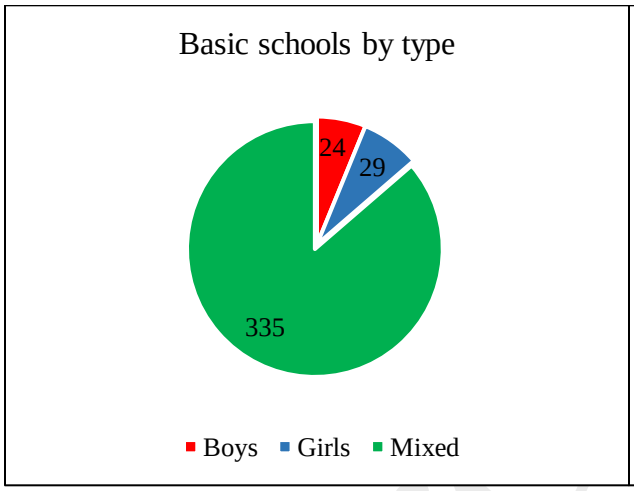


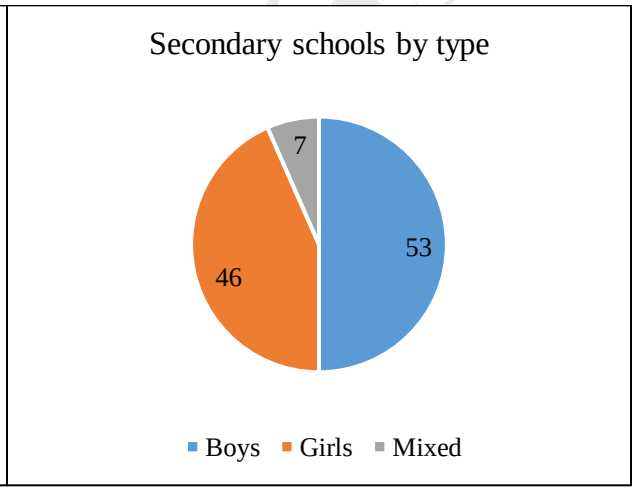


Central Darfur

	2008/09	2016/17	% Change
Basic			
Schools	0	388	NA
Enrolment	0	139,555	NA
Average School Size	0	360	360
Secondary			
Schools	0	106	NA
Enrolment	0	21,889	NA
Average School Size	0	207	207

- Central Darfur State was curved out of in 2014 and as such there is limited comparison of the evolution of schools and enrolment
-

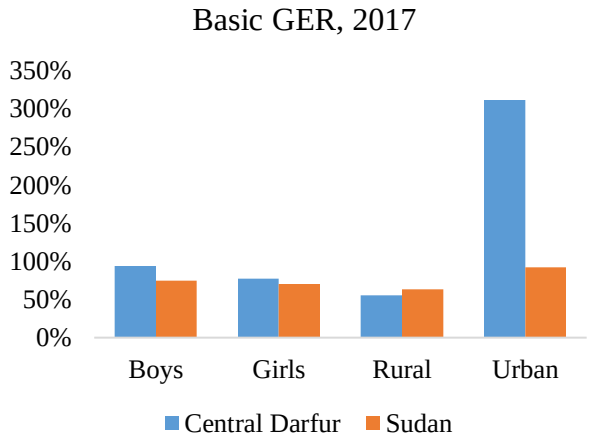


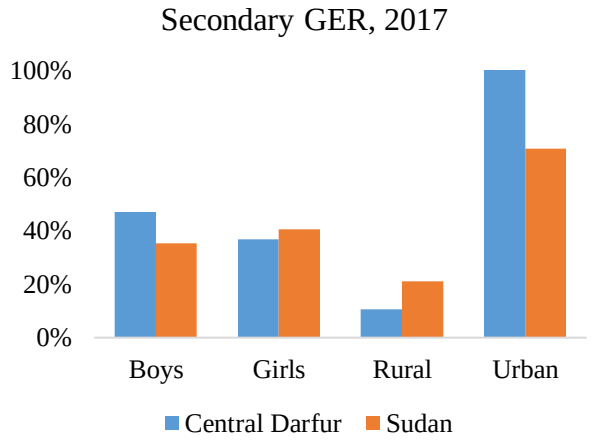


- 86% of all basic schools in Central Darfur are mixed
- Boys and girls schools constitute 6% and 8% of total number of basic schools respectively
- In secondary, half of the schools are strictly for boys while only 6% are mixed schools

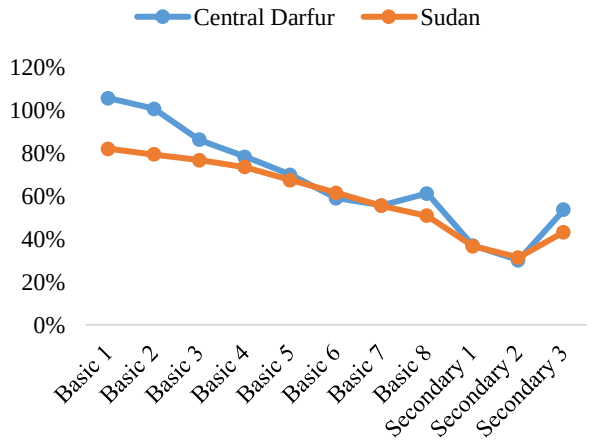
Basic	Boys	Girls	Rural	Urban
Central Darfur	94%	78%	56%	311%
Sudan	75%	71%	63%	92%
Secondary				
Central Darfur	47%	37%	11%	279%
Sudan	35%	41%	21%	71%

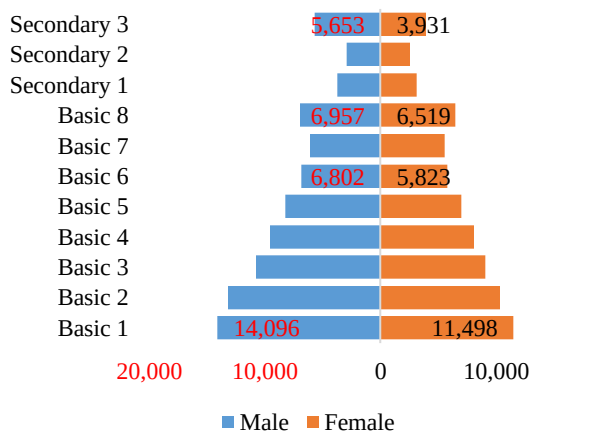
- Basic GER for boys is higher than that of girls in Central Darfur, 94% to 78%
- The coverage of girls in Central Darfur is almost equal to the coverage for the entire country
- Due to the humanitarian situation, the coverage in urban parts of Central Darfur is phenomenal (311%), 6 times higher than the coverage in rural Central Darfur (56%)
-





- Although the GIR in Central Darfur is higher than that in the whole country, the state loses more children in lower grades compared to the entire country.
- With GIR of 70% and PCR of 34%, the primary retention in Blue Nile (48.7%) is lower than the average of Sudan (62%).
- Overall, Central Darfur has high access and low retention

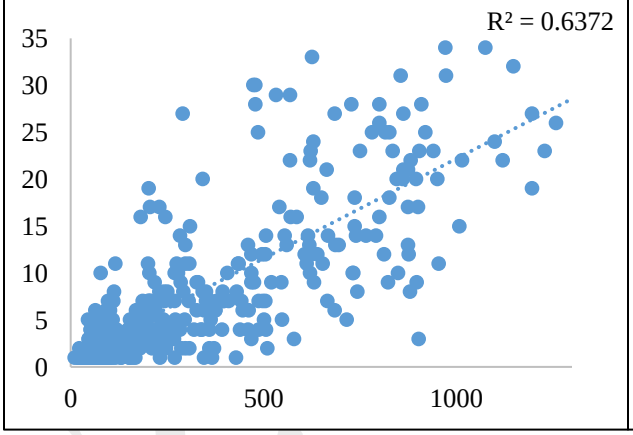


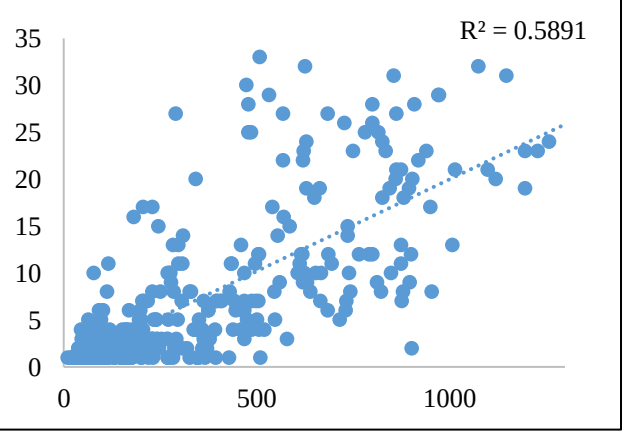


Teachers	Teachers Exc. Vol	Total Trs
State		
Basic	2,688	3,129
Secondary	555	704
Country		
Basic	152,003	175,611
Secondary	48,305	54,434
PTR/STR		
State		
Basic	50	43
Secondary	26	20
Country		
Basic	36	31
Secondary	17	15

- 14% of teachers in basic are volunteers in Central Darfur compared to 13% in the whole of Sudan
- In secondary, 21% of teachers are volunteers compared to 11% in Sudan
- Basic PTR (1:50) is higher than the international norm of 1:40 and improves to 1:43 with volunteer teachers
- In secondary, there is at least one teacher for every 26 students and improves to 1:20 with volunteer teachers considered
- In both levels the PTR/STR at state level is higher than the country level

- While PTR in Central Darfur (1:50) is higher than the national average (1:36), the distribution of teachers has the best correlation with enrolment (64%) for salaried teachers among the 18 states.
- Similar to the situation I Blue Nile, including volunteer teachers worsens the distribution of teachers (59%).

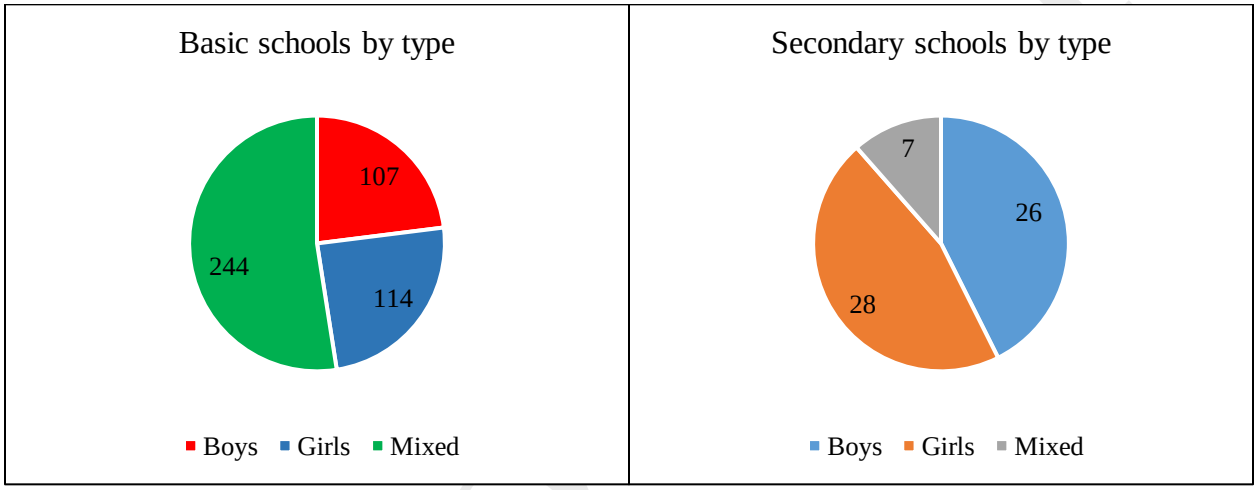




East Darfur

	2008/09	2016/17	% Change
Basic			
Schools	0	465	NA
Enrolment	0	126,079	NA
Average School Size	0	271	271
Secondary			
Schools	0	61	NA
Enrolment	0	14,827	NA
Average School Size	0	243	243

- East Darfur State was curved out of the larger Darfur in 2014 and as such there is limited comparison of the evolution of schools and enrolment
- The current average school sizes in basic is almost equal to that in secondary schools

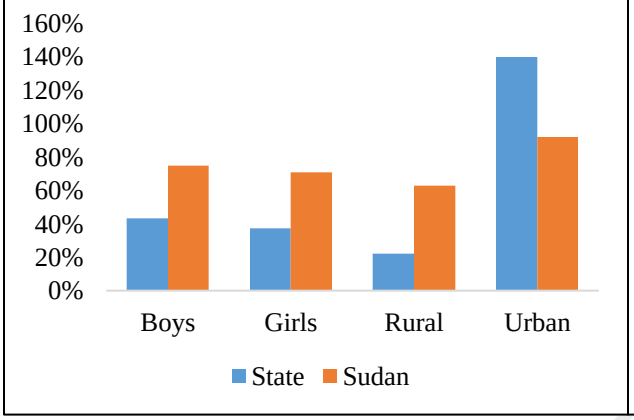


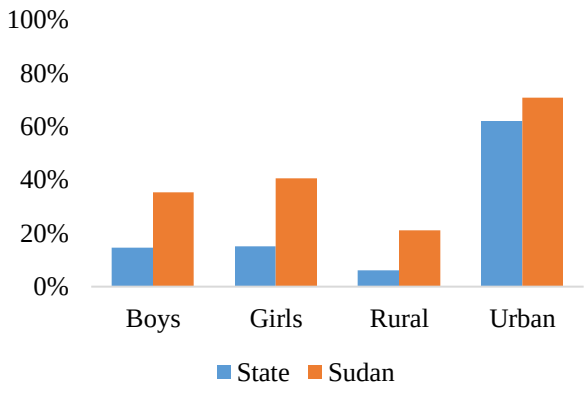
- More than half of the basic schools in East Darfur are mixed
- 1 in every 4 basic schools is strictly for girls
- Only 1 in 10 secondary schools are mixed

Comparing GER in East Darfur and Sudan

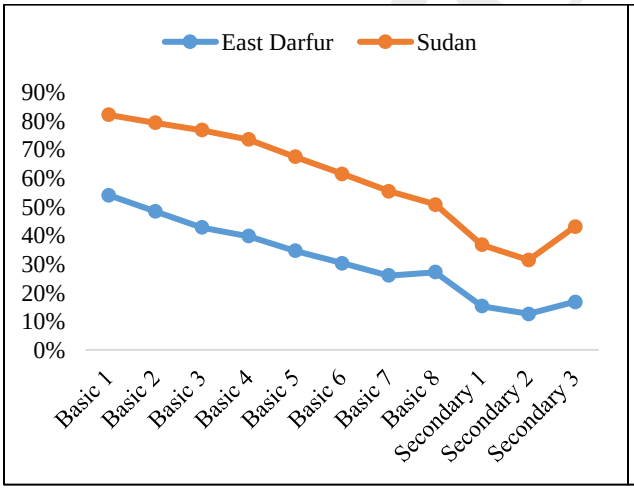
Basic	Boys	Girls	Rural	Urban
East Darfur	43%	37%	22%	140%
Sudan	75%	71%	63%	92%
Secondary				
East Darfur	15%	15%	6%	62%
Sudan	35%	41%	21%	71%

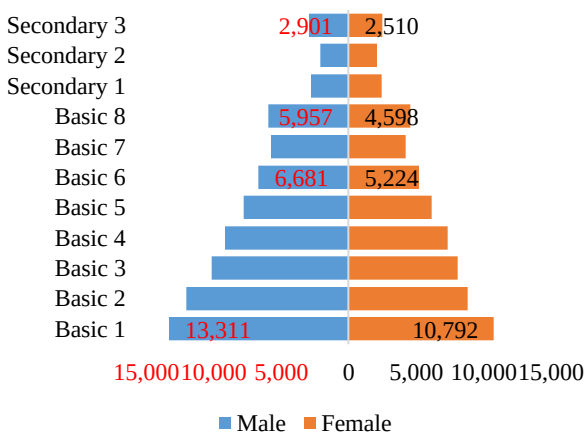
- Basic GER for boys is slightly higher than that of girls in East Darfur, 43% to 37%
- The coverage of girls in Central Darfur is almost equal to the coverage for the entire country
- The coverage in urban parts of East Darfur (140%) at basic education is almost 6 times higher than the coverage in rural East Darfur (22%)
- In secondary, the urban coverage (62%) is about 10 times the coverage in rural East Darfur





- The Gross Intake in East Darfur (54%) is 28 percentage points lower than the national average (82%)
- The system loses children throughout all grades with only half of the learners joining Grade 1 managing to reach grade 8.
- Overall, East Darfur has low access and low retention

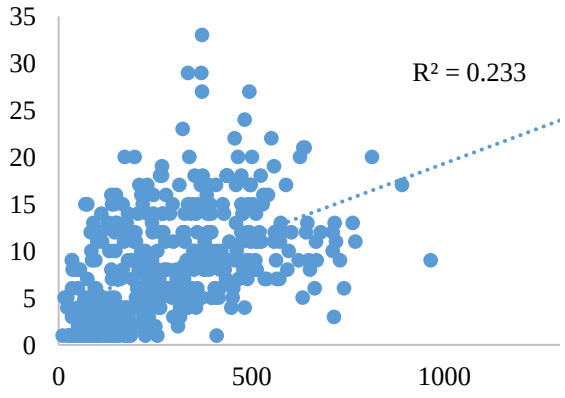


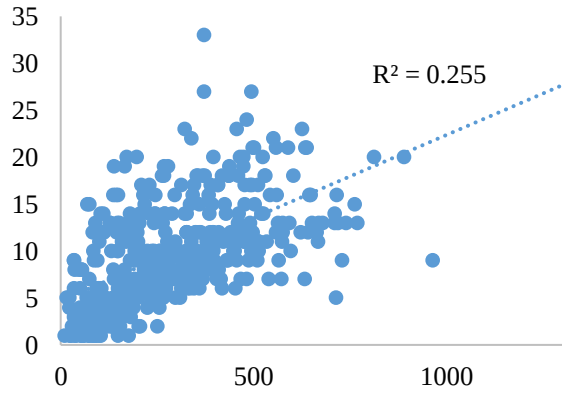


Teachers	Teachers Exc. Vol	Total Trs
State		
Basic	2,527	3,104
Secondary	974	1,026
Country		
Basic	152,003	175,611
Secondary	48,305	54,434
PTR/STR		
State		
Basic	43	35
Secondary	15	14
Country		
Basic	36	31
Secondary	17	15

- 19% of teachers in basic are volunteers in East Darfur compared to 13% in the whole of Sudan
- In secondary, 5% of teachers are volunteers compared to 11% in Sudan
- Basic PTR (1:43) is higher than the international norm of 1:40 and improves to 1:35 with volunteer teachers
- In secondary, there is at least one teacher for every 15 students and improves to 1:14 with volunteer teachers considered
- In basic the PTR is higher than the country average while in secondary the state is better than the country

- The distribution of teachers has the one of the weakest correlation with enrolment (23%) for salaried teachers among the 18 states.
-
- Including volunteer teachers, the correlation improves by 2 percentage points to reach 25%



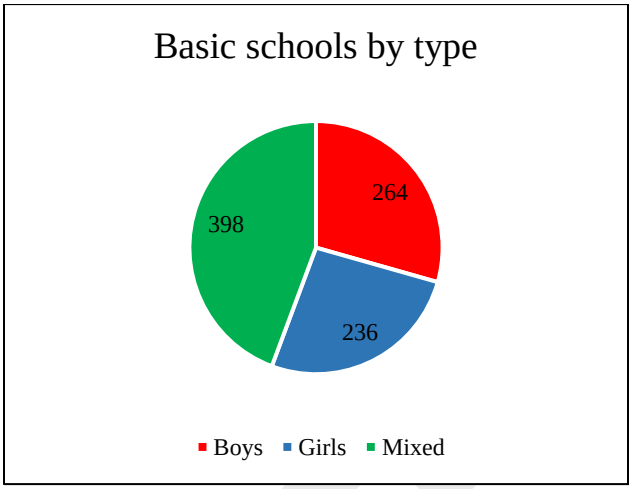


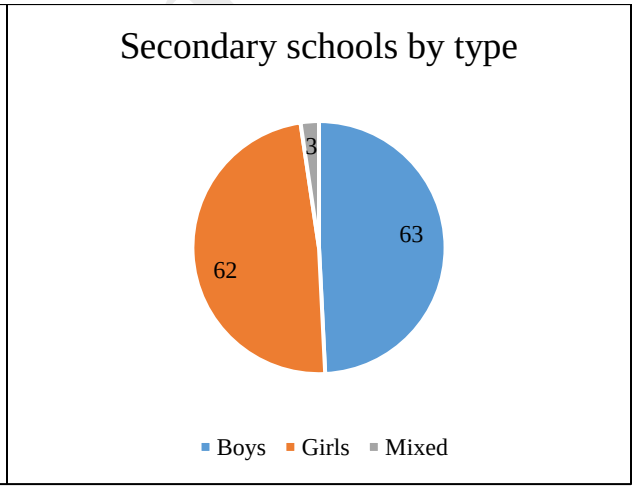
Kassala

	2008/09	2016/17	% Change
Basic			
Schools	677	898	33%
Enrolment	182,372	248,727	36%
Average School Size	269	277	8
Secondary			
Schools	82	128	56%
Enrolment	18,759	28,613	53%
Average School Size	229	224	-5

- The number of basic schools increased by 33% while enrolment increased by 36%
- In basic education, the average school size increased by 8 learners
- Secondary enrolment increased by 53% while the average school size dropped by 5 places

- Out of the 898 basic schools, 44% are mixed
- 29% and 26% of basic schools are strictly for boys and girls respectively
- Out of the 128 secondary schools in Kassala, only 3 are mixed

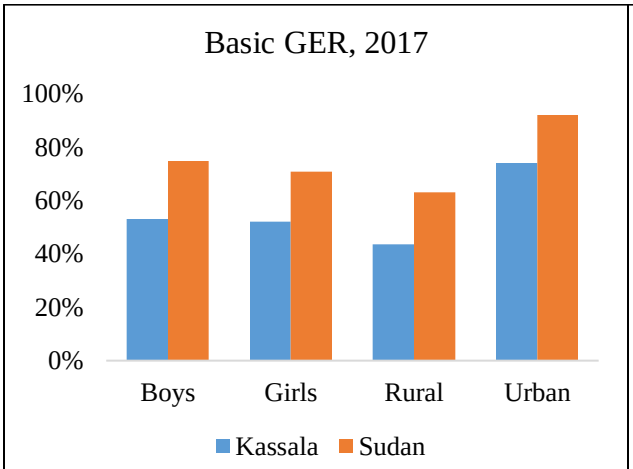


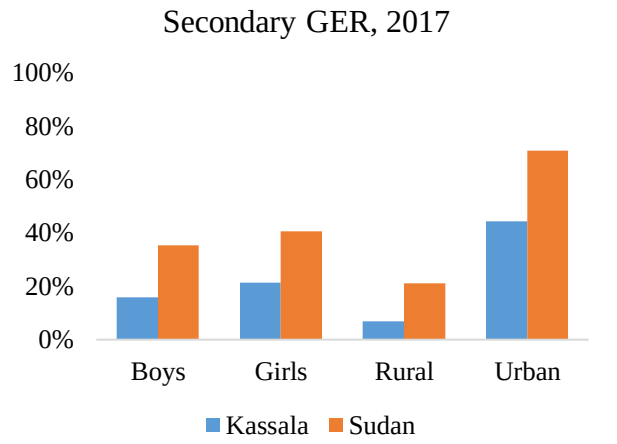


Comparing GER in Kassala and Sudan

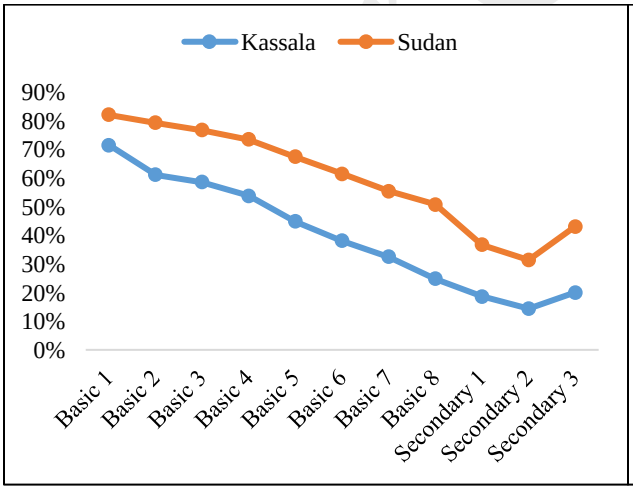
Basic	Boys	Girls	Rural	Urban
Kassala	53%	52%	43%	74%
Sudan	75%	71%	63%	92%
Secondary				
Kassala	16%	21%	7%	44%
Sudan	35%	41%	21%	71%

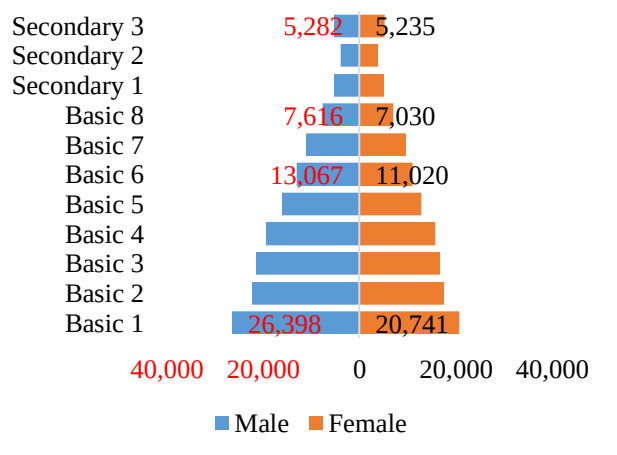
- There is gender parity at basic education in Kassala with GER of 53% and 52% for boys and girls respectively
- In all respects, the coverage in Kassala is lower than the national average in both basic and secondary education
- In basic education, urban coverage is 31 percentage points higher than rural coverage in Kassala while in secondary, urban coverage is 6 times higher than the rural coverage.





- The Gross Intake in Kassala (72%) is 10 percentage points lower than the national average (82%)
- The system loses children throughout all grades with only 1 in 3 learners who joined Grade 1 managing to reach grade 8.
- Overall, Kassala state has low access and low retention

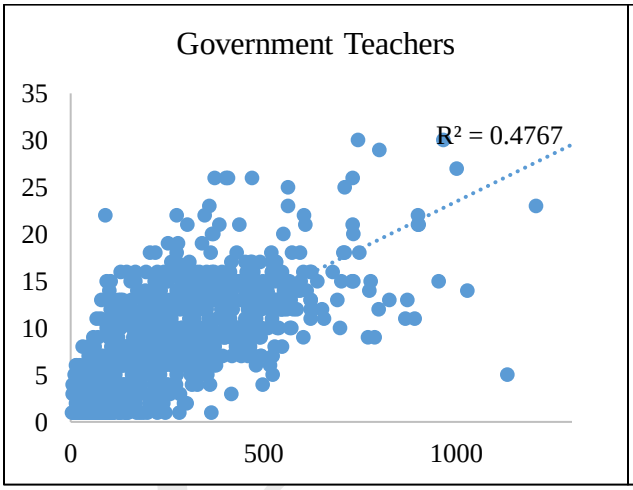


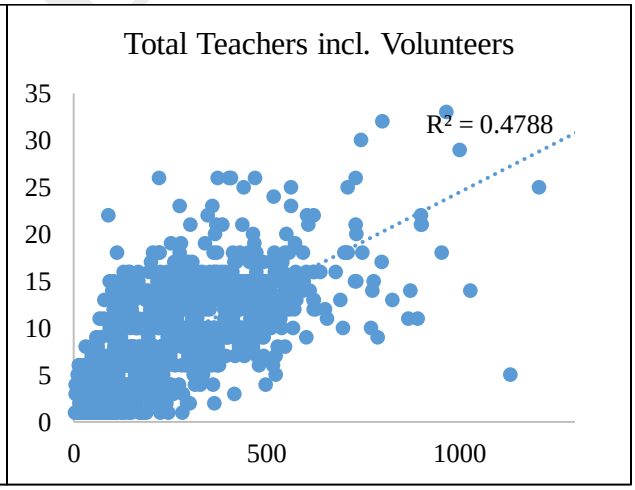


Teachers	Teachers Exc. Vol	Total Trs
Kassala		
Basic	6,710	7,126
Secondary	2,110	2,241
Country		
Basic	152,003	175,611
Secondary	48,305	54,434
PTR/STR		
Kassala		
Basic	33	31
Secondary	12	11
Country		
Basic	36	31
Secondary	17	15

- 6% of teachers in basic are volunteers in Kassala compared to 13% in the whole of Sudan
- In secondary, 6% of teachers are volunteers compared to 11% in Sudan
- Basic PTR (1:33) is higher than the international norm of 1:40 and improves to 1:31 with volunteer teachers
- In secondary, there is at least one teacher for every 12 students and improves to 1:11 with volunteer teachers considered

- The distribution of teachers has the one of the weakest correlation with enrolment (23%) for salaried teachers among the 18 states.
- Even though volunteer teachers improve the PTR from 1:33 to 1:31, the correlation between enrolment and number of teachers remains relatively the same at 47%



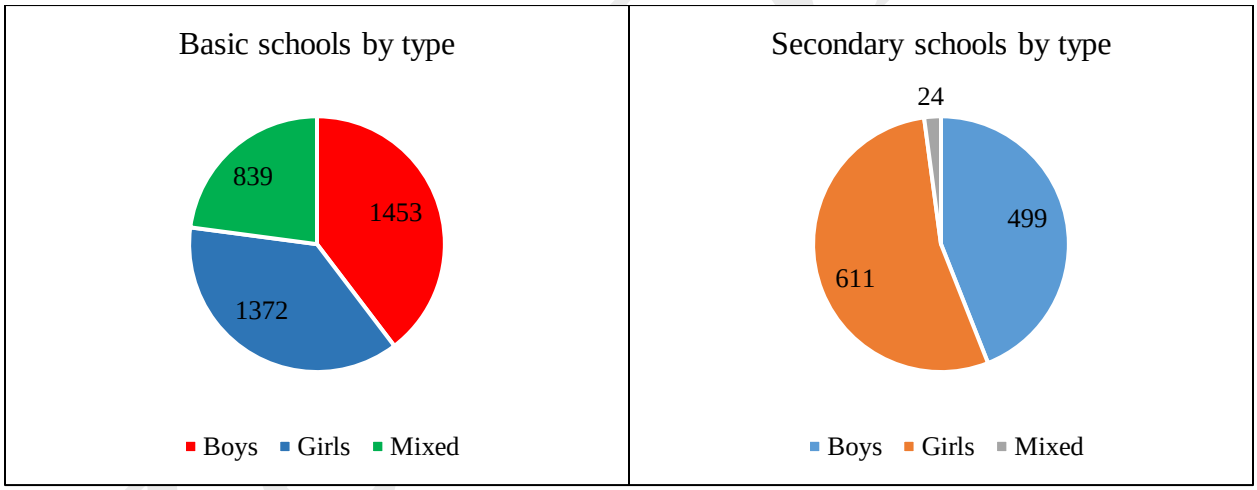


Khartoum

	2008/09	2016/17	% Change
Basic			
Schools	2,336	3,664	57%
Enrolment	862,170	1,112,595	29%
Average School Size	369	304	-65
Secondary			
Schools	863	1,134	31%
Enrolment	198,465	277,381	40%
Average School Size	230	245	15

- The number of basic schools increased by 57%; enrolment by 29% while the average school size dropped by 65 learners.
- Secondary enrolment increased by 40% while the average school size increased by 15 students

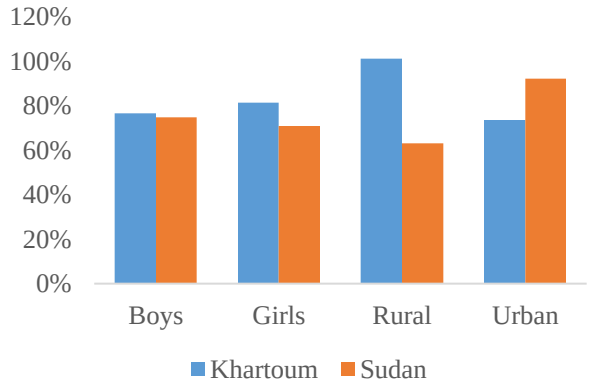
- Out of the 3,664 basic schools, less than one quarter are mixed
- 40% and 37% of basic schools are strictly for boys and girls respectively
- Majority of secondary schools in Khartoum are girls' schools accounting for 54%. Mixed schools account for only 2% of the total secondary schools in Khartoum.

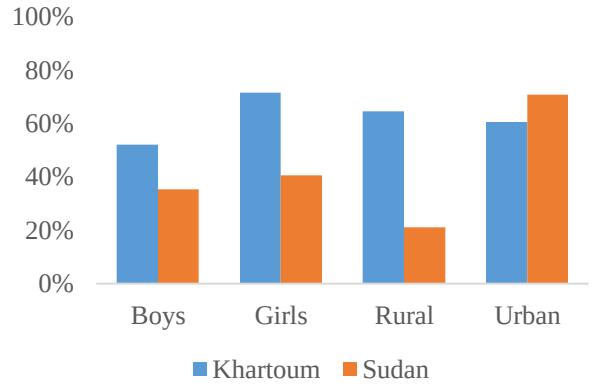


Comparing GER in Khartoum and Sudan

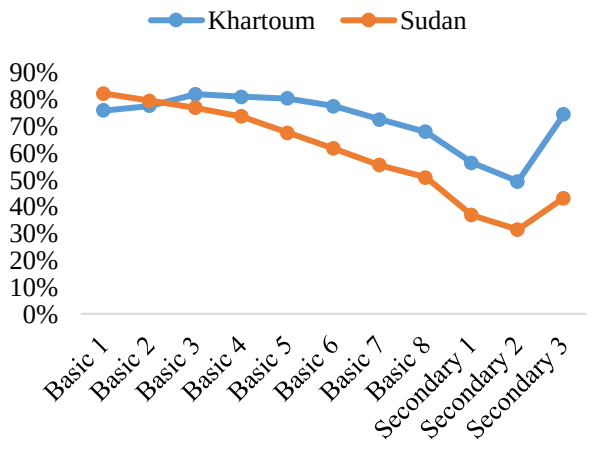
Basic	Boys	Girls	Rural	Urban
State	76%	81%	101%	73%
Sudan	75%	71%	63%	92%
Secondary				
State	52%	72%	65%	60%
Sudan	35%	41%	21%	71%

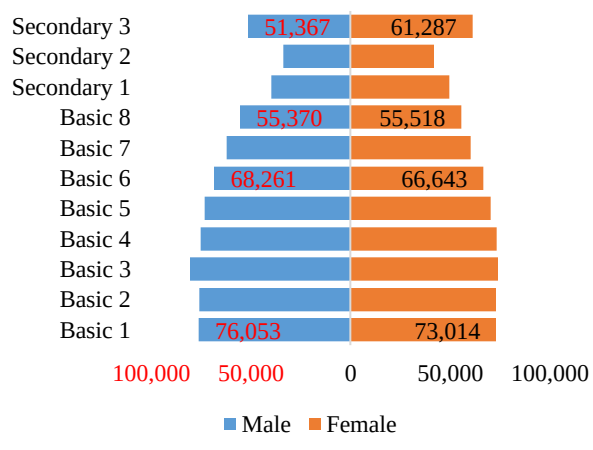
- There are more girls in school in Khartoum compared to boys.
- In basic the coverage for girls is 81% while that of boys is 76%. In secondary the gap is even widened with girls having a coverage of 72% compared to boys with 52%.
- In all respects except the urban dimension, coverage in Khartoum is higher than the national average in both basic and secondary education





- While the Gross Intake in Khartoum (76%) is lower than the national average (82%), there is better retention in in the former.
- 9 in 10 learners who joined Grade 1 managed to reach Grade 8 in Khartoum compared to 6 in 10 for the whole country.
- Overall, Khartoum state has low access and high retention

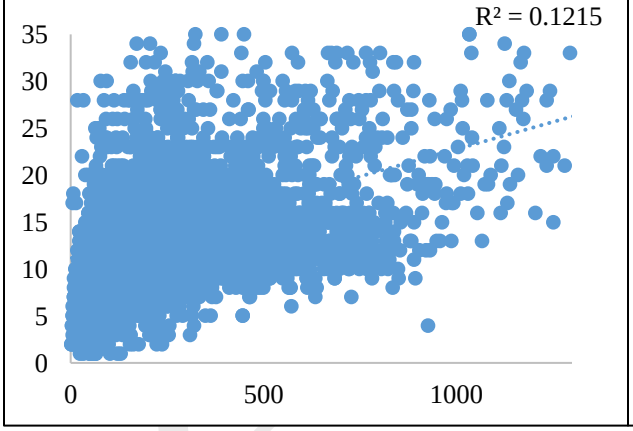


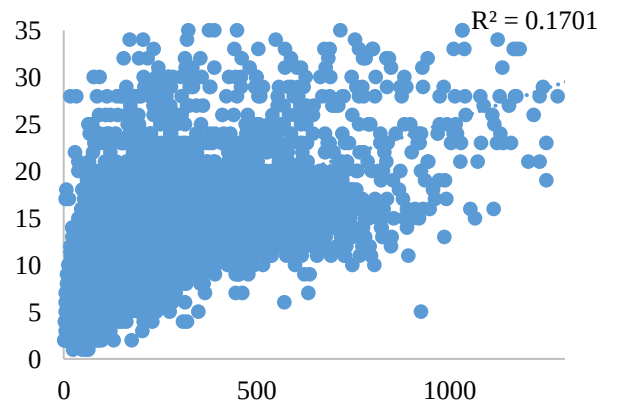


Teachers	Teachers Exc. Vol	Total Trs
State		
Basic	27,024	30,194
Secondary	10,299	10,599
Country		
Basic	152,003	175,611
Secondary	48,305	54,434
PTR/STR		
State		
Basic	30	26
Secondary	17	16
Country		
Basic	36	31
Secondary	17	15

- 10% of teachers in basic are volunteers in Kassala compared to 13% in the whole of Sudan
- In secondary, only 3% of teachers are volunteers compared to 11% for the whole of Sudan
- Basic PTR (1:30) is higher than the international norm of 1:40 and improves to 1:26 with volunteer teachers
- In secondary, there is at least one teacher for every 17 students and improves to 1:16 with volunteer teachers considered

- Despite all the illustrious achievements on coverage and retention, Khartoum has one of the weakest distribution of teachers.
- The correlation between enrolment in basic education and teachers is only 12% for government teachers and improves to 17% with volunteer teachers

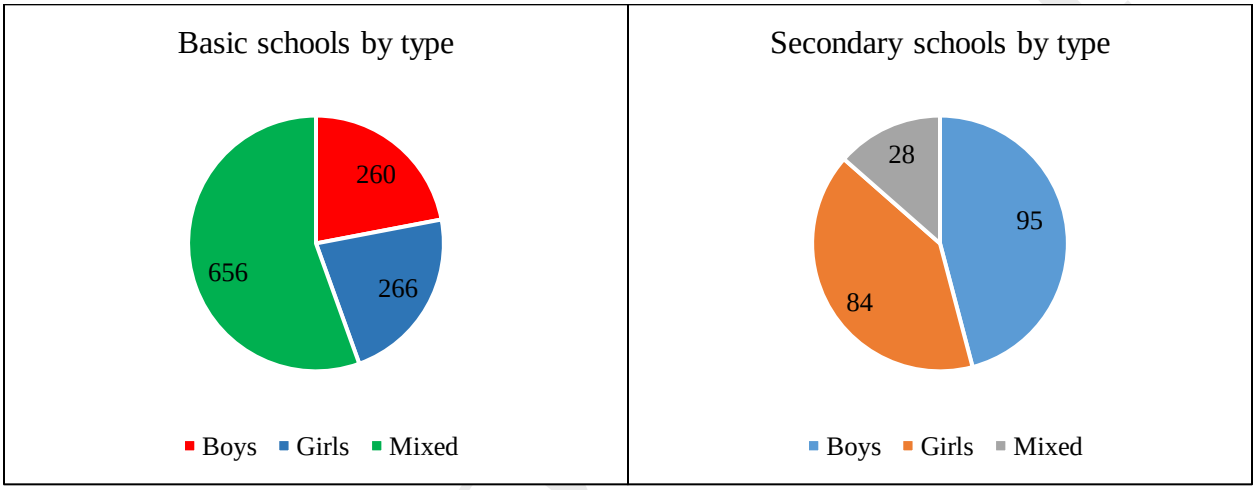




North Darfur

	2008/09	2016/17	% Change
Basic			
Schools	1,102	1,182	7%
Enrolment	346,779	452,826	31%
Average School Size	315	383	68
Secondary			
Schools	106	207	95%
Enrolment	30,231	73,218	142%
Average School Size	285	354	69

- The number of basic schools in North Darfur increased by 7% while enrolment by 31%
- The average school size in basic increased by 68 learners.
- Secondary enrolment more than doubled while the average school size increased by over 69 students

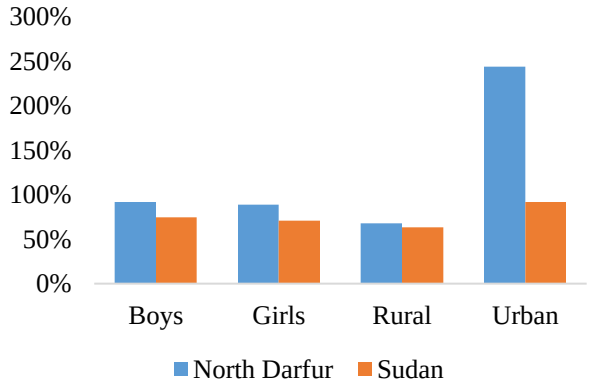


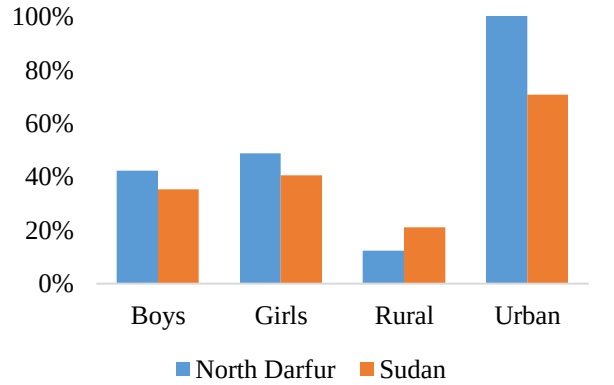
- Out of the 1,182 basic schools in North Darfur, more than half (55%) are mixed
- 22% and 23% of basic schools are strictly for boys and girls respectively
- 14% of secondary schools are mixed while boys and girls schools account for 46% and 40% respectively.

Comparing GER in North Darfur and Sudan

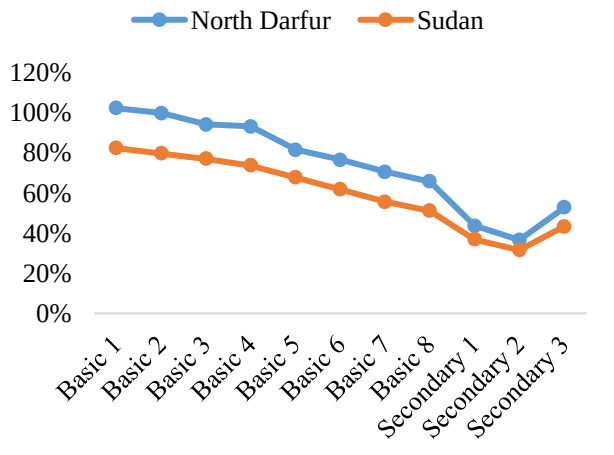
Basic	Boys	Girls	Rural	Urban
North Darfur	92%	89%	68%	243%
Sudan	75%	71%	63%	92%
Secondary				
North Darfur	42%	49%	12%	273%
Sudan	35%	41%	21%	71%

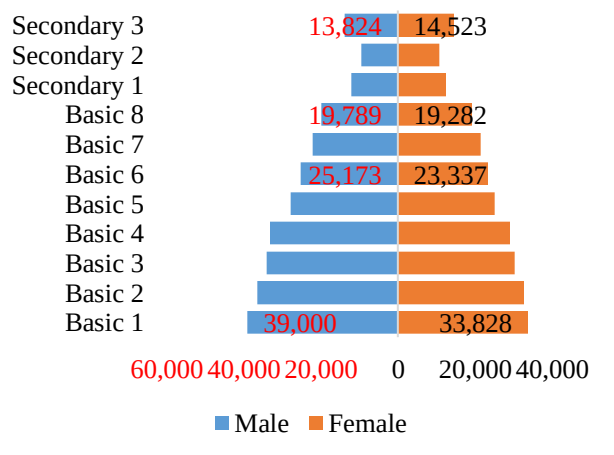
- Based on GER at basic education, there is gender parity in North Darfur, boys having a GER of 92% compared to girls at 89%.
- The coverage in urban parts of North Darfur (243%) at basic education is almost 6 times higher than the coverage in rural North Darfur (68%)
- In secondary, the urban coverage (273%) is more than 20 times the coverage in rural North Darfur (12%)





- The Gross Intake in North Darfur is higher (102%) is higher than the national average (82%)
- Even though basic education retention is low in North Darfur (64%), the situation is better than the national average (62%)
- Girls have an equal chance of dropping out of school just as boys.
- Overall, North Darfur state has high access with low retention

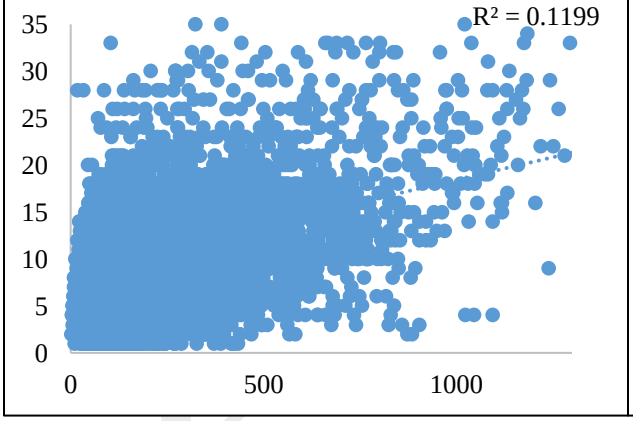


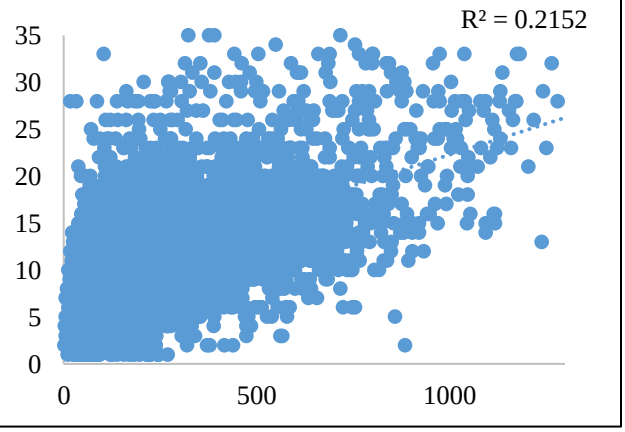


Teachers	Teachers Exc. Vol	Total Trs
State		
Basic	8,070	11,095
Secondary	2,371	2,864
Country		
Basic	152,003	175,611
Secondary	48,305	54,434
PTR/STR		
State		
Basic	54	39
Secondary	27	23
Country		
Basic	36	31
Secondary	17	15

- 27% of teachers in basic are volunteers in North Darfur compared to 13% in the whole of Sudan
- In secondary, 17% of teachers are volunteers compared to 11% for Sudan
- Basic PTR (1:54) is higher than the national average and international norm of 1:40; improves to 1:39 with volunteer teachers
- In secondary, there is at least one teacher for every 27 students and improves to 1:23 with volunteer teachers
-

- North Darfur has one of the weakest distribution of teachers.
- The correlation between enrolment in basic education and teachers is only 12% for government employed teachers.
- The variation in deployment of teachers improves with inclusion of volunteer teachers but the correlation only reaches 22%

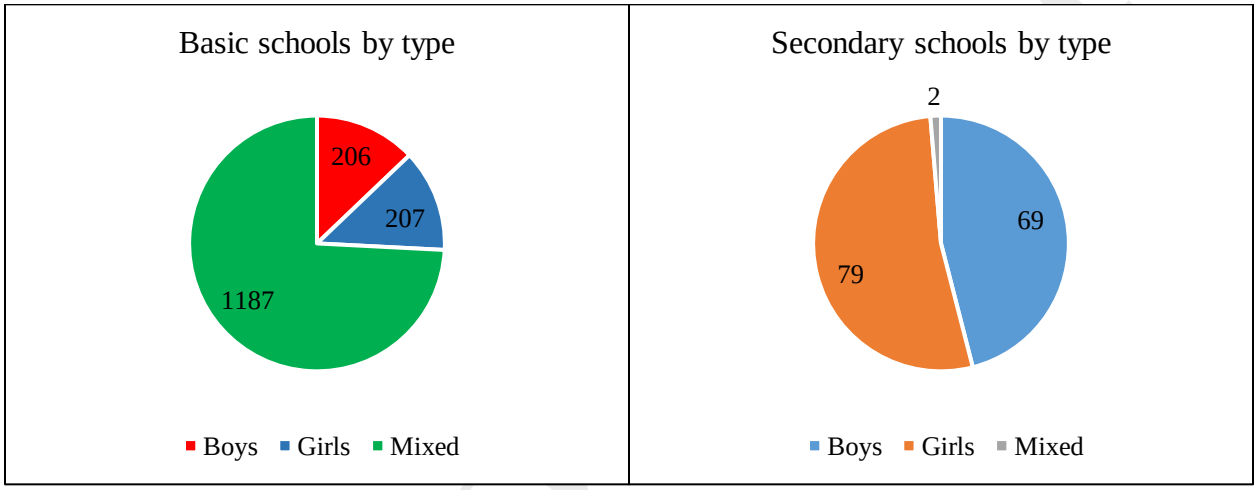




North Kordofan

	2008/09	2016/17	% Change
Basic			
Schools	1,927	1,600	-17%
Enrolment	529,672	424,221	-20%
Average School Size	275	265	-10
Secondary			
Schools	209	150	-28%
Enrolment	41,421	38,183	-8%
Average School Size	198	255	56

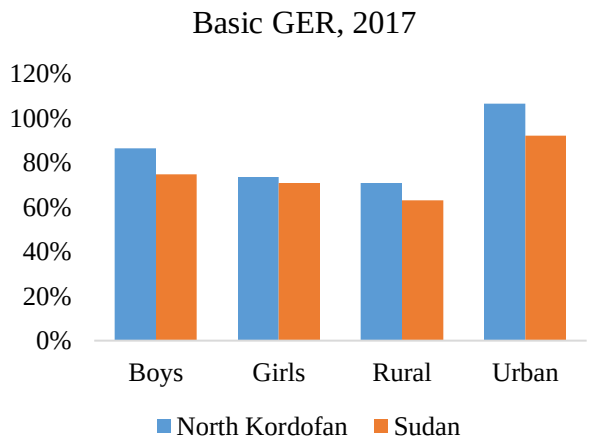
- The number of basic schools in North Kordofan dropped by 17% due to the creation of West Kordofan
- Basic enrolment equally dropped by 20% while the school size reduced by 10 learners.
- Secondary enrolment dropped by 8% while the school size increased by 56

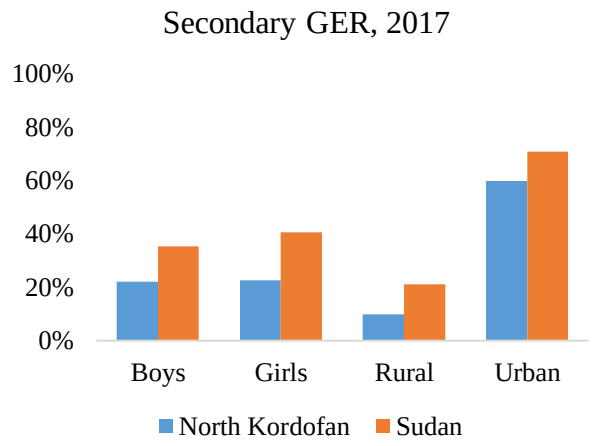


- Out of the 1,600 basic schools in North Kordofan, three quarters are mixed
- Boys and girls schools account for 26% of basic institutions each category being 13%
- In secondary, majority (53%) of the schools are girls schools with only 1% being mixed schools

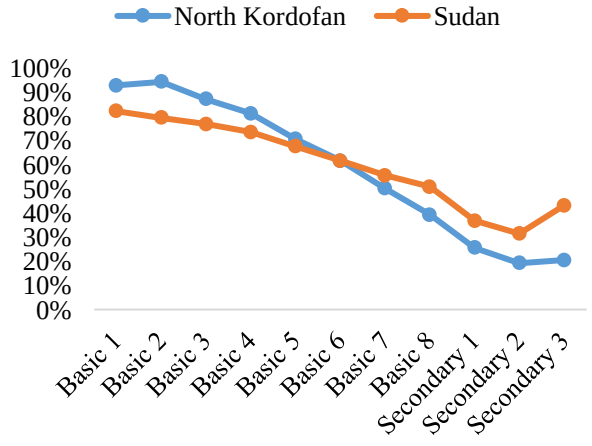
Basic	Boys	Girls	Rural	Urban
North Kordofan	86%	74%	71%	106%
Sudan	75%	71%	63%	92%
Secondary				
North Kordofan	22%	23%	10%	60%
Sudan	35%	41%	21%	71%

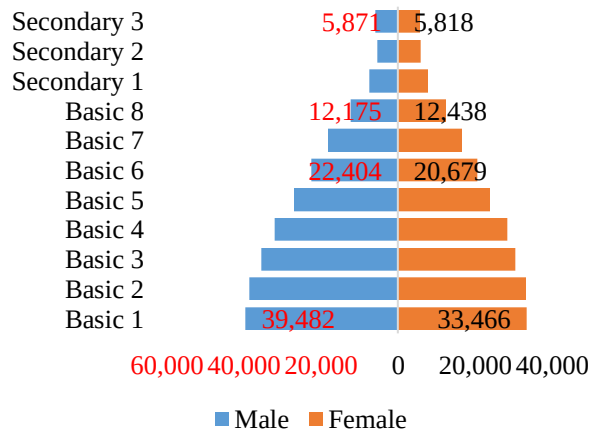
- There are more boys than girls in basic schools with a GER of 86% and 74% respectively.
- In secondary schools, there are as many girls (23%) as there are boys (22%)
- Basic education GER for North Kordofan is higher than the average for the whole of Sudan in both dimensions (gender and location) considered.
- In secondary, the coverage in North Kordofan is lower than the national average with urban coverage (60%) being 6 times the coverage in the rural location (10%)





- Although the Gross Intake in North Kordofan is higher (93%) is 11 percentage points higher than the national average (82%), more children drop out at upper grades (6-8) compared to the whole of Sudan.
- Retention in basic education stands at 42% compared to the national average of 62%
- From the enrolment pyramid, girls have an equal chance of dropping out of school just as boys.
- Overall, North Kordofan has high access with low retention

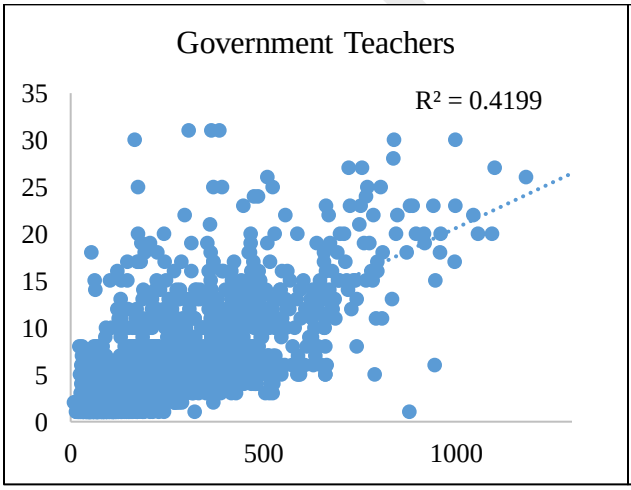


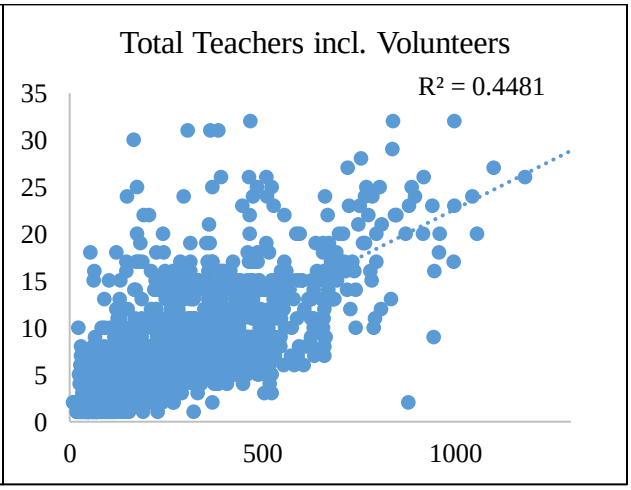


Teachers	Teachers Exc. Vol	Total Trs
State		
Basic	8,905	10,565
Secondary	2,293	2,646
Country		
Basic	152,003	175,611
Secondary	48,305	54,434
PTR/STR		
State		
Basic	46	38
Secondary	15	13
Country		
Basic	36	31
Secondary	17	15

- 16% of teachers in basic are volunteers in Kassala compared to 13% in the whole of Sudan
- In secondary, 10% of teachers are volunteers compared to 11% for the whole of Sudan
- Basic PTR (1:46) is higher than the international norm of 1:40 and improves to 1:38 with volunteer teachers
- In secondary, there is at least one teacher for every 15 students and improves to 1:13 with volunteer teachers considered

- Even though the deployment of teachers in North Kordofan is weak, it remains one of the best among the states.
- The correlation between enrolment in basic education and teachers is 0.41 meaning only 41% of the deployments follow enrolment, the rest is made on undocumented considerations
- Even though the PTR improves to within international norms with the inclusion of volunteer teachers, the correlation between teachers and learners improves by only 4 points (0.4481)

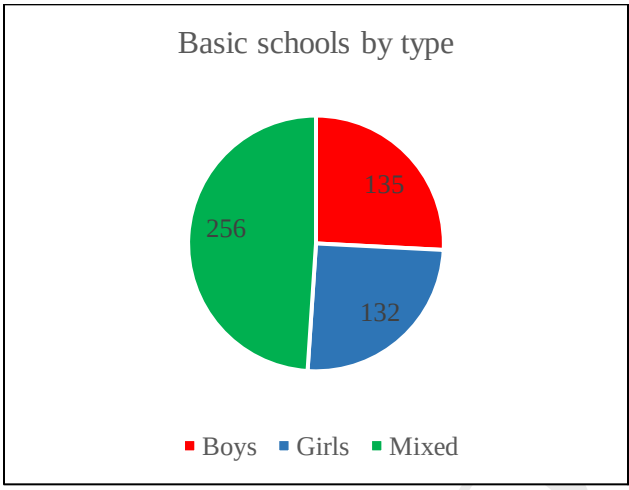


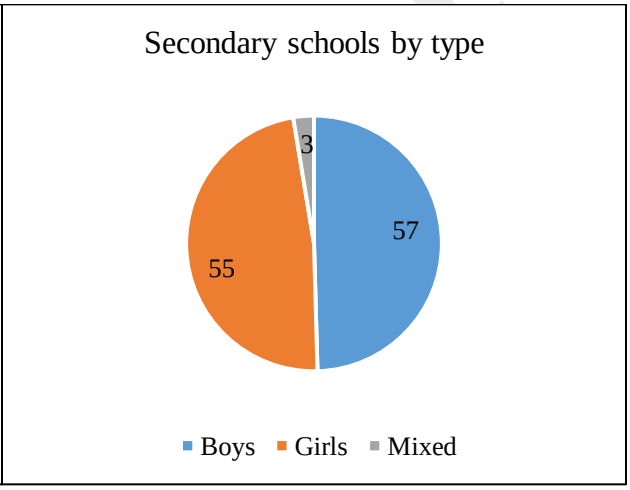


Northern

	2008/09	2016/17	% Change
Basic			
Schools	467	523	12%
Enrolment	112,254	126,853	13%
Average School Size	240	243	2
Secondary			
Schools	97	115	19%
Enrolment	21,902	26,331	20%
Average School Size	226	229	3

- The number of basic schools in Northern State increased by 12% while enrolment by 13%
- The average school size in basic education increased by 2 learners.
- Secondary enrolment increased by 20% while the average school size increased by 3 students

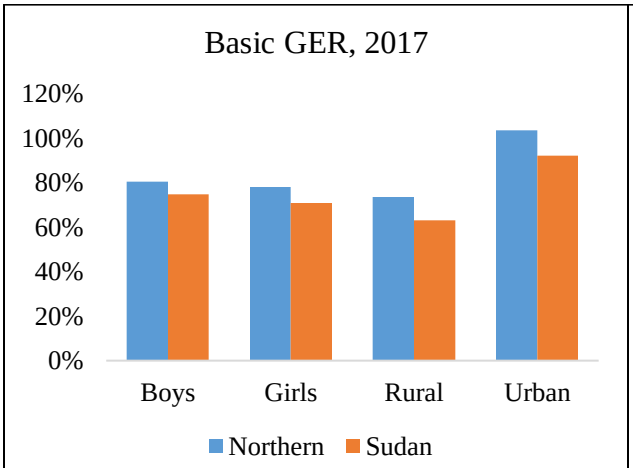


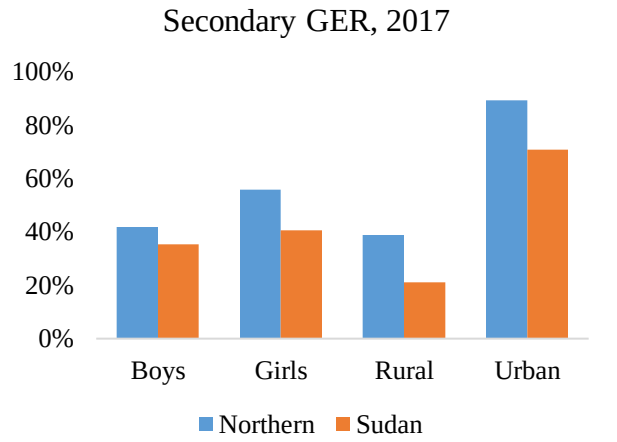


- Out of the 523 basic schools in the Northern State, close to half (49%) are mixed
- Boys schools account for 26% of basic schools while strictly girls schools account for 25%
- Majority of secondary schools in the Northern state are single sex schools, boys' schools accounting for half of the secondary schools while girls account for 48%.
- Mixed secondary schools account for only 2% of the secondary schools.

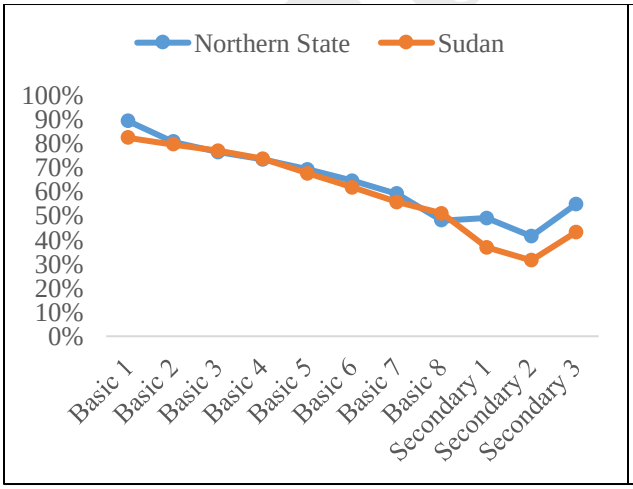
Basic	Boys	Girls	Rural	Urban
Northern	80%	78%	73%	103%
Sudan	75%	71%	63%	92%
Secondary				
Northern	42%	56%	39%	89%
Sudan	35%	41%	21%	71%

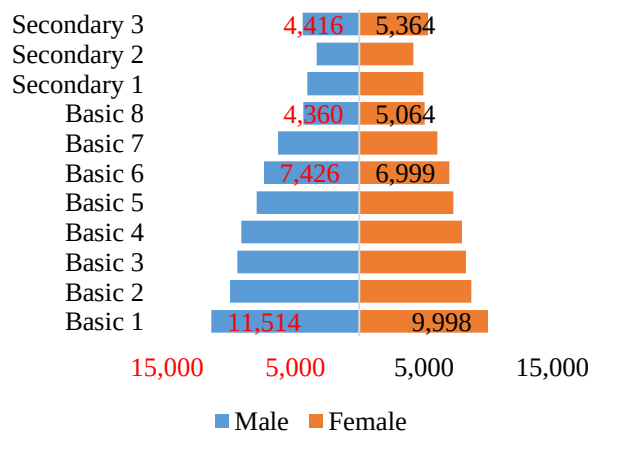
- Based on GER at basic education, there is gender parity in the Northern State, boys having a GER of 80% compared to girls at 78%.
- In basic and secondary, the coverage in the state is higher than the average for Sudan
- In secondary, there are more girls (56%) attending school than boys (42%)
- For the location dimension, the coverage in urban (89%) areas is higher than the coverage in rural (39%) locations.





- The schooling profile for Northern State is quite similar to the national profile except for the higher retention in secondary in the case of Northern State
- With a GIR of 89% and Primary completion of 48%, the primary retention is 54%, 8 percentage points lower than the national average.
- As illustrated by the enrolment pyramid, boys have a slightly higher chance of dropping out of basic education compared to girls.
- Overall, Northern State has high access with low retention

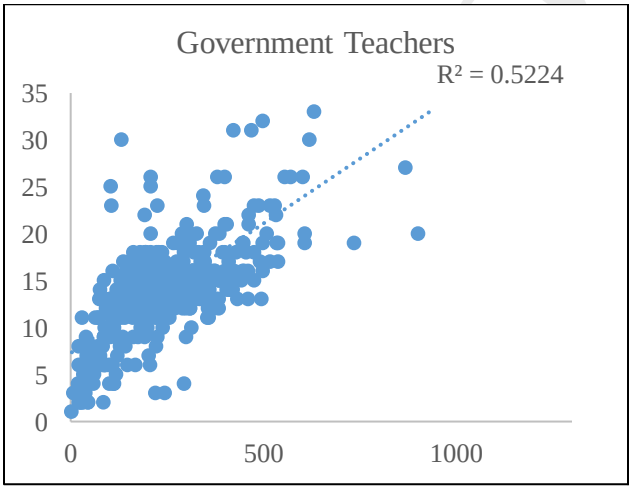


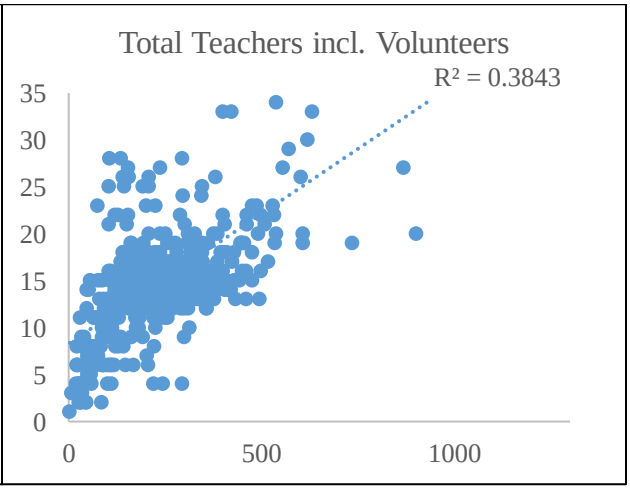


Teachers	Teachers Exc. Vol	Total Trs
State		
Basic	7,201	7,733
Secondary	1,925	2,007
Country		
Basic	152,003	175,611
Secondary	48,305	54,434
PTR/STR		
State		
Basic	17	16
Secondary	13	12
Country		
Basic	36	31
Secondary	17	15

- 7% of teachers in basic are volunteers in Kassala compared to 13% in the whole of Sudan
- In secondary, only 4% of teachers are volunteers compared to 11% for the whole of Sudan
- Basic PTR (1:17) is lower than the national average and almost twice as good as the international norm. Is there need for volunteer teachers?
- In secondary, there is at least one teacher for every 13 students and improves to 1:12 with volunteer teachers considered

- Northern State has one of the best distribution of teachers in Sudan
- But even then, the correlation between teachers and learners is only 0.522.
- With very good PTR, the inclusion of volunteer teachers in some schools worsens the distribution of teachers, the correlation between learners and teachers falling to 0.38

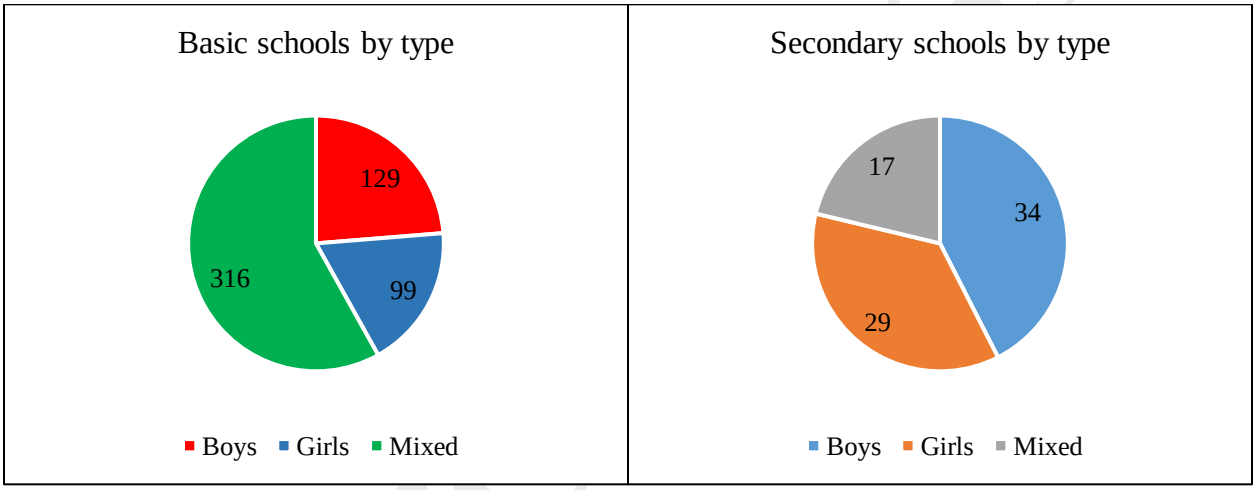




Red Sea

	2008/09	2016/17	% Change
Basic			
Schools	459	544	19%
Enrolment	110,707	145,722	32%
Average School Size	241	268	27
Secondary			
Schools	64	80	25%
Enrolment	15,685	22,460	43%
Average School Size	245	281	85

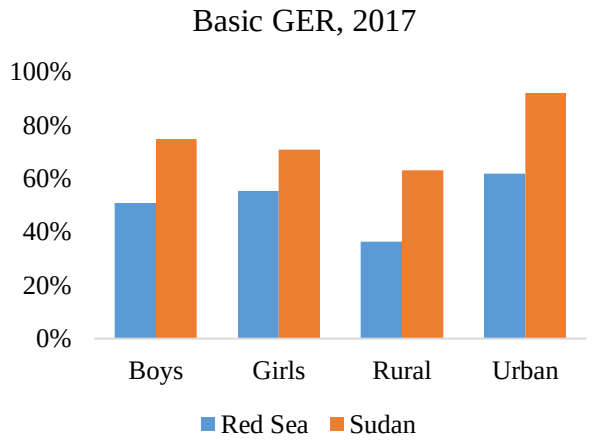
- The number of basic schools in Red Sea increased by 19% while enrolment by 32%
- The average school size in basic increased by 27 learners.
- Secondary enrolment increased by 43% while the average school size increased by over 36 students

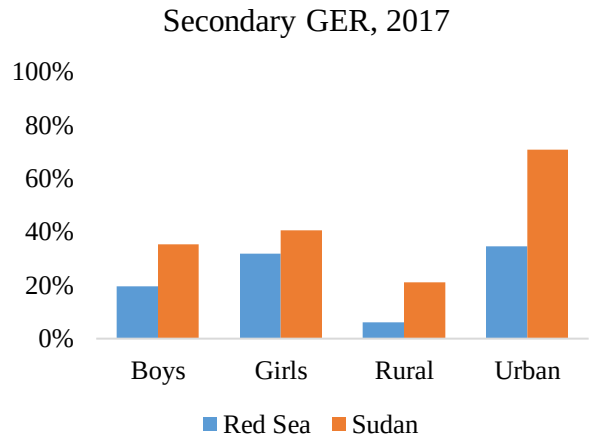


- Out of the 544 basic schools in Red Sea majority (58%) are mixed
- 1 in 4 basic schools re strictly for boys while girls schools account for 18% of the basic schools.
- 43% of secondary schools are strictly boys' schools; 36% are girls' schools; while 21% are mixed schools.

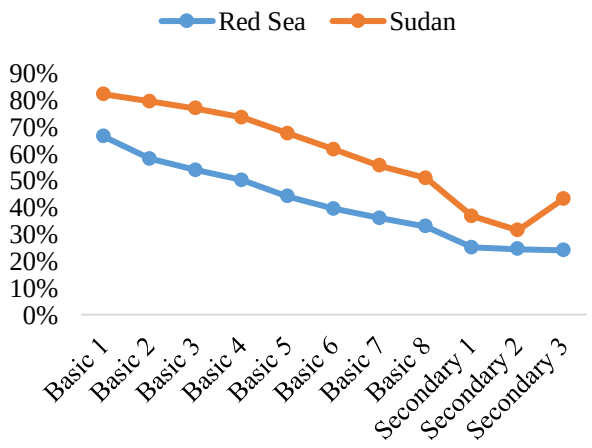
Basic	Boys	Girls	Rural	Urban
Red Sea	51%	55%	36%	62%
Sudan	75%	71%	63%	92%
Secondary				
Red Sea	20%	32%	6%	35%
Sudan	35%	41%	21%	71%

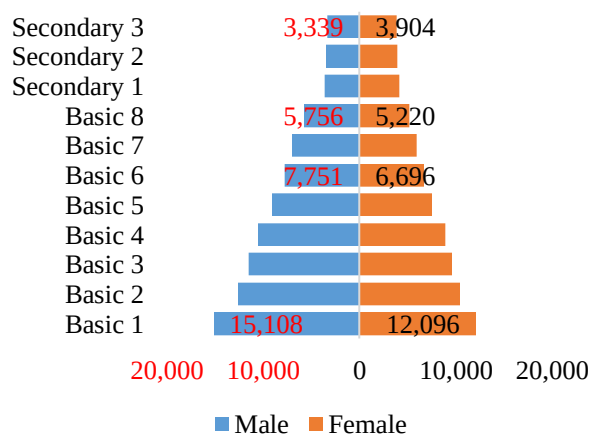
- Based on GER at basic education, there slightly more girls attending school compared to boys
- There is location disparity, basic GER in urban location (62%) is 3 times higher than the GER for rural location in the same state.
- In secondary, urban coverage for the state (35%) is 6 times higher than rural coverage
- The coverage in Red Sea in basic and secondary is lower than the national average





- The schooling profile in Red Sea is much lower than the national average.
- The Gross Intake in Red Sea (66%) 16 percentage points lower than the national average
- Only about ha of learners who join Grade 1 are likely to be remain in school until Grade 8 compared to 62% in the case of average for Sudan
- From the enrolment pyramid, boys and girls have an almost equal chances of dropping out of school
- Overall, Red Sea state has low access and low retention

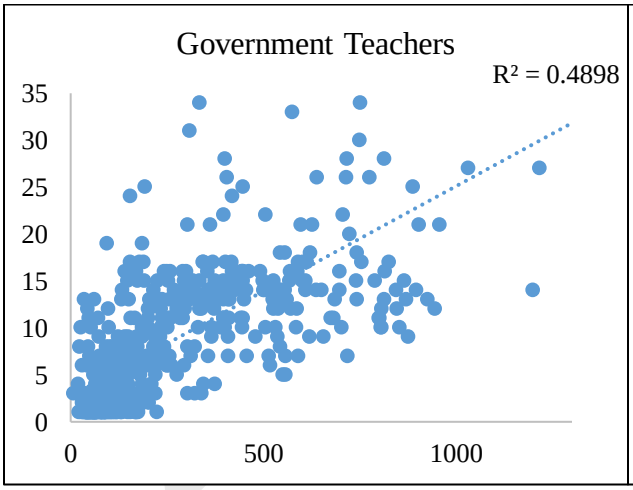


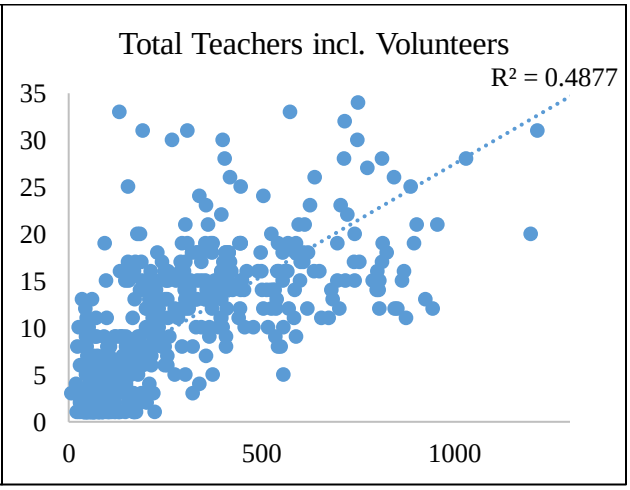


Teachers	Teachers Exc. Vol	Total Trs
State		
Basic	3,501	4,100
Secondary	919	1,049
Country		
Basic	152,003	175,611
Secondary	48,305	54,434
PTR/STR		
State		
Basic	35	30
Secondary	20	18
Country		
Basic	36	31
Secondary	17	15

- 15% of teachers in basic are volunteers in Kassala compared to 13% in the whole of Sudan
- In secondary, only 12% of teachers are volunteers compared to 11% for the whole of Sudan
- Basic PTR (1:35) is within the prescribed international norm of 1:40 and improves to 1:30 with volunteer teachers
- In secondary, there is at least one teacher for every 20 students and improves to 1:18 with volunteer teachers considered

- While the number of teachers available for deployment in basic education may be sufficient for the basic schools in Red Sea, the distribution remains weak
- The correlation between enrolment in basic education and teachers is only 0.49 meaning only half of the cases of teacher deployment is based on demand (enrolment)
- Although volunteer teachers improve the PTR by 5 ratio points, the goodness of the distribution of teachers is not improved

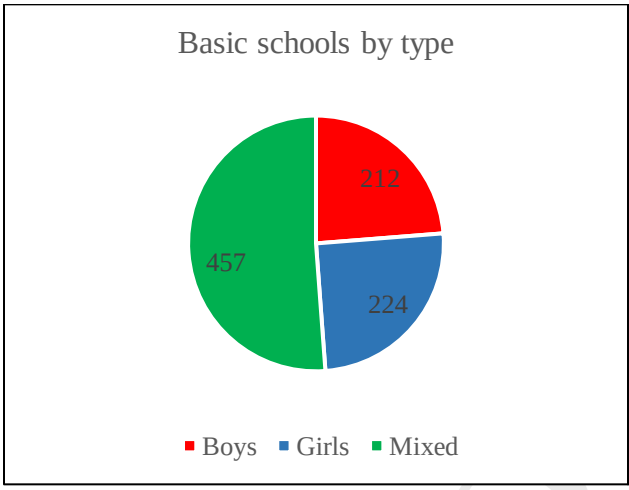


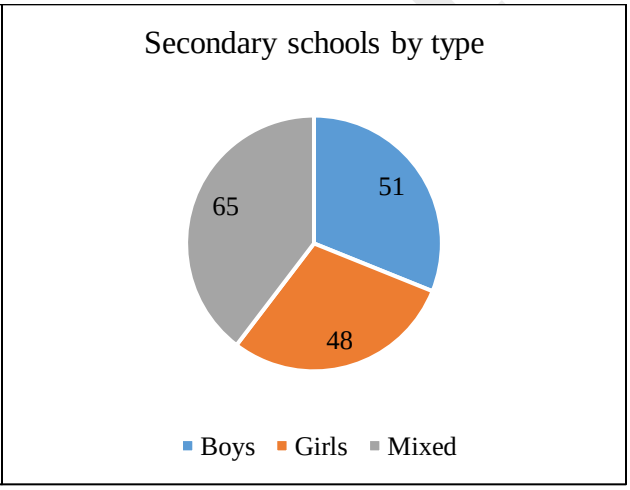


River Nile

	2008/09	2016/17	% Change
Basic			
Schools	768	893	16%
Enrolment	183,605	231,862	26%
Average School Size	239	260	21
Secondary			
Schools	167	80	-52%
Enrolment	31,907	37,846	19%
Average School Size	191	473	282

- The number of basic schools in River Nile state increased by 16% while enrolment by 26%
- The average size of basic schools increased by 21 learners.
- Secondary enrolment increased by 19% while the average school size increased by 282 students

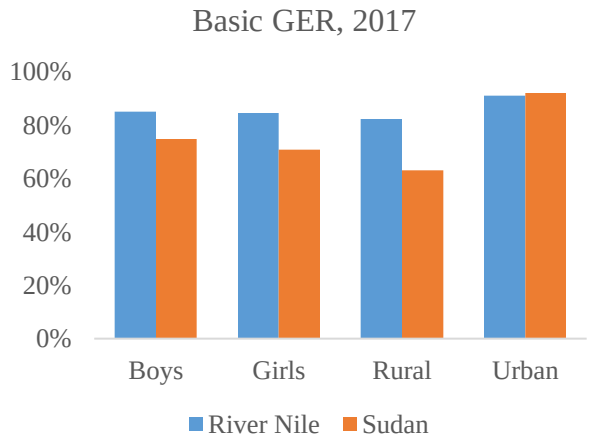


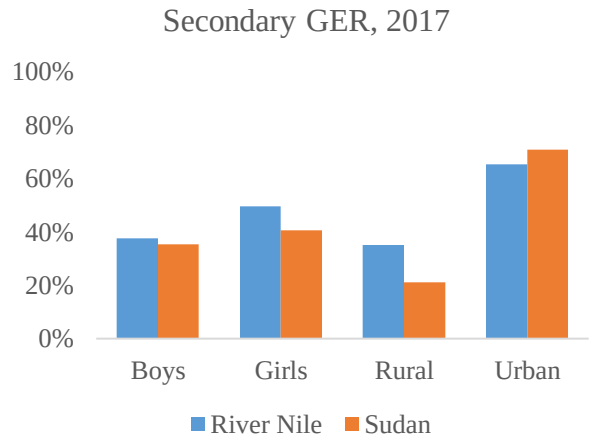


- Out of the 893 basic schools in River Nile, slightly more than half (51%) are mixed
- Boys and girls schools account for 24% and 25% of basic school respectively
- 40%) of secondary school in River Nile offer co-education with strictly boys and strictly girls schools accounting for 31% and 29% respectively.

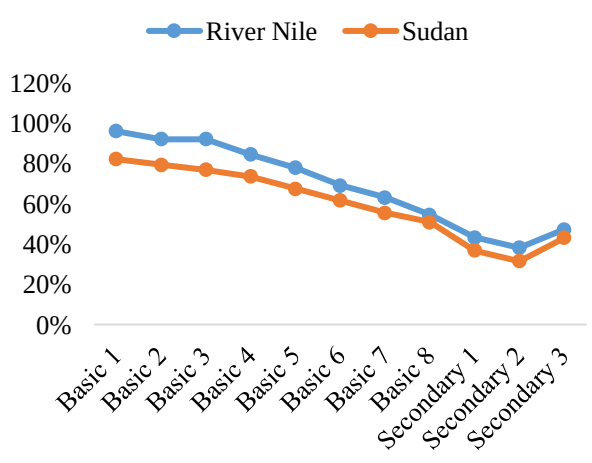
Basic	Boys	Girls	Rural	Urban
River Nile	85%	84%	82%	91%
Sudan	75%	71%	63%	92%
Secondary				
River Nile	38%	49%	35%	65%
Sudan	35%	41%	21%	71%

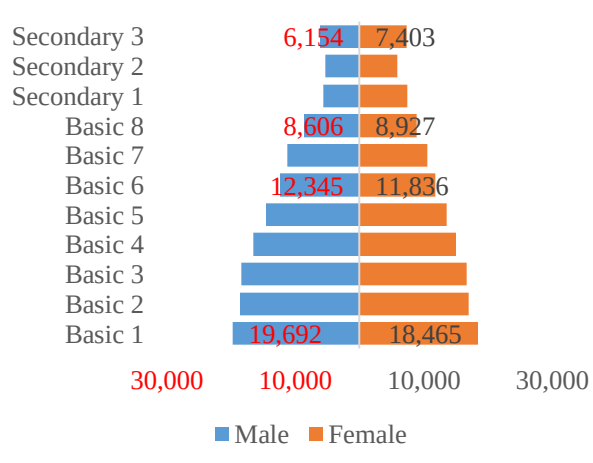
- River Nile has one of the highest GER in both basic and secondary levels
- Based on GER at basic education, there is gender parity in the state, boys having a GER of 85% compared to girls at 84%.
- Contrary to the situation in other states, there is no location difference in GER at basic education, the GER in urban is almost the same as the GER in rural areas.
- In secondary, more girls attend school in River Nile compared to boys
- There is also considerable difference between rural and urban GER, urban coverage nearly twice the coverage in rural areas.





- Access in River Nile is almost universal with a Gross Intake Rate of 96%, 14 percentage points higher than the national average (82%)
- With Primary Completion Rate of 55%, 4 percentage points higher than the national average, primary retention rate (57%) is lower than the national average (62%)
- Girls have an equal chance of dropping out of school just as boys.
- Overall, North Darfur state has high access with low retention

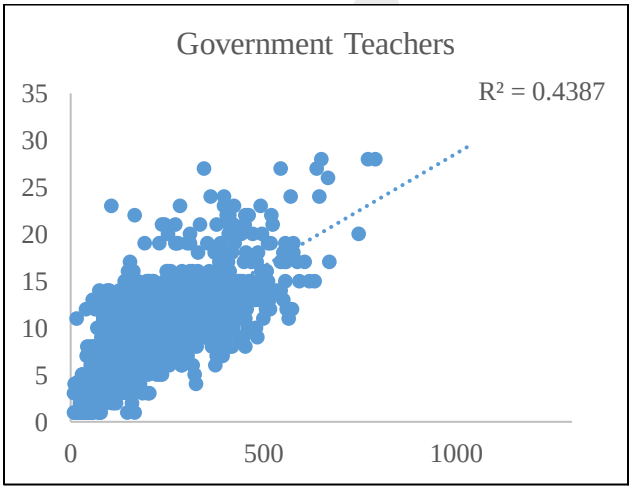


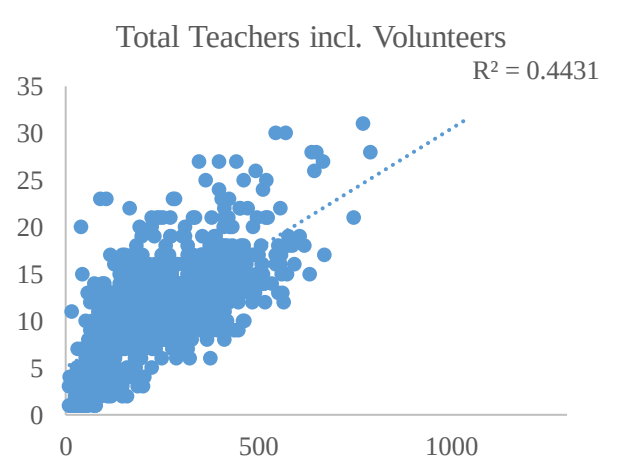


Teachers	Teachers Exc. Vol	Total Trs
State		
Basic	8,777	9,574
Secondary	2,434	2,549
Country		
Basic	152,003	175,611
Secondary	48,305	54,434
PTR/STR		
State		
Basic	25	23
Secondary	15	14
Country		
Basic	36	31
Secondary	17	15

- 8% of teachers in basic are volunteers in Kassala compared to 13% in the whole of Sudan
- In secondary, only 5% of teachers are volunteers compared to 11% for the whole of Sudan
- Basic PTR (1:25) is lower than the national average and the international norm of 1:40 and improves to 1:23 with volunteer teachers
- In secondary, there is at least one teacher for every 15 students and improves to 1:14 with volunteer teachers considered

- River Nile has one of the best distribution of teachers.
- The correlation between enrolment in basic education and teachers is 0.4387 for government employed teachers.
- The variation in deployment of teachers improves with inclusion of volunteer teachers but the correlation only reaches 0.4431

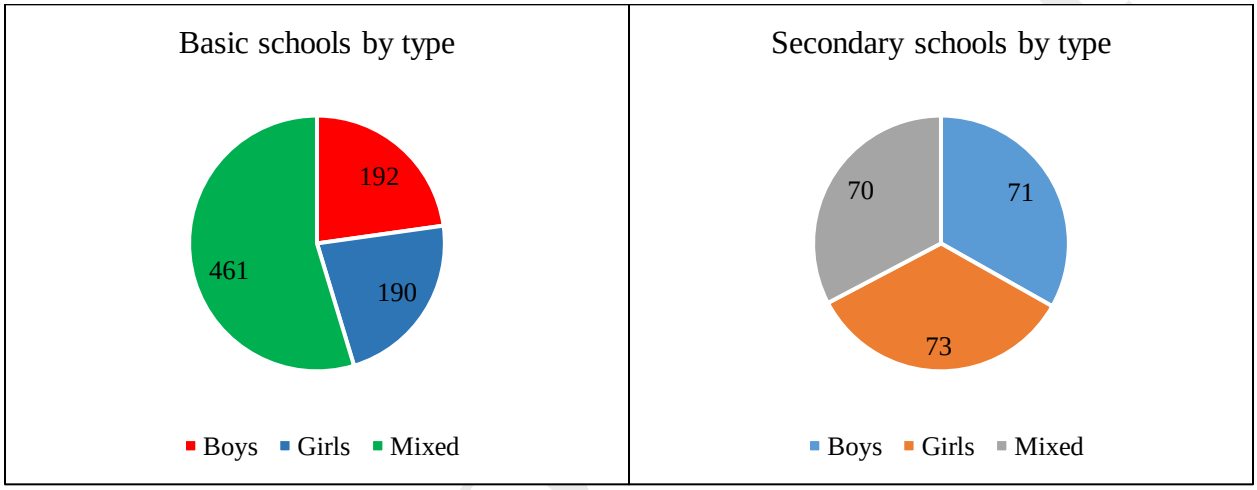




Sinnar

	2008/09	2016/17	% Change
Basic			
Schools	691	843	22%
Enrolment	228,286	284,420	25%
Average School Size	330	337	7
Secondary			
Schools	189	214	13%
Enrolment	27,234	41,122	51%
Average School Size	144	192	48

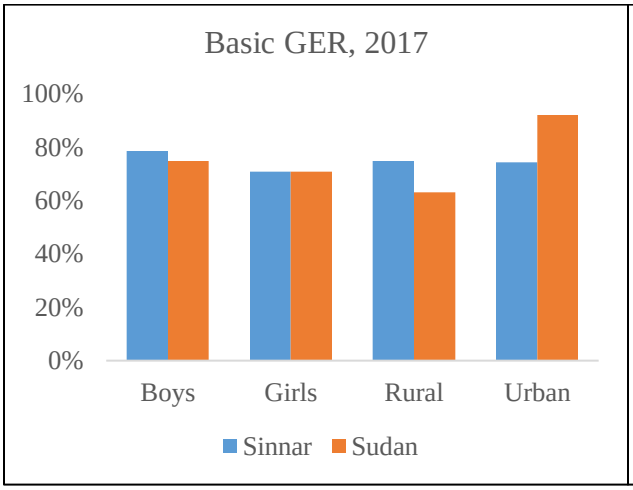
- The number of basic schools in Sinnar increased by 22% while enrolment by 25%
- The average school size in basic increased by 7 learners.
- Secondary enrolment increased by half while the average school size increased by 48 students

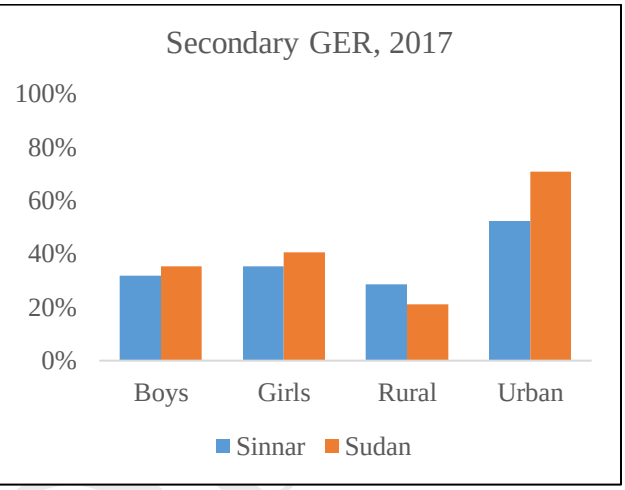


- Out of the 843 basic schools in Sinnar, more than half (55%) are mixed
- Boys and girls schools account for 23% each
- Secondary schools are split into equal thirds (33%), boys, girls and mixed schools getting the same share.

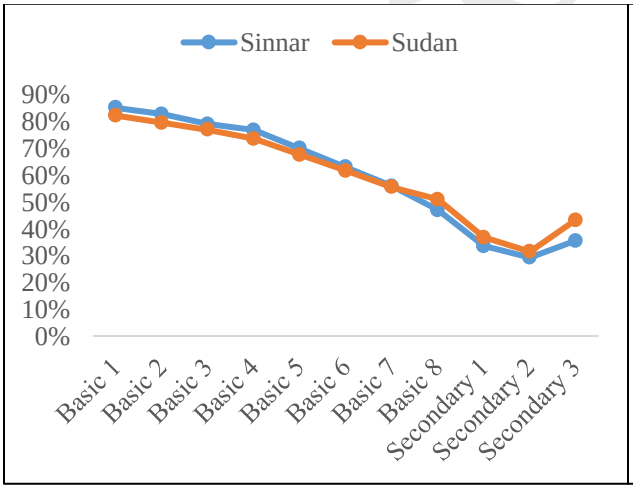
Basic	Boys	Girls	Rural	Urban
Sinnar	78%	71%	75%	74%
Sudan	75%	71%	63%	92%
Secondary				
Sinnar	32%	35%	28%	52%
Sudan	35%	41%	21%	71%

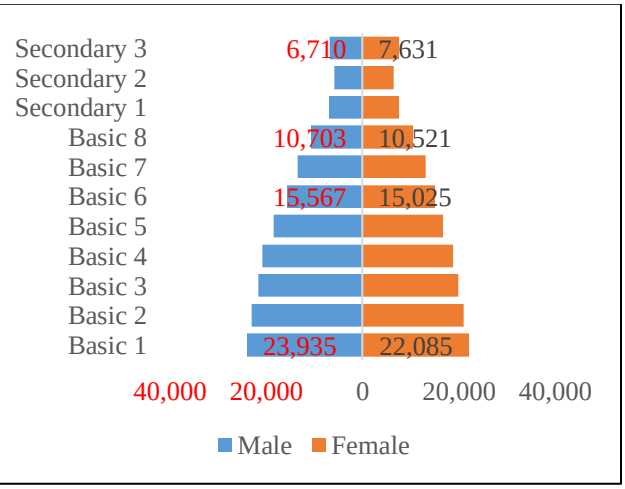
- Based on GER at basic education, boys have considerable advantage over girls the former recording coverage of 78% while the latter recorded coverage of 71%
- In basic, there is no clear difference in the overage for rural urban locations.
- In secondary, there is considerable difference between rural (28%) and urban (52%) coverage





- The schooling profile for Sinnar is an exact replica of the whole of Sudan, characterized by high access and low retention
- Retention in lower grades of basic education is higher in Sinnar compared to the average for the whole country but weakens against the country after Grade 6
- As illustrated by the enrolment pyramid, girls have an equal chance of dropping out of school just as boys.

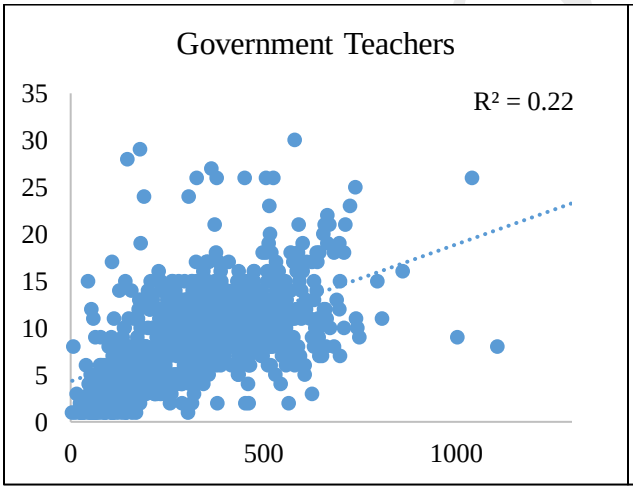


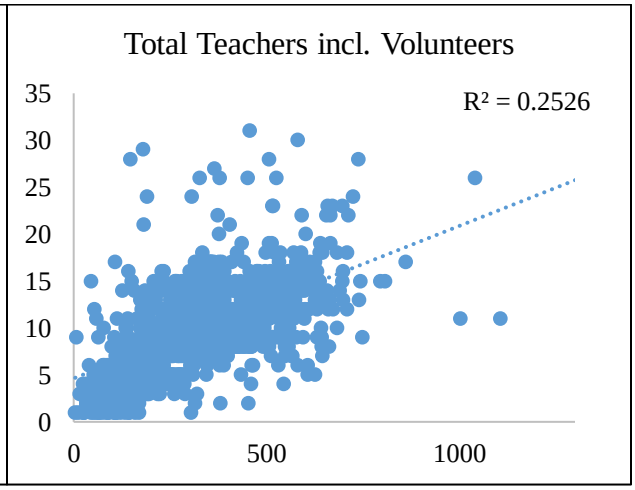


Teachers	Teachers Exc. Vol	Total Trs
State		
Basic	7,697	8,422
Secondary	2,760	3,105
Country		
Basic	152,003	175,611
Secondary	48,305	54,434
PTR/STR		
State		
Basic	37	34
Secondary	15	13
Country		
Basic	36	31
Secondary	17	15

- 9% of teachers in basic are volunteers in Kassala compared to 13% in the whole of Sudan
- In secondary, 11% of teachers are volunteers compared to 11% for the whole of Sudan
- Basic PTR (1:37) is slightly higher than the average for Sudan but lower than international norm of 1:40
- In secondary, there is at least one teacher for every 15 students which improves to 1:13 with the inclusion of volunteer teachers

- Even though the PTR in basic education is lower than the national average, the distribution of teachers in Sinnar remains one of the weakest.
- The correlation between enrolment in basic education and teachers is only 0.22 for government employed teachers.
- Volunteer teachers improve the PTR by one ratio point and strengthens the correlation between enrolment and teachers by 0.3 points from 0.22 to 0.25.

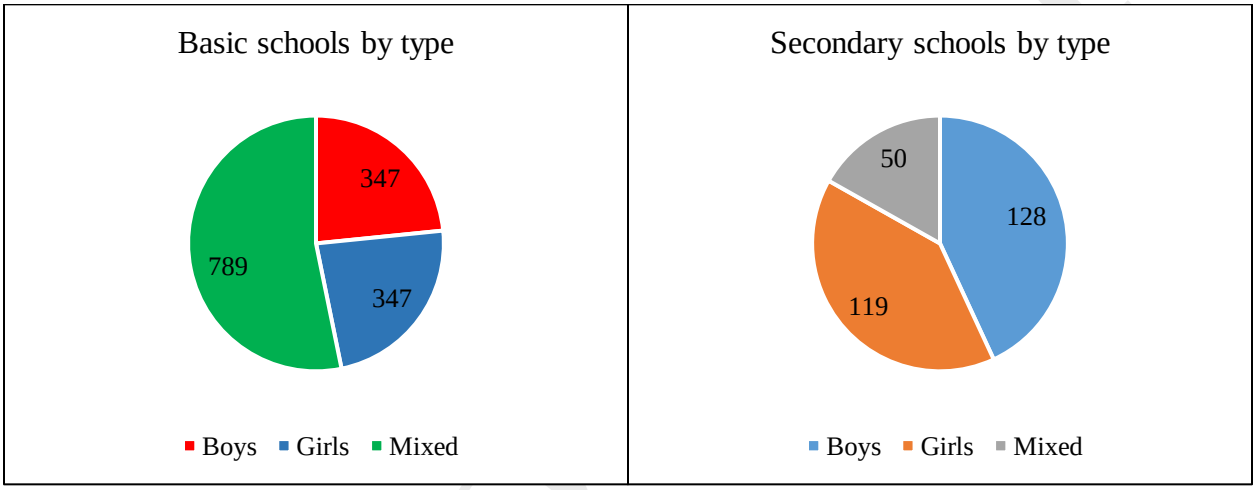




South Darfur

	2008/09	2016/17	% Change
Basic			
Schools	1,591	1,483	-7%
Enrolment	424,904	448,025	5%
Average School Size	267	302	35
Secondary			
Schools	246	297	21%
Enrolment	51,030	74,928	47%
Average School Size	207	252	45

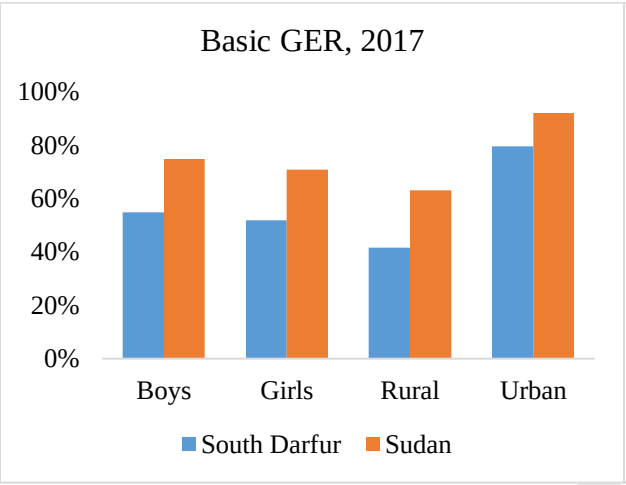
- With the curving of Central and East Darfur from South Darfur, the number of basic schools dropped by 7%
- Enrolment increased by 5% with school sizes increasing by 35 learners
- Secondary enrolment increased by half and school size increased by 45 students

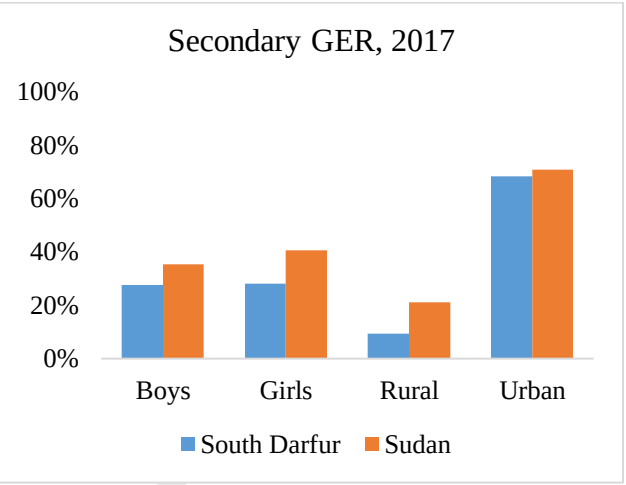


- Out of the 1,483 basic schools in South Darfur, more than half (53%) are mixed
- There as many boys as girls schools each category accounting for 23% of the basic schools in the state
- 17% of secondary schools are mixed while boys and girls schools account for 43% and 40% respectively.

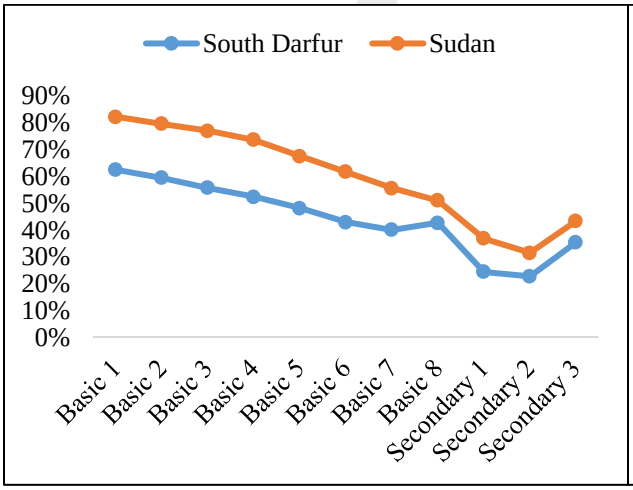
Basic	Boys	Girls	Rural	Urban
South Darfur	55%	52%	41%	79%
Sudan	75%	71%	63%	92%
Secondary				
South Darfur	27%	28%	9%	68%
Sudan	35%	41%	21%	71%

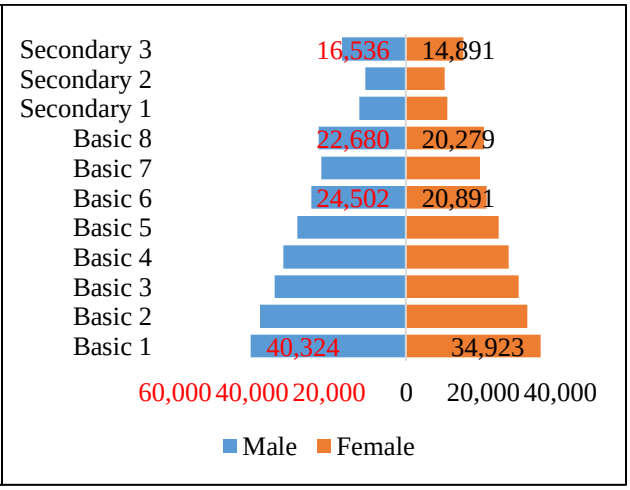
- Based on GER, there is gender parity in South Darfur, boys having a GER of 55% compared to girls at 52% in basic education and 27% for boys and 28% for girls at secondary.
- The coverage in urban parts of South Darfur (79%) at basic education is almost twice as high as the coverage in rural South Darfur (41%)
- In secondary, the urban coverage (68%) is almost 8 times the coverage in rural South Darfur (9%)





- The Gross Intake in South Darfur (59%) is lower than the national average (82%)
- Even though access in South Darfur is lower than the national average, primary retention in the former case (68%) is higher than the average (62%)
- There is considerable stagnation/repetition in Grade 8 as illustrated by the enrolment pyramid and girls have an equal chance of dropping out of school just as boys.

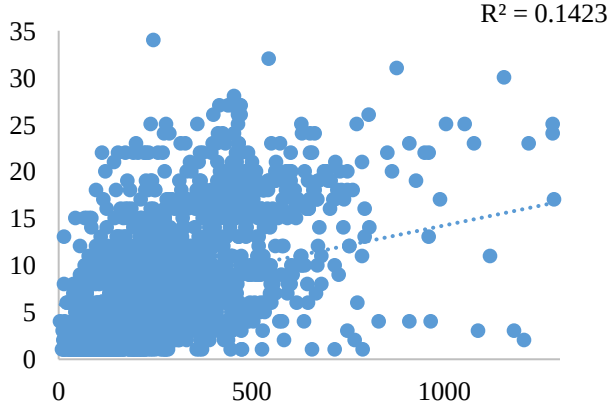


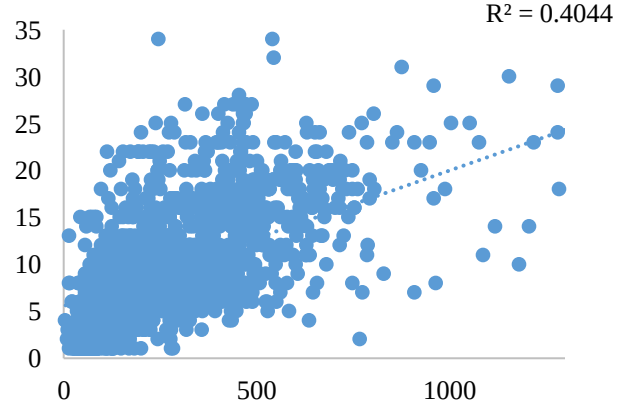


Teachers	Teachers Exc. Vol	Total Trs
State		
Basic	7,859	10,195
Secondary	2,041	2,771
Country		
Basic	152,003	175,611
Secondary	48,305	54,434
PTR/STR		
State		
Basic	48	37
Secondary	24	18
Country		
Basic	36	31
Secondary	17	15

- 23% of teachers in basic are volunteers in South Darfur compared to 13% in the whole of Sudan
- In secondary, more than one quarter of teachers are volunteers compared to 11% for the whole of Sudan
- Basic PTR (1:48) is higher than the national average and the international norm of 1:40
- In secondary, there is at least one teacher for every 24 students and improves to 1:18 with the inclusion of volunteer teachers

- South Darfur has one of the weakest distribution of teachers among the 18 states
- The correlation between enrolment in basic education and teachers is only 0.14 for government employed teachers.
- This means that the extent to which teachers are deployed based on demand is only 14%
- With the inclusion of volunteer teachers, alongside the improvement of the PTR from 1:48 to 1:37, the distribution also improves tremendously to 0.4

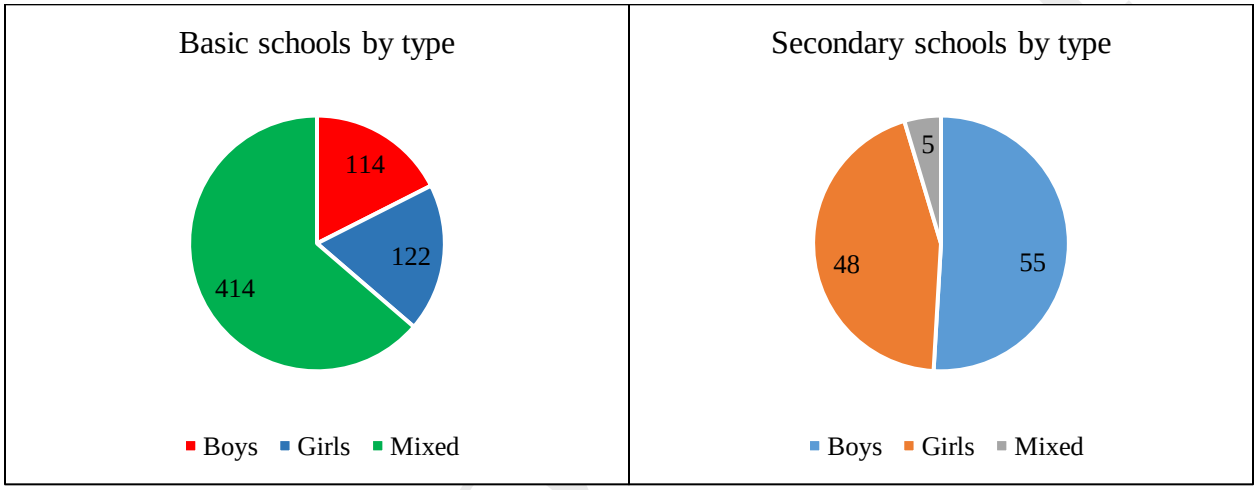




South Kordofan

	2008/09	2016/17	% Change
Basic			
Schools	1,100	650	-41%
Enrolment	273,102	191,609	-30%
Average School Size	248	295	47
Secondary			
Schools	112	108	-4%
Enrolment	29,233	22,563	-23%
Average School Size	261	209	-52

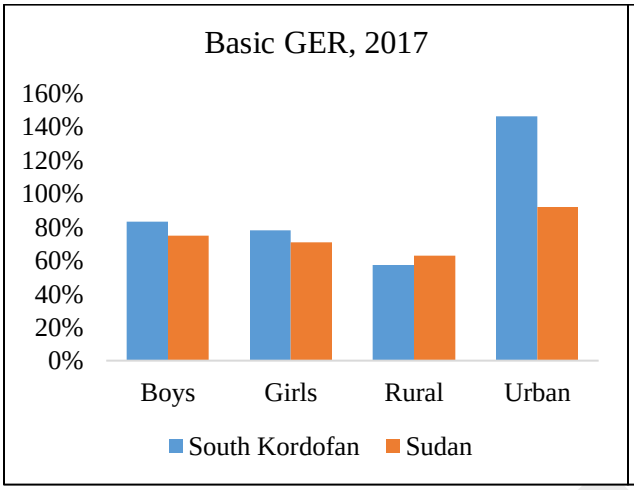
- The number of basic schools in South Kordofan dropped by 41% following the creation of West Kordofan from the Southern Kordofan region
- Enrolment dropped by 30% while schools size increased by 47 learners
- Secondary enrolment dropped by 23% while the average school size dropped by 52 places

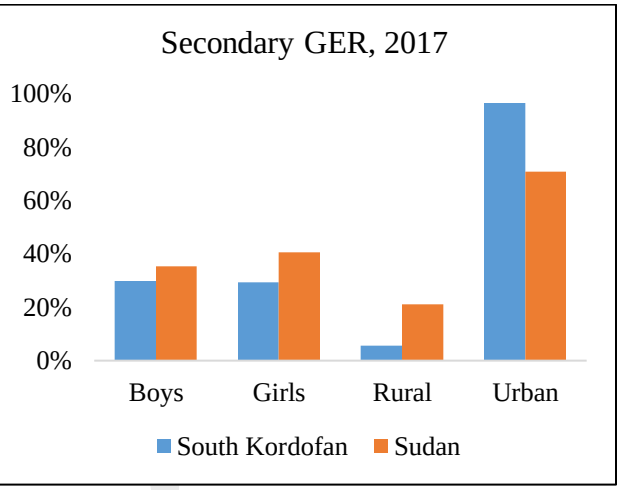


- Out of the 650 basic schools in South Kordofan state, about two thirds are mixed
- 18% and 19% of basic schools are strictly for boys and girls respectively
- Majority (51%) of secondary schools are strictly for boys while strictly girls' schools account for 44% of the secondary schools.
- Mixed schools account for only 4% of secondary schools in South Kordofan

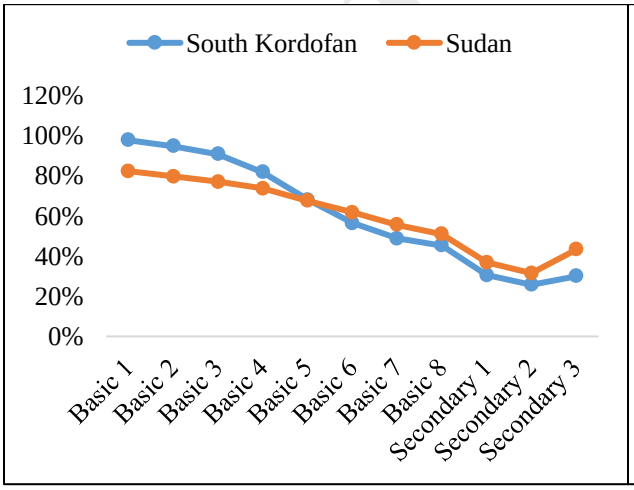
Basic	Boys	Girls	Rural	Urban
South Kordofan	83%	78%	57%	146%
Sudan	75%	71%	63%	92%
Secondary				
South Kordofan	30%	29%	6%	96%
Sudan	35%	41%	21%	71%

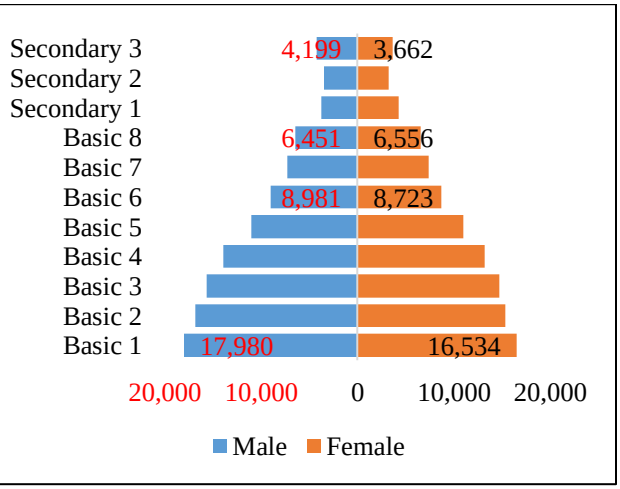
- Based on GER at basic education, participation is almost at parity in South Kordofan, boys having a GER of 83% compared to girls at 78%.
- The coverage in urban parts (146%) at basic education is almost 3 times higher than the coverage in rural South Kordofan (56%)
- In secondary, the urban coverage (96%) is about 16 times the coverage in rural South Kordofan (6%)





- The schooling profile for South Kordofan is almost a replica of the whole of Sudan, characterized by relatively high access and low retention
- Retention in lower grades of basic education is higher in the state compared to the average for the whole country but weakens against the country after Grade 5
- As illustrated by the enrolment pyramid, girls have an equal chance of dropping out of school just as boys.

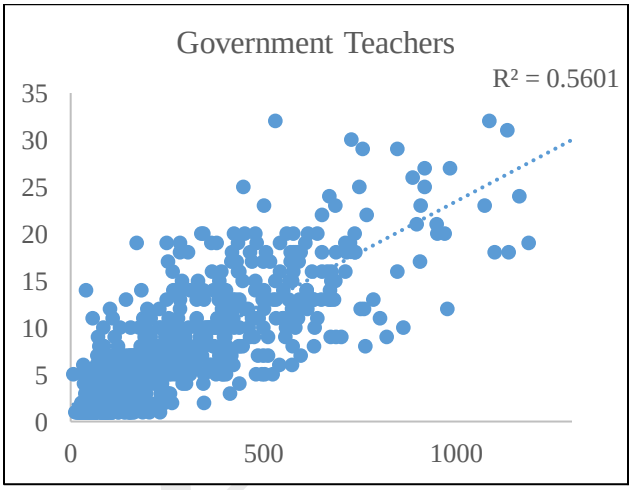


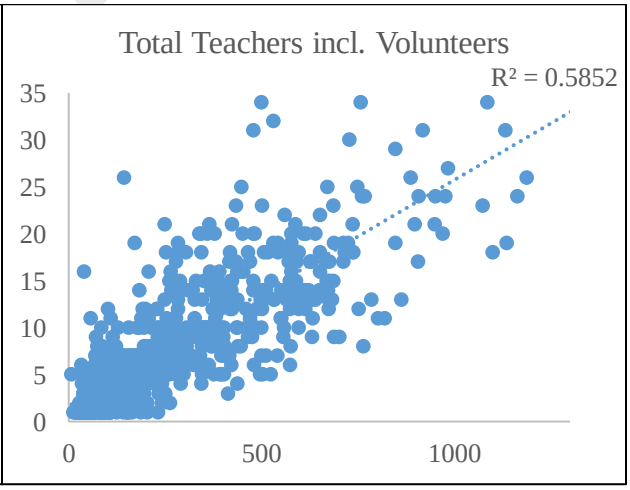


Teachers	Teachers Exc. Vol	Total Trs
State		
Basic	4,908	5,340
Secondary	1,233	1,296
Country		
Basic	152,003	175,611
Secondary	48,305	54,434
PTR/STR		
State		
Basic	38	35
Secondary	16	15
Country		
Basic	36	31
Secondary	17	15

- 8% of teachers in basic are volunteers in South Kordofan compared to 13% in the whole of Sudan
- In secondary, only 5% of teachers are volunteers compared to 11% for the whole of Sudan
- Basic PTR (1:38) is higher than the international norm of 1:40 and improves to 1:35 with volunteer teachers
- In secondary, there is at least one teacher for every 16 students and improves to 1:15 with volunteer teachers considered
-

- While distribution of teachers in basic schools in South Kordofan has weak correlation with enrolment (56%) for salaried teachers, it remains one of the best in the country
- With the inclusion of volunteer teachers, the strength of correlation improves to 58%.

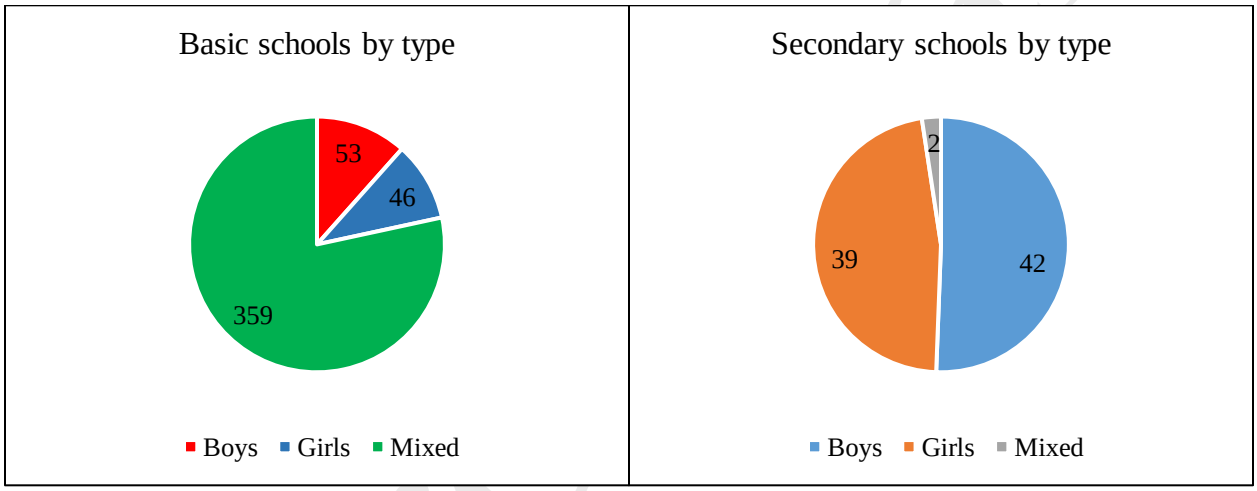




West Darfur

	2008/09	2016/17	% Change
Basic			
Schools	1,169	458	-61%
Enrolment	283,355	163,774	-42%
Average School Size	242	358	115
Secondary			
Schools	54	83	54%
Enrolment	22,728	18,487	-19%
Average School Size	274	223	-198

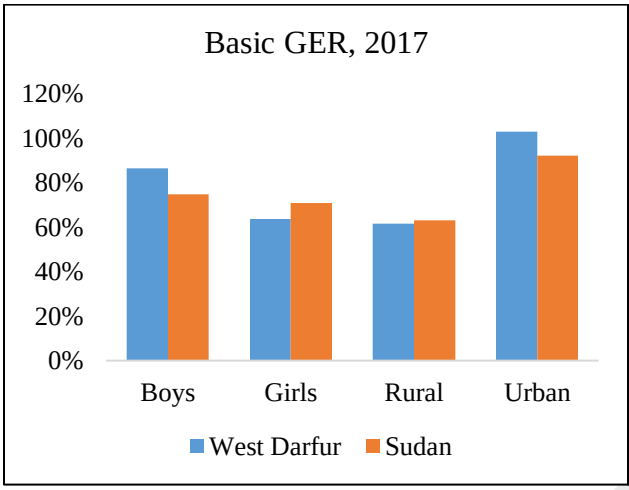
- The number of basic schools in West Darfur dropped by 61% following the creation of Central and East Darfur.
- Basic enrolment also dropped by 42% but the average school size increased by 115 learners
- In secondary, although the number of schools increased by more than half enrolment dropped by 19%.

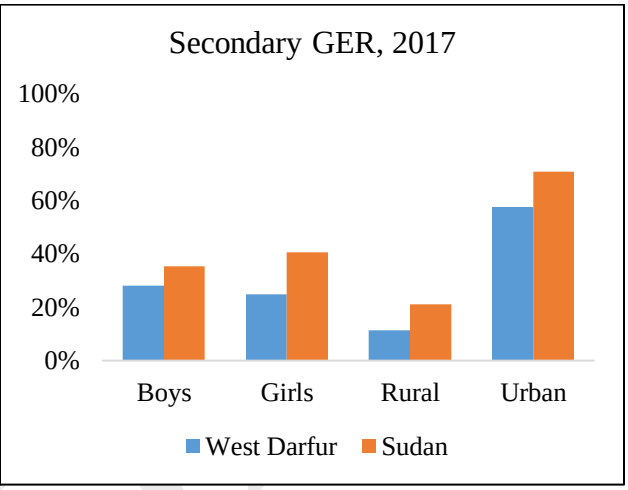


- Majority of the 458 basic schools in West Darfur are mixed, 78% of schools falling in this category
- 12% and 10% of basic schools are strictly for boys and girls respectively
- Only 2% of secondary schools are mixed while boys and girls schools account for 51% and 47% respectively.

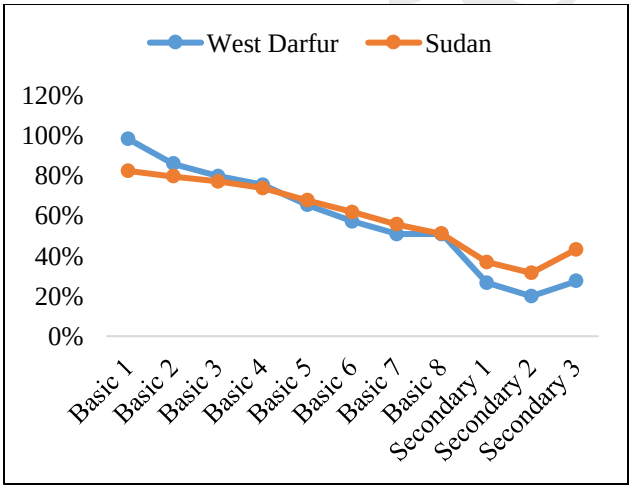
Basic	Boys	Girls	Rural	Urban
West Darfur	86%	64%	61%	103%
Sudan	75%	71%	63%	92%
Secondary				
West Darfur	28%	25%	11%	58%
Sudan	35%	41%	21%	71%

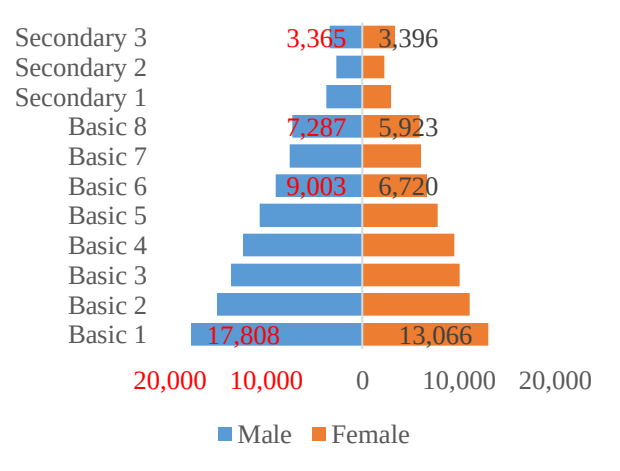
- Based on GER at basic education, the Gender parity index is 0.74, boys having a GER of 86% compared to girls at 64%.
- The coverage in urban parts of West Darfur (103%) at basic education is considerably higher than the coverage in rural West Darfur (61%)
- In secondary, the urban coverage (58%) is five times the coverage in rural West Darfur (11%)





- Access is almost universal in West Darfur (98%) compared to the national average (82%)
- Fewer learners stay in the schooling system in West Darfur (52%) compared to the national average (62%)
- Overall, West Darfur state has high access with low retention.

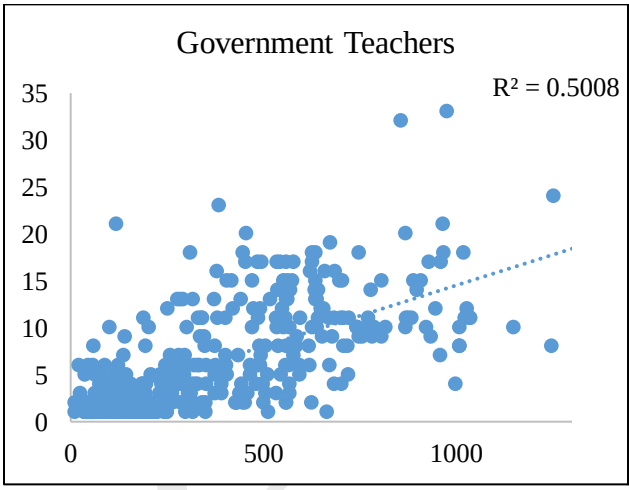


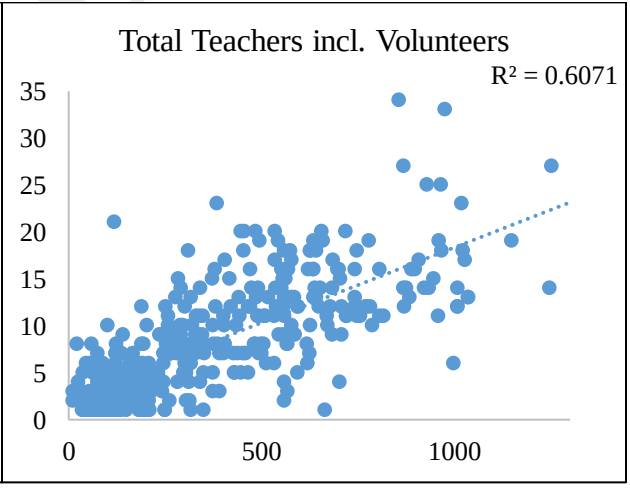


Teachers	Teachers Exc. Vol	Total Trs
State		
Basic	2,395	3,260
Secondary	505	583
Country		
Basic	152,003	175,611
Secondary	48,305	54,434
PTR/STR		
State		
Basic	63	46
Secondary	24	21
Country		
Basic	36	31
Secondary	17	15

- 27% of teachers in basic are volunteers in West Darfur compared to 13% in the whole of Sudan
- In secondary, only 13% of teachers are volunteers compared to 11% for the whole of Sudan
- Basic PTR (1:63) is higher than the international norm of 1:40 and improves to 1:46 with volunteer teachers
- In secondary, there is at least one teacher for every 24 students and improves to 1:21 with volunteer teachers considered
-

- Even though the PTR is not favourable for learning, the distribution of teachers in West Darfur is one of the best in Sudan
- The extent to which government employed teachers are deployed based on demand is 50%
- Including volunteer teachers, distribution of teachers based on demand improves to 60%

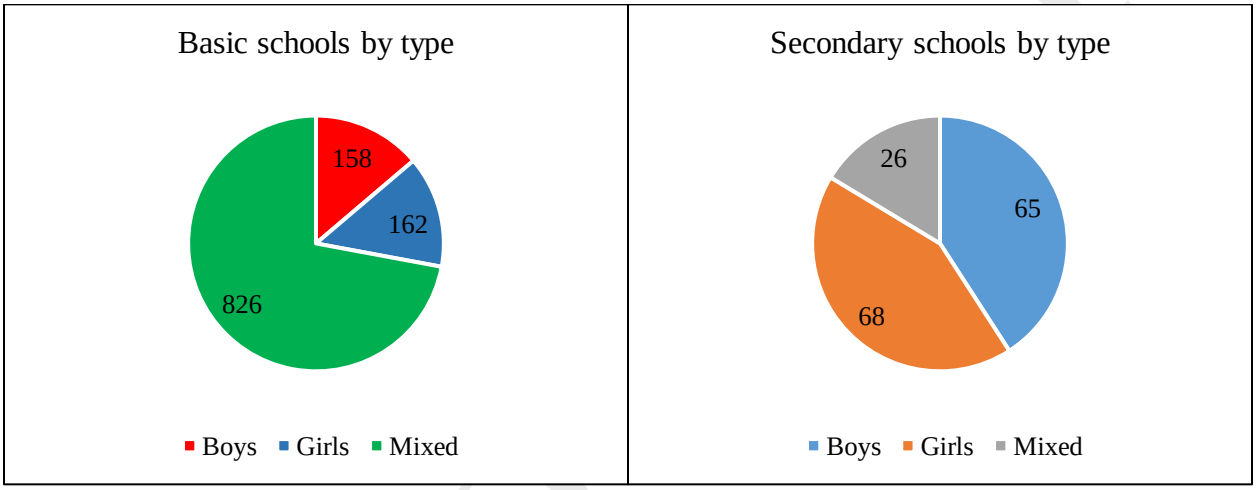




West Kordofan

	2008/09	2016/17	% Change
Basic			
Schools	0	1,146	NA
Enrolment	0	275,812	NA
Average School Size	0	241	241
Secondary			
Schools	0	159	NA
Enrolment	0	34,872	NA
Average School Size	0	219	219

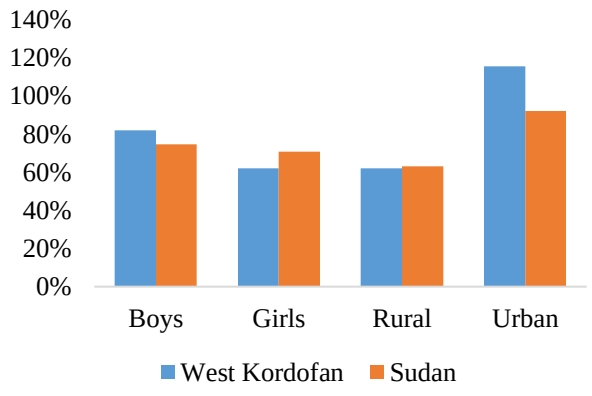
- West Kordofan State was curved out of the larger Kordofan region in 2014 and as such there is limited comparison of the evolution of schools and enrolment
- The average school size in basic is only 22 learners bigger than the size of secondary schools

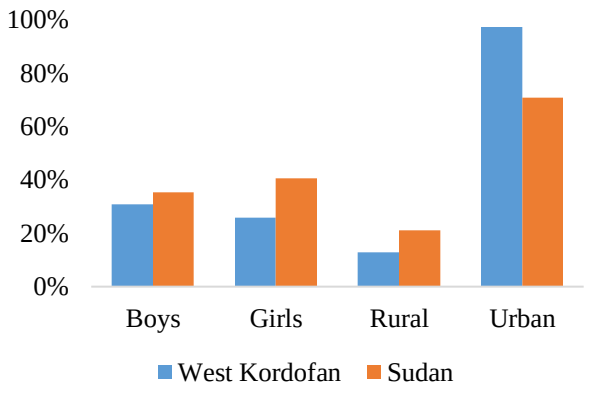


- Out of the 1,146 basic schools in West Kordofan, majority (72%) are mixed
- Strictly boys and girls schools each account for 14% of the secondary schools
- In secondary, 16% of schools are mixed while boys and girls schools account for 41% and 43% respectively.

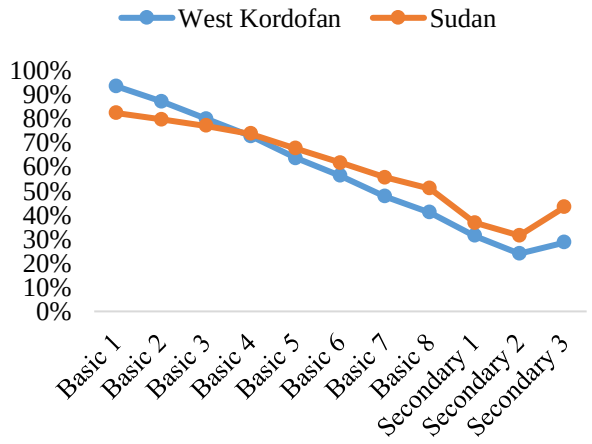
basic	Boys	Girls	Rural	Urban
West Kordofan	82%	62%	62%	116%
Sudan	75%	71%	63%	92%
Secondary				
West Kordofan	31%	26%	13%	97%
Sudan	35%	41%	21%	71%

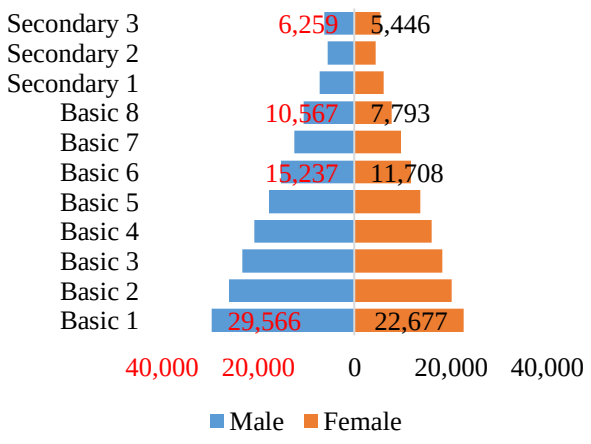
- Based on GER, there are more boys participating in basic education with a GER of 82% compared to girls at 62%.
- There is a huge difference between school participation in rural and urban locations. In basic, urban GER (116%) is almost twice the GER in rural (62%).
- In secondary, urban coverage (97%) is 7 times the coverage in rural (13%).





- While access is approaching universal mark, retention in West Kordofan is very low.
- With a GIR of 93% and primary completion rate of 41%m the primary retention is only 44% compared to 62% for the whole of Sudan.
- Even though there are more boys than girls in school, there is an almost equal likelihood of both sexes dropping out of school.

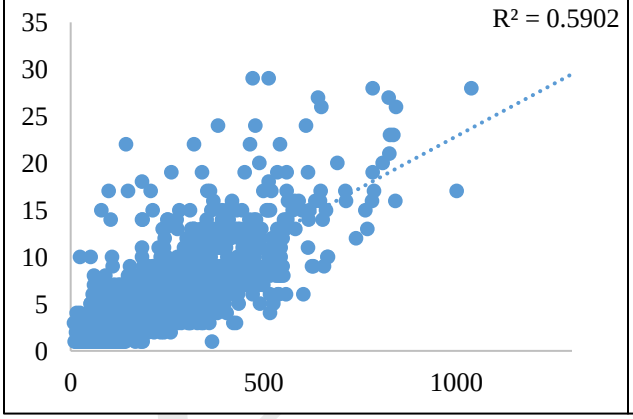


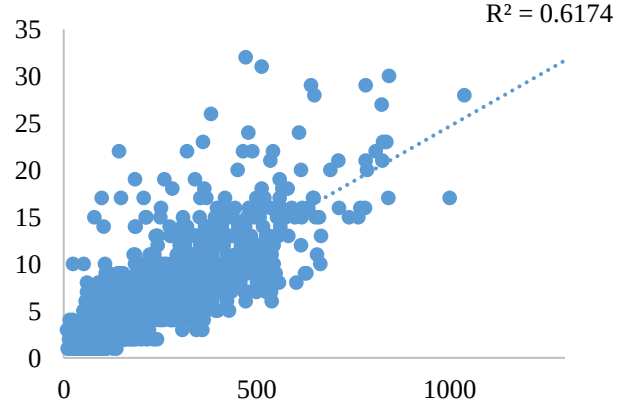


Teachers	Teachers Exc. Vol	Total Trs
State		
Basic	6,489	7,351
Secondary	1,856	2,057
Country		
Basic	152,003	175,611
Secondary	48,305	54,434
PTR/STR		
State		
Basic	41	36
Secondary	17	16
Country		
Basic	36	31
Secondary	17	15

- 12% of teachers in basic are volunteers in West Kordofan compared to 13% in the whole of Sudan
- In secondary, only 10% of teachers are volunteers compared to 11% for the whole of Sudan
- Basic PTR (1:41) is higher than the average for Sudan but within the region of international norm of 1:40.
- In secondary, there is at least one teacher for every 17 students and improves to 1:16 with volunteer teachers considered

- Even though distribution of teachers in Sudan is generally weak, the distribution in West Kordofan is one of the best
- The extent to which government employed teachers are deployed based on demand is 59%
- Including volunteer teachers, distribution of teachers based on demand improves to 62%.

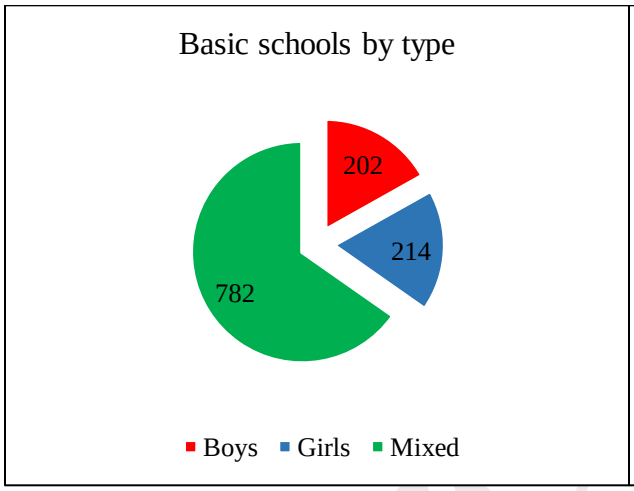


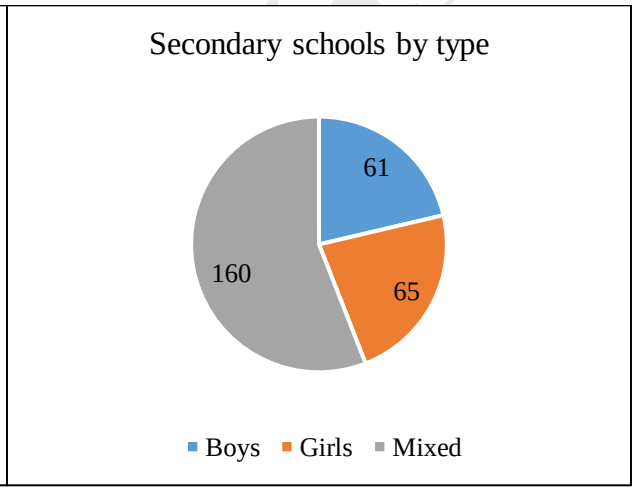


White Nile

	2008/09	2016/17	% Change
Basic			
Schools	980	1,198	22%
Enrolment	320,967	393,909	23%
Average School Size	328	329	1
Secondary			
Schools	198	286	44%
Enrolment	41,265	62,770	52%
Average School Size	208	219	11

- The number of basic schools in White Nile increased by 22% while enrolment increased by 23%
- The average school size in basic increased by only one learner.
- Secondary enrolment increased by more than half while school size increased by 11 student-places

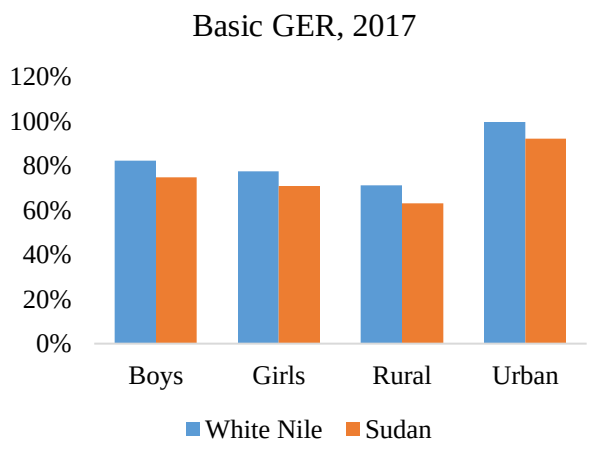


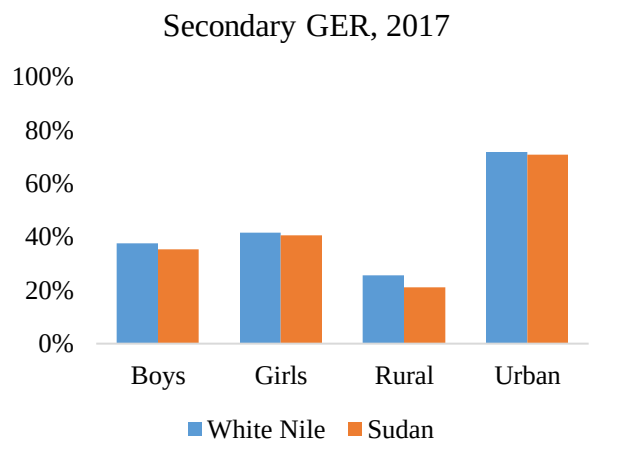


- Out of the 1,198 basic schools in White Nile State, two thirds are mixed
- 17% and 18% of basic schools are strictly for boys and girls respectively
- Majority of secondary schools in White Nile State are mixed (56%)
- Strictly boys and girls schools account for 21% and 23% of secondary schools respectively.

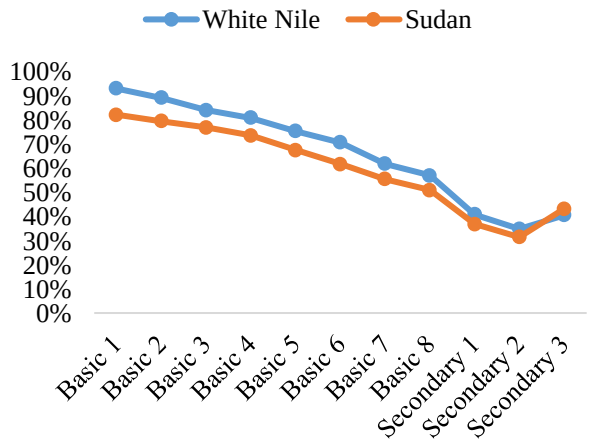
Basic	Boys	Girls	Rural	Urban
White Nile	82%	77%	71%	99%
Sudan	75%	71%	63%	92%
Secondary				
White Nile	38%	42%	26%	72%
Sudan	35%	41%	21%	71%

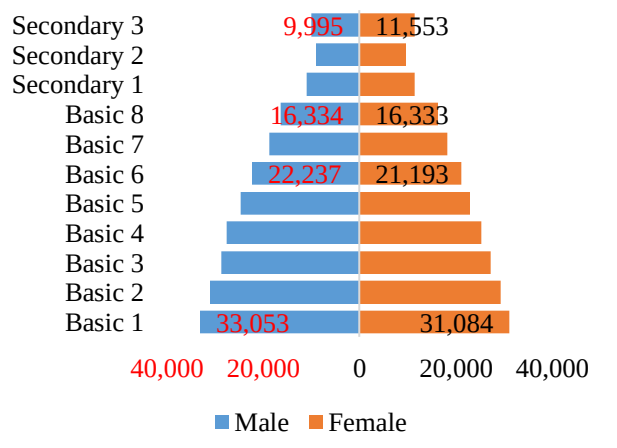
- Based on GER, the state is on course to achieving gender parity in basic education (0.93) with boys having a GER of 82% compared to girls' at77%.
- There is considerable difference between rural and urban participation, the GER in basic reported at 99% for urban and 71% for rural locations
- In secondary, the urban coverage (72%) is about 3 times the coverage in rural White Nile (26%)





- While access is approaching universal mark, retention in the White Nile State is low but compares well with the national average.
- With a GIR of 93% and primary completion rate of 57% the primary retention is 62%, similar to the retention rate for the whole of Sudan.
- Even though there are more boys than girls in school, there is an almost equal likelihood of both sexes dropping out of school.
- Overall, White Nile state has high access with low retention





Teachers	Teachers Exc. Vol	Total Trs
State		
Basic	11,310	13,251
Secondary	3,669	4,374
Country		
Basic	152,003	175,611
Secondary	48,305	54,434
PTR/STR		
State		
Basic	34	29
Secondary	15	13
Country		
Basic	36	31
Secondary	17	15

- 15% of teachers in basic are volunteers in Kassala compared to 13% in the whole of Sudan
- In secondary, 16% of teachers are volunteers compared to 11% for the whole of Sudan
- Basic PTR (1:34) is lower than the national average and within the international norm of 1:40
- In secondary, there is at least one teacher for every 15 students and improves to 1:13 with volunteer teachers considered

- The deployment of teachers in White Nile State mostly does not follow demand.
- The extent to which government employed teachers are distributed based on enrolment is only 37%
- With some schools enlisting the services of volunteer teachers, the correlation of teachers and learners improves to 0.4

