

| Volume commitment | | | | | |
|---|--|---|--|--------------------------|--------------------------|
| Basis for commitment (%) | | | | | |
| Please select one of the boxes below (click on the box): | | | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Education expenditure as a share of total budget (incl. debt servicing) | Education expenditure as a share of total budget (excl. debt servicing) | Education expenditure as a share of GDP | Per capita education expenditure as a share of per capita GDP (by sub-sector) | Other % (please specify) | |
| Description of education budget perimeter | | | | | |
| (Ministry of Health - School Health and Nutrition, Ministry of Community Development and Social Services - Youth and Adult Literacy, Ministry of Higher Education - Curriculum and Examinations, Ministry of Home Affairs - Examinations) | | | | | |
| Historical and projected expenditures (%) | | | | | |
| Please include all available historical expenditures (executed budget), as well final projected value for the year in which your commitment ends. Inclusion of intermediate values are encouraged but not required. If your commitment ends before 2025 (the duration of GPE's new strategic plan) please provide a brief rationale below (eg. alignment of commitment duration with country MTEF). | | | | | |
| 2019 | 2020 | 2021 | 2022 | 2023 | 2024 |
| 15.0 | 14.2 | 11.8 | 13.19 | 14.25 | 2025 |
| Rationale (optional): | | | | | |
| Calculations are based on the 2021-2023 Budget Call Circular a Manual for Preparing the 2021-2023 Medium Term Expenditure Framework and the 2021 Budget. The commitment are aligned with the Countries (MTEF). | | | | | |
| Other indicative policy commitments | | | | | |
| (Instituting robust oversight and management systems; Ensuring evidence-based education management; and Providing an adequate policy and regulatory environment. Ensuring that qualified teachers are equitably available in sufficient numbers across all regions, with robust mechanisms to continuously update their skills and make sure that they are teaching; and Matching supply of teaching and learning resources with curriculum requirements across subject areas (vocational, academic, Science, Technology, Engineering and Mathematics(STEM)), Improving the supply of educational infrastructure; and Providing alternative opportunities for learning. Mitigating barriers to entry and ongoing participation of vulnerable learners in education; and Addressing the requirements of children with special education needs) | | | | | |
| Other Ministries and LEG | | | | | |
| The commitments have been endorsed by Line Ministries and shared with the PITC | | | | | |