



Education budget brief

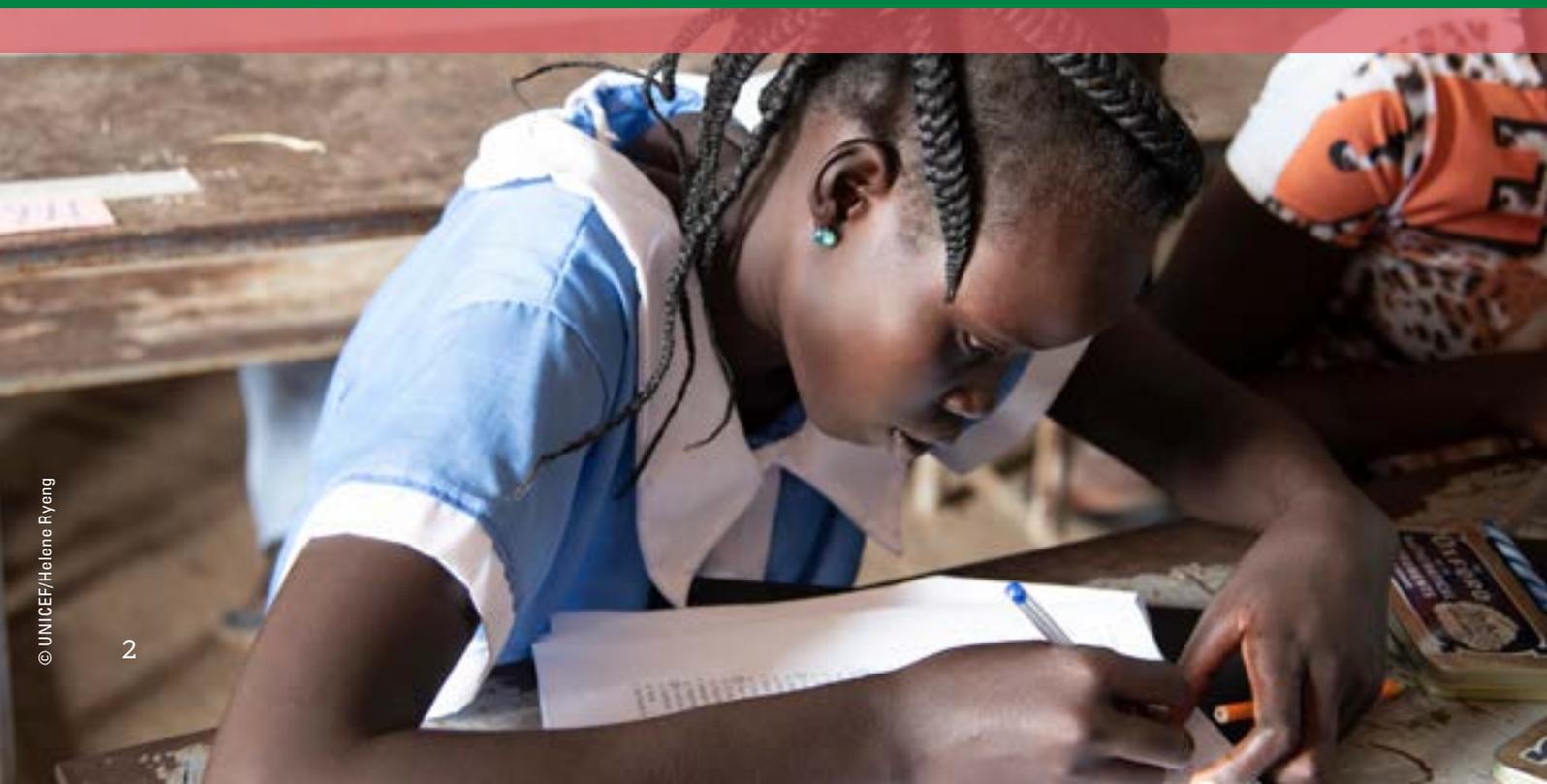
South Sudan
2019



Introduction

This first education budget brief represents a milestone in South Sudan's public financial management (PFM) discourse and is indicative of the Government of the Republic of South Sudan's commitment to transparency concerning public finance for children. The brief examines Government spending trends on education in South Sudan in recent years, including the underlying policy context and enabling environment for education provision. The brief looks at the size and composition of budget allocations to the education sector and trends in funding up to the fiscal year (FY) 2018/19.

The main objective of the budget brief is to synthesize budget information so that it can be easily understood by different stakeholders; and to present key messages to inform public financial decision-making processes on education. Ultimately this will help support South Sudan to meet its national and international commitments, particularly in reaching Sustainable Development Goal 4 to ensure inclusive and equitable quality education and promote lifelong learning.



Key Messages and Recommendations

1. The Government is commended for giving greater budget priority to the education sector, which experienced a nearly four-fold increase from FY 2017/18 to SSP 7.6 billion in FY 2018/19. However, education spending as a proportion of Gross Domestic Product (GDP) (real terms)¹ fails to meet international targets and has been declining since independence from Sudan in 2011; it is currently the lowest in East Africa.

Recommendation: The Government should continue to progressively increase the share of the budget directed to education in line with the national target of 10 per cent, and international target of 20 per cent.

2. Other social sectors remain severely underfunded. For example, only 2 per cent of the national budget is allocated to health while there is no funding for child protection, social protection or water, sanitation and hygiene (WASH) services.

Recommendation: The Government should continue to progressively increase the share of the budget directed to social sectors in line with international targets (e.g. 15 per cent of the budget for health).

3. Education indicator values (coverage, access and equity) are very low, and enrolment in all education levels, particularly at the Early Childhood Development (ECD) and primary levels, are adversely affected by funding cuts caused by the on-going socioeconomic and political challenges. Overall there has been significant underspending within the education sector.

Recommendation: Funding shortfalls need to be urgently addressed so that the delivery of educational services can reach all children. Data is needed on funds received as compared to actual expenditure particularly at the subnational level to support further analysis and insights into the observed spending variances. Budget performance must be stabilized to ensure more predictable and efficient service delivery.

4. Comparison across education levels revealed spending imbalances in favor of the primary (basic) education level, largely driven by recurrent and capital expenditures across the years. Much of this imbalance is likely driven by the resource and personnel costs associated with primary level education.

Recommendation: Greater internal efficiency at primary level and more adequate funding at other levels can regulate the lack of symmetry between levels. There is an urgent need for disaggregated expenditure in the sector to shed light on spending patterns and potential spending inefficiencies.

5. Erratic funding further impacts education provision. The flow of recurrent budget, including salaries, is unpredictable due to liquidity issues, and development budget has been very limited or non-existent. This has caused unintended consequences such as the imposition of school fees which further limits educational opportunities for poor families.

Recommendation: Allocations for development and capital expenditure in education need to be increased, and funding flows for recurrent spending stabilized.

6. The education sector is too donor-dependent. The sector has received significant but unsustainable off-budget donor support, which is likely to decline.

Recommendation: Donors are strongly encouraged to move funding on-budget to strengthen planning and institutional capacity. Government needs greater domestic financing allocations and more efficient budget execution supported by PFM reforms.

¹ Real figures are adjusted for changes over time to take inflation into account. Nominal (unadjusted) figures denote prices current at the time.

Section 1: Background and Context



The Government of South Sudan is committed to building the human capital of its citizenry through the provision of accessible, free, quality education to all children in South Sudan, as well as further education and training.

Upon independence, South Sudan resolved to support the development of a national education policy and regulatory framework. The right to education is enshrined in the **Transitional Constitution of the Republic of South Sudan 2011**, including in Article 17 on the rights of the child and Article 29 on the right to education.

The **General Education Act 2012** outlines a regulatory framework and structure for education in the country; specifically, providing national guidance on general education principles and goals as well as associated structures, systems, standards, financing and accountability for the sector. The Act also

specifies the rights of both duty bearers and learners (as rights holders) and articulates a national framework for the recruitment, development, and deployment of a nationwide education cadre.

The **General Education Strategic Plan (GESP) 2017–2022** is a national roadmap for implementation of the General Education Act and outlines implementation strategies, monitoring and evaluation frameworks and financing of the sector.

The GESP addresses four important national priorities: increase equitable access to general education; improve the quality of general education; enhance management capacity; and, promote technical and vocational education and training (TVET) to improve the employability of youth and adults. The GESP also includes education in emergencies (EiE) and humanitarian activities that link to the medium-term development objectives of the

Ministry of General Education and Instruction (MoGEI).

Education in South Sudan is organized into two ministries, the Ministry of General Education and Instruction (MoGEI) and the **Ministry of Higher Education, Science and Technology (MoHEST)**. The overall objective of MoGEI is to provide quality education through to the secondary level for all children; the objective of MoHEST is to produce highly skilled human capital that meets national and international standards, transforming the country into a competitive knowledge-based economy, as depicted in Figure 1 below.

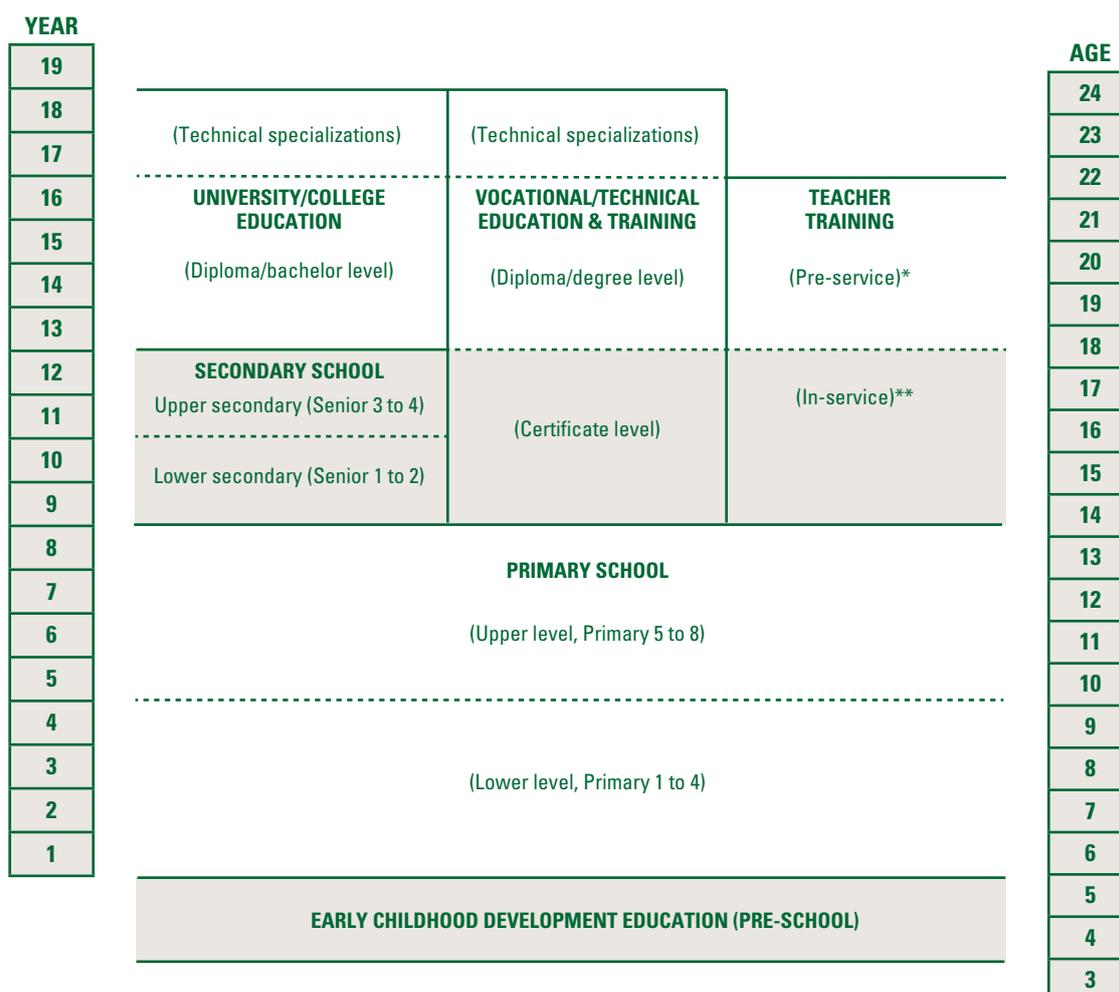
Education provision in South Sudan

Education in South Sudan is provided within the following structure:

Pre-primary education is characterized by a theoretical entrance age of 3 and a duration of three years in ECD classes.

Primary education generally starts at age 5–6 years and lasts for eight years. At the end of the cycle, pupils are required to pass the Certificate of Primary Education Exam to proceed to secondary education. According to the General Education Act 2012, “primary education shall be free and accessible to all

Figure 1: South Sudan’s national education ladder



* Pre-service teacher training lasts for three years for a diploma and two years for a certificate.

** MoGEI policy stipulates that eligible candidates for in-service teacher training must hold a SSCE. In the past, however, P8 graduates were enrolled as in-service candidates based on need.



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citizens in South Sudan without discrimination based on sex, race, ethnicity, or health status including HIV/AIDS, gender and disability”.

Secondary education lasts for four years under the new South Sudan National Curriculum. It is validated by the South Sudan Certificate of Secondary Education (SSCSE) which is required to enter tertiary education.

Tertiary education consists of universities awarding either a diploma or a bachelor’s or master’s degree; and, teacher training institutes (TTIs) awarding a teacher training certificate.

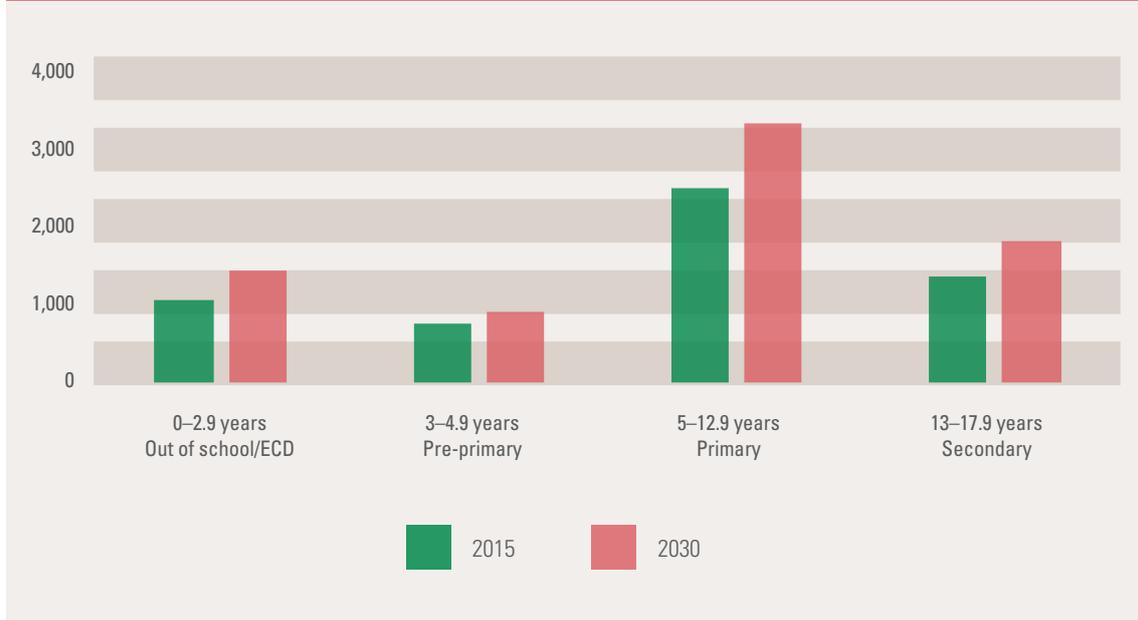
The Alternative Education System (AES) offers non-formal, fast-track, basic education programmes targeted at children and adults

who have either never attended formal education or dropped out. The Accelerated Learning Programme (ALP) targets out-of-school teenagers and young adults while Community Girls’ Schools (CGS) encourage a fast track to the formal system for girls.² Other AES programmes include the Basic Adult Literacy Programme (BALP); the Intensive English Course (IEC), which supports transition from Arabic to English instruction; and the Pastoralist Education Programme (PEP) based on flexible mobile schools.

TVET offers a variety of programmes and certificates at post-primary level, usually targeting older youth. While MoHEST is responsible for technical education, vocational aspects are shared among a variety of ministries, including MoGEI, the Ministry of

² The ALP consists of a condensed four-year programme that allows students to sit the primary school leaving examination, while the CGS programme consists of a three-year programme that allows students to enroll in primary Grade 5.

Figure 2: Number of children within approximate school level ages in South Sudan (in thousands) 2015 and 2030



Source: United Nations Department of Economic and Social Affairs (UNDESA) World Population Prospects: 2017 Revision.
 Note: Does not show the exact school years or levels of education, but approximate numbers of children at approximate school level ages. Based on indicators and data found in global databases such as those of Government Spending Watch, Organisation for Economic Co-operation and Development (OECD), UNDESA and UNESCO, which provides a standardized set of data to identify trends in Eastern and Southern Africa across the 21 countries in the region.

Culture, Youth, and Sport (MoCYS), and the Ministry of Labour, Public Service and Human Resource Development.

Private sector and religious institutions also provide educational services across the country. These independent schools provide mostly ECD, primary, secondary, technical and vocational education. The Government provides overall guidance and technical materials and support. The proportion of non-public service providers at each education level are 71 per cent (ECD), 28 per cent (primary), 42 per cent (secondary).³ The higher education level is largely led by Government and implemented through national and private universities across the country.

Rising number of school-age children
The school-aged population is projected to increase. South Sudan's total school-aged population was estimated at 5.8 million in 2015 and is expected to increase to 7.7 million in 2030. Between 2015 and 2030,

this increase will translate to an additional 515,500 children eligible to enter at the pre-primary level; 875,400 children eligible at the primary level; and 521,200 children eligible at the secondary level (Figure 2).

Constrained sector performance overall, with pockets of progress

Overall, the performance of the education sector is constrained. Within the five-year period after the 2011 announcement of South Sudan's independence, the youngest country failed to attain most of the targets of the Millennium Development Goals. Also, the overall dearth of data in the sector continues to constrain subnational disaggregation, including by gender, place of residence, and income.

Although these initial shortcomings are understandable, the post-independence economic and political crises, including the consequences of the 2013 civil war, continue to threaten the nation's prospects in achieving education targets of the Sustainable

3 Computed from Student Attendance Monitoring System data.

Table 1: selected education indicators (2012/13–2017)

SELECTED EDUCATION INDICATORS	2012/2013	2017 OR LATEST AVAILABLE	CHANGE
School enrolment, pre-primary (% gross)	16	14	-2
School enrolment, pre-primary (% net)	55	46	-9
School enrolment, primary (% gross)	61.9	76.1	14.2
School enrolment, primary (% net)	41.5	50.5	9
School enrolment, secondary (% gross)	5.1	9	3.9
School enrolment, secondary (% net)	1.9	3.6	1.7
Transition rate from primary to secondary (%)	64.2	79	14.8

*The last comprehensive nationwide Annual Education Census (AEC) was concluded in 2013. The data collection for a comprehensive 2018 AEC was just recently completed, but results will not be available until mid-2019.

Development Goals by 2030. For example, the consequences of 2013 conflict have caused the dispersion of approximately 1.3 million school-aged children and youth into Protection of Civilian (POC) sites, host communities, or refugee camps in neighboring countries. The provision of adequate and continued education services to these children will remain a challenge for years to come.

Despite these post-independence challenges, gains have been recorded against some indicators during the period from 2012/13 to 2017 (Table 1). Primary and secondary enrollments have increased and the transition rate between the two levels has improved. There has, however, been a disconcerting decline in the pre-primary enrolment rate during this same period that will adversely affect future primary and secondary enrolment.

Gender equality and school life expectancy remain a concern

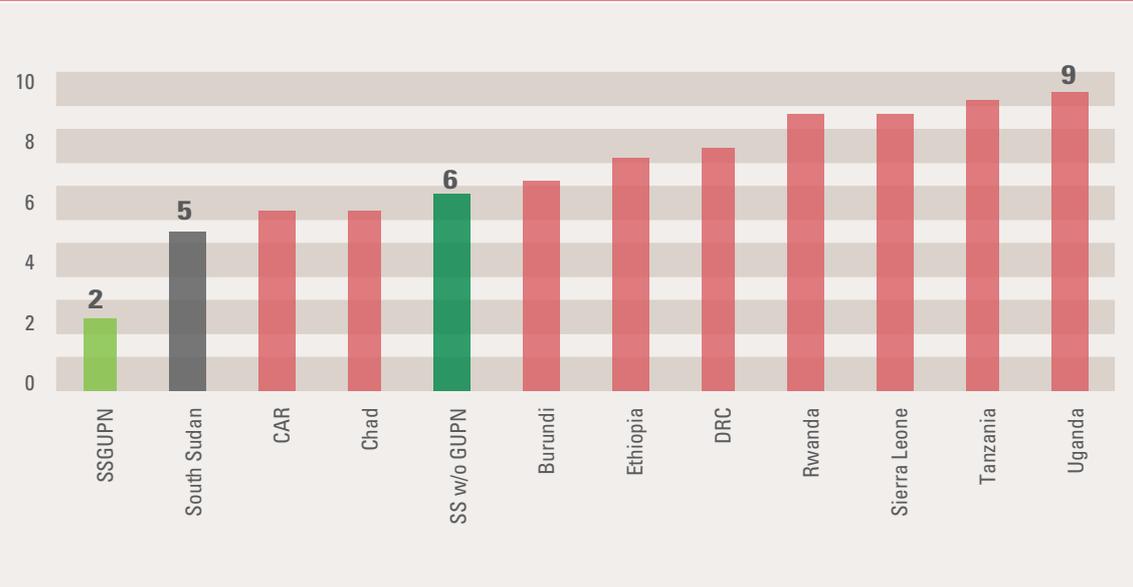
Trend analyses show that disparities between boys and girls in accessing

schooling at various grade levels have narrowed slightly over time. In 2015, 70 girls accessed P1 (primary school year 1) for every 100 boys, compared with 68 girls in 2009. The primary completion rate has also narrowed with the gender parity index (GPI) increasing from 0.53 to 0.55 over the same period. More girls are also accessing secondary school, although their participation is still very restricted (GPI of 0.5 in 2015). Conditional cash transfers to girls supported by the UK Department for International Development (DFID) might have played a positive role in favoring girl's access and retention.⁴

Within the region, primary and secondary completion rates for both sexes remain comparatively low with far fewer girls in South Sudan making it to the last grade of primary education. For every 100 boys completing primary school in 2015, only 63 girls completed the cycle (UIS, 2018). Overall, school life expectancy in South Sudan has been historically low among other countries in the region (Figure 3).

4 The programme, which targets girls in P5 to S4 (secondary school year 4), seeks to enable families to send girls to school by alleviating some of the direct and indirect costs associated with girls' education. Payments are conditional on school enrolment and attendance. In 2015, 103,000 girls benefited from this programme. This figure is quite substantial given that 140,500 girls enrolled in P5 to S4 in 2015, according to the education management information system (EMIS).

Figure 3: School life expectancy, comparable countries, 2008–2015 (number of years of schooling)



Source: IIEP Pole de Dakar, 2015

Note: Orange columns isolates Greater Upper Nile (GUPN) states – one of the poorest performing regions; red column is without GUPN.



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Section 2: Education Spending Trends



Government funds to the education sector have remained low for the past five years.

The budget allocation to the sector hovered between 4 and 6 per cent of the total national budget during the period 2013/14–2017/18, but in the 2018/19 fiscal year rose to 9.4 per cent (Figure 4).

The corresponding spending on the education sector during the period 2013/14 to 2016/17 ranged from a high of 5 per cent in 2014/15 to a low of 3 per cent in 2016/17 (overall Government spending data was not readily available for FY 2017/18).

When adjusted for inflation the expenditure trend over the period shows a steep decline in the sector's budget primarily due to the sharp fall in the country's real GDP (US dollars) between 2013/14 and 2017/18. Thus, the

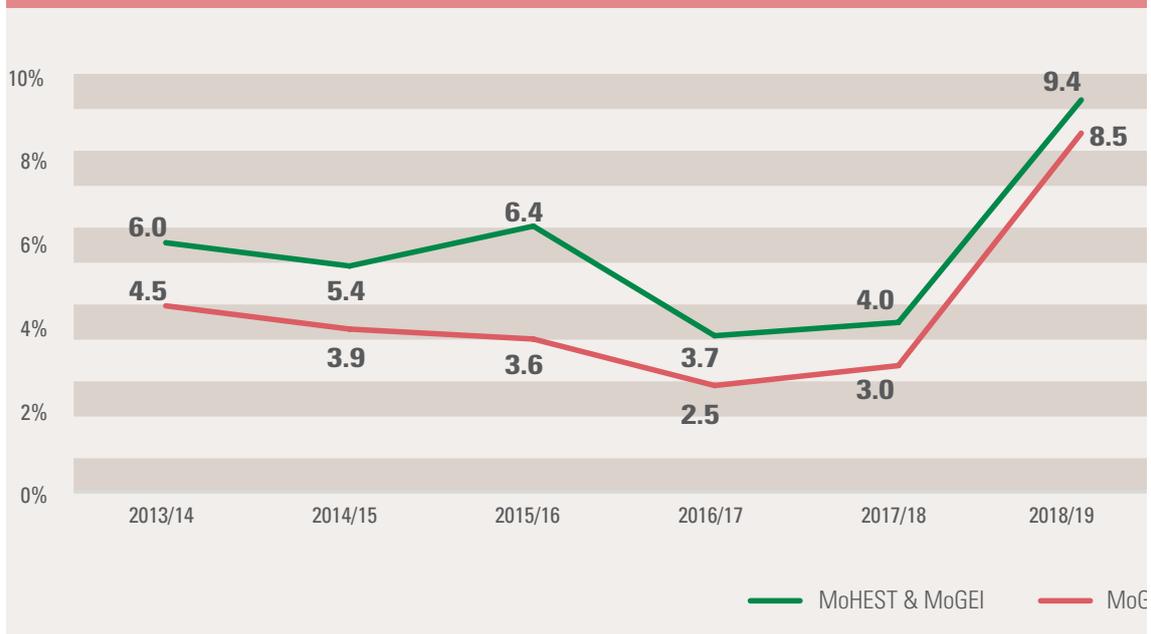
sector experienced a severe cut in spending after the 2013 crisis (Figure 5).

Increased Government commitment but still falling short of targets

Notwithstanding the sector's spending trends (nominal terms) during the post-independence period, the 2018/19 budget allocation to the sector demonstrates a more pronounced commitment by Government to at least maintain and, if possible, gradually increase the real value of key service delivery transfers; with the long-term objective of returning close to their initial value in 2013/14.

The increase represents a doubling in proportion (to 9.4 per cent) of the overall national budget in current prices, beyond the average

Figure 4: Budget allocation to the education sector FY 2013/14 to FY 2018/19 (% of total national budget)

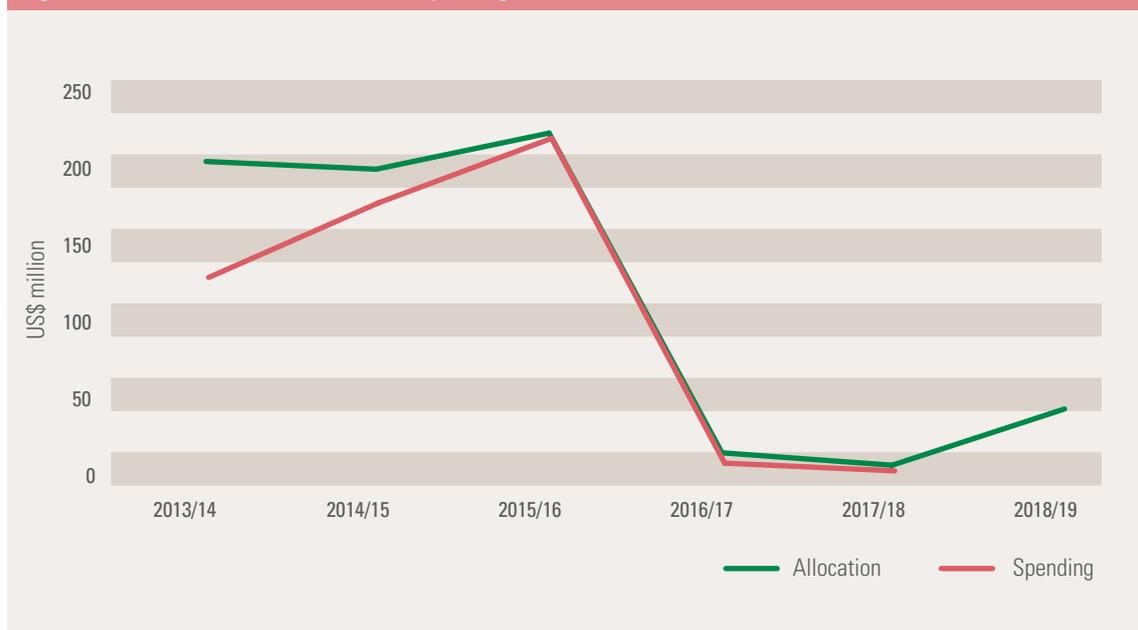


Source: MoGEI

proportion over the previous five years. This proportion (on aggregate), however, neither met the 10 per cent threshold set by South Sudan's General Education Act 2012 and the Higher Education Act nor the 20 per cent benchmark of the national budget recommended by the Education for All Initiative.

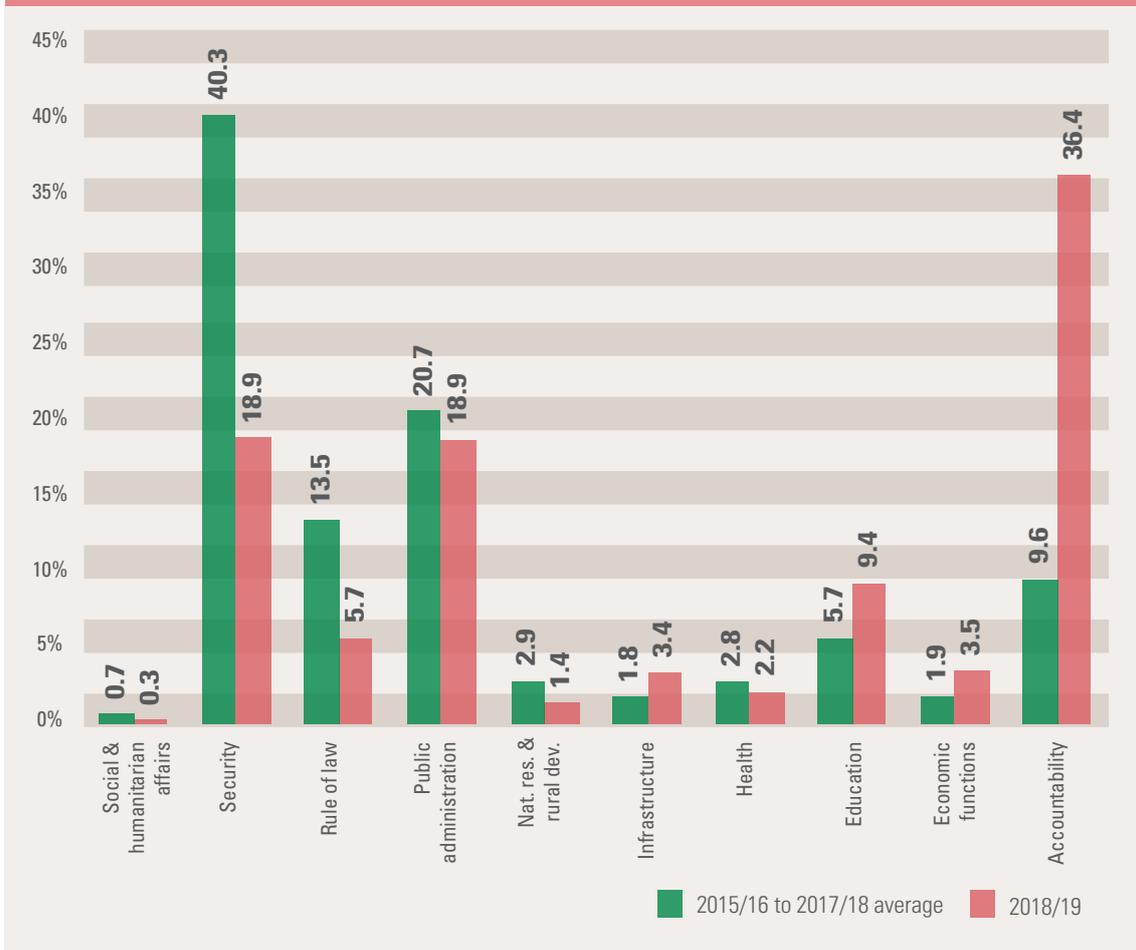
With the security sector and public administration funded equally at 18.9 per cent of the national budget (Figure 6), the funding for the education sector remains limited, particularly in real terms, due to hyperinflation. This persistent underfunding of the sector compared to global benchmarks prevents the

Figure 5: Education sector allocation and spending in USD FY 2013/14 to FY 2018/19



Source: MoGEI

Figure 6: Composition of the national budget by functional areas



Source: Budget Book FY 2018/19, Ministry of Finance and Planning (MoFP)

sector from achieving education targets set forth in the NDS and related sector plans and strategies.

Furthermore, gaps in expenditure data have constrained the comparison of sector expenditure in nominal terms against expenditure in real terms.

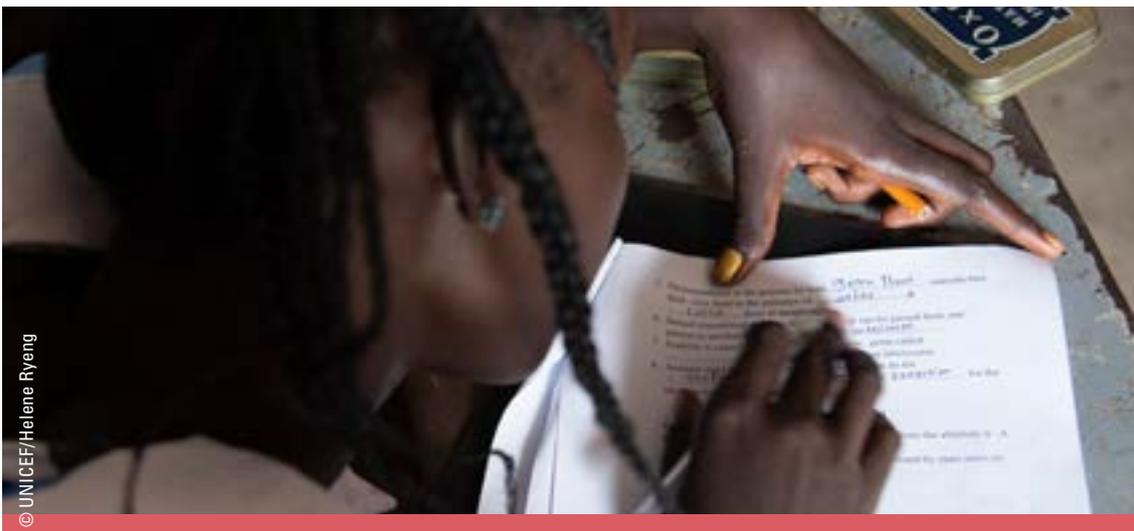
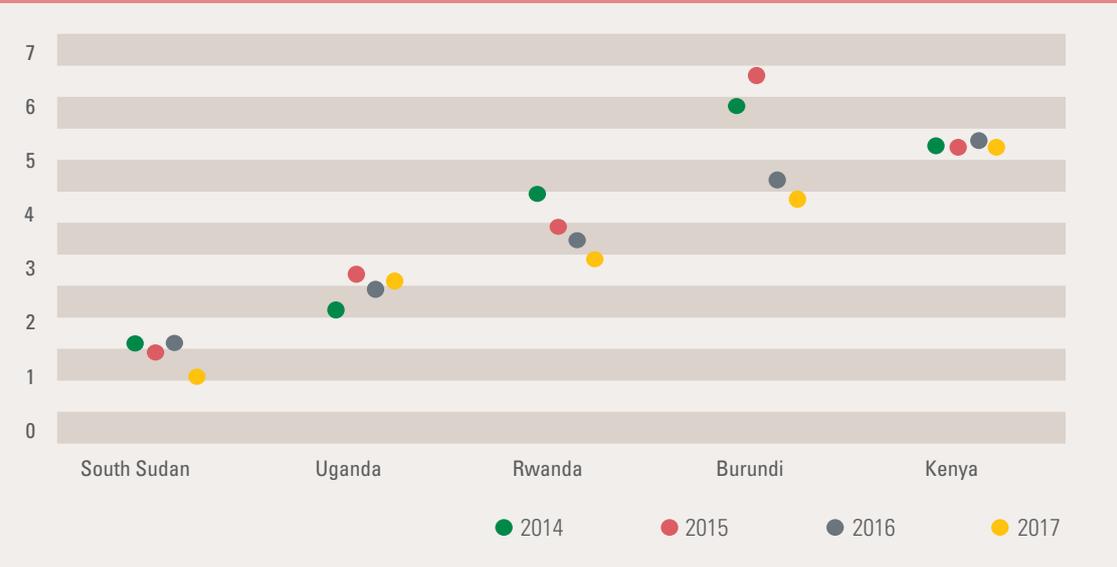
South Sudan has the lowest education spending in East Africa

Within the region, South Sudan's aggregate education sector spending levels are very low. The UNESCO database of government expenditure, which uses education national accounts to allow for cross-country analysis, ranks South Sudan lowest among East African countries with an investment in public education, standing at less than 1 per cent of real GDP in 2017 (Figure 7).

This is significantly below the target set in the Incheon Declaration, which requires countries to allocate between 4–6 per cent of GDP to education to realize Sustainable Development Goal 4. This low investment has necessitated heavy off-budget reliance on donors and the private sector for basic service delivery and has burdened communities with additional costs to support their children's education.

Undoubtedly, the conflict has been a major obstacle to realizing higher investments in education. However, with the conclusion of the 2018 *Revitalized Agreement on the Resolution of the Conflict in the Republic of South Sudan*, substantial increases in education investment are crucial to realizing the aspirations of both the peace agreement and global education commitments.

Figure 7: Government expenditure on education, comparable countries, as a percentage of GDP (%)



Key takeaways: Education spending trends

- > The Government of South Sudan has demonstrated its commitment to invest in education by increasing the allocation of public funds to the sector in the 2018/19 budget;
- > Although the sector received a relatively high proportion of the Government budget in 2018/19, this proportion in real terms remains insufficient to meet the vision and challenges of the sector;
- > South Sudan's spending on the education sector is one of the lowest in East Africa and falls short of both national and international targets, which must be met to reach Sustainable Development Goal 4.

Section 3: Composition of Education Spending

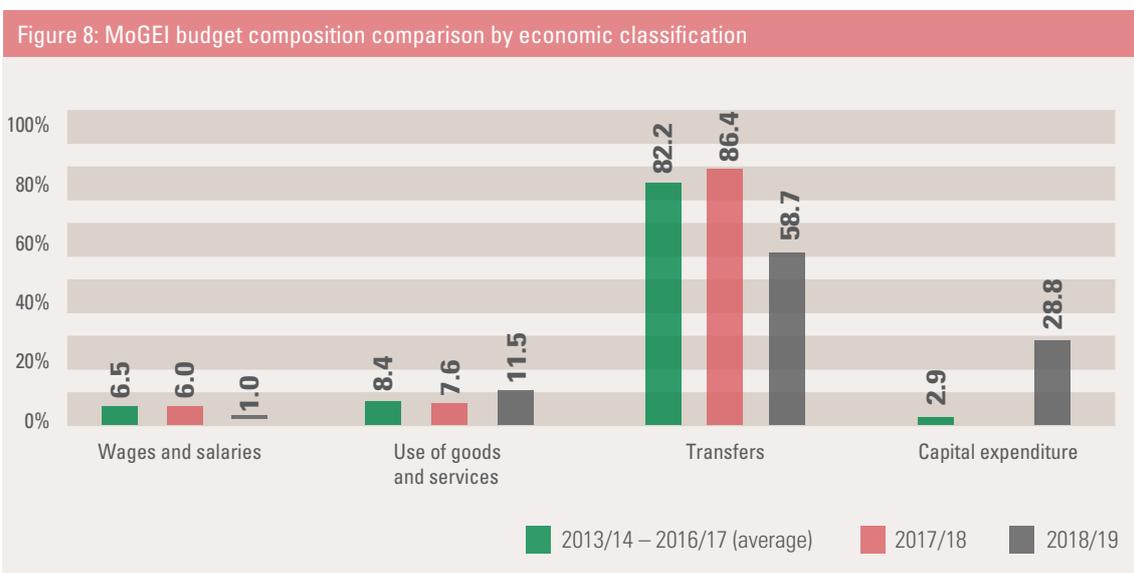


The bulk of expenditure across MoGEI and MoHEST for the period 2013/14–2017/18 is associated with recurrent costs incurred at national and subnational levels. Capital or development expenditure for the education sector has been virtually non-existent due to funding priorities of the Government. Public

funds for development were mostly spent by the Presidency, National Legislative Assembly and Ministry of Transport.

In the period 2013/14–2017/18, nearly 90 per cent of MoGEI spending was recorded against wages/salaries and transfers to subnational structures and schools (Figure 8). During the period 2013/14–2016/17, transfers constituted 82.2 per cent of the budget, increasing to 86.4 per cent of the 2017/18 budget. These aggregate recurrent costs as a proportion of the overall budget exceed the international standard of 80 per cent.

The marked increase in the proportion of transfers vis-à-vis other categories could result in significant leakages if spending discretion is not closely tracked. In the 2018/19 budget, transfers to subnational structures and schools make up 58.7 per cent of the budget, the bulk of which went to subnational wages and salaries. A significant percentage of the overall MoGEI budget (28.8 per cent) was allocated to capital transfers.



Source: Budget Books, MoFP

Subnational transfers

The MoGEI county transfers include salary, operations and service delivery.

The operating transfers support the county education departments, the payam education offices and the county education centres. The transfers to service delivery units (schools) include capitation grants⁵ for primary schools, which are disbursed to facilitate basic school running costs. These costs include stationery and school supplies, maintenance and repair, extracurricular activities, as well as transport. Transfers do not cater for non-teaching staff.

The state salary, operating and service delivery transfers are disbursed to facilitate post-primary education. Operating transfers enable the states to provide oversight, coordination and dissemination of policy for education delivery at the county level. Service delivery unit transfers include teacher incentives to secondary schools. In 2018/19, however, MoGEI included ECD, TVET, and TTI teacher incentive transfers in its budget. Primary school teacher incentives continue to be

supported through the European Union (EU) IMPACT programme and education cluster initiatives.

Communities shoulder the burden caused by underfunding

The community contribution to supporting education remains significant. The current budget structure of the sector still does not provide sufficient resources for non-personnel items such as minor repairs and regular maintenance, scholastic materials, teaching aids for the schools, and related basic school equipment, school furniture and associated consumables. Direct costs for scholastic materials, transport and feeding of learners are, by and large, shouldered by parents and communities across the country. Although pre-primary and primary education is free, MoGEI estimates parents spent SSP 38,560 on a pre-primary pupil per annum, and SSP 68,110 and 65,650 respectively on a primary pupil and secondary pupil per annum. This suggests that communities, particularly those affected by the conflict are heavily burdened with the costs of education.

⁵ Capitation grants allocate a fixed amount of money per student and are based on the number of recognized pupils enrolled in a school.

Key takeaways:

Composition of Education Spending

- > The bulk of sector funds are currently used for recurrent costs such as wages, salaries, and transfers;
- > Capital or development budget has been almost non-existent in recent years due to competing Government priorities, although the 2018/19 budget does provide for this budget category;
- > Parents and communities shoulder a significant cost burden to enroll and keep their children in school.

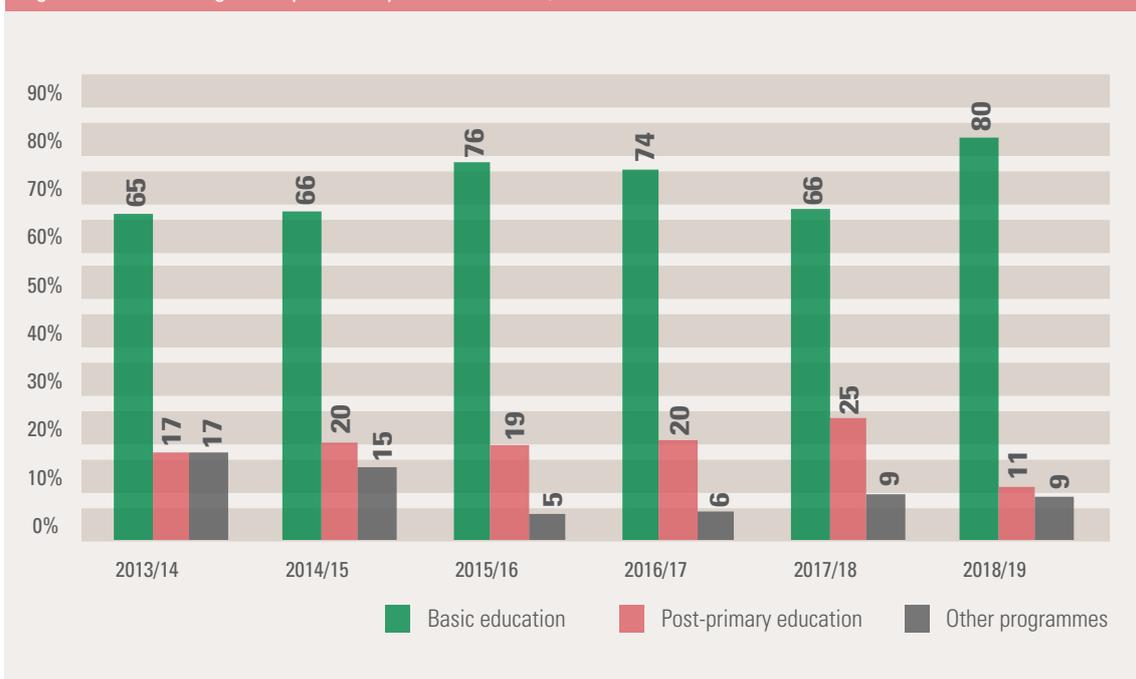
Section 4: Spending by Levels of Education



The period 2013/14–2017/18 saw a marked variation of spending in the sector. Comparison across education levels over the last several years revealed spending imbalances in favor of the primary (basic) education level, (Figure 9). Much of this imbalance is likely driven by the resource and personnel costs associated with primary level education. However, greater internal efficiency at primary level and more adequate funding at other levels can regulate the lack of symmetry between levels.

Spending at various education levels has been historically lower than the Eastern and Southern Africa Region (ESAR) average. Data available for 2016 indicates South Sudan’s expenditure on education was proportionally lower for pre-primary through upper secondary. However, spending at the tertiary level was higher than the ESAR

Figure 9: MoGEI budget composition by education level, 2013/14 – 2016/17



Source:

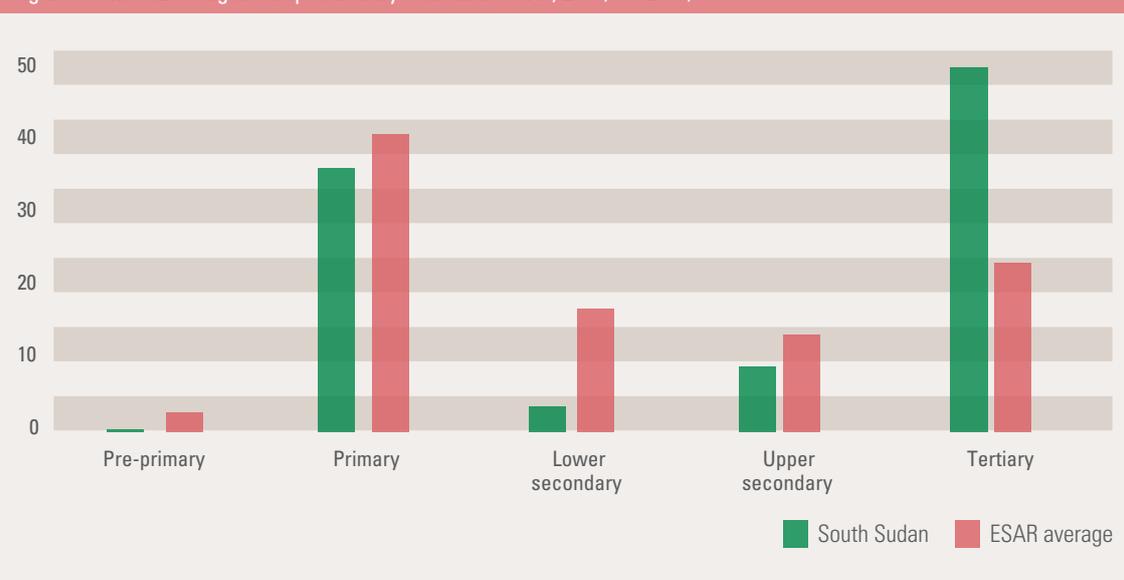
average. Primary education in South Sudan received the second largest share (36.5 per cent) of Government education expenditures, followed successively by upper secondary at 9 per cent, lower secondary at 3.5 per cent and pre-primary at 0.5 per cent. The tertiary education expenditure share was more than twice as high for South Sudan (50.5 per cent) compared to the ESAR average (23 per cent). There was also a significant difference between the South Sudan lower secondary education expenditure share (3.3 per cent) and the ESAR average (17 per cent) (Figure 10).

Spending per pupil is historically less than the ESAR average. There is limited data on multi-year government funding patterns per student, but available data from 2016 shows spending per student of \$3.9 at pre-primary, \$46.6 at primary, \$50.6 at lower secondary, and \$256.9 at upper secondary. This is less than the ESAR average at these same levels (Figure 11). It should be noted that there was no tertiary level data available for South Sudan, but the ESAR tertiary average was \$3,184.1 per student.



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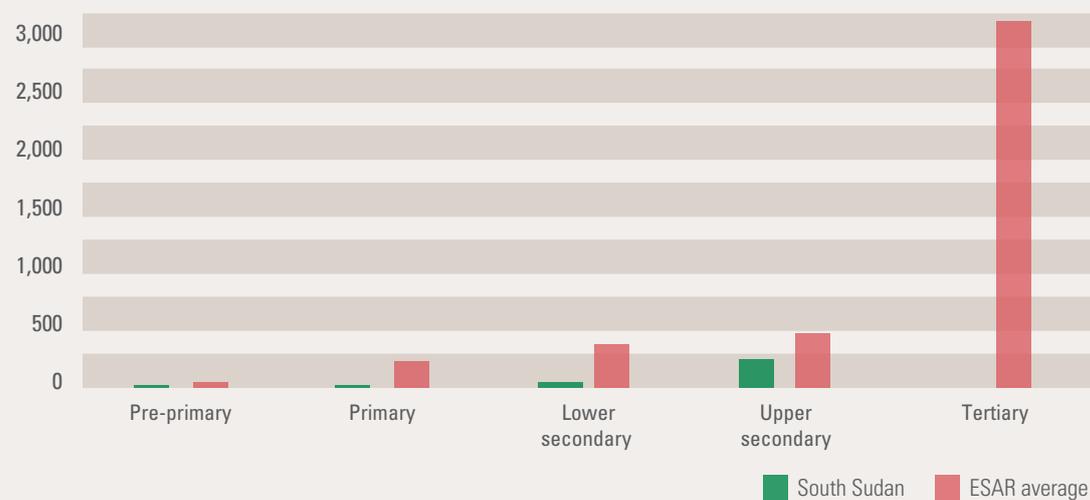
Figure 10: MoGEI budget composition by education level, 2013/14–2016/17



Source: UNESCO/UIS.

Note: Data on South Sudan is from 2016.

Figure 11: Initial Government funding per student in current USD



Source: UNESCO/UIS

Note: Data on South Sudan is from 2016, except for tertiary which was not available.



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Key takeaways: Spending by Levels of Education

- There are clear imbalances in spending across levels of education;
- There is an urgent need for disaggregated expenditure in the sector to shed light on spending patterns and potential spending inefficiencies;
- Budgetary support to and prioritization of critical education areas, such as the ECD sub-sector, is insufficient.

Section 5: Budget Credibility and Execution

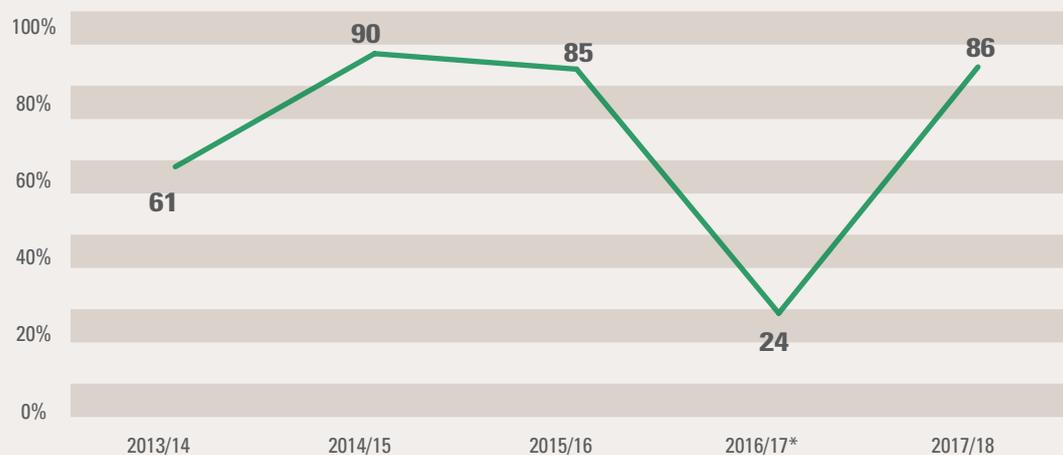


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Budget execution in the education sector has been unsatisfactory in the recent past. While other priority sectors such as security and rule of law generally recorded significant variances (overspending) in the period 2013/14–2017/18, overall there has been significant underspending within the

education sector in general. Actual expenditure (outturns) has always been below the approved budgets, according to MoFP budget and expenditure data, with average four-year outturns at 65 per cent during the period 2013/14–2016/17. In 2017/18 the MoGEI expenditure stood at 86 per cent. This

Figure 12: MoGEI budget execution, 2013/14–2017/18 (%)



Source: MoFP budget and expenditure data

Note: 2016/17 Q4 MoGEI expenditure was not readily available. 2016/17 data used here relates to Q3.



recurrent budget credibility hurdle adversely affects the provision of quality and equitable education services. (Figure 12).

Detailed analysis on budget execution is constrained. The records reviewed show that the budget execution over the 2013/14–2017/18 period has been uneven.

Data on funds received as compared to actual expenditure particularly at the subnational level remains limited. Such an analysis could provide insight into the observed spending variances, which may potentially be a result of poor sector planning across the various levels or weak absorptive capacity to spend released funds.

Irregular resources further limit educational opportunities for children

The Girls' Education South Sudan (GESS) programme has documented that the Cash Grant submission-approval-payment cycle often generates an irregular flow of resources. This carries a risk for frustration and disappointment over missed opportunities and indicates challenges in effectively planning interventions. When the flow of public and/or partner resources is unstable, schools look for alternative revenue, generally in the form of fees to secure their basic operating costs. The charging of school fees, including registration fees, and a lack of transparency about their collection and use is particularly widespread,⁶ potentially excluding many children from accessing education opportunities.

6 Girls' Education South Sudan (GESS) PFM Brief 2018

Key takeaways: Budget Credibility and Execution

- > Budget performance must be stabilized to ensure more predictable and efficient service delivery;
- > There is an urgent need to identify and address the prevailing budget execution challenges across all levels and geographical locations;
- > Government is encouraged to utilize specific diagnostic tools such as Public Expenditure Reviews (PERs) and Public Expenditure Tracking Surveys (PETS) to help uncover bottlenecks and inform improvement of resource flows and expenditure execution.

Section 6: Financing the Education Sector



Since independence in 2011, the South Sudan Government has been consistent in funding the education sector, albeit minimally. The sector receives the bulk of its recurrent budget from domestic resources in support of Government policies to achieve its education targets.

Donor support is significant, but likely to decline in the long-term

The sector has been receiving significant off-budget donor support. All education donors and partners have committed to supporting the GESP and aligning their programmes to both the transitional and development objectives of the GESP, as appropriate. Collectively, both the recurrent and capital donor funds reported in 2017/18 amounted to over \$93 million, roughly eight times the sector's domestic budget in the same fiscal year. These funds supplement both the public and community component of the education sector budget.

The Global Partnership for Education (GPE) is supporting core activities for improving equitable access, quality, and efficiency through a second Education Sector Plan Implementation Grant (ESPIG). The second phase of GESS

(GESS II) is scheduled to begin in 2019 with a continued focus on cash grants to girls, capital grants to secondary schools, and will also introduce support to students with disabilities. The EU-IMPACT programme, which provides cash incentives to teachers across the country, is also considering an extension to ensure stability and functionality of the teaching force over the medium term. The United States Agency for International Development (USAID) and the Government of Norway continue to generously finance flexible, multi-year programmes administered through UNICEF in support of education. These interventions provide child-friendly spaces, teacher training, and learning and teaching materials to children affected by conflict (Table 2).

Support is likely decline as donor government contributions continue to fall globally. In the short- to medium-term, Government and donors must cooperate more closely to utilize the on-budget and off-budget support more efficiently as well as build capacity for PFM within the sector. These interventions are crucial as the public financing gap will have to be increasingly filled through greater domestic financing allocations and more efficient budget execution at all levels.



Key takeaways: Financing the Education Sector

- Government is encouraged to continue working towards achieving global benchmarks in public financing for education;
- The financing needs of the sector are massive – infrastructure, capacity building, salary support, school and cash grants – requiring a short- to medium-term strategy optimizing use of on-budget and off-budget funds;
- Donor funding is unsustainable – Government needs greater domestic financing allocations and more efficient budget execution to replace dwindling funds from the international community;
- In the meantime, donors are strongly encouraged to move funding on-budget to strengthen planning capacity and education systems.

Table 2: Off-budget donor commitments to the education sector		
DEVELOPMENT PARTNER	ESTIMATED FUNDING	TIME FRAME
USAID (through UNICEF)	US\$ 60 million	Sept 2017 – Sept 2020
GPE Education Sector Plan Implementation Grant (2019-21)	US\$ 35.7 million	2019–2022
European Union	US\$ 26 million	2017–2018
European Union (through UNICEF and the World Food Programme [WFP])	EUR 24.4 million	24 months from the start date (yet to start)
DFID	GBP£ 68.4 million	To be determined
Norwegian Government (through UNICEF)	NOK 60 million	2018–2020
UNESCO	<ul style="list-style-type: none"> • EUR 5.0 million • Commitment from EU TBD 	<ul style="list-style-type: none"> • 2015-2018 • 2019 onward
WFP	US\$ 25 million	Ongoing
54 active cluster partners (based on 5Ws matrix) ⁷ comprising 37 national non-governmental organizations (NGOs) and 17 international NGOs through:		
a) Directorate-General for European Civil Protection and Humanitarian Aid Operations (ECHO)	US\$ 736,196	2018
b) Government of Italy	US\$ 4,907,975	2018
c) Government of Norway	US\$ 2,186,855	2018
d) Government of Finland	US\$ 641,975	2018

Source: UNICEF SSCO, 2018

⁷ The 5Ws (who does what, where, when and for whom) Excel tool is used to capture data from the field on interventions by cluster members and can help to avoid unintentional duplication of work by different agencies. It can also help stakeholders, including affected communities and local governments, to identify response gaps.

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