Republic of South Sudan

Ministry of General Education and Instruction

General Education Sector Plan 2023-2027

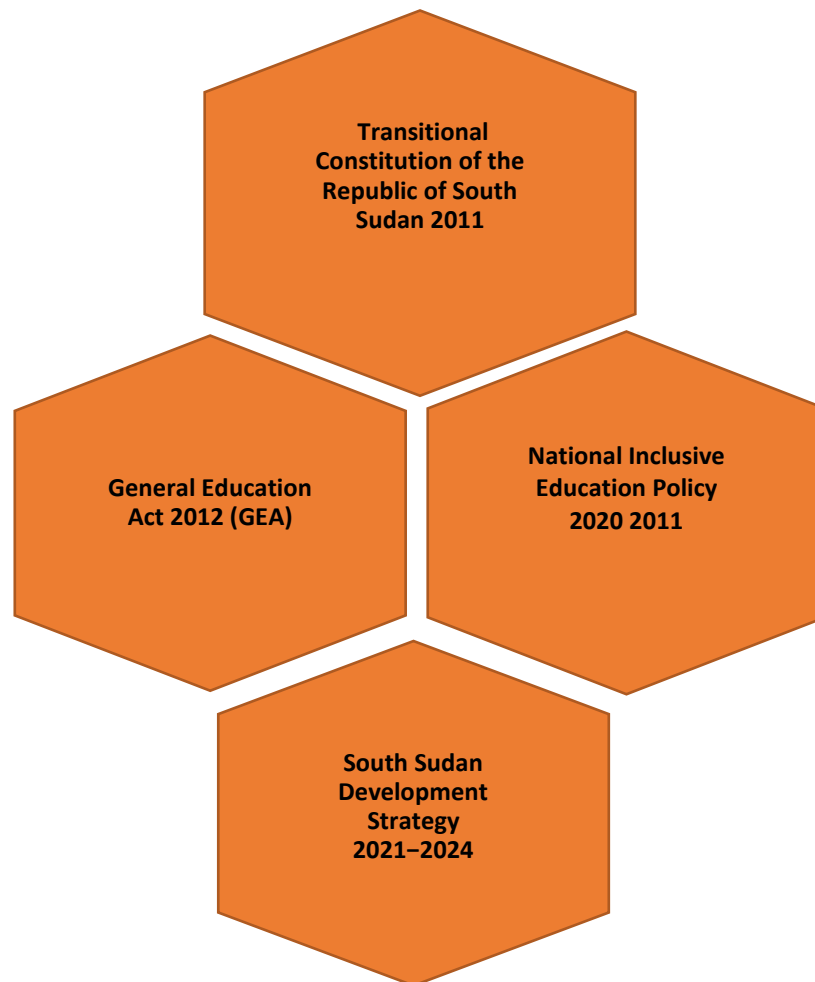### (ABRIDGED VERSION)

December 2023

INTRODUCTION

The General Education Sector Plan (GESP) has been developed through a consultative process drawing participation from the MoGEI; State Ministries of Education (SMoE); as well as local and international development partners. It covers the South Sudan's Education Policy Framework; Education policy issues domains, goals, and objectives; Strategic interventions and activities; GESP's Cost of Implementation and Financing; and GESP's Implementation, Monitoring and Evaluation Framework. The 2023-2027 GESP is projected to cost around SSP 701.1 billion over the five-year period[1]. This is made up of SSP 505.4 billion in recurrent costs, and SSP 195.7 billion in capital costs.

EDUCATION POLICY FRAMEWORK AND STRUCTURE OF THE GENERAL EDUCATION SYSTEM

The education system in South Sudan is guided by a series of laws and policy documents that have been adopted since independence a shown in Figure 1.

Figure 1: Education Policy Framework

- Transitional Constitution of the Republic of South Sudan 2011
- General Education Act 2012 (GEA)
- National Inclusive Education Policy 2020 2011
- South Sudan Development Strategy 2021–2024

---

[1] Equivalent to 701 million dollars, at an exchange rate of 1,000 SSP per dollar.

The Transitional Constitution of the Republic of South Sudan which guarantees education as a right of every citizen and that it is compulsory and free of charge at if primary level; the General Education Act 2012 (GEA) which defines the guiding principles, goals for the education system, and provides the general framework for its efficient functioning; the National Inclusive Education Policy 2020 which defines strategic elements for guaranteeing access to education and creating an enabling environment for all people; and finally, the South Sudan Development Strategy 2021–2024 which identifies education as a key component of Cluster 3 on services (social development).

The general education system comprises Formal and Non-Formal Education, and Technical Vocational Education and Training. As shown in the figure 2 below each component is further divided into various levels of education or programmes, addressing different target groups and educational challenges, with all levels sharing the common objective of fulfilling the commitment of access to education and instruction to the eligible population.

Figure 2: General Education System
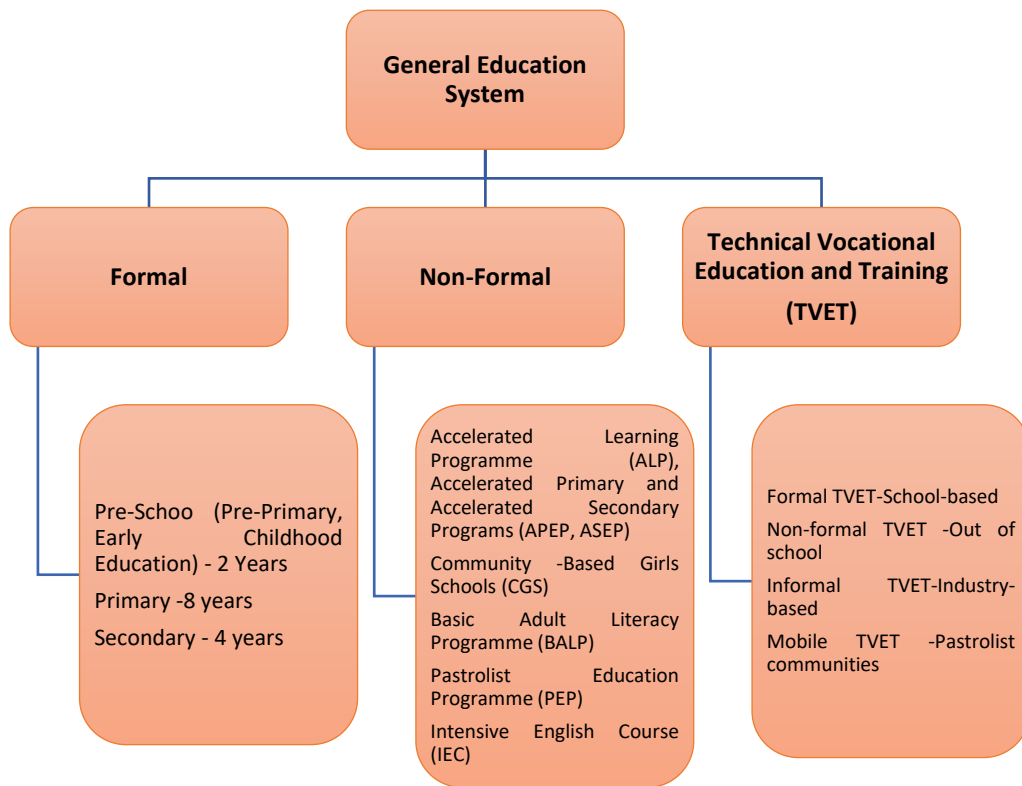
CHALLENGES IN GENERAL EDUCATION SECTOR

The general education sector in South Sudan experiences various challenges. As shown in Figure 3, these comprise; low and inequitable access to education indicated by gross enrolment rates of 12% in pre-primary, 59% in primary and 12% in secondary, and 59% of the population from 6 to 17 years out-of-school. Additionally, the environment for learners and school staff is non-conducive for learning, there is a weak retention of learners due to high fees, distance to school, and pregnancy and marriage in the case of females. Additionally, there are shortages of learning materials across all levels of general education and AES and poor remuneration for teachers; and low supply of qualified teaching workforce both in the general education and TVETs.

Figure 3: Challenges in Education Sector
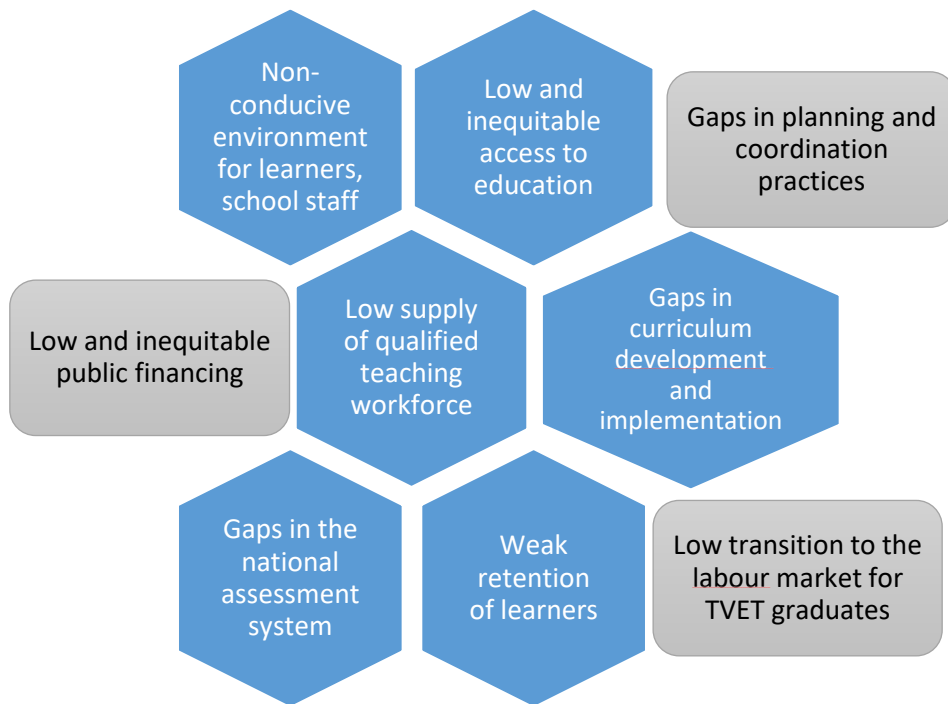
Additionally, other challenges highlighted above include low transition to the labour market for TVET graduates which is attributed to lack of job counselling and orientation services to students and limited partnership with private sector actors; gaps in planning and coordination practices particularly between National and State levels, gaps in curriculum development and implementation, gaps in the national assessment system, and finally, low and inequitable public financing indicated by only 5% of total government expenditure on education and less than 1% proportion of expenditure allocation to TTIs and TVETs.

EDUCATION POLICY ISSUES, GOALS, OBJECTIVES, STRATEGIC INTERVENTIONS, AND ACTIVITIES

The General Education Sector Plan (GESP) 2023-2027 presents a set of policy priorities and associated interventions responding to the identified issues and challenges through the Education Sector Analysis (ESA). The GESP identifies ten (10) policy goals with objectives it aims to achieve across the three education policy issue domains as highlighted in the following series of tables.

Policy Issue: Low and inequitable access to education at all levels of general education, including TVET	
Policy Goal 1: Increase access to equitable and safe education at all levels of general education, including TVET	
Policy Objective	**Strategies**
Increase the pre-primary gross enrolment ratio to 17% by 2027.	1.1. Improve the enrolment capacity of pre-primary education across the country.
	1.2. Increase the supply of primary schools.
Increase the gross enrolment rate in primary from 60% to 64%.	1.3. Enhance the enrolment capacity of government secondary schools.
Increase the secondary gross intake ratio to 30% by 2027.	1.4. Expand the offer of the Alternative Education System
	1.5. Expand access to TVET especially in underserved areas.
Increase enrolment in AES from 683 per 100,000 inhabitants in 2021 to 2,000 in 2027.	1.6. Improve access to equitable education.
Increase number of TVET students from 207 per 100,000 inhabitants to 548 by 2027	1.7. Expand mobilization activities at the community level to provide access to education for all school-aged children.
Increase enrolment of children with disabilities to 2.4% of all students by 2026	1.8. Increase awareness of the importance of education, especially among families with children with disabilities
Increase Gender Parity Index in general education (to 1 in pre-primary, primary, and secondary, and 0.7 in TVET) by 2027	1.9. Intensify publicity and community engagement to improve the image of TVET
Local stakeholders have improved knowledge on the value of equitable and resilient education	

Activities
1.1.   Improve the enrolment capacity of pre-primary education across the country. • Construct 510 pre-primary classrooms in government primary schools in underserved counties **1.2.   Increase the supply of primary schools.** • Review and update the construction standards and guidelines of primary schools • Construct and equip 116 climate-resilient primary schools in underserved states and AAs **1.3.   Enhance the enrolment capacity of government secondary schools.**

Policy Issue: Low and inequitable access to education at all levels of general education, including TVET	
Policy Goal 1: Increase access to equitable and safe education at all levels of general education, including TVET	
Policy Objective	Strategies

- Develop the construction standards and guidelines for secondary schools
- Construct and furnish 135 secondary school in counties where one does not currently exist

1.4. **Expand the offer of the Alternative Education System**

- Build 10 semi-permanent centers for trans-humane pastoralist and fishing communities.
- Establish 25 mobile pastoralist education program centres in pastoralist communities
- Establish 722 AES programmes in existing primary schools

1.5. **Expand access to TVET especially in underserved areas.**

- Construct 11 TVET schools and centres through construction and embedding universal design principles
- Establish an e-learning platform for TVET
- Establish 25 mobile TVET Units for pastoralist and Fishing camp/communities

1.6. **Improve access to equitable education.**

- Elaborate a study in Greater Upper Nile state on gender inequality
- Conduct the Girl Education Conferences at the state level with community leaders regarding barriers to girls' education and their solutions
- Provide assistive learning devices for learnings with disabilities
- Provide scholarships to encourage female and people with disabilities participation in TVET (focus on STEM).
- Provide start-up grants to support females and people with disabilities enrolled in TVET.
- Establish childcare support facility for TVET Female trainees targeting three states (Pilot).

1.7. **Expand mobilization activities at the community level to provide access to education for all school-aged children.**

- Conduct mass advocacy and awareness campaigns on the importance of education
- Conduct community awareness meetings regarding the value and benefits of education, and their role in establishing community schools
- Develop advocacy and awareness campaigns on Disaster Risk Reduction (DDR) and climate change
- Implement advocacy and awareness campaigns on Disaster Risk Reduction (DDR) and climate change
- Provide learning materials to community-based schools across all sub-sectors
- Provide learning materials to community-based schools across all sub-sectors

1.8. **Increase awareness of the importance of education, especially among families with children with disabilities**

- Implement awareness campaigns on gender equity and inclusion of children with disabilities in education
- Train local and state stakeholders on their role to promote gender equity and inclusion of children with disabilities including on the Inclusive Education Policy

1.9. **Intensify publicity and community engagement to improve the image of TVET**

- Conduct annual national and state campaigns to improve the public image of TVET

Policy Issue: Low and inequitable access to education at all levels of general education, including TVET	
Policy Goal 1: Increase access to equitable and safe education at all levels of general education, including TVET	
Policy Objective	**Strategies**
• Develop and disseminate youth empowerment activities • Organise annual exhibitions displaying TVET products	

Policy Issue: Low retention of learners in general education	
Policy Goal 2: Increase retention of learners in primary and secondary cycles	
Policy Objective	**Strategies**
Increase retention rate (22% to 42% and 54% to 57% in primary and secondary respectively) by 2027.	2.1. Ensure that prioritized government primary schools have full cycles 2.2 Strengthen the resilience of the system for continuous learning during crises 2.3 Reduce indirect costs of education

2.1 Ensure that prioritized government primary schools have full cycles
- Construct 3,303 classrooms in primary schools

2.2 Strengthen the resilience of the system for continuous learning during crises
- Develop contingency plans at the national and sub-national levels based on local hazards
- Review and update the South Sudan Minimum Standards for Education in Emergencies (INEE) to the current context of South Sudan.
- Train state and local stakeholders in the South Sudanese Education in Emergency Strategy
- Review the distance learning through radio programs
- Develop and provide home learning packages to complement radio learning during emergencies
- Implement the distance learning through radio programs
- Conduct a study to assess the appropriateness of the academic calendar to cope with climate hazards.

2.3 Reduce indirect costs of education
- Sustain the cash transfers for learners, focusing on disadvantaged girls, children with disabilities, and orphans.
- Provide dignity kits to girls in upper-primary and secondary education

Policy issue: Inadequate qualified teaching workforce	
Policy Goal 3: Improve the quality and retention of the teaching workforce	
Objectives	**Strategies**
Increase teacher retention by 90% of the current qualified teaching workforce by 2027. Increase the rate of qualified teachers to 100% at all levels of education by 2027.	3.1. Enhance the framework and environment for the management of teachers. 3.2. Motivate the teaching workforce, focusing on teacher wellbeing, gender equity, and risk-affected areas. 3.3. Expand the in-service and preservice teacher training program, including on DRR and climate change issues. 3.4. Recruit additional teachers, giving special consideration to qualified volunteers

Policy issue: Inadequate qualified teaching workforce	
Policy Goal 3: Improve the quality and retention of the teaching workforce	
Objectives	**Strategies**
Activities	

3.1.   Enhance the framework and environment for the management of teachers.

- Finalize and disseminate the Teacher Education Policy
- Evaluate the effective implementation of the Teacher Education Policy
- Establish a system for registration and licensing of teachers

3.2.   Motivate the teaching workforce, focusing on teacher wellbeing, gender equity, and risk-affected areas.

- Increase the average teacher salary to 2 times the GDP/capita
- Provide hardship allowances to all teachers in at-risk or hard- to reach areas
- Provide scholarship opportunities to prospective teachers, especially female

3.3.   Expand the in-service and preservice teacher training program, including on DRR and climate change issues.

- Construct 11 NTTIs in the states without, and one in each of the administrative areas, ensuring they are climate resilient
- Rehabilitate 59 County Education Centers (CECs) in all counties
- Conduct external exchange learning visits for all the NTTIs
- Conduct M&E in all NTTIs
- Conduct upgrading of unqualified teachers
- Provide Continuous Professional Development opportunities to serving teachers

3.4.   Recruit additional teachers, giving special consideration to qualified volunteers

- Recruit 1,100 qualified teachers in pre-primary
- Recruit 10,300 qualified teachers in primary
- Recruit 208 qualified teachers in secondary
- Facilitate 4,400 teachers to deliver learning in AES centers

Policy issue: Incomplete curriculum development and implementation	
Policy goal 4: Enhance curriculum development and implementation, including strengthening the assessment system	
Objectives	**Strategies**
Curriculum is fully developed and implemented by 2027.	4.1. Complete the development of curriculum materials such as missing subjects and inclusive education material. 4.2. Ensure provision of appropriate teaching and learning resources. 4.3. Upgrade and strengthen the four National Centers (NCDC, TDMS, NFLC, NEC) to support curriculum development and improvement.
Activities	

Policy issue: Incomplete curriculum development and implementation

Policy goal 4: Enhance curriculum development and implementation, including strengthening the assessment system

Objectives	Strategies

4.1.   Complete the development of curriculum materials such as missing subjects and inclusive education material.

- Complete development and translation of textbook for seven national languages with writing system
- Complete development of subject textbook gaps for formal and AES
- Develop and print ECE materials and teachers' guides
- Complete the development of pre-service and in-service teacher training programs at certificate and diploma levels

4.2.   Ensure provision of appropriate teaching and learning resources

- Supply teaching/learning materials public schools (including textbooks, workbooks, teachers guides and supplementary learning materials
- Orient teachers on the new competency-based curriculum and new textbooks.
- Review the South Sudan textbook policy and implementation guidelines for the National Languages

4.3.   Upgrade and strengthen the four National Centers (NCDC, TDMS, NFLC, NEC) to support curriculum development and improvement

- Construct and equip the Teacher Development and Management Secretariat
- Construct and equip the National Curriculum Development Centre
- Renovate and equip the National and Foreign Languages Center
- Construct and equip the National Examination Centre

Policy issue: Misaligned and fragmented assessment system

Policy goal 5: Streamline and strengthen the assessment system

Objectives	Strategies
Establish a comprehensive curriculum support and assessment system by 2027	5.1. Set up a comprehensive institutional inspection system. 5.2. Expand the national examination and assessment systems

Activities

5.1.   Set up a comprehensive institutional inspection system

- Conduct research on quality assurance and educational effectiveness
- Support the roll out of nationwide institutional inspection and supervision
- Develop inspection framework and guidance for TTIs, TVET, CECs.
- Train 3,334 inspectors and supervisors in inspection and supervision.
- Orient 6,287 headteachers in inspection & supervision
- Digitalize the inspection & supervision data system
- Conduct comparative study tour to relevant countries on quality of general education

Policy issue: Misaligned and fragmented assessment system
Policy goal 5: Streamline and strengthen the assessment system

Objectives	Strategies

5.2. Expand the national examination and assessment systems

- Develop a National Curriculum Development Policy
- Develop a National Assessment Policy and Guidelines
- Establish and development a National Learning Outcomes Assessment System
- Conduct EGMA and EGRA (including teacher knowledge competence)
- Equip the Examinations Secretariat with the required office equipment and tools, internet, and stationery (including the inclusive unit)
- Train 100 staff of the examination secretariat in examinations management processes
- Train 260 examiners, in examinations management processes
- Train teachers on classroom based and formative assessments
- Benchmark assessment practices against international and regional practices

Policy issue: Unconducive teaching and learning environment for learners, teachers, and school staff
Policy goal 6: Improve teaching and learning environment as well as the physical and psychological wellbeing of learners, teachers, and school staff

Objectives	Strategies
Increase the number of schools meeting the basic requirements and minimum standards indicators by 50% in 2027. Increase the number of schools that systematically provide emotional and mental well-being support for students, teachers, and school staff	6.1. Promote policies that make the school environment conducive for learning. 6.2. Provide support for minimum school requirements. 6.3. Collaborate with key partners to systematically provide emotional and mental well-being support for all students, teachers, and school staff in crisis-affected areas.

Activities

6.1. Promote policies that make the school environment conducive for learning

- Review the Basic Requirements and Minimum Standards indicators (BRMSIs)
- Support and strengthen implementation of the Home-Grown School Feeding Program, paying special attention to the most at-risk locations

6.2. Provide support for minimum school requirements.

- Rehabilitate and construct water, sanitation and electricity facilities ensuring that they are climate resilient

6.3. Collaborate with key partners to systematically provide emotional and mental well-being support for all students, teachers, and school staff in crisis-affected areas

- Train and orient teachers in mental health and primary and secondary psychosocial support services

- Develop a co-curricular policy including review of the physical education and sports, including guidelines for establishment of school clubs
- Supply recreational equipment to schools
- Conduct school games competitions (State, national and regional levels)

Policy Issue: Low external efficiency of TVET in relation to the labour market	
Policy Goal 7: Improved labour market relevance of TVET	
Policy Objective	**Strategy**
Increase employment rate for TVET graduates to 70% by 2027	7.1. Increase the capacity of TVET trainers. 7.2. Promote the development and roll-out of CBT curricula in key employment-generating trades in cooperation with the private sector. 7.3. Improve TVET linkages with the labour market
Activities	

7.1.   Increase the capacity of TVET trainers.

- Establish a National TVET Teacher Training Centre
- Provide pre-service scholarships to prospective TVET instructors
- Organise regular workshops and seminars for knowledge sharing.
- Organize external exchange visits for knowledge sharing in TVET systems
- Recruit 2,173 TVET trainers to match expansion of TVET

7.2.   Promote the development and roll-out of CBT curricula in key employment-generating trades in cooperation with the private sector.

- Finalise development of the CBT curricula for levels 2-8 to accommodate lifeline learning
- Train 500 TVET instructors on the competency-based curriculum
- Provide capacity development and upskilling TVET instructors
- Provide training and learning materials, tools, equipment, and machineries to TVET centres
- Develop and disseminate apprenticeship and training guidelines
- Conduct quality assurance in TVET Centres

7.3.   Improve TVET linkages with the labour market

- Establish a National TVET- MIS
- Conduct labour market assessments
- Conduct TVET tracer studies and evaluation
- Build capacity of TVET Centre Managers on partnership building

Policy Issue: Low and inequitable domestic financing to education
Policy Goal 8: Increased domestic public financing to education

Policy Objective	**Strategy**

	8.1. Strengthen cooperation between education and legislative structures of the Government.
Increase the proportion of government recurrent expenditure allocated to education to 20% by 2026.	8.2. Review the funding structures for general education.
	8.3. Strengthen cooperation and coordination between MOGEI, MoF and Public Service
Increase execution of general education budget to 100% by 2027	8.4. Strengthen financial accountability structures and public fiscal management systems

Activities

8.1. Strengthen cooperation between education and legislative structures of the Government.

- Introduce annual meetings between the parliamentary committee on education and MoGEI
- Conduct joint monitoring activities with the parliamentary committee on education
- Conduct a general education annual review
- Lobby and conduct advocacy with parliamentarians in collaborations with civil society, development partners and the private sector
- Present education financing gaps and responsibilities at the annual governors' forum
- Review and amend financial allocation target in the Education Act (2012) to align with international standards

8.2. Review the funding structures for general education.

- Review education transfer formula including capitation grant formula to better respond to needs and improve equity
- Train MoGEI, SMoGEIs, three AAs and CEDs on budget preparation and execution
- Review the cash-transfers policy including the amounts
- Create a reserve/contingency budget for disaster prevention, mitigation, response, and recovery

8.3. Strengthen cooperation and coordination between MOGEI, MoF and Public Service

- Introduce bi-monthly financial review meetings between MoGEI and MoFP and MoPS
- Conduct a public education expenditure review every two years

8.4. Strengthen financial accountability structures and public fiscal management systems

- Provide refresher trainings to the state education transfer monitoring committees
- Operationalize and facilitate state education transfer monitoring committees
- Establish county education transfer monitoring committees in all counties
- Operationalize and facilitate county education transfer monitoring committees
- Build capacity of SMoGEIs, AAs and CEDs on financial reporting including the South Sudan Electronic Payroll System, paysheets and the budget tracking tool
- Strengthen the capacity of the department of finance and key personnel in financial oversight and public fiscal management
- Introduce a budget performance dashboard
- Introduce a budget for cash transfer agent fees for salary payments in non-serviced areas

Policy Issue: Ineffective planning and coordination practices

Policy Goal 9: Improve planning and effective coordination practices	
Policy Objective	**Strategy**
A robust and functional planning and M&E system in place by 2027	9.1. Enhance the capacity of Ministry(s) in data analysis and crisis-sensitive planning.
	9.2. Improve monitoring and evaluation of schools, sector policies and plans including disaster risk reduction.
	9.3. Expand and strengthen national and sub-national research and statistical capacities.
Education coordination framework fully operational by 2027	9.4. Enhance the capacity of the Ministry(s) in communication and coordination.
	9.5. Strengthen internal governance and communication structures

Activities

9.1.   Enhance the capacity of Ministry(s) in data analysis and crisis-sensitive planning.

- Strengthen capacity of planning staff at MoGEI, SMoGEIs and AA in data analysis and processing
- Strengthen the capacity of planning staff on strategic planning and management at MoGEI, SMoGEI and AAs including crisis-sensitive planning
- Build the capacity of MoGEI, SMoGEIs and AAs in annual workplan development, prioritization, and alignment
- Conduct needs-based study and exposure visits for the national directorate of planning

9.2.   Improve monitoring and evaluation of schools, sector policies and plans including disaster risk reduction.

- Conduct an annual education census
- Train AEC enumerators at decentralized levels on data collection tools
- Equip EMIS units and AEC enumerators at state, county, AA, and central levels with data collection tools
- Develop an EMIS policy and decentralization strategy including data collection guidelines, enumerator manuals and review data collection tools
- Train headteachers and education managers (Payam and county) on the use of the school performance monitoring tool and the child friendly school index
- Conduct oversight monitoring of school/education data
- Produce periodic reports on the implementation of projects and programmes
- Establish a harmonized and integrated data platform (EMIS, SAMSS, HRIs, REMIS etc.) utilizing unique school codes

9.3.   Expand and strengthen national and sub-national research and statistical capacities.

- Establish research and statistics unit (under planning/budgeting) at decentralized levels
- Strengthen the capacity of the knowledge, evidence and research technical working group and the M&E unit
- Develop a national research policy and strategy and guidelines
- Conduct qualitative studies to improve educational planning and practice

9.4.   Enhance the capacity of the Ministry(s) in communication and coordination.

- Appoint and train a focal person within the office of coordination for disaster risk reduction and climate change in all SMoGEIs, AAs and a unit within MoGEI
- Build capacity of MoGEI, AAs, SMoGEI and CED personnel in the application of the communication framework and ICT equipment
- Strengthen capacity and expand staffing of partners development coordination unit at MoGEI, SMoGEIs and AAs

9.5.   Strengthen internal governance and communication structures

- Sustain and improve SVAT internet connectivity at SMoGEI and AA offices
- Distribute additional ICT tools to SMoGEIs, AAs, CEDs and CECs
- Establish ICT unit at MoGEI and in all states and AAs
- Conduct a functional analysis resulting in a review of the Blue Book according to conclusions
- Establish a centralized donor funding and activities tracking system
- Establish an early warning communication system/chain between MHADM, MoGEI DRR focal points at decentralized levels

Policy Issue: Weak and fragmented TVET system governance	
Policy Goal 10: Strengthen and unify TVET system governance	
Policy Objective	**Strategy**
Unified National TVET Policy implemented	10.1. Improve the policy and regulatory landscape of TVET including assessment and certification
Activities	

10.1.   Improve the policy and regulatory landscape of TVET including assessment and certification

- Establish TVET Authority for system regulation and SSNTQF, including state offices
- Develop guidelines for recognition of prior learning
- Establish a National TVET Assessment and Certification Awarding body
- Develop TVET quality standards with participation from private sector

COST OF IMPLEMENTATION OF GESP AND FINANCING

The cost of implementing the General Education Sector plan is composed of two facets; the costs associated with the new activities, as well as the costs of running, and expanding the existing system. Considering both facets, the 2023-2027 GESP is projected to cost around SSP 701.1 billion over the five-year period. This is made up of SSP 505.4 billion in recurrent costs, and SSP 195.7 billion in capital costs as shown in Figure 4.

GESP Projected Costs (SSP Billions)

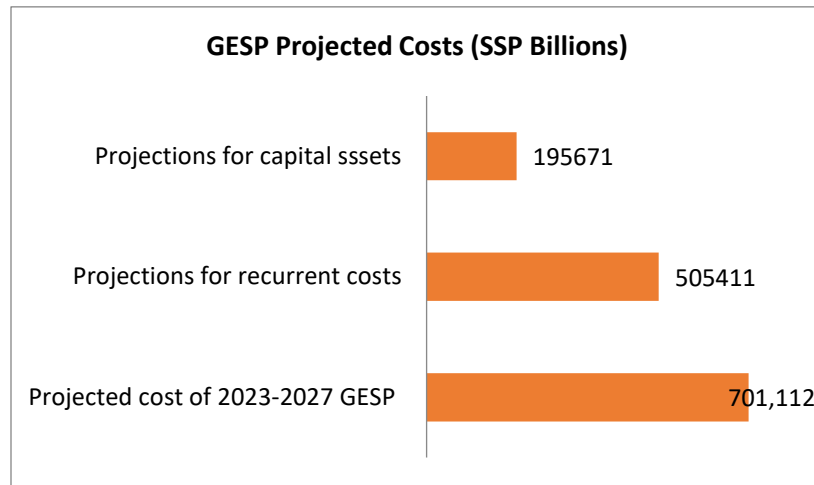|	
Projections for capital sssets	195671
Projections for recurrent costs	505411
Projected cost of 2023-2027 GESP	701,112

Figure 4: GESP Projected Costs

Table 1 shows the two options for expected costs. Additionally, it provides estimates of distribution of the recurrent and capital costs across the five-year period.

Table 1: Recurrent and Capital Costs for the GESP

	2023/24	2024/25	2025/26	2026/27	2027/28	Total
Expected costs (Option 1)	**33,311**	**161,595**	**173,152**	**156,970**	**176,083**	**701,112**
Recurrent (Includes books)	29,522	115,864	125,616	107,732	126,707	505,441
Capital	3,789	45,731	47,536	49,239	49,376	195,671
Capital as a % of expected cost	11.4%	28.3%	27.5%	31.4%	28.0%	27.9%
Expected costs (Option 2)	**33,311**	**161,595**	**173,152**	**156,970**	**176,083**	**701,112**
Recurrent	29,522	78,658	90,829	103,395	121,542	423,946
Capital (includes books)	3,789	82,937	82,323	53,575	54,541	277,166
Capital as a % of expected cost	11.4%	51.3%	47.5%	34.1%	31.0%	39.5%

In terms of financing the GESP, there is an anticipated SSP 664.5 billion that is likely to be available to the education sector, including SSP 277.1 billion from the government and SSP 387.4 billion from development partners and donors. As shown in Figure 5, the expected funding gap is estimated to be SSP 36,639 billion.
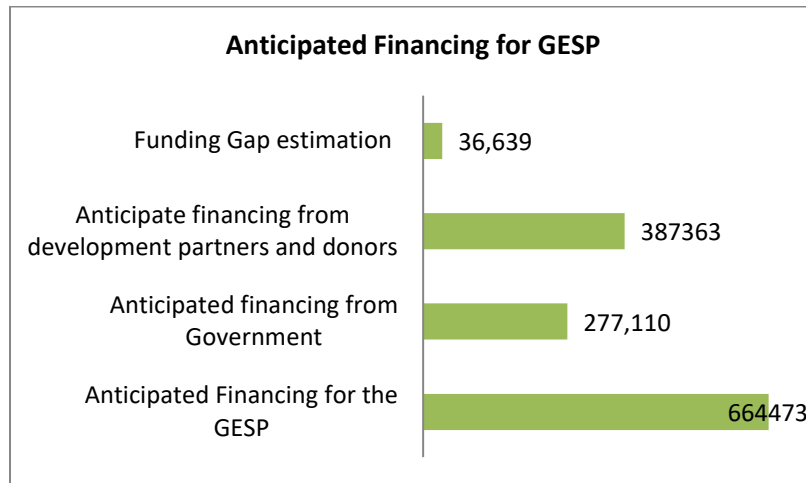
Figure 5: Anticipated GESP Financing

Table 2 shows the expected resources. Moreover, it provides estimates of domestic and external resources across the five year period.

Table 2: Expected Resources

	2023/24	2024/25	2025/26	2026/27	2027/28	Total
Expected resources	**100,801**	**166,937**	**128,264**	**130,420**	**138,051**	**664,473**
Domestic resources	31,280	41,662	53,695	67,412	83,061	277,110
Recurrent	29,611	39,620	51,248	64,534	79,718	264,732
Capital	1,668	2,042	2,446	2,878	3,343	12,378
External resources	69,521	125,274	74,569	63,008	54,990	387,363

IMPLEMENTATION MONITORING AND EVALUATION

The GESP M&E framework is composed of three levels as shown in Figure 6. The Policy Direction and Safeguard, which is responsible for high-level policy development, backstopping, and monitoring; the Technical and Strategy, which is responsible for implementation and accountability; and finally, the Clusters, which are responsible for specific implementation tasks under the three GESP programme areas.
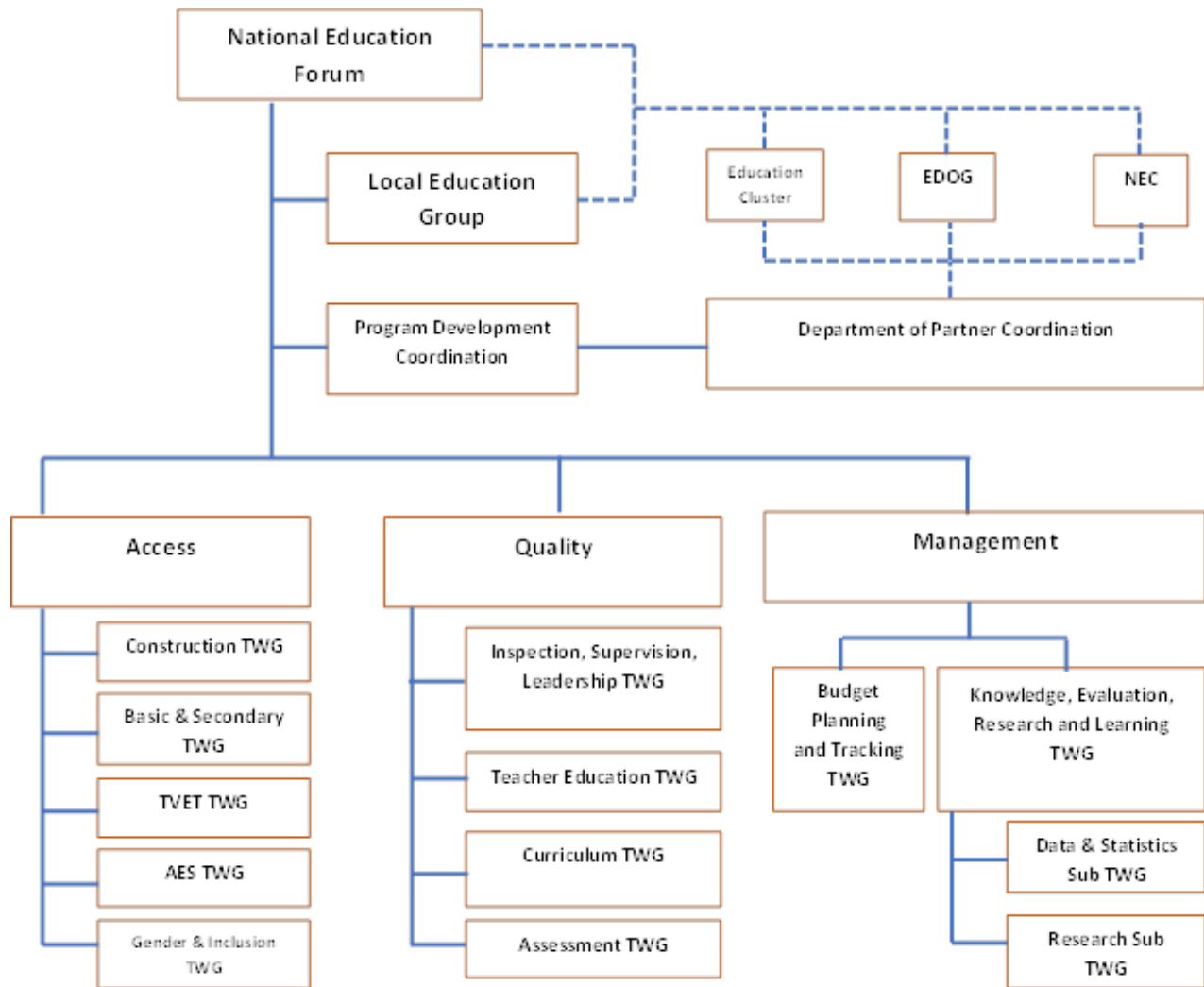
The monitoring and evaluation of the implementation of the GESP will be conducted through both continuous monitoring activities as well as periodic evaluations. The monitoring mechanisms will comprise regular quarterly monitoring reports, Annual Plan, and Budget Preview as well as the General Education Annual Review, Annual Work Plan and Budget Preview. The evaluation mechanisms will comprise Midterm and Final Evaluations, and Thematic/Specific Studies.

The GESP identifies the data sources for all output and strategic outcome indicators for various programmes. However, the measurement of the achievement of the GESP strategic initiatives further requires the development of Key Performance Indicators (KPIs) to periodically assess progress towards the achievement of GESP targets. The Key Performance Indicators (KPIs) are summarized in Table 3.

Table 3: GESP Key Performance Indicators (KIPs)

Indicator	Baseline (2021)	2023	2024	2025	2026	2027
Access and Equity						
Pre-primary gross enrolment ratio (GER)	12%	13%	14%	15%	16%	17%
Primary gross enrolment rate (GER)	60%	60%	61%	62%	62%	63%
Primary gross intake rate (GIR)	88%	88%	88%	88%	88%	88%
Secondary gross enrolment rate (GER)	12%	12%	13%	13%	14%	15%
Secondary gross intake rate (GIR)	16%	20%	23%	25%	28%	30%
Number of AES students/100,000 inhabitants	683	1,122	1,341	1,561	1,780	2,000
Total AES students	56,357	99,552	122,849	148,131	175,397	204,065
Number of TVET centres certified under minimum	0					219
Number of TVET graduates certified under the	0					75,000
Number of TVET students/100,000 inhabitants	207	321	378	434	491	548
Total TVET students	28,325	47,106	57,209	68,185	80,025	92,459
Primary retention rate	22%	29%	32%	35%	39%	42%
Survival rate to primary 4 (P4)	69%	70%	71%	72%	72%	73%
Secondary retention rate	54%	55%	56%	56%	56%	57%
Proportion of govt. primary schools with full cycles	30%	53%	64%	76%	86%	96%
GPI in Primary GER	0.93	0.94	0.96	0.97	0.99	1
GPI in Secondary GER	0.82	0.86	0.89	0.93	0.96	1
TVET Gender Parity Index	0.21					0.7
Proportion of students with disabilities as per the total student population in pre-school, primary, secondary	1.2%	1.5%	1.8%	2.0%	2.2%	2.4%
Number of new functional resilient community schools established across all sub-sectors	0					865
Proportion of crisis-closed schools implementing continuous learning programmes	N/A					100%
Quality and Management of Resources						
Teacher retention rate (Primary)	TBD					90%

Indicator	Baseline (2021)	2023	2024	2025	2026	2027
Teacher retention rate (Secondary)	TBD					90%
Mean score of Grade 3 pupils in EGRA	TBD					TBD
Mean score of Grade 3 pupil in EGMA	TBD					TBD
Share of qualified ECE teachers	80%	84%	88%	92%	96%	100%
Share of qualified primary teachers	68%	74%	81%	87%	94%	100%
Share of qualified secondary teachers	63%	70%	78%	85%	93%	100%
Share of qualified AES teachers	73%	78%	84%	89%	95%	100%
Share of qualified TVET teachers	0%	20%	40%	60%	80%	100%
Pupil-workbook ratio (pre-primary)	N/A				1:1	
Pupil-textbook ratio (primary)	8:1				2:1	
Pupil-textbook ratio (secondary)	2:1				2:1	
Pupil-textbook ratio (AES)	N/A				2:1	
Pupil-teacher ratio (ECE)	42	38	37	36	35	35
Pupil-teacher ratio (primary)	42	42	42	42	42	42
Pupil-teacher ratio (secondary)	20	20	25	30	35	40
Pupil-teacher ratio (AES)	29	29	29	29	30	30
Pupil-classroom ratio (ECE)	77	65	59	52	46	40
Pupil-classroom ratio (primary)	63	63	63	63	63	63
Pupil-classroom ratio (secondary)	43	43	43	43	43	43
% of primary schools offering AES programmes	11%	19%	23%	27%	32%	37%
% of primary schools implementing the CBC	N/A			100%		
% of secondary schools implementing the CBC	N/A			100%		
Number of PEP programmes operating	0	0	6	12	18	25
Number of functional TTIs	3	3	6	9	11	14
Number of functional formal MoGEI TVET institutions	3	3	6	9	11	14
Average teacher salary as % of GDP/capita	78%	119%	139%	159%	180%	200%
Basic education curriculum and associated materials are fully developed and utilized	Curriculum is incomplete (missing national languages, AES textbooks and ECE materials)					Basic education curriculum and associated materials are fully developed and utilized
Proportion of teachers practicing effective teaching practices	TBD					TBD
Improved learning outcomes in literacy and numeracy in lower primary	TBD					TBD

Indicator	Baseline (2021)	2023	2024	2025	2026	2027
Improved learning outcomes in literacy and numeracy and upper primary	TBD					TBD
Improved learning outcomes in literacy and numeracy in secondary	TBD					TBD
Proportion of Schools undertaking formative assessment	0%					100%
Proportion of schools meeting the Basic Requirements and Minimum Standards Indicators	TBD					TBD
Proportion of schools that have access to safe water for drinking	68%					77%
Proportion of schools that have a reliable source of electricity	2%					31%
Proportion of schools that have functional sanitation facilities	48%					77%
Percentage of schools with effective Grievance Redressal Mechanism (GRM) in place	0%					100%
Percentage of schools reporting reduced cases of school related violence	N/A					100%
Proportion of qualified TVET instructors (according to minimum requirements)	0%					100%
Proportion of TVET centres implementing the competency-based training curriculum	N/A					100%
Number of TVET annual reports being produced	0					5
Proportion of TVET centres with private sector partnerships	0%					85%
Finance and Governance						
Education recurrent expenditure as a proportion of government recurrent expenditure	5%	11%	14%	17%	20%	20%
Education recurrent expenditure as a proportion of government recurrent expenditure	15%					20%
Share of recurrent education budget allocated to general education	36%	42%	45%	47%	50%	50%
Share of total capital government budget allocated to education	4%	6%	8%	9%	10%	10%
Execution rate of the budget of general education	46%	56%	71%	85%	100%	100%
Proportion of schools covered in the annual education census	75%	80%	85%	90%	95%	100%
Number of primary students in government and community schools receiving cash-transfers	0	0	155,719	325,362	510,218	711,113
Number of secondary students in government and community schools receiving cash-transfers	0	0	22,292	48,201	78,426	113,426
Number of AES students in government and community schools receiving cash-transfers	0	0	5,802	13,991	24,849	38,548
Improved proportion of salary transfer released on time	25%					100%

Indicator	Baseline (2021)	2023	2024	2025	2026	2027
Improved proportion of capitation grants released on time	15%					100%
Proportion of states and administrative areas with external audit reports	0					100%
Proportion of states and administrative areas submitting returns	70%					100%
Proportion of counties submitting returns	0					100%
Education coordination framework fully operational	Non-operational					Operational