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Reaching the marginalized

Estimating the costs of achieving Education for All in low-income countries

Education Policy and Data Center (EPDC) and UNESCO
2009

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Estimating the costs of achieving Education for All in low-income countries

Education Policy and Data Center (EPDC)
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1. Bennell, P. 2009. A review of EFA expenditure projections made by national education plans in Sub-Saharan Africa
2. Chanamoto, N. 2009. Annotated bibliography on the costs of reaching and teaching the marginalized
3. Chang, G.-C., Martinez, R. and Mputu, H. 2009. Estimating the costs of education development: Case study for Democratic Republic of Congo, Nigeria and Sudan
4. Rolleston, C. 2009. Financing primary education for all: Trends Post-Dakar and the importance of growth

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1. Introduction

This paper outlines the methodology and the results of an exercise used to estimate the costs of achieving the Education for All (EFA) goals in low-income countries by 2015. The study focuses on low income countries because they are often furthest off track to meet the EFA goals. Getting back on track will require substantial increases in education spending. The study shows that most low-income countries can do more in support of the goals by devoting a larger share of their national budget to education. However, increased domestic resource mobilisation alone will often be inadequate and international aid will be needed. In the Dakar Framework of Action rich nations promised increases in aid to ensure that ‘no countries seriously committed to education for all will be thwarted in their achievement of this goal by a lack of resources’ (para 10). The study estimates the level of external financing required to fulfil this commitment.

The methodology for the study draws heavily on previous studies that have attempted to cost the education goals and estimate financing gaps (see Table 1).¹ The current study can therefore be seen as an attempt to update previous studies taking account of recent progress in education and its financing.

Table 1: Previous estimates of achieving education goals (constant 2007 prices)

Study	Goals covered	Countries covered	Average annual costs (all countries)	Average annual financing gaps (all countries)	Notes
Bruns et al (2003) and World Bank (2002)	Universal Primary Education	47 low-income countries	\$19.9 billion	\$4.2 billion	Universal primary completion is used as target for UPE. Estimates are also provided for all low income countries and for middle income countries too. Financing gap reported based on scenario C2.
UNESCO EFA (2002)	Universal Primary Education	47 low income countries	-	\$6.7 billion	Study is based on a World Bank (2002) study but assumes that domestic resources grow more slowly. Also includes costs to introduce demand side financing mechanisms for girls and poor children, interventions for HIV/AIDS and providing education in humanitarian emergencies
UNESCO EFA (2006)	UPE Literacy ECCE	All low-income countries	-	\$12.5 billion	Study is based on UNESCO EFA (2002) but includes: <ol style="list-style-type: none"> a. Rehabilitation and infrastructure costs included in original Bruns et al (2003) study. b. Additional financing gap associated with other low-income countries.

¹ Only studies that have attempted to estimate financing gaps have been included in the table. For a summary of other exercises that have estimated the cost of universalising primary education see UNESCO (2002).

					c. Estimate of the financing gap associated with achieving literacy and ECCE. d. Adjustment of aid shortfalls between 2000 and 2004.
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Notes: The financing gap is the difference between the total investment requirement indicated by the costing exercise and levels of domestic financing associated with all the countries involved.

Costing exercises of this kind are only meant to provide a broad indication of the level of resources required to achieve EFA. They do not provide a country specific guide to the appropriate policies and reforms necessary to achieve EFA. They are also not able to provide an assessment of the human and physical capacity of national education systems to undertake the massive and rapid investment programmes necessary in many low-income countries. However, they do provide an indication of the size of the challenge national education administrations face and an indication of the feasibility of achieving the goals by 2015.

The next section outlines the methodology and the data used in the study to estimate the costs of achieving the EFA goals. Section 3 reports on which EFA goals are included and how they have been interpreted for the exercise. It also describes the set of assumptions governing the evolution of key cost parameters (e.g. pupil teacher ratios, teacher salaries etc.) over the projection period. Section 4 presents the estimated costs of achieving EFA. Section 5 analyses the extent to which these costs can be covered by domestic resources and reports on the remaining financing gaps. Conclusions are offered in the final section.

The study generated a large amount of information and analysis. A set of appendix tables provide detailed information on the data used and the results for each low-income country. This information and the models used to estimate the costs are also available online (www.epdc.org/policytools).

2. Methodology and data sources

2.1 Using a simulation model to estimate the costs of achieving EFA

A simulation model was developed to estimate the cost and resource implications of achieving the EFA goals in low-income countries by 2015. The model takes an approach related to earlier models that compare an education systems costs with the resources available (see for example, UNESCO, 2005). In its basic form, the model calculates costs by multiplying projections of the number of school places

required in each year by the cost of providing each school place. It then compares these costs with projections of the government resources that are likely to be available in each year.²

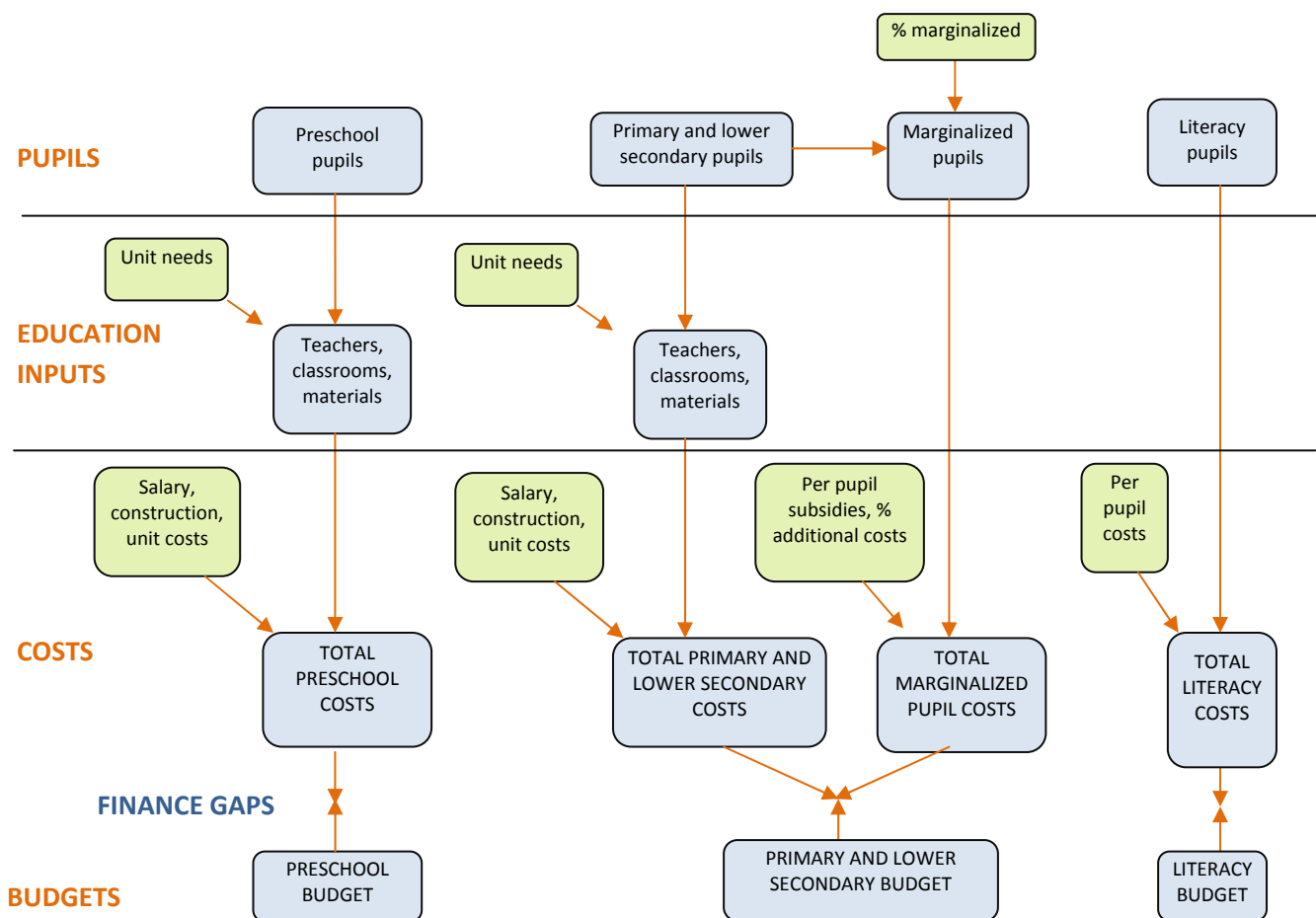
The model used for the costing exercise includes most of areas covered by the EFA goals. It includes pre-primary, primary and lower secondary levels of education as well as adult literacy programmes. It does not, however, have the ability to cost out ECCE programmes before the pre-primary level, technical and vocational education, and other adult learning programmes beyond literacy.

The model uses a set of user inputted targets to project key education parameters from a base year to 2015.³ If for example, a target pupil teacher ratio is set at 40 and the base year value is 60 the model calculates the average annual decline between the base year and 2015 necessary to achieve the target pupil teacher ratio. For each country included in the costing exercise, information on the main education indicators is required for a base year. For most countries, 2007 was the latest year in which most education data was available and this was chosen as the base year for all countries.

Figure 1. Overview of simulation model

²² A detailed description of the model and how it works is available in EPDC (2009b).

³ The simulation model used for the costing exercise can provide projections to 2025. However, the main focus of the costing study is to determine the financial feasibility of achieving the EFA goals by 2015. For simplicity this section discusses projection procedures from 2007 to 2015. However, similar procedures are used to make projections between 2015 and 2025. Section 5.3 looks at the sustainability of education systems by looking at these longer term projections.



The simulation model can be divided into four components: projections for pupils; for education inputs; for costs; and budgets (see Figure 1). The first of the model's components projects enrolment for each level of education between a base year and 2015. Pre-primary projections are based on targets for gross enrolment rates. Primary and lower secondary enrolments are projected on the basis of admission, repetition, promotion and drop-out rates. Targets for these parameters are entered into the model for 2015 and projections are based on achieving these targets. For example, if a target primary school admission rate of 100% is entered for 2015 the model will calculate the annual increase/decrease from the base year value required to achieve the 2015 target. Based on these calculations the number of children entering primary school can be calculated for each projection year.⁴

⁴School age population projections are also included in the model to calculate levels of admission (where applicable) and enrolment rates. These are based on the latest UN population projections.

Projections of adult literacy rates are based on assumptions regarding literacy attainment in formal school and levels of projected enrolment in adult literacy programmes. It is assumed that children completing five years of primary schooling are literate. The simulation model includes these children in the adult literate population once they reach the age of 15. The targets are set for the number of adults participating and graduating from literacy programmes. The model projects adult literacy rates from the base year to 2015 based on these two contributing factors.

The second component of the simulation model calculates the number of teachers and classrooms required to accommodate projected levels of enrolment.⁵ Projected need is primarily based on targets for pupil-classroom and pupil-teacher ratios. These are supplemented with assumptions on levels of teacher attrition and classroom depreciation to calculate annual needs between the base year and 2015.

Teacher and classroom needs are combined with targets for salaries and construction costs in the third component. Targets for the average teacher salary at each education level in 2015 are used to project teacher costs. In a similar way, the cost of classroom construction at each education level is projected from the base year to 2015. Additional recurrent resources, such as books and learning materials (non-salary recurrent spending) are not modelled explicitly. However their costs are included by setting targets for the proportion of total recurrent costs devoted to non-salary spending.

The final component of the simulation model allows domestic resources for the education sector to be projected. Targets for 2015 are set for the size of government revenues as a proportion of GDP, the proportion of the government budget that is spent on education and the composition of the education budget. For each year between the base year and 2015 it is therefore possible to compare projected costs based on the targets chosen with projected levels of domestic resources. Differences between projected costs and resources are reported as financing gaps/surpluses in the model.

A key feature of the simulation model used in this costing exercise is its ability to model programmes targeted at marginalized groups. Targets can be set for the proportion of the school age population reached by these programmes at the primary and lower secondary level. Two different types of interventions can be modelled. On the demand side, interventions that provide a subsidy expressed as a percentage of GDP per capita for each marginalized child can be included. On the supply side, additional resources as a proportion of total recurrent costs can be included for schools serving marginalized groups.

2.2 Data sources and estimation

Collecting reliable and consistent information on education systems and their financing in low-income countries represents a substantial challenge. To ensure the inclusion of as many low-income countries as possible it was necessary to go beyond international sources of data (e.g. UNESCO Institute of

⁵ The simulation model does not project the number of graduates from teacher training colleges or include the costs of training new teachers.

Statistics, World Bank and the International Monetary fund) and collect information from sector studies and other relevant reports (see Box 1). A full list of the data sources used for each low-income country included in the study is reported in Appendix Table A2.

Box 1: Sources of information for the base year

Detailed information on the education systems of 46 low-income countries were collected for 2007. The data included information on the size of school-age populations, the structure and capacity of school systems, student progression rates (e.g. promotion, repetition and dropout rates), the magnitude of key costs such as teachers, classrooms and levels of domestic spending on education. Three main international sources of data were used:

- UN World Population Prospects database for information on school-age populations and projections of population growth;
- The UNESCO Institute of Statistics for information on enrolment, teachers, classrooms and education financing.;
- World Bank and IMF for information on overall government revenues and economic growth projections.

These were supplemented by over 30 other sources, including national education sector reports and plans and public expenditure reviews. Information was also collected directly from UNESCO offices and other studies commissioned for the costing exercise (see for example, Bennell, 2009; Chang et al., 2009).

All countries classified by the World Bank as low-income in October 2009 with populations above 1 million were initially selected to be included in the costing exercise.⁶ Of this group, it was not possible to collect the required information for the Democratic Republic of Korea. Therefore, 46 low-income countries were included in the study. Northern and Southern Sudan are included separately in the study because of their separate education systems.

Information was frequently available for the same indicator from multiple sources. In these cases, a ranking of sources was used to select the information used:

1. **First preference** – International databases. These sources were assessed to provide the most reliable comparative information.
2. **Second preference** – National reports on education planning and national education databases. Data in these sources are officially sanctioned but may not be internationally comparable because of differing indicator definitions.
3. **Third preference** - Special studies and reports containing data on specific topics usually based on special access to national data sources.

⁶ Comoros, São Tomé and Príncipe and the Solomon Islands were not included because their populations were below 1 million.

4. **Fourth preference** - National household survey data. Studies have shown that indicators based on household survey data are different to the same indicators based on administrative data. Since most of the information used in the costing exercise is based on administrative data, household surveys were used only where administrative sources were unavailable.

Many indicators used in the costing exercise were not available directly and had to be calculated from other indicators. For example, average teacher salaries as a percentage of GNP per capita were frequently unavailable. However, information on total teacher salary expenditure, the total number of teachers and GNP per capita were used to calculate this indicator.⁷ Approximately 1% of the data points for the base year were calculated in this way.

In a small number of cases, regional aggregates were used where no national data was available (see EPDC 2009a). For example, drop-out rates for four countries were estimated in this way. Where it was not possible to calculate regional averages, estimates were made based on findings from other studies. For example, consistent information on classroom construction costs were unavailable for most countries and estimates were based on a study of classroom construction costs in Africa (Theunynck, 2009). In other cases proxies were used. For example, pupil teacher ratios were used to proxy for pupil classroom ratios (see Annex Table 1).

Different sources of information on government financing often provide very different indicators of government education spending.⁸ These differences are important because they can lead to different estimates of the resources that are likely to be available to meet the costs of achieving EFA. Of particular concern are differences, across international sources, in the share of the government budget devoted to education as a whole and across education levels. A recent study comparing data from the Fast Track Initiative and the UNESCO Institute of Statistics showed differences as high as 44% between these sources for the share of the recurrent budget going to education (Rawle, 2009). Different sources of information on government spending, the use of budgeted versus actual expenditure and the extent to which aid is included account for some of the discrepancies. However, the lack of a consistent database with wide country coverage seriously limits the accuracy of information on government resources.

In collecting information for the costing exercise every effort was made to use the best available data. That said, large margins of error do exist on many of the indicators used and this suggests that the reported estimates can only be indicative of the magnitude of financing gaps in low-income countries.

2.3 Limitations of the approach

In order to achieve the EFA goals many low-income countries will need to increase education provision substantially and at rates with no historical precedent. The extent to which individual countries have the ability and skills to embark on such ambitious investment programmes even in the absence of resource

⁷ The same methods were used to calculate an indicator from its component parts for all countries where this was necessary.

⁸ Information on government revenues collected from different sources can also exhibit large differences.

constraints is not explored. While a number of low-income countries have made rapid progress towards some EFA goals (e.g. Ethiopia and Tanzania) it is unclear whether all low-income countries have the human and physical capacity in their administrations to move at the required rate.

Comparisons between the financing gaps estimated in this study and those in national education plans were made where possible. These comparisons revealed both similarities and large differences. Where it was possible to unpick differences these stemmed largely from differences in the data being used (e.g. the year costings were undertaken and the data used) and differences in the targets and assumptions governing the evolution of key cost parameters. Global costing estimates of the kind generated in this study can give a ball-park figure of the costs associated with achieving goals on the assumption that all countries follow a similar reform path. But paths will be very different for different countries and will imply different costs for achieving the goals.

3. Setting the targets and cost parameters for achieving EFA

The simulation model and data outlined in the previous section are used to project the annual costs for the education sector based on the assumption that each low-income country will achieve the EFA targets by 2015. Setting targets for the size of the education system is only the first step. The appropriate mix of inputs to achieve these goals is also required. For example, a costing exercise of this kind needs to set sensible targets for pupil teacher ratios to ensure that the required school places are affordable and at the same time make sure that class sizes are small enough to provide an acceptable level of education quality.

Setting an appropriate mix of inputs in a global costing exercise of this kind is difficult because country context is vital in understanding what is possible. Ideally, the aggregated costs associated with national planning exercises would provide a truer estimate of achieving the EFA goals. However, even where these plans exist they are often partial or incomplete and as yet do not provide the necessary information (Bennell, 2009). The approach taken in the current exercise is to build on the norms used in previous estimates of the costs of achieving EFA.

Some of the EFA goals have clearly quantifiable targets set in association with them. For example, the goal of universal primary education requires all children of primary school age to complete a full cycle of primary schooling. Estimating the costs associated with achieving goals of this kind are relatively straightforward. Other EFA goals do not have clearly quantifiable targets and this makes it more difficult to estimate the costs of achieving them. For example, the ECCE goal involves 'expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged'. However, it does not provide a clear guide to the level of coverage of these programmes which makes it impossible to estimate costs associated with the target directly. These difficulties result in some of the EFA goals being covered only partially in the costing exercise. Where other studies have defined quantifiable targets for the goals these have been used as a starting point to

set targets in the current study. Table 2 provides a summary of the way the goals have been quantified for the purpose of the study.

Table 2: Targets for the costing exercise

EFA Goal	Costing exercise target	Criteria for goal achievement by 2015	Average for 46 low-income countries (circa 2007)	Target for 2015
I ⁹	Early childhood care and education	Providing pre-primary schooling for all children living below the poverty line	Pre-primary gross enrolment ratio = 16%	52%
II	Universal primary education	Provision of school places of good quality for all children of primary school age	Primary gross enrolment ratio = 95% Primary net enrolment ratio = 72%	108% 100%
III	Expansion of lower secondary schooling	Provision of places in lower secondary school for all children completing primary school	Primary to secondary transition rate = 69% Lower secondary gross enrolment ratio = 44%	100% 83%
IV	Adult literacy	Literacy places for all adults to ensure that illiteracy rates are halved	Adult literacy rate = 59%	80%
V	Gender parity and equality	Gender equity in primary, lower secondary schooling and provision of literacy to ensure male and female literacy rates are the same	--	-
VI	Education quality	Range of quality enhancing interventions included	--	See Table 3

Notes: targets for early childhood education and adult literacy are country specific. The target included in the table is the average for all 46 countries included in the study. Primary GER targets are country specific but imply full enrolment of primary school age children with a maximum of 10% repetition.

Early childhood care and education

ECCE covers a wide range of programmes to support children's development from birth to entry into primary school. Successive UNESCO Global Monitoring Reports have demonstrated the centrality of ECCE in the EFA agenda (UNESCO, 2006). Successful policies in the early years can reap large benefits in education and beyond. Targets have not been included in the current costing study for programmes aimed at children below the official starting age for pre-primary education. This is not to suggest that

⁹ For a list of the EFA goals see (UNESCO, 2008)..

these programmes are unimportant. However, these programmes frequently lie outside the responsibility of Ministries of Education and to include them would therefore expand the scope of the study considerably. Furthermore, much of the additional information required (e.g. the different types of provision, their costs and levels of government support) to undertake this wider exercise is currently unavailable.

Ensuring that all children from poor households have access to public pre-primary education by 2015 was used as the target for ECCE (see Table 2). Estimates of children living below the poverty line were calculated using poverty headcount ratios for 2005 calculated by the World Bank (World Bank, 2009).¹⁰ It was not possible to calculate the number of poor children currently attending pre-primary school. However, in many of the countries covered provision is limited and poverty rates are high suggesting that the proportion of poor children enrolled is low.¹¹ Therefore, in countries where the size of current pre-primary provision was insufficient to enrol all poor children the target was calculated by adding together current enrolment rates and the percentage of children living below the poverty line.¹² Expansion to provide places for children living below the poverty line was assumed to be government financed. Where current provision significantly exceeds the school places required to enrol poor children, no further increase in the pre-primary enrolment rate was targeted. It was expected that by 2015, sufficient school places would be targeted towards the poorest children.

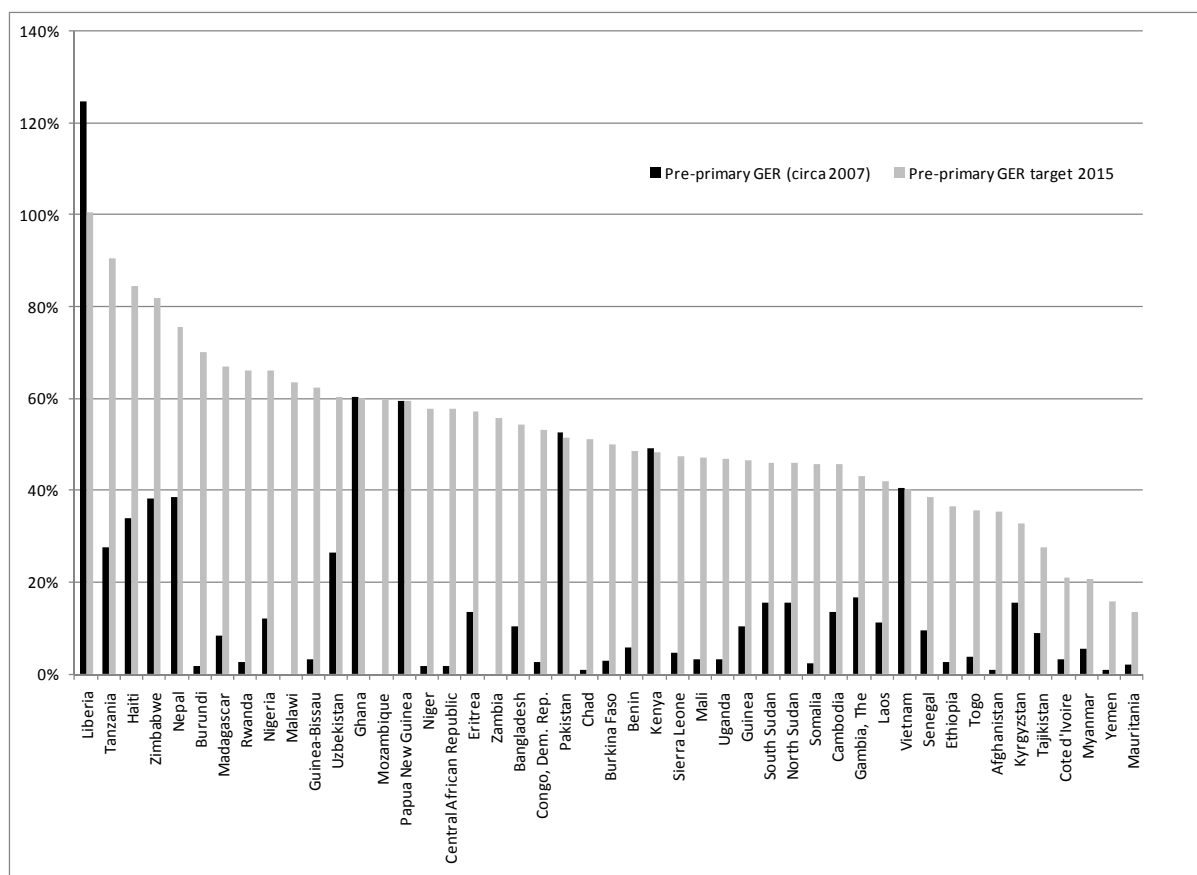
Differences in levels of poverty and current levels of pre-primary enrolment across low-income countries result in different expansion paths for pre-primary enrolment (see Figure 2). But in many countries, targeted expansion at the pre-primary level is enormous. For example, in Niger pre-primary enrolment rates are projected to increase from 2% in 2007 to 58% in 2015. This is equivalent to an additional 1.2 million pre-primary school places being created by 2015. In other countries targets for ECCE do not imply substantial expansion. For example, pre-primary enrolment rates in Kenya are well beyond levels required to provide school places for the estimated 20% of children living below the poverty line.

Figure 2: Current and target rates of pre-primary enrolment

¹⁰ This underestimates the proportion of children living below the poverty line as poor families tend to be larger and have more children of primary school age population. However, it was not possible to correct for this underestimation.

¹¹ While not important for the overall national government cost projections it is assumed that private pre-primary schools continued to serve the same share of the pre-primary school age population as they did in 2007.

¹² Where the sum was greater than 100% the target was set at 100%.



The target for ECCE included in the costing study represents only one component of the EFA goal and is focussed on a sub-group of the children targeted. Furthermore, the target is unlikely to result in significant increases in enrolment unless complementary interventions occur simultaneously. Providing detailed costings of the complementary health, nutrition and education interventions necessary is difficult to do given the large range of different interventions and policies country's pursue. The costing study does not model these interventions explicitly for every low-income country. However, it estimates that the annual cost of providing these types of interventions for poor children of pre-primary school age is approximately \$1.2 billion. This is equivalent to approximately 6% of GDP per capita (or \$45 per child) for each pre-primary school student living below the poverty line.¹³ This accounts for some of the additional interventions necessary, but it still seriously underestimates the investment needs of providing comprehensive early childhood care and education to children from birth to the start of primary schooling.

Universal primary education

¹³ This is an average of estimated cost of providing demand side interventions for primary and lower secondary school students.

Previous studies have focussed heavily on estimating the costs of achieving universal primary education. This focus is largely due to universal primary education being included in both the EFA goals as well as the broader Millennium Development Goals. Achieving universal primary education has been interpreted in different ways. The Bruns et al study (2003) interpreted the achievement of the goal as all children successfully completing primary school – ‘a goal that is achieved when the proportion of children completing primary school in any one year is the same or greater than the number of children of primary school graduation age’.¹⁴ More commonly, studies have used a primary net enrolment rate of 100% as a target for UPE achievement (see for example, Brossard and Gacougnolle, 2000; Delamonica et al., 2001).

Both approaches have their merits. On the one hand, using primary school completion focuses on an education system’s capacity to take in and retain children to the end of the primary cycle but 100% completion implies that 100% intake has to be achieved 6-8 years prior. On the other hand, using a target net enrolment rate of 100% ensures that all children of primary school age are in school but does not measure whether children are successfully completing the primary cycle. At the extreme it is possible to have NERs of 100% without any children actually completing primary school.

The current costing study uses an NER target of 100% for the UPE goal.¹⁵ Support for marginalised children and improvements in education quality, outlined in the sections below are assumed to lead to improvements in student progression rates. Costs are projected on the basis that by 2015 all children of primary school age are in school and progress through the system with limited repetition and no drop-out. These assumptions are likely to understate the total costs of UPE because they exclude the costs of providing schooling to children outside of the official primary school starting age.¹⁶

Expanding lower secondary schooling

Many countries, particularly in Sub Saharan Africa have begun to include targets for basic education (primary and lower secondary schooling) in their national education plans. While targets for lower secondary school enrolment are not explicitly included in the EFA goals, providing opportunities at the lower secondary level are often an important incentive for primary school completion.¹⁷ They can also be seen as an important component of the EFA commitment to providing learning opportunities for young people (EFA Goal 3). For these reasons, the costing exercise explores the costs of expanding lower secondary schooling.

¹⁴ The primary school completion rate is defined as the total number of students successfully completing (or graduating from) the last year of primary school in a given year (Bruns et al., 2003).

¹⁵ In the simulation model the projections are driven by changes in the primary school intake rate.

¹⁶ See Appendix table for current and targeted enrolment rates.

¹⁷ Gender parity at the secondary school level is part of the gender parity and equality EFA goal.

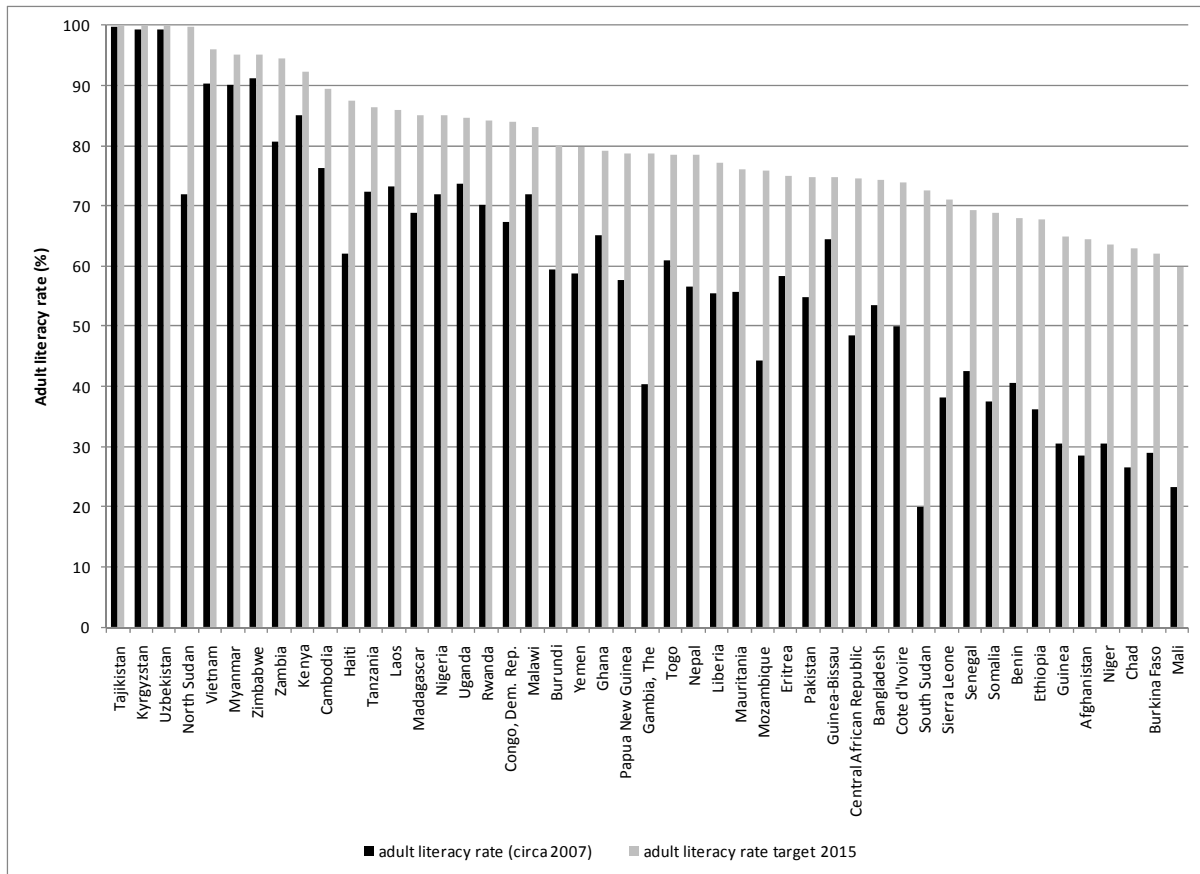
Lower secondary school enrolment is expected to increase to the level necessary to ensure that by 2015 all children who complete primary school have a guaranteed lower secondary school place.¹⁸ In many countries, automatic transition from primary to secondary implies very high rates of expansion in a relatively limited period. For example, in Tanzania there are currently lower secondary school places for less than a fifth of the lower secondary school age group. Ensuring that all children completing primary school have a lower secondary school place by 2015 will require providing school places for 83% of the school age population. In many countries, increasing rates of primary school completion also results in lower secondary enrolment continuing to rise substantially after 2015. The rising levels of enrolment will continue to raise the costs of lower secondary school provision beyond 2015.

Halving adult illiteracy rates

Adult literacy targets for 2015 are country specific and depend on levels of literacy in 1999. Targets are calculated by halving the illiteracy rate in 1999 and using this to calculate a literacy rate target for 2015. Figure 3 illustrates levels of literacy in 2007 and targets for 2015. Differences in the required increase in levels of literacy across countries are the result of different starting points in 1999 and levels of progress since. For example, in Mali the adult literacy rate was 19% in 1998 which implies a target rate of 60% in 2015. But between 1998 and 2007 literacy rates increased by only 4 percentage points requiring accelerated progress over the next 8 years of the projection period.

Figure 3: Current and target literacy rates

¹⁸ This is equivalent to a 100% transition rate between primary and lower secondary. Universal provision of lower secondary education is assumed but this would only occur after 2015.



Levels of literacy are determined by the number of graduates from adult literacy classes as well as changes in the population with basic levels of education. For the purposes of the costing study it is assumed that adults who have received a minimum of five years of primary education are literate. This implies that expansion of primary schooling opportunities will play a direct role in increasing levels of literacy albeit with a slight delay as children who have completed five years of education reach adulthood.¹⁹ This may appear at first as an optimistic assumption given that studies have shown that significant proportions of students leave primary education without a solid foundation in basic skills such as literacy and numeracy. However, the overall cost estimates include substantial investments in improving the quality of education (see next section) and it is expected that these will result in children obtaining functional literacy skills by the fifth grade. For many countries this source of improvement in literacy is more important in terms of reaching the literacy targets than providing literacy classes for adults.

Gender parity and equality

¹⁹ Children reaching grade 5, are assumed to be spread evenly over the 10-14 age range, and increases in levels of literacy from this source are calculated as the average number of 5th grade students in the previous five years.

The costing model used to project the costs of achieving EFA is gender disaggregated. This can be used to demonstrate the different rates of expansion required for male and female enrolment to achieve the gender parity targets outlined in Table 2. The costs of policies designed to improve the participation of girls in school and to address gender gaps in learning are included as a component of a set of policies to address education marginalisation more generally (see below).

Improving education quality

A set of key investments costed in each country is designed to provide the resources necessary to improve education quality (see Table 3). Setting target rates for quality parameters in an exercise of this kind is particularly difficult. Research evidence does not provide clear results on the importance of different inputs into the education process (Fuller, 1987; Hanushek, 1995). Even where particular investments are shown to improve quality the results tend to be country and education level specific. In addition the results are dependent on how these resources are managed, which frequently depends on education system governance. Given these difficulties, targets for key quality parameters are based on previous costing studies and a review of the quality investments contained in national education plans (Bennell, 2009; Bruns et al., 2003; Lewin, 2008).

The study estimates the costs of a number of investments to improve the school environment. Schools in low income countries suffer frequently from overcrowded and poorly maintained classrooms, a lack of qualified teachers and limited resources available for learning materials including textbooks and supplementary reading materials. In countries where pupil teacher ratios are excessively high, the costs of EFA are estimated on the basis of reducing these ratios to more acceptable levels (see Table 3). Target pupil teacher ratios are lowest in pre-primary education. However, in line with other costing studies it is assumed that pre-primary school teachers are able to cover two groups of students per week which effectively halves the costs associated with teacher provision at this level (Van Ravens and Aggio, 2007, 2008).

Low achievement levels are often associated with a poor school environment. Badly ventilated classrooms, leaking roofs, poor sanitation and the lack of materials present significant barriers to effective learning in many schools. One recent survey of primary schools in Nigeria found that over 80% of classrooms in Enugu and 50% in Kaduna either did not have a blackboard, or had one that was barely usable (World Bank, 2008). Such conditions are common in many countries.

Building the necessary classrooms to improve access and at the same time ensuring class sizes small enough for effective learning present enormous challenges for many countries. The costs of achieving EFA are estimated on the basis of building sufficient good quality classrooms to accommodate all students in classes of 35-40. This allows children to be taught in group sizes that are manageable for teachers. Coupled with the pupil teacher ratio targets it also means that each teacher is equipped with a single classroom.

Construction costs are dependent on the type of design selected and different procurement arrangements. For the costing exercise, classroom construction costs were estimated using the results from a detailed survey of primary classroom construction in Sub-Saharan Africa. In the study, two cost scenarios were compared; a high cost option which assumed that current school construction strategies were continued and a low cost option based on countries moving to a community-contracting approach. The average of these high and low options were used in the current costing exercise and also include the costs of office and storage space, furnishings, latrines and the provision of a reliable water supply (Table 3). Resources for annual maintenance are also included to ensure that routine maintenance is carried out and classrooms can be used for the duration of their lifetime.²⁰

Rehabilitating the current stock of classrooms is also crucial if education quality is to be improved. A recent study estimated that 30% of the current stock of classrooms in Sub-Saharan Africa were either temporary constructions or in need of serious repair (Theunynck, 2009). Conflict-affected countries face particularly pressing problems. For example, half of Liberia’s primary school classrooms were destroyed or sustained major damage during the civil war (Ministry of Education Liberia, 2007). To incorporate improvements in the stock it is assumed that about a quarter of the classrooms in low-income countries need replacing, rising to half in conflict-affected countries. In the costing study, classroom replacement and rehabilitation is expected to be completed by 2015.

Effective learning also requires access to non-salary inputs such as textbooks and other teaching and learning materials, in-service teacher training and ongoing classroom maintenance. In many low-income countries spending on non-salary inputs is very low particularly at the primary level. In Nigeria, less than 30% of the recurrent primary education budget is devoted to non-salary inputs and results in severe shortages of textbooks. In Kano state, Nigeria, a single subject specific textbook at primary school is shared by approximately 16 students (Ministry of Education Kano State, 2008). Without sufficient resources to provide learning materials the ability of teachers to fulfil the objectives of school curricula are seriously impeded. It is difficult in a costing exercise of this kind to calculate the cost of supporting inputs in detail and across different country contexts. Making a third of all recurrent resources available for non-salary spending has been argued by other studies to provide the required level of investment (Bruns et al., 2003).²¹ This benchmark is used for pre-primary and primary education. At the secondary level it is assumed that 40% of recurrent spending will be required for these inputs because of the larger number of subjects taught and the need for additional materials (e.g. laboratory supplies).

Table 3: 2015 targets for main cost parameters

Parameters	Pre-primary	Primary	Lower secondary
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²⁰ Lifetime of a classroom is assumed to be 40 years which implies that on average 2.5% of the classroom stock needs to be replaced each year. Annual maintenance costs for each classroom are estimated at 2% of initial construction cost.

²¹ It may seem strange to set a target for the proportion of the recurrent budget devoted to non-salary spending before setting the overall recurrent budget. However, targets are set for teacher salaries, the other component of the recurrent budget, in the next sub-section.

Cost drivers			
Teacher salaries			
Sub-Saharan Africa	4.5 times GDP per capita	4.5 times GDP per capita	6 times GDP per capita
Other countries	3 times GDP per capita	3 times GDP per capita	3.5 times GDP per capita
Pupil teacher ratio	20	40	35
Percentage of non-salary costs in recurrent spending	33%	33%	40%
School building and rehabilitation ¹	\$ 13,500 per classroom	\$ 13,500 per classroom	\$ 17,000 per classroom
Share of private enrolment	Maintain current levels	10%	10%
School rehabilitation (% of classroom to be replaced)			
Low income countries	25%	25%	25%
Conflict affected countries	50%	50%	50%
Targeted programmes for marginalized			
Demand side interventions (e.g. conditional cash transfer programmes, school feeding programmes)	-	5% of GDP per capita per marginalized student	7.5% of GDP per capita per marginalized student
Supply side interventions (e.g. incentives for qualified teachers to deploy to remote areas, increased resources for schools serving marginalized groups)	-	Additional 20% of per pupil current costs per marginalized student	Additional 20% of per pupil current costs per marginalized student
Effect on per-pupil recurrent costs (constant 2007 US\$)			
Estimated current unit costs	106	68	119
Per-pupil costs with additional policy measures 2015	102	125	162

Notes: ¹ A maintenance cost of 2% of construction cost is included per classroom per year. Classroom construction costs and rehabilitation include the costs of constructing all necessary school infrastructure (including latrines, school offices and water supply etc.) and designed to allow access for disabled children (Theunynck, 2009)

Targets for other key cost parameters

Teacher salaries are typically the single biggest component in the education budgets of low-income countries, often accounting for three-quarters of total spending. Levels of teacher pay will therefore be a key factor in the overall costs of achieving EFA. In the costing exercise regional averages are used as the target for primary teacher salaries. In Sub-Saharan Africa this represents higher salary targets than

previous costing exercises (Bruns et al., 2003; Lewin, 2008). Higher targets have been set because relative wages of teachers have been declining since Dakar and further declines appear unlikely. It is also the case that the regional average for Sub-Saharan Africa roughly corresponds to the average salary targets in national education plans (Bennell, 2009).

Between 1985 and 2004 average teacher wages in Sub-Saharan Africa fell from 6 to 4 times GDP per capita in Africa as a whole (Pole de Dakar, 2009). A key driver of these declines in relative teacher wages has been the introduction or greater use of contract, community and untrained teachers.²² These groups of teachers are paid substantially less than regular civil-service teachers. In a sample of 14 Sub-Saharan African countries approximately half of teachers in the mid 2000s were not regular civil service teachers and were paid on average less than half the regular civil service teacher salary (Pole de Dakar, 2009). For example, in Mali 65% of primary school teachers are contract or community teachers and are paid 1 to 5 times GDP per capita compared to 8 times GDP per capita for regular civil service teachers. These reforms have played a key role in delivering the rapid increases in primary school access seen in the region since Dakar.

In countries that have pursued these reforms most vigorously, average teacher salaries have declined but are still close to the regional average. For example, in six Sub-Saharan African countries where over 30% of teachers are on contract, average teacher salaries were 4.8 times GDP per capita (Pole de Dakar, 2009).²³ Reforms of this kind have also met resistance and it is unclear whether further reductions in the salary bill can be achieved through this route. And in some cases, these reforms are being reversed. In Guinea, where 51% of all primary school teachers were on contract in 2003, it was recently announced that the system of contract teachers would be abolished and these teachers would be transferred onto the civil service pay roll (Bennell, 2009).

For low-income countries outside of SSA, average primary school teacher salaries tend to be lower in terms of GDP per capita. This reflects to a large extent differences in labour market conditions and often the greater purchasing power of salaries in other regions. For these reasons, teacher salaries have been set at a lower ratio to GDP per capita outside of SSA (see Table 3). Targets for lower secondary have been set using the average ratio of salaries in each region between primary and lower secondary (see Table 3). For example, in Sub-Saharan Africa, teachers at the lower secondary level are paid on average a third more than primary school teachers.

The targets used for the global costing exercise are no substitute for detailed analysis at the country level of pay and conditions of teachers. In order to fully assess the appropriate level of pay, information on the likely availability of individuals with the appropriate qualifications and training is required. Levels of pay for similarly qualified individuals in other sectors of the economy also need to be compared with teacher salaries to understand the relative position of teachers. The target rates imply that around one

²² Community teachers are often not paid for out of the state budget. Community and contract teachers are often untrained.

²³ This is calculated as a weighted average of the distribution and salary of civil servant and non-civil servant teachers presented in Table 3.1 of Pole de Dakar (2009).

half of all countries would require increases in levels of teacher salaries while the other half would need to explore ways to reduce their overall salary bill.

The EFA goals are based on the belief that basic education should be financed primarily by national governments. Estimates of the costs of achieving EFA are based on the assumption that basic education is provided fee-free in all schools that receive state funding. However, it is assumed that 10% of children in primary and lower secondary schools will attend private fee paying schools that receive little or no state support.²⁴ Currently, average rates of private school provision in low income countries tend to be higher; approximately 13% (17%) of primary (lower secondary) school places are currently provided privately in low-income countries. It is unlikely that private fee paying schools will be a realistic option for children currently out of school, so it is expected that these children will enrol in greater numbers in fee-free state funded schools. In most countries the absolute number of children attending private schools is still projected to increase. The target for the share of private enrolment in pre-primary education is different than primary because targets for pre-primary enrolment expansion vary across countries (Table 2). It is assumed that the private pre-primary schools continue to serve the same proportion of the pre-primary school age population and that future improvements in enrolment rates are driven by increases in state-funded provision.

Reaching and teaching the marginalised

Estimating the costs of reaching marginalised groups is a central objective of the new costing exercise. Many of the improvements in quality and the abolition of fees outlined above will have significant impacts on the participation and learning achievement of marginalised students. However, these general improvements will be insufficient if marginalised children are to be offered equal learning opportunities. The study estimates the costs of introducing policies to address education marginalization in low-income countries. It combines information on the unit cost of programmes with estimates of the size of marginalised populations to estimate the resources required.

An important aspect of improving the participation of marginalised children is to increase incentives for regular attendance at school. In many countries, conditional cash transfer and school feeding programmes have been used to provide additional incentives for school participation. The costs of providing interventions of this kind vary greatly. Recent studies on conditional cash transfers and school feeding programmes show average costs of approximately 5% of GDP per capita (Bundy et al., 2009; Chanamoto, 2009; Fiszbein et al., 2009). These average costs are used to estimate the costs of demand side interventions at the primary level. As the direct and opportunity costs of education tend to rise with age and school level, it is assumed that per-student transfers will be higher at the lower secondary level (see Table 3).

Ensuring that schools have adequate resources and are staffed by qualified and motivated teachers also makes up a central part of any integrated approach to reaching the marginalised. Schools are an

²⁴ These targets are similar to targets in other costing studies (see for example, Bruns et al., 2003).

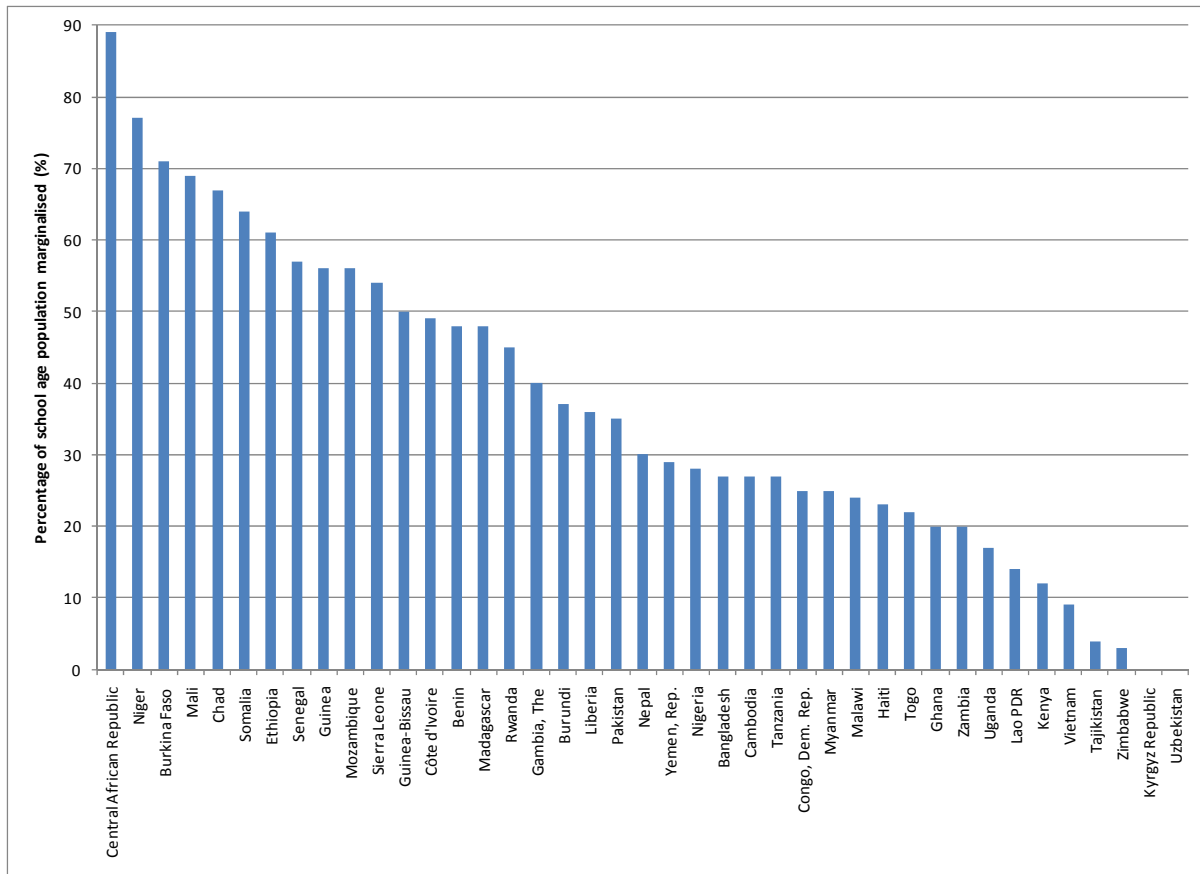
important component of all children's learning opportunities but for the marginalised they frequently represent their only opportunity to learn. In many cases, marginalised children have poorly educated parents who are less able to support their learning outside of school. Additional resources will be required in schools serving marginalized groups if gaps in learning between the marginalised and the rest of the population are too narrow. While the policy mix will vary, additional resources are required to provide supplementary learning materials, increased teaching time and incentives for well qualified teachers to teach in rural and remote schools.

Relatively little information is available on the level of additional resources required for schools serving marginalised groups. It is estimated that schools serving marginalised populations will require 33% more resources per student compared to more conventional schools. This is admittedly a rough estimate but would, for example, provide the resources necessary to introduce an incentive scheme to attract teachers to rural and remote schools. In a recent study of teacher deployment systems in SSA countries, allowances to attract teachers to rural and remote schools were approximately 20% of basic salary (Chen and Mulkeen, 2008). It could also be used to hire two additional teachers in a six teacher school.

A key measure of levels of absolute marginalisation is the proportion of 17-22 year olds with less than 4 years of education. Individuals falling into this group are unlikely to have obtained the basic literacy and numeracy skills necessary to provide a foundation for future learning and employment. In each low income country, this measure of absolute marginalisation is used to proxy for the share of the school age population requiring the interventions outlined in Table 2. The share of the population with less than 4 years of education differs greatly across the low-income countries included in the study (see Figure 4). The definition of marginalisation is intended to cover many different marginalised groups faced with different constraints. The global costings provide an overall envelope of resources for a mix of different interventions necessary to tackle these differing constraints. The particular mix of policies will differ across countries as will the groups that are targeted.²⁵

Figure 4: Proportion of the primary and secondary school age populations targeted for programmes aimed at the marginalised

²⁵ In the Bruns et al. (2003) study HIV/AIDS orphans were targeted for specific interventions estimated to cost US\$50 per child.



Notes: Percentages show the proportion of the 17-22 year old population that have less than 4 years of education. Only countries with data included in the figure.

Source: UNESCO-DME (2009).

This measure of marginalisation is only a proxy and in some cases may overestimate the need for targeted programmes. For example, in some countries providing access to good quality education may increase the proportion of children with more than 4 years of education without any need for additional support. Defining the appropriate targeted population in each country needs to take account of context and an understanding of the constraints faced by different marginalised groups. Some will be constrained purely by lack of access to good quality education while others will require substantial support to attend regularly and be provided with the learning opportunities necessary to achieve the competencies associated with basic education. The proxy used in this study is sensible as a cross country measure but is likely to be closer to the real targeted population in some countries compared to others.

This section has outlined the key targets and cost parameters used in the costing exercise. These provide a basis for estimating the costs of achieving EFA. They do not provide a detailed set of policies or reform steps for an individual country to follow. It is also assumed that countries have effectively managed education systems in which resources can be translated effectively into the provision of good quality school places. In reality, many countries will need to introduce changes in the governance of their

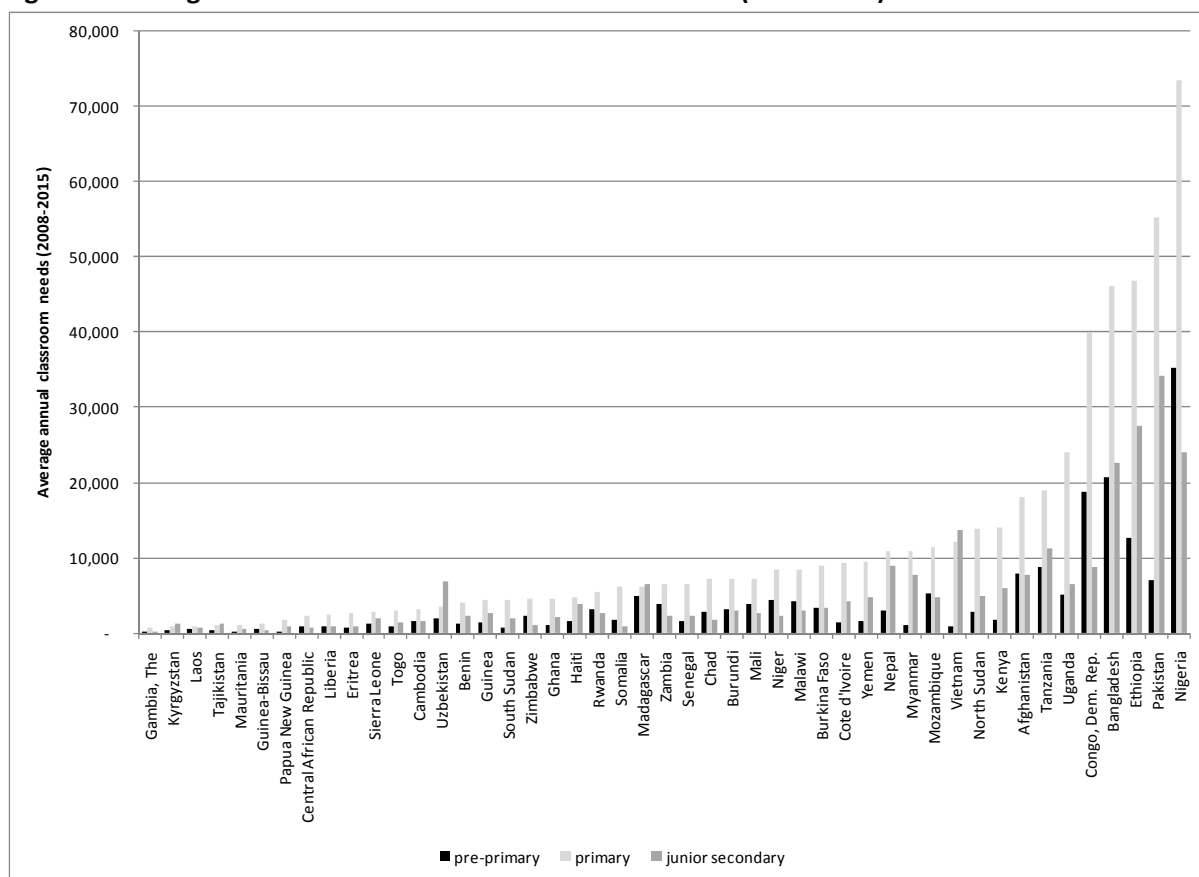
education systems alongside resource increases. Reforms of this nature are not necessarily expensive but are imperative if education systems are to function well and utilise additional resources effectively.

4. Results

4.1 Classroom and teacher needs at primary, pre-primary and lower secondary levels

One of the greatest material challenges to reaching EFA is building the necessary classrooms to improve access and at the same time ensuring class sizes small enough for effective learning. The costing study estimates that an additional 4.3 million classrooms will be needed in primary and pre-primary education to achieve EFA. Figure 5 shows that in most countries building primary classrooms is the largest challenge particularly for countries with large school age populations. In Bangladesh, Ethiopia, Pakistan and Nigeria more than 40,000 new primary classrooms are required each year.

Figure 5: Average annual new classroom construction needs (2008-2015)



Additional classrooms are needed to increase the number of children enrolled, reduce pupil classroom sizes, rebuild existing classrooms that are inadequate and to replace classrooms that have reached the end of their lifespan. In each country the composition of classroom needs will vary according to the initial situation in each country (see Box 2).

Box 2: Classroom needs to achieve UPE

Table 4: Composition of classroom needs to achieve UPE, selected countries

	Bangladesh	% total	Burundi	% total	Niger	% total
Key facts						
Total public enrolment 2007	15,798,904		1,309,387		1,079,450	
Change in public school enrolment between 2008 and 2015 to achieve UPE	2,801,902		946,971		1,977,034	
Pupil classroom ratio (circa 2007)	68		54		40	
Calculation of classroom needs						
Classroom needs for new enrolment (assuming original PCR)	41,204	11	17,477	30	49,445	74
Classroom needs to reduce class size to 40:1	191,479	52	14,767	26	-	-
Replacement of classrooms at end of lifespan	64,385	17	8,217	14	9,286	14
Rehabilitation of existing stock of classrooms	72,367	20	16,953	30	8,523	13
Total classrooms needed (2008-2015)	369,436	100	57,414	100	67,254	100

Table 4 reports in detail the number of primary school classrooms needed to achieve UPE in three countries included in the costing exercise. Between, 2008 and 2015 Bangladesh will need to provide an additional 2.8 million school places to achieve UPE. At existing pupil classroom ratios this would require the building of 40,000 new classrooms. However, providing the additional classrooms necessary to achieve the targeted class sizes of 40 pupils represents a much greater challenge. Reducing pupil classroom ratios from their current level of 68 to 40 would require building almost 200,000 additional classrooms. In Bangladesh this is clearly the biggest challenge with over 50% of classroom construction needed to lower class sizes.

In Niger, the main UPE challenge is building enough classrooms to accommodate an additional 2 million students. Almost three quarters of the new classrooms are required to accommodate expansion. In contrast to Bangladesh, pupil classroom ratios were already at targeted levels and no additional classrooms are required to reduce class sizes. Burundi is estimated to require a similar number of classrooms as Niger. However, a much greater proportion (30%) of new classroom

construction is required to replace the existing stock of classrooms. This is due to the destruction of schools and the lack of maintenance undertaken during the civil war.

How do average classroom needs compare to current building programmes? In none of the countries highlighted in Table 5 are current rates of construction adequate to achieve EFA. In Burundi, Malawi and Uganda construction needs are estimated to be over 5 times current rates of construction (see Table 5).

Table 5: Primary classroom needs in Sub-Saharan Africa

Country	Annual growth in primary school stock needed for EFA	Actual annual growth in classroom stock	Period for figures on actual growth	Actual growth as a % of UPE need
Burkina Faso	9,005	1,577	1997-2003	18
Burundi	7,177	792	1999-2003	11
Chad	7,171	1,059	1996-1999	15
Guinea	4,395	1,485	1996-1999	34
Madagascar	6,152	2,770	1999-2004	45
Malawi	8,492	1,214	2000-2005	14
Mauritania	1,010	519	1996-1999	51
Rwanda	5,440	688	2000-2003	13
Uganda	24,056	2,786	1993-2003	12

Source: annual growth in classroom stock taken from Theunynck (2009).

Classroom construction makes up approximately 30% of the total costs associated with achieving EFA across all low-income countries.²⁶ Compared to the primary level, construction costs tend to be a larger proportion of total costs at the pre-primary and lower secondary school levels because of the more significant expansion projections in most countries. The variation in the share construction costs make up of the total costs for achieving EFA is large. In Burundi, 65% of the total costs of achieving UPE between 2008 and 2015 arise from classroom construction compared to only 12% in Ghana. These differences arise primarily from three factors:²⁷

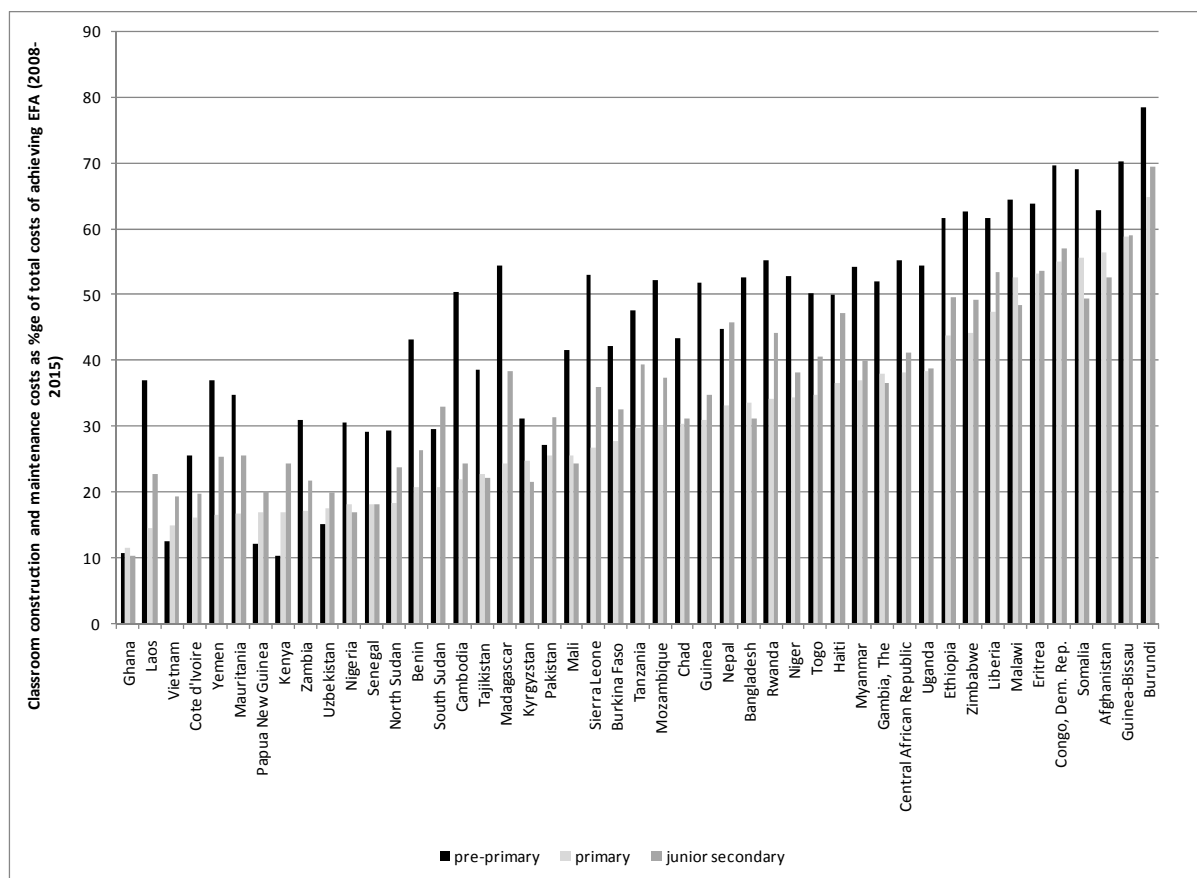
- Burundi is a conflict-affected country and the study estimates that 50% of the existing classroom stock needs to be replaced compared to only 25% in Ghana.
- Pupil classroom ratios in 2007 are also considerably higher in Burundi compared to Ghana (see Appendix table A1). In Burundi, new classroom construction is required to reduce class sizes whereas in Ghana pupil classroom ratios are below the 40:1 threshold.

²⁶ The costs of classroom construction include the cost of latrines, offices, water supply and providing access for children with disabilities.

²⁷ Differences between current and targeted recurrent cost parameters (e.g. teacher salaries) also play a part in explaining the differences but these were not as important as the differences in replacement and pupil classroom ratios outlined in the text.

- GDP per capita is much lower in Burundi, making the fixed construction costs for classrooms relatively more expensive compared to Ghana.

Figure 6: Classroom construction costs as a percentage of total costs of achieving EFA by education level (2008-2015)

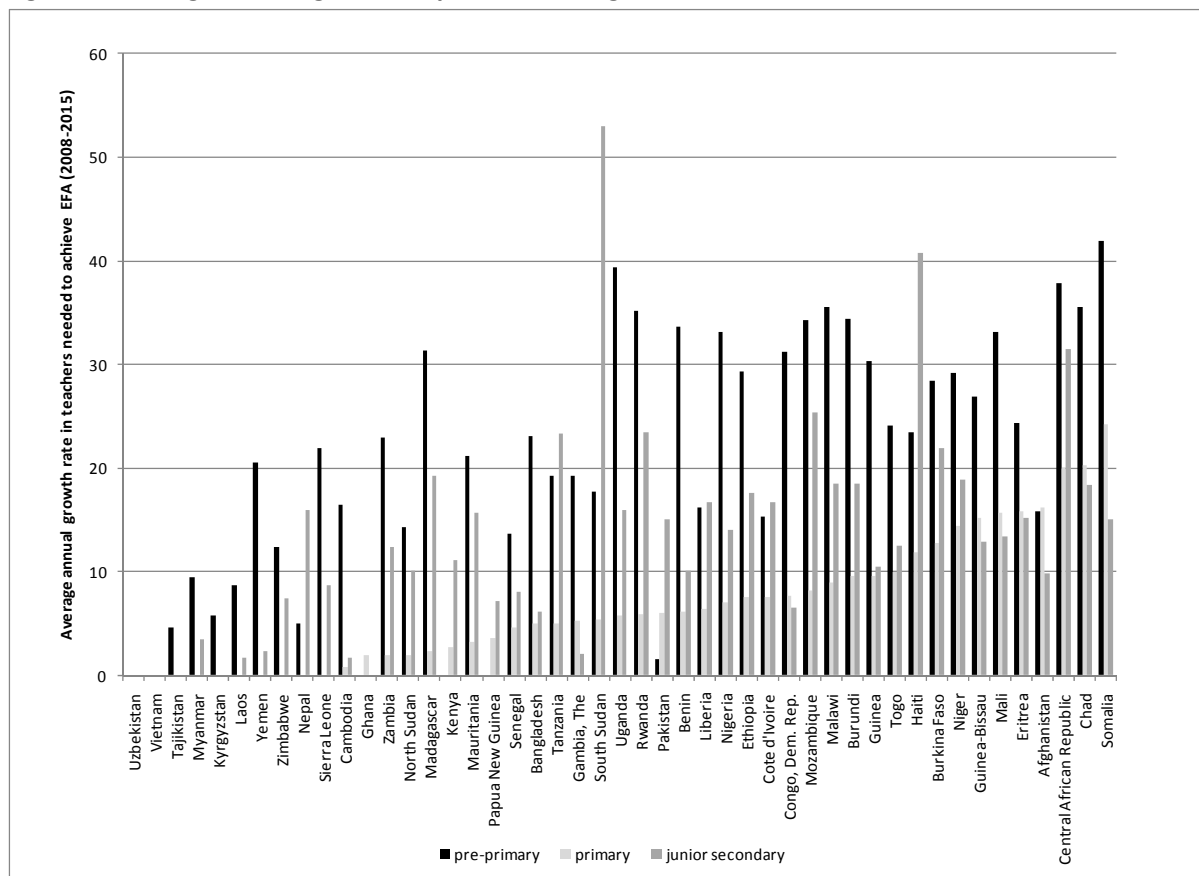


High levels of investment in school infrastructure are in most cases temporary. Once education systems have built adequate classrooms to accommodate their school age population infrastructure costs are mainly limited to replacing classrooms that are reaching the end of their 40 year life span and maintaining the existing stock of classrooms. For example, projected average annual costs of primary classroom construction are \$623 million between 2008 and 2015 in Bangladesh compared to only \$174 million between 2016 and 2025 (see Appendix Table C).

Increasing access and improving the quality of education also requires increasing the number of qualified teachers in low-income countries (see Box 3). Annual teacher needs to achieve EFA follow similar patterns as classroom needs with the greatest absolute annual needs in primary (see Appendix Figure 1). Proportional increases to achieve EFA tend to be greatest for the pre-primary and lower

secondary levels (see Figure 7). This often reflects the very limited access children have to these levels in the base year and the large projected expansion necessary to achieve EFA. While the average annual increases can be high they may not reflect large absolute increases in teacher numbers. For example, the number of lower secondary school teachers in South Sudan needs to increase by over 50% every year if all children completing primary are to have a lower secondary school place by 2015 (Figure 7). In absolute figures this implies that approximately 1,750 lower secondary school teachers need to be recruited every year. In primary, a slightly higher number of teachers need to be recruited annually but this only represents a 5% annual increase in the stock of primary school teachers.

Figure 7: Average annual growth in public teaching stock to achieve EFA, 2008-2015



How do these projected rates of growth in the teaching stock compare to growth rates since 1999? Between 1999 and 2007 annual growth rates in the primary school teacher stock in most countries, with the necessary information, fell far short of the levels of recruitment needed. For example, the stock of primary school teachers grew annually at 10% in Mali but would need to grow at 16% if UPE is to be achieved (UNESCO, 2010). In other countries (e.g. Senegal, Benin, Liberia and Burundi) growth in the teaching stock between 1999 and 2007 exceeded the growth needed to achieve UPE by 2015.

Box 3: Teacher needs to achieve UPE

Table 6: Composition of teacher needs to achieve UPE, selected countries

	Nigeria	% total	Madagascar	% total	Malawi	% total
Key facts						
Total public enrolment 2007	20,977,538		3,104,521		2,911,468	
Change in public school enrolment between 2008 and 2015 to achieve UPE	5,399,923		71,737		-25,859	
Pupil teacher ratio (circa 2007)	52		49		78	
Calculation of teacher needs						
Teacher needs for new enrolment (original PTR)	103,845	23	1,472	3	332	-1
Teacher needs to reduce class size to 40:1	152,178	34	14,229	32	35,145	65
Teachers needed to replace existing teachers	193,188	43	28,614	65	19,440	36
Total teachers needed (2008-2015)	449,210	100	44,315	100	54,253	100

Table 6 reports in detail the number of primary school teachers needed to achieve UPE in Nigeria, Madagascar and Malawi. Between 2008 and 2015, Nigeria will need to recruit an additional 450,000 teachers. Almost half of these teachers are needed to replace teachers that are projected to leave the teaching force between 2008 and 2015.²⁸ At existing pupil teacher ratios, an additional 104 thousand teachers would need to be recruited to accommodate the 5 million children that would need to be enrolled to achieve UPE. Providing the additional teachers necessary to achieve the targeted class sizes of 40 pupils would require the recruitment of an additional 152 thousand teachers.

In Madagascar, the main UPE challenge is recruiting enough teachers annually to replace teachers that leave the education system. Almost two-thirds of newly recruited teachers are needed because of teacher attrition. Malawi has a similar sized school age population as Madagascar but a higher pupil-teacher ratio implies a greater need for teachers to achieve UPE; 65% of total teacher recruitment is needed to reduce class sizes in Malawi compared to only 32% in Madagascar.

4.2 The additional costs of reaching the marginalised

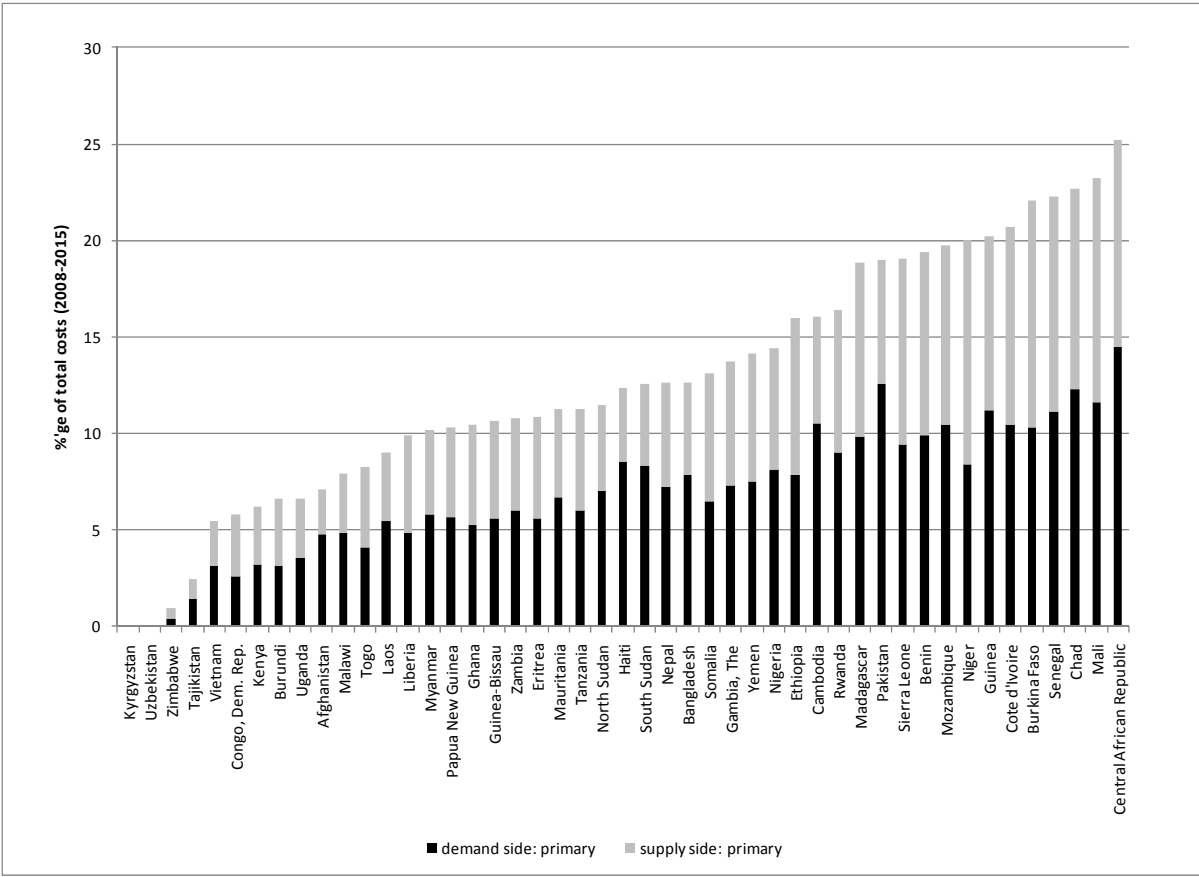
It is expected that improvements in education access and quality will have beneficial impacts on the participation of many groups currently deprived of meaningful education opportunities. For example, effective planning of the large school building programmes included in the cost estimates will bring schools closer to marginalised communities. Even so, in many cases marginalised groups will require additional support if they are to attend school regularly and achieve the learning objectives associated with primary and lower secondary schooling.

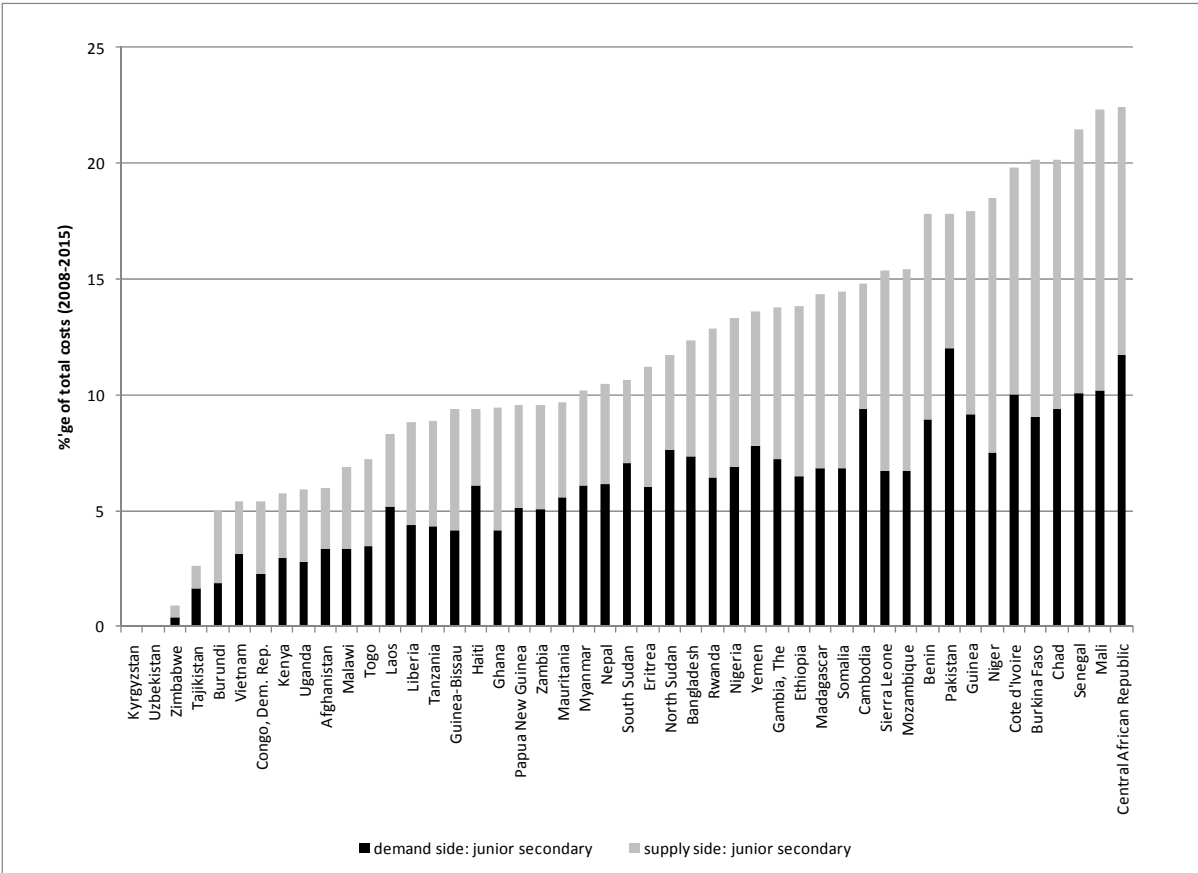
²⁸ An annual teacher attrition rate of 5% is assumed for all levels of education.

The cost of providing this additional support to marginalised children is driven by the size of a country's marginalised population and the cost of these programmes per child. Figure 4 demonstrates the large variations in the estimated proportion of the school age population that is considered to be marginalised for the purposes of the costing study. The per child cost also varies because the costs of demand side interventions are calculated as a proportion of each country's GNP per capita and supply side interventions as a proportion of average recurrent costs per pupil. These factors result in the average unit costs of reaching a marginalised child ranging from \$11 at the primary level in Burundi to \$185 at the lower secondary level in Nigeria. In most countries, the total costs of programmes addressing demand side constraints tend to be slightly higher than programmes aimed at providing additional resources to schools serving marginalised groups.

The costs of reaching the marginalised account for different shares of the total costs of achieving EFA in each low income country (see Figure 8). In Kenya, approximately 6% of the total costs of achieving UPE are estimated to be needed to address education marginalisation while in Chad these costs account for over 20% of the total. These differences are largely driven by differences in the estimated proportion of the school age population classified as marginalised. In Kenya, 12% of the school age population is estimated to be educationally deprived (see earlier figure) compared with 67% in Chad. The share of total costs needed to reach marginalised groups is therefore much higher in Chad. At the primary level 23% of total costs are required for targeted programmes compared to only 6% in Kenya.

Figure 8: The costs of reaching the marginalised





4.3 Summary costs for achieving EFA

The total costs of achieving EFA in the forty-six low-income countries covered in the study are outlined in Table 7. These are calculated by aggregating the costs for each country's costing model (see Appendix Table C). The main results are:

- Cumulative costs over 2008-2015 for the basic education goals run to US\$286 billion, or US\$36 billion annually (in constant 2007 US\$). Approximately, \$12 billion of domestic resources are currently being allocated to basic education annually.
- US\$ 3.7 billion, or 14% of annual spending on primary education is required to finance programmes and interventions aimed at reaching the marginalized. A slightly greater proportion of these resources (57%) are required for demand side interventions.
- Providing new classrooms, including the replacement, repair and rehabilitation of old classrooms account for 30% of all costs associated with achieving the basic education goals.
- Teacher costs account for 40% of the total costs for basic education.

- Including lower secondary education into the costing scenario increases the cumulative costs by US\$120 billion, or an average annual cost of US\$ 15 billion. This represents an additional 30% over basic education costs.

Table 7: Costs of achieving Education for All in low-income countries (constant 2007 US dollars, billions)

	Pre-primary	Primary	Adult literacy	Basic education sub-total	Lower secondary	TOTAL
US\$ billions (constant 2007 prices)						
Current domestic resources	0.8	11.1	-	11.9	4.7	16.6
Cumulative cost (2008-2015)	60.4	220.4	5.1	285.9	120.2	406.1
Average annual cost (2008-2015)	7.5	27.5	0.6	35.7	15.0	50.7
Breakdown of costs between 2008-2015 (%)						
Teacher costs	39	40	-	40	36	39
Classroom construction costs	41	27	-	30	30	30
Programmes to reach the marginalised	-	14	-	11	12	11
Other costs	20	20	-	20	22	21

5 Meeting the costs of EFA

5.1 Domestic resource mobilisation

The estimated levels of spending required to achieve the EFA goals greatly exceed current levels of spending (see Table 7). However, many low-income countries can increase domestic spending on education to narrow the gap between current and required levels of spending to achieve EFA. The extent to which domestic resources can be increased will depend on economic growth, levels of government revenue and the share of government revenues allocated to basic education. For the costing exercise a set of target values were set for 2015 to project the level of domestic resources available between 2007 and 2015. These targets were based on previous costing exercises and related work (see Table 8):

- Economic growth – IMF world economic outlook growth projections for 2007-2014 are used to project levels of national income from 2008 to 2015. These projections take account of the estimated reductions in growth resulting from the 2008 financial crisis.²⁹
- Government revenue (excluding grants) as a percentage of GDP. This target is based on the acceptable level of domestic revenue effort for the CFA Franc Zone (see Martin and Kyrili, 2009). However, in some countries mineral wealth suggest much higher rates of domestic

²⁹ Economic growth projections were taken from the April 2009 World Economic Outlook Database (IMF, 2009). See Chapter 1 of UNESCO-GMR for further discussion of the changes in economic growth forecasts (UNESCO, 2010).

resource mobilisation are possible. For example, in Nigeria domestic revenue was 29% of GDP in 2007 (see Appendix Table B1) largely due to revenue from oil and gas. Therefore the costing study assumes that countries already exceeding the target remain at the higher level.

- Education’s share of the national budget. Raise the share of the government budget devoted to education to 20%. This target is based on the Bruns et al. study and is widely used as a benchmark for levels of national commitment to achieving EFA (Bruns et al., 2003). For countries already exceeding the target it was assumed the ratio remained at the higher level.
- Share of the education budget devoted to basic education and lower secondary. The appropriate composition of the education budget will be dependent on the priority afforded to EFA. The costing study assumes that a large proportion of the education budget will be devoted to basic education. Benchmarks from the World Bank study are used for the share allocated to primary education and for each country depend on the duration of primary schooling (Bruns et al., 2003; Fast Track Initiative, 2006). Allocations to secondary are calculated according to the duration of primary. For example, the target for secondary for a country with a primary cycle of 6 years is 30%. Allocations between lower and senior secondary are then based on the number of years, size and relative costs of the two sub-cycles.³⁰ Appendix Table B1 provides the full details of assumptions for each country.

Table 8: Targets for domestic resource mobilisation

Parameters	2007 average	2015 target
Annual rate of economic growth	-	5%*
Government revenue (excluding grants) as a %ge of GNP	14%	17%
Share of government resources going to education (%)	17%	20%
Share of education spending to:		
Pre-primary	3%	5%
Primary	50%	34%-58%
Lower secondary	16%	9%-27%

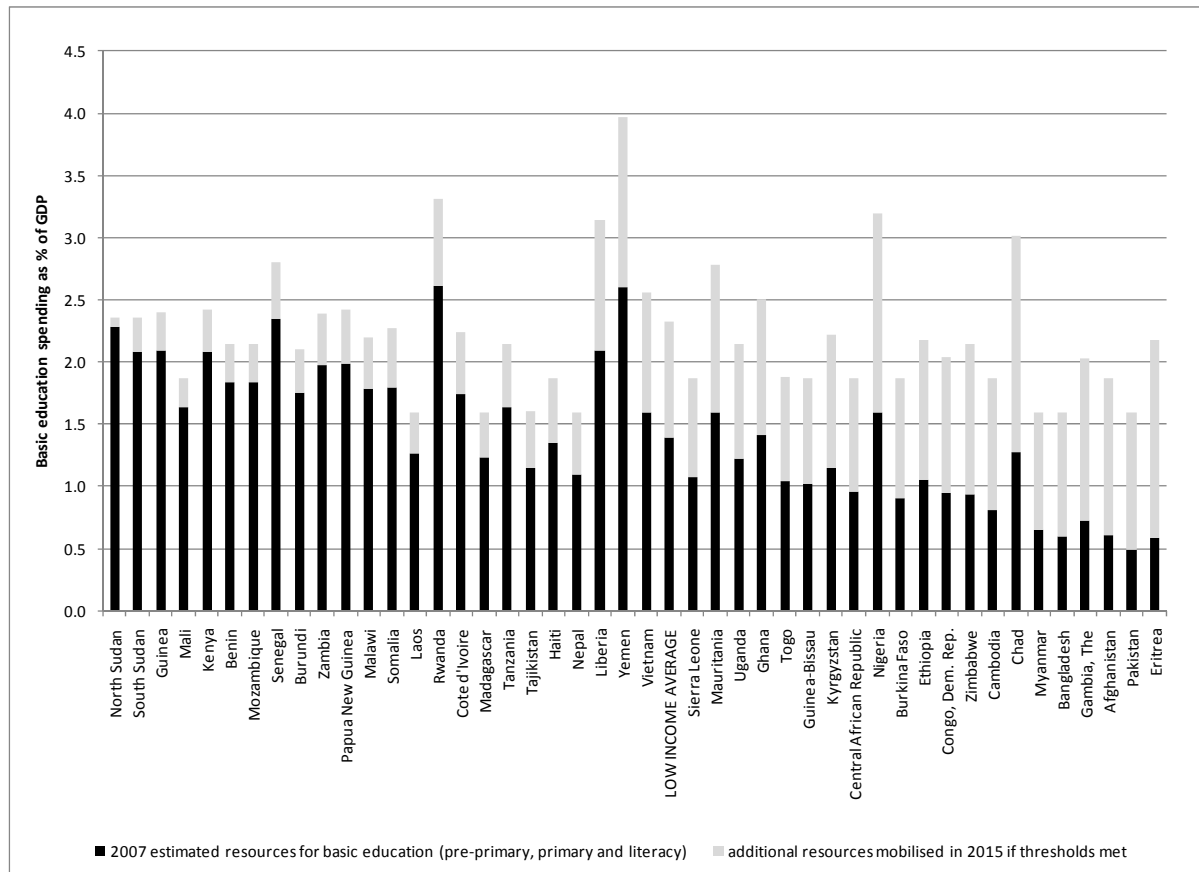
Notes: * this is the average annual growth rate between 2007 and 2015 used to estimate resource availability. Country targets for the composition of the government education budget are based on the duration of each level of schooling.

Most low-income countries can mobilise additional resources if they satisfy the set of thresholds outlined in Table 8. Figure 9 outlines the additional resources that would be realised for spending on primary if the targets set out in Table 8 are realised. Chad raises 27% of national income in government revenue, but has one of the lowest levels of commitment to primary education among low-income countries. Pakistan performs poorly on all three components; government revenue represents a small share of national income, the share of revenue spent on basic education is among the lowest for any of

³⁰ The target assumes a) senior secondary per-pupil costs are double those at lower secondary and b) enrolment in lower secondary is double enrolment at senior secondary. These assumptions are based on Lewin (2008).

the countries included and the share spent on primary the lowest in the group. The country has the potential to more than triple the share of GDP currently allocated to basic education. However, some countries such as Benin and Mozambique are already close to the resource levels implied by the targets. The scope to close the gap between required resources and those that can be raised domestically is more limited in these countries.

Figure 9: Additional resources countries could devote to basic education as a share of GDP



5.2 Remaining financing gaps

Despite increases in domestic revenue mobilisation, financing gaps remain in most low-income countries.³¹ Table 9 provides a detailed breakdown of the aggregate financing gap in the 46 low-income

³¹ The financing gaps, shown in Figure 10, are defined as the shortfall between the domestic resources mobilised if all the financing thresholds are met and the resources required to achieve EFA.

countries covered in the study.³²The overall financing gap for basic education is estimated at US\$16.2 billion annually (Table 9).

Despite substantial progress since 2000, shortfalls at the primary level account for approximately 60% of the total basic education financing gap. The bulk of the remaining financing gap occurs at the pre-primary level where projected enrolment expansion is the greatest. Under the targets outlined in Table 9, pre-primary enrolment is projected to quadruple between 2007 to 2015 from 17 to 67 million (see Appendix Table C). Combining these large enrolment increases with a fixed resource allocation of 5% of national education budgets gives rise to the relatively large financing gaps at this level.

An additional US\$ 7.9 billion financing gap is associated with the target of ensuring that all primary school graduates have a guaranteed lower secondary school place of acceptable quality. Including these targets raises the overall annual education financing gap to US\$ 24.1 billion. The costing exercise demonstrates that the costs of extending universal education to the lower secondary level in low-income countries represents a substantial increase in the financing gap. In many countries it will not be possible to pursue all aims together. Ways of delivering education more effectively are urgently needed.

Table 9: Average annual financing gaps in low-income countries, 2008-2015

	Financing gap (constant 2007 US\$ billions)	Sub-Saharan Africa (%)	South Asia (%)	Conflict-affected countries (%)
Education level				
Pre-primary	5.8	74	22	29
Universal primary education	9.8	68	28	48
Adult literacy	0.6	42	37	51
Basic education financing gap	16.2	69	27	42
Lower secondary	7.9	57	37	43
Total financing gap	24.1	65	30	43

Notes: The financing gap is the difference between the total investment requirement indicated by the costing exercise and levels of domestic financing associated with all countries reaching the financing thresholds by 2015. The pre-primary financing gap includes \$1.2 billion for additional health, nutrition and education interventions.

There are considerable differences in the size of financing gaps across low income countries. High population countries, such as Bangladesh, Nigeria and Pakistan, tend to have large absolute financing gaps owing to the large number of children the school system has to accommodate (see Figure 10). However, the relative size of the financing gap varies considerably. In Nigeria and Pakistan the UPE financing gap represents 10% and 33% of the total resources required between 2008 and 2015 respectively (see Appendix Table C). In DRC and Ethiopia, the financing gap represents over 70% of the required resources.

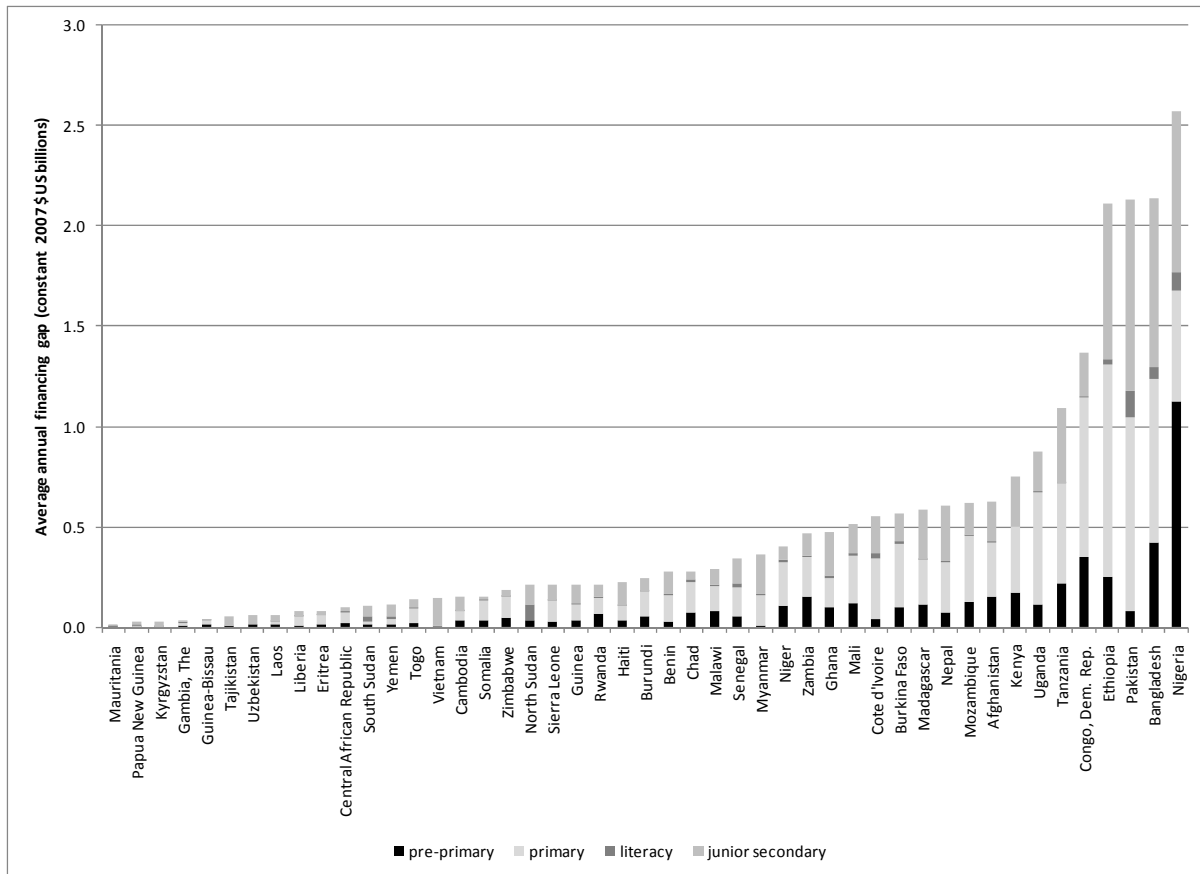
³² In some countries, for specific years and levels of education projected resources exceed costs. These surpluses are set at zero and are not reallocated to other levels or years.

Much of the difference in the relative size of the financing gap is related to the fixed costs of classroom construction, GDP per capita, and the overall need for new construction. In countries with a lower GDP per capita, the fixed, absolute costs of classroom construction create a larger burden on the GDP resources; these countries, and those where the construction needs are greatest, are those where the financing gap percentages are largest. Differences in levels of poverty and the proportion of the school aged population that is marginalised also explain differences in the financing gap across countries. Where poverty is higher, targets for pre-primary schooling are more ambitious; and where levels of education poverty are higher, the costs of reaching the marginalised are also higher.

Primary and lower secondary schooling make up the bulk of the financing gap in most low-income countries. On average, almost 80% of the total financing gap is concentrated at these levels. However, there are large variations. In Nigeria, for example, over 40% of the financing gap is at the pre-primary level. This is largely due to the enormous increases in enrolment associated with the targets set (see Figure 2). Financing gaps do not exist at the pre-primary and primary levels in Viet Nam; lower secondary education accounts for 93% of the small financing gap shown in Figure 10.

Figure 10: Average annual financing gaps (2008-2015)³³

³³ Pre-primary financing gaps exclude additional health, nutrition and education interventions (see Section).



5.3 Longer term financing gap projections to 2025

Additional effort in mobilising resources is clearly needed if financing gaps are to close and the EFA goals achieved. But even if these gaps can be closed will achieving the goals result in education systems with unsustainable levels of cost? To explore sustainability issues projections were calculated beyond 2015 (see Appendix Table C). These projections assume that education systems continue to operate at the target levels outlined in previous sections. They also assume that economic growth continues at the same rate as projected for 2008 to 2015. Costs continue to rise because of population growth and because key costs are linked to economic growth (e.g. teacher salaries are expected to grow at the same rate as national income per capita). The key findings from exploring these longer term trends are:

- After 2015 there is a drop in overall spending because the large school building programmes necessary to achieve the EFA goals at the pre-primary and primary levels are completed.
- Overall financing gaps at the primary level begin to close. The total primary financing gap falls from an average of \$9.8 billion between 2008-2015 to \$8 billion between 2016-2025. In a minority of countries primary school financing gaps continue to rise. For example, in

Afghanistan, population growth and the pace of expansion result in financing gaps increasing from \$168 million during 2008-2015 to \$471 million during 2016-2025.

- Financing gaps continue to grow at pre-primary. At the pre-primary level, average annual financing gaps increase from \$4.5 to \$5.7 billion between the two projection periods.³⁴
- In the long term financing gaps are expected to increase substantially at the lower secondary level. Further expansion in the coverage of the lower secondary education system is required if the increased number of children reaching the end of primary are to be guaranteed a school place. The longer term financing gap projections suggest that financing gaps at this level will more than double in the later period (2016-2025).

6. Conclusion

The results of the costing exercise show that even with increased domestic revenue mobilisation effort, low-income countries will be unable to meet the EFA goals without significant amounts of international aid. At the basic education level an estimated annual financing gap of \$16 billion will need to be closed if the basic education goals are to be achieved. Current levels of aid for basic education in these countries fall far short of what is needed. The most recent data for 2006-2007 show that of the \$4.9 billion in aid commitments to basic education only \$2.7 billion are directed at the 46 low income countries included in this study.

Current levels of aid are likely to overestimate the contribution of external resources to filling the financing gap. The estimated financing gaps are based on the costs of paying for teachers, building schools and providing learning materials. A significant proportion of current aid is not spent directly on the core costs estimated in the study but on technical support. This is not to argue that technical support is not important but support of this kind falls outside of the requirements estimated here.

Significant increases in aid to basic education are required if the EFA goals are to be achieved in these low-income countries. These increases can come about through a number of different channels but it seems likely that a greater prioritisation of aid to basic education in these countries will be necessary. In 2006-2007, only 22% of all aid commitments to education were spent on basic education in low-income countries.

It will be important to explore innovative ways of increasing levels of external financing for basic education. Global health funds have been successful in attracting major philanthropic contributions and have developed innovative financing mechanisms to increase external support (Sridhar and Tamashiro, 2009). If the gap in financing is to be filled it will be necessary to draw on these experiences in health and exploit the opportunities presented by the emergence of new donors as well as to develop new initiatives to increase external funding.

³⁴ This excludes the complementary health, nutrition and education interventions described in Section 3.1.

Increasing the resources available to education is only one part of the picture. Domestic and external resources need to be spent efficiently to ensure that increased spending has the desired outcome. Well governed and managed education systems are at the heart of ensuring that resources are distributed according to need and that education planning is in line with national goals. In many low-income countries these systems require strengthening and particularly in countries recently affected by conflict.

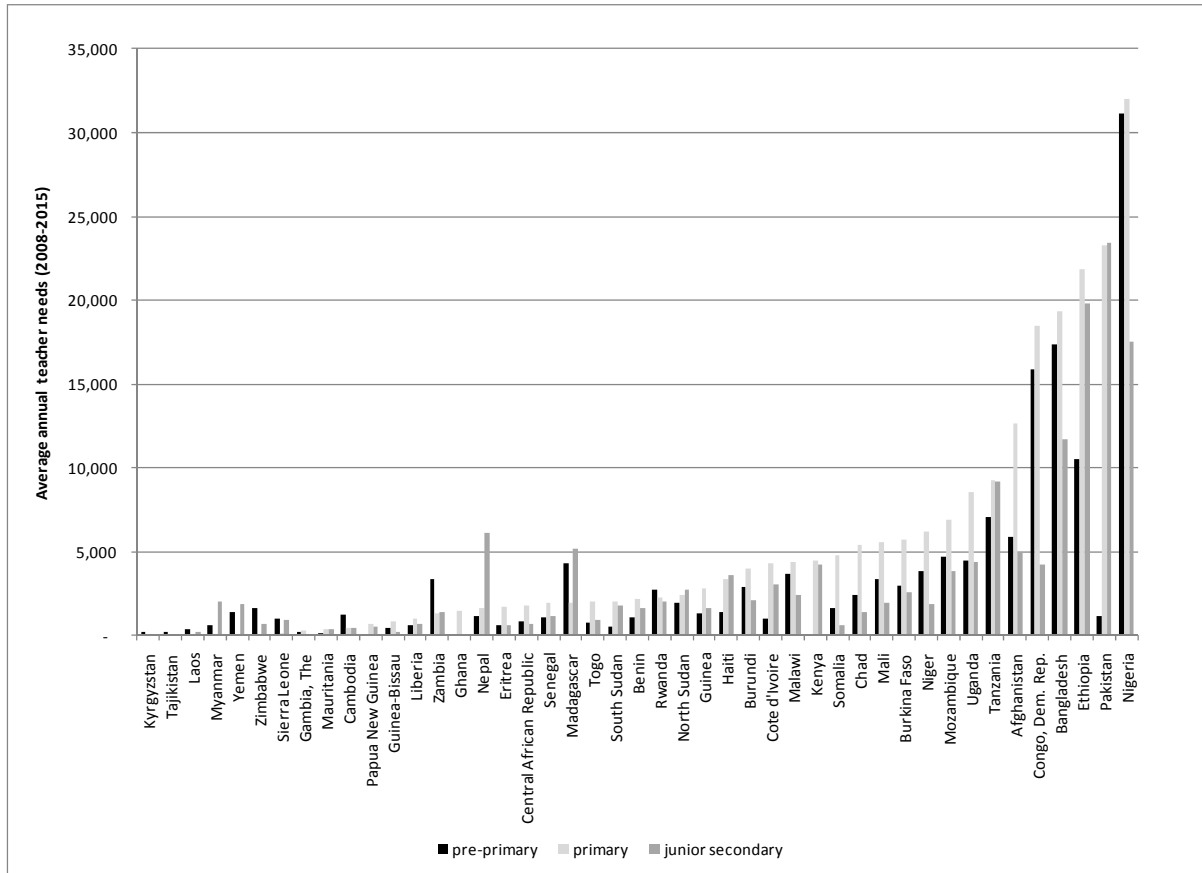
The strengthening of public financial management systems will also be required if national development goals are to be achieved. These systems are important both in terms of translating national education plans into actual resource allocations as well as ensuring government funds are spent appropriately. It is important for these systems to be used to allocate both domestic and international resources for education. Where they are functioning well, donors need to channel greater amounts of aid through national financial management systems to lower transaction costs and ensure that aid is aligned with national education goals.

Ensuring a predictable flow of resources in the medium term is crucial if the investments necessary to achieve the education goals are to be planned effectively. National ministries are unlikely to put in place programmes of school construction unless they can be sure that over the medium term they have the resources to provide sufficient teachers to these new schools. It is important that finance ministries provide an indication of the level of funding, both from national and international sources, the education system will receive over the medium term. This will allow education ministries to plan the necessary expansion required for EFA more effectively.

The limitations of the approach used to estimate the resources required to achieve EFA have been clearly highlighted. However, the magnitude of the estimated financing gaps demonstrate that without a rapid and concerted effort to increase the resources available for education, low-income countries will not achieve EFA by 2015.

APPENDIX

Appendix Figure 1: Annual teacher needs



Appendix tables are available in a separate document

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Estimating the costs of achieving Education for All in low-income countries

Education Policy and Data Center (EPDC)
and UNESCO

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Appendix tables to the background paper for the EFA Global
Monitoring Report 2010

APPENDIX TABLE A1. BASE YEAR DATA *

Indicator	PUPILS																	
	Gross Enrollment Rate (GER)						Grade 1 Intake Rate			Repetition Rate						Dropout Rate		
	Pre-primary			Primary			Primary			Primary			Lower secondary			Primary		
	Year	Male	Female	Year	Male	Female	Year	Male	Female	Year	Male	Female	Year	Male	Female	Year	Male	Female
Afghanistan	2004	1	1	2005	126	75	2005	113	79	2004	16.0	17.0	2004	11.0	14.0	2007	9.0	7.0
Bangladesh	2004	10	10	2004	101	105	2004	122	124	2003	7.3	7.0	2003	6.7	5.3	2003	9.9	8.7
Benin	2006	6	6	2006	105	87	2006	122	108	2005	8.2	8.5	2005	19.7	20.6	2005	7.0	8.1
Burkina Faso	2007	3	3	2007	71	60	2007	86	76	2006	14.7	15.3	2006	27.4	31.9	2006	5.9	5.2
Burundi	2006	2	2	2006	108	98	2006	164	164	2005	36.7	38.3	2005	22.5	34.7	2005	2.4	0.7
Cambodia	2007	13	14	2007	124	115	2007	141	132	2006	11.2	9.0	2006	3.6	1.9	2006	10.3	9.9
Central African Republic	2004	2	2	2007	83	58	2007	84	61	2006	33.5	34.1	2005	19.9	23.3	2005	10.6	13.0
Chad	2005	1	1	2005	90	61	2005	109	79	2004	21.3	23.8	2003	17.7	21.2	2004	17.9	19.0
Congo, Dem. Rep.	2007	3	3	2007	91	74	2007	98	84	2007	14.8	14.8	2007	16.8	18.4	2007	12.6	13.6
Cote d'Ivoire	2007	3	3	2007	81	64	2007	76	64	2006	23.1	21.9	2001	15.2	16.1	2006	2.7	6.1
Eritrea	2006	13	14	2006	69	56	2006	53	46	2005	13.2	12.8	2005	20.1	16.3	2005	5.4	7.4
Ethiopia	2006/7	3	3	2007	97	85	2007	144	128	2006	7.6	6.2	2004	11.3	10.0	2006	9.8	9.2
Gambia, The	2004	16	17	2006	71	77	2006	65	71	2006	5.8	5.8	2006	4.7	4.7	2006	4.1	4.1
Ghana	2007	59	62	2007	98	97	2006	105	110	2004	6.3	6.1	2001	3.8	3.8	2002	10.5	7.5
Guinea	2007	10	10	2007	98	84	2007	97	90	2006	9.1	10.4	2006	16.7	14.7	2006	3.6	5.8
Guinea-Bissau	2001	3	3	2001	84	56	2001	106	79	2006	25.6	26.9	2006	14.0	15.0	2006	7.0	8.0
Haiti	2005	35	33	2005	111	111	2005	186	181	2005	7.2	5.8	2005	2.6	3.6	2005	3.3	4.2
Kenya	2006	51	48	2006	107	104	2005	112	108	2004	6.1	5.8	2003	14.2	17.8	2004	4.3	2.0
Kyrgyzstan	2007	15	16	2007	96	95	2007	97	97	2006	0.1	0.1	2006	0.1	0.1	2006	1.3	1.0
Laos	2006	11	12	2006	123	109	2006	129	120	2005	16.2	13.7	2005	3.9	1.8	2005	8.4	8.9
Liberia	2008	127	123	2008	88	79	2008	100	100	2007	5.4	5.2	2007	2.9	2.3	2007	6.4	7.1
Madagascar	2007	8	9	2007	144	139	2007	171	168	2006	19.6	18.5	2006	12.9	12.9	2006	15.8	15.5
Malawi	--	--	--	2007	114	119	2007	137	147	2006	19.8	18.9	2006	9.9	9.3	2006	13.8	14.8
Mali	2006	3	3	2007	92	74	2007	92	79	2006	9.8	10.1	2006	39.9	46.7	2005	4.4	5.3
Mauritania	2005	2	2	2007	100	106	2007	115	120	2006	5.0	5.0	2006	10.1	10.1	2006	11.0	10.8
Mozambique	--	--	--	2006	113	97	2006	153	143	2005	5.9	5.7	2005	19.1	21.2	2005	12.9	13.6
Myanmar	2006	5	6	2006	114	115	2006	139	136	2005	0.6	0.4	2005	0.9	0.6	2005	8.1	7.9
Nepal	2007	39	38	2007	127	126	2007	145	136	2006	23.1	28.2	2002	11.8	14.1	2005	4.4	2.7
Niger	2006	2	2	2006	58	43	2006	76	59	2005	6.1	6.8	2005	22.4	20.5	2005	10.9	12.4
Nigeria	2006	12	12	2006	102	90	2006	105	94	2006	4.0	4.1	2006	2.1	2.3	2006	10.5	8.3
North Sudan	2008	15	16	2008	86	76	2008	110	100	2008	2.2	2.5	2008	3.6	3.3	2008	6.0	3.8
Pakistan	2005	55	50	2007	101	83	2007	127	109	2006	5.6	4.8	2006	6.4	5.1	2004	8.8	7.4
Papua New Guinea	2002	61	58	2006	60	50	2005	102	87	2005	0.0	0.0	2005	0.0	0.0	2005	11.0	11.0
Rwanda	2002	3	3	2007	146	148	2006	209	206	2005	13.7	17.5	2005	4.1	9.1	2003	16.8	15.5
Senegal	2007	9	10	2007	84	84	2007	98	103	2005	11.5	11.7	2005	14.0	14.5	2005	10.5	10.6
Sierra Leone	2007	4	5	2007	155	139	2007	188	172	2007	10.1	10.8	2007	10.6	12.8	2005	11.3	11.3
Somalia	2006	2	2	2007	97	97	2006	31	26	2006	2.1	2.5	2006	1.9	4.3	2006	1.9	2.4
South Sudan	2008	15	16	2008	122	73	2008	217	130	2008	2.2	2.5	2008	3.6	3.3	2008	5.1	6.7
Tajikistan	2007	10	9	2007	102	98	2007	106	102	2005	0.2	0.2	2004	0.4	0.4	2004/5*	1.1	0.6*
Tanzania	2006	27	28	2006	112	109	2006	105	104	2005	4.0	4.2	2005	2.9	4.6	2005	3.9	3.2
Togo	2007	4	4	2007	104	90	2007	96	90	2006	22.6	23.3	2006	21.3	21.9	2006	10.0	12.7
Uganda	2006	3	3	2006	116	117	2006	145	147	2005	18.6	18.2	2001	2.3	2.6	2004	16.8	16.8
Uzbekistan	2007	27	26	2007	97	94	2007	95	92	2005	0.0	0.0	2005	0.0	0.0	2005	0.6	0.3
Vietnam	2001	40	41	2001	106	100	2001	100	96	2002	2.7	1.8	2001	1.9	0.8	2002	3.2	3.4
Yemen	2005	1	1	2005	100	74	2005	122	102	2004	5.5	4.6	2004	6.3	4.1	2004	8.8	10.2
Zambia	--	--	--	2007	121	117	2007	126	129	2006	7.4	6.6	2004	8.4	8.5	2006	2.8	6.1
Zimbabwe	2002	37	39	2006	102	101	2003	121	117	2006	14.6	13.9	2006	1.6	1.7	2006	5.2	8.4

* Italicized data values and "--" indicate that there was no data found and estimates were made by the EPDC and the GMR team. Please refer to EPDC, 2010, "HIPE-GMR data description" for methodology used for estimates. Data for different school levels from different years are marked with asterisks (2005/6*/7***) indicates that data from 2006 have one asterisk next to data value and data from 2007 two asterisks).

APPENDIX TABLE A1. BASE YEAR DATA (continued)

Indicator	PUPILS						PUPIL GROUPS					LITERACY		
	Dropout Rate			Transition Rate			Marginalized Children (% of School-age Children)	% of Pupils in Private Schools				Literacy Rate		
	Lower secondary			To secondary			Prim & Lower secondary		Pre-primary	Primary	Lower secondary			
Gender	Year	Male	Female	Year	Male	Female	Both	Year	Both			Year	Male	Female
Afghanistan	2007	8.0	6.0	2007	75	76	19	2004/9*	99	15*	18*	2000	43	13
Bangladesh	2003	13.2	17.4	2003	86	92	27	2004/5*	52	12*	1*	2007	59	48
Benin	2005	11.0	12.6	2005	72	70	48	2005/6*	37	13*	19	2007	53	28
Burkina Faso	2006	9.1	8.0	2006	47	44	71	2000/7*	34	14*	37*	2007	37	22
Burundi	2005	3.0	7.8	2005	37	31	37	2006	54	1	10	2000	67	52
Cambodia	2006	18.9	23.7	2006	81	78	27	2007	40	1	3	2007	86	68
Central African Republic	2006	9.0	9.0	2005	44	51	89	2005/7*/9**	52**	11*	9	2000	65	34
Chad	2003	13.8	14.0	2004	56	42	67	2002/4*/5**	47*	31**	18	2000	41	13
Congo, Dem. Rep.	2006	9.0	9.0	2007	69	69	25	2007	69	11	14	2001	81	54
Cote d'Ivoire	2000/1*	10.4	0.38*	2006	49	48	49	2002/7*	46*	12*	39	2000	61	39
Eritrea	2005	8.4	10.9	2005	86	79	44	2006	44	8	6	2003	70	48
Ethiopia	2004	8.5	8.2	2006	90	87	61	2005/8*	95*	4	5	2004	50	23
Gambia, The	2006	2.0	2.0	2005	88	88	40	2004/6*/9**	52**	4*	22	2003	48	33
Ghana	2001	2.5	3.7	2002	87	87	20	2007	19	16	16	2007	72	58
Guinea	2006	6.6	4.4	2006	69	59	56	2007	86	27	18	2003	43	18
Guinea-Bissau	2006	9.0	9.0	2000	66	58	50	2001	62	19	13	2007	75	54
Haiti	2005	2.9	3.0	2005	88	85	23	2005	80	80	80	2007	60	64
Kenya	2003	1.0	0.5	2003	57	53	12	2005/6*	35*	4	4	2003	91	80
Kyrgyzstan	2006	2.5	1.5	2006	99	99	0	2007	1	1	1	2007	100	99
Laos	2005	12.1	13.0	2005	79	75	14	2006	30	3	2	2007	80	67
Liberia	2007	3.9	6.2	2007	87	81	36	2008	38	43	60	2007	60	51
Madagascar	2006	8.0	8.8	2006	61	60	48	2007	94	19	39	2003	76	63
Malawi	2006	27.9	33.0	2006	76	71	24	2006/9*	52*	1	5	2007	79	65
Mali	2006	6.8	5.2	2006	52	47	69	2007/9*	52*	38	17	2007	31	16
Mauritania	2006	20.1	19.1	2006	57	47	19	2005/6*/7**	78	9**	14*	2007	63	48
Mozambique	2005	14.2	13.0	2005	52	56	56	2006/9*	52*	2	13	2007	57	33
Myanmar	2005	8.1	7.7	2005	76	72	25	2005/6*	50*	1	2	2006	94	86
Nepal	2002	6.5	4.2	2003	79	74	30	2007	41	9	13	2007	70	44
Niger	2005	10.0	14.3	2005	61	58	77	2005/6*	31*	4	9*	2007	44	16
Nigeria	2005	3.1	2.2	2005	53	47	28	2006	44	10	18	2007	80	64
North Sudan	2008	3.8	3.1	2008	92	94	19	2008	27	7	18	2006	72	72
Pakistan	2006	2.4	2.4	2006	75	76	35	2007/9*	42*	31	32	2007	69	40
Papua New Guinea	2005	22.0	22.0	2005	83	83	19	2008	10	10	10	2007	62	53
Rwanda	2005	4.2	3.5	2005	58	58	45	2007/9*	52*	2	32	2003	76	65
Senegal	2004/5*	2.38*	1.4	2005	52	48	57	2007	51	12	19	2007	53	32
Sierra Leone	2007	4.9	9.6	2005	72	72	54	2007	50	3	6	2007	50	27
Somalia	2006	3.3	4.5	2006	97	97	64	2005/9*	52*	13	20	2001	50	26
South Sudan	2008	33.8	43.7	2008	62	62	19	2008/9*	52*	23	40	2008	25	15
Tajikistan	2004	1.2	3.2	2004	98	97	4	2004/9*	42*	3	3	2007	100	100
Tanzania	2005	4.6	7.1	2005	47	45	27	2006/8*	2	1	12*	2007	79	66
Togo	2006	15.1	21.9	2006	56	49	22	2005/7*	55*	42*	27	2003	75	47
Uganda	2001/6*	1.7	3.95*	2005	42	43	17	2002/4*/6**	99	9**	46*	2007	82	66
Uzbekistan	2005	1.0	0.8	2005	100	100	0	2005/7*	4*	2	2	2003	100	99
Vietnam	2001	7.3	5.9	2001	95	94	9	2006	61	0	2	2002	94	87
Yemen	2004	8.1	10.4	2004	83	82	29	2005	49	2	2	2007	77	40
Zambia	2000/6*	13.2	3.69*	2006	54	64	20	2006/7*/9**	52**	3*	3	2003	87	75
Zimbabwe	2006	3.6	3.7	2002	69	70	3	2002/3*/8**	30**	19*	25	2007	94	88

APPENDIX TABLE A1. BASE YEAR DATA (continued)

Indicator	TEACHER AND CLASSROOM								COSTS							
	Pupil Teacher Ratio (PTR)				Pupil Classroom Ratio (PCR)				Teacher Salary (Multiple of GDP/capita)				Recurrent Costs Other Than Teacher Salary (% of Recurrent Cost)			
	School Level	Pre-primary	Primary	Lower secondary	Pre-primary	Primary	Lower secondary	Pre-primary	Primary	Lower secondary	Pre-primary	Primary	Lower secondary	Pre-primary	Primary	Lower secondary
Gender	Year				Year				Year				Year			
Afghanistan	2004/5*	7	83*	14*	2004/5*	7	83*	14*	2008	2.1	2.1	2.8	2007	12	12	12
Bangladesh	2004	34	51	34	2004/8*	34	68*	34	2006/8*	2.8*	2.8	3.8*	2005/6*	3.3*	22	3
Benin	2004/6*	49*	44*	27	2004/6*	49	44	27*	2005/8*	4.0*	4.0	3.0	2005	42	42	42
Burkina Faso	2006/7*	29	48*	28*	2006/8*	29	109*	75*	2005/8*	7.6*	7.6	9.3*	2005	31	31	31
Burundi	2004/6*	29*	54*	19	2003/6*/8**	82	54*	42**	2003/8*	4.0*	4.0	9.3*	2005	12	12	12
Cambodia	2007	28	51	29	2007	28	51	29	2006	0.7	1.4	1.4	2006	11	28	28
Central African Republic	2006	49	92	78	2001/6*	92*	71	78*	2005/6*/8**	4.0**	4.0	6.0*	2005	33	33	50
Chad	2005	38	63	36	2001/4*/5**	38**	62*	36	2004/8*	5.4*	5.4	7.3*	2005	37	37	37
Congo, Dem. Rep.	2008	28	38	25	2008	29	38	25	2007	5.7	5.6	5.7	2007	35	18	22
Cote d'Ivoire	2007	17	41	35	2007	17	41	31	2004/8*	4.8*	4.8	6.5*	2005	23	23	23
Eritrea	2006	35	47	59	2006	35	47	59	2007/8*	2.7*	2.7	3.5	2005	30	30	30
Ethiopia	2006	26	59	48	2005/6*	26*	98	109	2005/8*	6.3*	6.3	8.0	2005/6*	15.73*	16	22
Gambia, The	2004/6*	38	35*	23*	2004/8*	38	65*	76*	2007/8*	1.9*	1.9	2.1	2005	23	23	23
Ghana	2007	32	35	17	2005/7*	32*	19	17*	2004/8*	3.9*	3.9	5.3*	2005	26	26	26
Guinea	2007	33	45	33	2005/7*	33*	45*	89	2005/8*	2.4*	2.4	3.3	2005	46	46	46
Guinea-Bissau	2001	21	44	17	2001	21	44	17	2004/8*	1.9*	1.9	2.6*	2005	31	31	31
Haiti	2006	38	38	49	2003/6*	38*	41	41*	2006/8*	3.1*	3.1	6.4	2005	28	26	27
Kenya	2005/6*	22*	40	51	2003/5*/6**	22**	40*	51	2003/8*	4.3*	4.3	6.2	2005	10	10	10
Kyrgyzstan	2007	25	24	14	2005/7*	25*	13	13	2008	2.3	2.3	3.0	2008	19	17	17
Laos	2006	16	31	23	2006	16	31	23	2007	1.4	1.9	1.7	2007	19	19	19
Liberia	2000/8*	142	24	19*	2000/8*	142*	24*	19	2007/8*	3.4*	3.4	3.5	2008	31	27	30
Madagascar	2007	31	49	28	2007	31	49	28	2004/8*	4.1*	4.1	5.5*	2005	39	39	39
Malawi	2002/8*	37*	78*	51	2008	37	221	50	2007/8*	2.1*	2.1	6.4	2005	14	14	14
Mali	2007	36	52	36	2007	36	52	36	2005	7.5	7.5	7.6	2005	37	37	43
Mauritania	2005/6*/7**	19	43**	28*	2005/6*/7**	19	33**	28*	2004/8*	3.3*	3.3	4.5*	2005	32	32	32
Mozambique	2006/8*	37*	67	39	2005/8*	37*	70	56	2006/8*	5.2*	5.2	10.7	2005	26	16	29
Myanmar	2006	16	30	34	2006	16	30	34	2008	2.3	2.3	3.0	2008	19	17	17
Nepal	2003/7*	20	40*	48*	2003/7*	20	40*	48*	2008	3.6	3.6	5.8	2007	15	15	15
Niger	2006	26	40	33	2006	26	40	33	2001/8*	8.1*	8.1	10.9*	2005	36	36	36
Nigeria	2006	60	52	42	2006/9*	43*	109*	42	2006	2.6	2.9	5.7	2006	42	27	16
North Sudan	2008	30	38	38	2008	30	50	50	2008	1.8	1.8	1.8	2008	36	68	68
Pakistan	2004/7*	41	40*	42	2004/7*	41	40*	42	2009	1.8	1.8	2.3	2008	19	17	17
Papua New Guinea	2005/6*	30	36*	26	2005/6*	30	36*	26	2005	2.7	4.7	6.3	2005	19	16	19
Rwanda	2002/7*	35	69*	30*	2002/5*/6**	35	66**	47*	2006/8*	3.7*	3.7	3.7	2004	31	31	31
Senegal	2007	17	34	26	2007/8*	17	46*	26	2004/8*	4.6*	4.6	6.2*	2005	17	17	17
Sierra Leone	2007	20	44	23	2007	20	44	48	2004/8*	4.2*	4.2	5.9	2004/5*	30*	31	30
Somalia	2005	61	49	35	2005/6*	61	49*	35*	2008	4.2	4.2	5.7	2005	28	26	27
South Sudan	2008	30	51	51	2008	30	208	208	2008	1.8	1.8	1.8	2008	66	66	66
Tajikistan	2007	13	22	22	2003/7*	13*	22*	22	2005/8*	1.3*	1.3	1.3	2005	26	26	26
Tanzania	2006/7*/8**	46	54**	34*	2006/7*/8**	46	53**	34*	2004/8*	3.8*	3.8	5.1*	2005	13	13	13
Togo	2005/7*	25*	39*	40	2004	23	35	59	2000/8*	6.4*	6.4	7.6	2000	15	15	35
Uganda	2005/6*	42*	49*	21	2003/5*/7**	31	74**	21*	2007/8*	3.5*	3.5	5.8	2005	26	26	26
Uzbekistan	2007	9	18	13	2007	9	18	13	2007/8*	2.2*	2.2	3.0*	2008	19	17	17
Vietnam	2006/8*	20*	21	21	2007/8*	26	52*	74*	2008	2.3	2.3	3.0	2008	19	17	17
Yemen	2000/3*/5**	15**	22	22*	2003/5*	15*	45	45	2003/8*	3.7*	3.7	3.7	2004	18	18	18
Zambia	2005/7*	17	49*	39*	2005/7*	17	84*	84*	2007/8*	3.4*	3.4	3.9	2005	10	10	10
Zimbabwe	2008	37	25	37	2008	37	41	27	2008	5.7	5.7	6.5	2008	23	22	22

APPENDIX TABLE A1. BASE YEAR DATA (continued)

Indicator	BUDGET												
	GDP Growth Rate 2007 (%)*	GDP Per Capita 2007 (Constant 2007 US\$)	GDP 2007 (Constant 2007 US\$ in Million)	% of GDP to Public Expenditure		% of Public Expenditure to Education		% of Public Education Expenditure by School Level					
								Pre-primary		Primary		Lower secondary	
				Year		Year		Year		Year		Year	
Afghanistan	12.1	345	9,358	2008	7	2005	17	2008	3	2005	50	2005	15
Bangladesh	6.3	428	67,876	2007	10	2006	14	2006	3	2006	39	2005	17
Benin	4.6	618	5,579	2008	20	2009	18	2004	1	2004	52	2005	17
Burkina Faso	3.6	483	7,136	2008	11	2009	12	2006	0	2006	67	2005	17
Burundi	3.6	118	1,004	2008	19	2005	18	2003	0	2005	52	2005	17
Cambodia	10.2	598	8,639	2006	10	2007	12	2002	1	2003	65	2001	8
Central African Republic	3.7	394	1,712	2008	11	2005	17	2006	1	2006	52	2005	17
Chad	0.2	692	7,464	2008	27	2005	10	2005	0	2005	46	2005	17
Congo, Dem. Rep.	0.5	151	9,447	2008	19	2007	10	2007	0	2007	50	2007	13
Cote d'Ivoire	7.8	1,072	20,650	2008	19	2000	22	2005	1	2001	42	2005	17
Eritrea	1.3	271	1,316	2008	23	2005	8	2005	2	2006	32	2006	4
Ethiopia	11.5	201	16,712	2008	13	2007	23	2005	0	2007	36	2005	20
Gambia, The	6.3	377	644	2008	18	2002	9	2008	1	2004	43	2004	15
Ghana	6.1	647	15,179	2008	23	2009	17	2005	4	2005	31	2005	16
Guinea	1.8	452	4,233	2008	16	2000	26	2005	1	2000	52	2005	17
Guinea-Bissau	2.7	211	357	2008	17	2005	12	2005	2	2005	50	2005	18
Haiti	3.4	612	5,869	2007	10	2005	20	2006	4	2006	63	2006	11
Kenya	7.0	786	29,509	2008	22	2009	17	2006	0	2006	54	2004	12
Kyrgyzstan	8.5	704	3,745	2008	29	2001	19	2006	6	2002	15	2005	27
Laos	7.5	711	4,163	2007	14	2006	14	2005	2	2005	63	2005	8
Liberia	9.5	195	730	2008	29	2009	7	2005	52	2005	50	2005	15
Madagascar	6.2	377	7,417	2008	14	2007	16	2000	1	2007	55	2007	10
Malawi	8.6	257	3,574	2008	20	2005	16	2008	1	2003	55	2005	15
Mali	4.3	554	6,840	2008	16	2006	17	2008	1	2006	62	2005	15
Mauritania	1.0	874	2,732	2008	25	2006	10	2005	0	2005	62	2005	15
Mozambique	7.0	362	7,756	2008	16	2009	19	2008	1	2006	58	2006	19
Myanmar	11.9	379	18,510	2005	8	2001	18	2008	3	2005	42	2005	22
Nepal	3.2	419	11,815	2007	12	2003	15	2003	5	2003	56	2003	14
Niger	3.3	289	4,107	2008	18	2006	18	2005	1	2006	69	2005	17
Nigeria	6.5	1,169	173,184	2008	29	2006	16	2006	2	2006	34	2006	13
North Sudan	6.0	1,405	43,710	2008	21	2008	18	2008	3	2008	55	2008	11
Pakistan	6.0	996	163,290	2007	14	2007	11	2009	5	2009	26	2009	20
Papua New Guinea	6.5	953	6,032	2002	22	2005	17	2008	3	2005	50	2005	20
Rwanda	7.9	354	3,441	2008	16	2009	35	2007	1	2007	46	2007	13
Senegal	4.7	908	11,244	2008	19	2006	26	2006	1	2006	45	2006	9
Sierra Leone	6.4	330	1,935	2008	11	2009	18	2007	0	2004	51	2007	19
Somalia	2.6	291	2,532	2008	18	2005	17	2008	1	2005	58	2005	16
South Sudan	6.0	1,405	11,938	2008	21	2005	17	2008	1	2008	57	2008	2
Tajikistan	7.8	555	3,738	2008	21	2007	18	2007	4	2005	27	2005	27
Tanzania	7.1	370	14,954	2008	15	2009	18	2005	5	2008	56	2005	17
Togo	1.9	386	2,541	2008	17	2002	14	2002	1	2002	44	2002	16
Uganda	8.6	403	12,436	2008	13	2009	15	2005	0	2004	61	2005	17
Uzbekistan	9.5	704	19,275	2008	42	2004	21	2002	13	2005	34	2005	27
Vietnam	8.5	815	71,174	2007	27	2005	18	2005	3	2005	29	2005	28
Yemen	8.5	967	21,658	2008	36	2000	14	2005	0	2005	50	2005	15
Zambia	6.3	974	11,613	2008	19	2009	17	2008	1	2005	60	2000	15
Zimbabwe	-6.1	159	2,124	2007	8	2008	19	2005	9	2000	55	2005	15

APPENDIX TABLE A2. BASE YEAR DATA SOURCE *

Indicators	School level	Data Sources
Gross Enrollment Rate (GER)	Pre-primary	Chang, Martinez, and Mputu (2009): Congo, Dem. Rep., Nigeria, North Sudan; Nation Master: Haiti; UNESCO Institute for Statistics: Afghanistan, Bangladesh, Benin, Burkina Faso, Burundi, Cambodia, Central African Republic, Chad, Cote d'Ivoire, Eritrea, Ethiopia, Gambia, The, Ghana, Guinea, Guinea-Bissau, Kenya, Kyrgyzstan, Laos, Liberia, Madagascar, Mali, Mauritania, Myanmar, Nepal, Niger, Pakistan, Papua New Guinea, Rwanda, Senegal, Sierra Leone, Tajikistan, Tanzania, Togo, Uganda, Uzbekistan, Vietnam, Yemen, Zimbabwe.
	Primary	Chang, Martinez, and Mputu (2009): Congo, Dem. Rep., Nigeria; Calculated based on multiple sources: North Sudan, South Sudan; UNESCO Institute for Statistics: Afghanistan, Bangladesh, Benin, Burkina Faso, Burundi, Cambodia, Central African Republic, Chad, Cote d'Ivoire, Eritrea, Ethiopia, Gambia, The, Ghana, Guinea, Guinea-Bissau, Kenya, Kyrgyzstan, Laos, Liberia, Madagascar, Malawi, Mali, Mauritania, Mozambique, Myanmar, Nepal, Niger, Pakistan, Papua New Guinea, Rwanda, Senegal, Sierra Leone, Tajikistan, Tanzania, Togo, Uganda, Uzbekistan, Vietnam, Yemen, Zambia, Zimbabwe.
Grade 1 Intake Rate	Primary	Chang, Martinez, and Mputu (2009): North Sudan, South Sudan; Demographic and Health Surveys (DHS Dataset): Haiti; Calculated based on multiple sources: Congo, Dem. Rep., Nigeria, Papua New Guinea; Multiple Indicator Cluster Survey (MICS Dataset): Somalia; UNESCO Institute for Statistics: Afghanistan, Bangladesh, Benin, Burkina Faso, Burundi, Cambodia, Central African Republic, Chad, Cote d'Ivoire, Eritrea, Ethiopia, Gambia, The, Ghana, Guinea, Guinea-Bissau, Kenya, Kyrgyzstan, Laos, Liberia, Madagascar, Malawi, Mali, Mauritania, Mozambique, Myanmar, Nepal, Niger, Pakistan, Rwanda, Senegal, Sierra Leone, Tajikistan, Tanzania, Togo, Uganda, Uzbekistan, Vietnam, Yemen, Zambia, Zimbabwe.
Repetition Rate	Primary	Chang, Martinez, and Mputu (2009): Congo, Dem. Rep.; Calculated based on multiple sources: Bangladesh, Benin, Burkina Faso, Burundi, Cambodia, Central African Republic, Chad, Cote d'Ivoire, Eritrea, Ethiopia, Ghana, Guinea, Guinea-Bissau, Kenya, Kyrgyzstan, Laos, Madagascar, Malawi, Mali, Mauritania, Mozambique, Myanmar, Nepal, Niger, Nigeria, North Sudan, Pakistan, Rwanda, Senegal, South Sudan, Tajikistan, Tanzania, Togo, Uganda, Uzbekistan, Vietnam, Yemen, Zambia; Calculated based on multiple sources - DHS: Haiti, Liberia, Zimbabwe; Education Sector Plan: Gambia, The, Sierra Leone; Multiple Indicator Cluster Survey (MICS Dataset): Somalia; UNESCO International Bureau of Education, World Data on Education 6th Ed (2007): Papua New Guinea.
	Lower secondary	Calculated based on multiple sources: Bangladesh, Benin, Burkina Faso, Burundi, Cambodia, Central African Republic, Chad, Congo, Dem. Rep., Cote d'Ivoire, Eritrea, Ethiopia, Ghana, Guinea, Kyrgyzstan, Laos, Madagascar, Malawi, Mali, Mauritania, Mozambique, Myanmar, Nepal, Niger, Nigeria, North Sudan, Pakistan, Senegal, South Sudan, Tajikistan, Tanzania, Togo, Uganda, Uzbekistan, Vietnam, Yemen, Zambia; Calculated based on multiple sources - DHS: Haiti, Kenya, Liberia, Rwanda, Zimbabwe; Education Sector Plan: Gambia, The, Sierra Leone; Multiple Indicator Cluster Survey (MICS Dataset): Somalia.
Dropout Rate	Primary	Chang, Martinez, and Mputu (2009): Congo, Dem. Rep.; Calculated based on multiple sources: Bangladesh, Benin, Burkina Faso, Burundi, Cambodia, Central African Republic, Chad, Cote d'Ivoire, Eritrea, Ethiopia, Ghana, Guinea, Kenya, Kyrgyzstan, Laos, Madagascar, Malawi, Mali, Mauritania, Mozambique, Myanmar, Nepal, Niger, Nigeria, North Sudan, Pakistan, Papua New Guinea, Rwanda, Senegal, Sierra Leone, South Sudan, Tajikistan, Tanzania, Togo, Uganda, Uzbekistan, Vietnam, Yemen, Zambia; Calculated based on multiple sources - DHS: Haiti, Liberia, Zimbabwe; Education Sector Plan: Gambia, The; Multiple Indicator Cluster Survey (MICS Dataset): Somalia.
	Lower secondary	Calculated based on multiple sources: Bangladesh, Benin, Burkina Faso, Burundi, Cambodia, Chad, Cote d'Ivoire, Eritrea, Ethiopia, Ghana, Guinea, Kyrgyzstan, Laos, Madagascar, Malawi, Mali, Mauritania, Mozambique, Myanmar, Nepal, Niger, Nigeria, North Sudan, Pakistan, Senegal, Sierra Leone, South Sudan, Tajikistan, Tanzania, Togo, Uzbekistan, Vietnam, Yemen, Zambia; Calculated based on multiple sources - DHS: Haiti, Kenya, Liberia, Rwanda, Uganda, Zimbabwe; Education Sector Plan: Gambia, The; Multiple Indicator Cluster Survey (MICS Dataset): Somalia.
Transition Rate	To secondary	Chang, Martinez, and Mputu (2009): Congo, Dem. Rep.; Demographic and Health Surveys (DHS Dataset): Haiti, Kenya, Liberia; Calculated based on multiple sources: Bangladesh, Benin, Burkina Faso, Burundi, Cambodia, Central African Republic, Chad, Cote d'Ivoire, Eritrea, Ethiopia, Ghana, Guinea, Guinea-Bissau, Kyrgyzstan, Laos, Madagascar, Malawi, Mali, Mauritania, Mozambique, Myanmar, Nepal, Niger, Nigeria, North Sudan, Pakistan, Senegal, South Sudan, Tajikistan, Tanzania, Togo, Uganda, Uzbekistan, Vietnam, Yemen, Zambia; Education Sector Plan: Gambia, The; Ministry of Education, Science, Technology, and Scientific Research: Rwanda; Multiple Indicator Cluster Survey (MICS Dataset): Somalia; Pole de Dakar: Sierra Leone; UNESCO Institute for Statistics: Zimbabwe.
Marginalized Children (% of School-age Children)	All	2010 GMR estimates
% of Pupils in Private Schools	Pre-primary	Chang, Martinez, and Mputu (2009): Congo, Dem. Rep., North Sudan; Calculated based on multiple sources: Nigeria; UNESCO Institute for Statistics: Afghanistan, Bangladesh, Benin, Burkina Faso, Burundi, Cambodia, Chad, Cote d'Ivoire, Eritrea, Ghana, Guinea, Guinea-Bissau, Kenya, Kyrgyzstan, Laos, Madagascar, Mauritania, Myanmar, Nepal, Niger, Senegal, Sierra Leone, Tanzania, Togo, Uganda, Uzbekistan, Vietnam, Yemen; Zimbabwe EPPSIM model data: Zimbabwe.
	Primary	Chang, Martinez, and Mputu (2009): Congo, Dem. Rep., North Sudan, South Sudan; Calculated based on multiple sources: Nigeria, Tajikistan; Ethiopia FTI Projections Model: Ethiopia; Financing Basic Education in Bangladesh, Al-Samarrai: Bangladesh; Liberia 2008 Census: Liberia; UNESCO Institute for Statistics: Benin, Burkina Faso, Burundi, Cambodia, Central African Republic, Chad, Cote d'Ivoire, Eritrea, Gambia, The, Ghana, Guinea, Guinea-Bissau, Kenya, Kyrgyzstan, Laos, Madagascar, Malawi, Mali, Mauritania, Mozambique, Nepal, Niger, Pakistan, Rwanda, Senegal, Sierra Leone, Tanzania, Togo, Uganda, Vietnam, Yemen, Zambia; World Bank Haiti Education for All Website: Haiti; Zimbabwe EPPSIM model data: Zimbabwe.
	Lower secondary	Chang, Martinez, and Mputu (2009): North Sudan, South Sudan; Calculated based on multiple sources: Congo, Dem. Rep., Haiti, Nigeria, Tajikistan; Education spending and equity in Bangladesh, Al-Samarrai: Bangladesh; Ethiopia FTI Projections Model: Ethiopia; Liberia 2008 Census: Liberia; UNESCO Institute for Statistics: Benin, Burkina Faso, Burundi, Cambodia, Central African Republic, Chad, Cote d'Ivoire, Eritrea, Gambia, The, Ghana, Guinea, Guinea-Bissau, Kenya, Kyrgyzstan, Laos, Madagascar, Malawi, Mali, Mauritania, Mozambique, Nepal, Niger, Pakistan, Rwanda, Senegal, Sierra Leone, Tanzania, Togo, Uganda, Vietnam, Yemen, Zambia; Zimbabwe EPPSIM model data: Zimbabwe.

* This table includes data sources of actual data collected from various sources. For estimates in italics in APPENDIX TABLE A1, please refer to EPDC, 2010, "HIPE-GMR data description" for estimation methodology.

APPENDIX TABLE A2. BASE YEAR DATA SOURCE (continued)

Indicators	School level	Data Sources
Literacy Rate		Chang, Martinez, and Mputu (2009): South Sudan; CIA The World Factbook: Afghanistan, Burundi, Central African Republic, Chad, Congo, Dem. Rep., Cote d'Ivoire, Eritrea, Gambia, The, Guinea, Kenya, Madagascar, Myanmar, Rwanda, Somalia, Togo, Uzbekistan, Vietnam, Zambia; UNESCO Institute for Statistics: Bangladesh, Benin, Burkina Faso, Cambodia, Ethiopia, Ghana, Guinea-Bissau, Haiti, Kyrgyzstan, Laos, Liberia, Malawi, Mali, Mauritania, Mozambique, Nepal, Niger, Nigeria, Pakistan, Papua New Guinea, Senegal, Sierra Leone, Tajikistan, Tanzania, Uganda, Yemen, Zimbabwe.
Pupil Teacher Ratio (PTR)	Pre-primary	Chang, Martinez, and Mputu (2009): Congo, Dem. Rep.; Calculated based on multiple sources: Nigeria, North Sudan, Papua New Guinea; General Statistics Office: Vietnam; Plan d'Action National de l'Education Pour Tous: Zambia; UNESCO Institute for Statistics: Afghanistan, Bangladesh, Benin, Burkina Faso, Burundi, Cambodia, Chad, Cote d'Ivoire, Eritrea, Ethiopia, Gambia, The, Ghana, Guinea, Guinea-Bissau, Kenya, Kyrgyzstan, Laos, Liberia, Madagascar, Mali, Mauritania, Myanmar, Nepal, Niger, Pakistan, Rwanda, Senegal, Sierra Leone, Tajikistan, Tanzania, Togo, Uganda, Uzbekistan, Yemen; Zimbabwe EPPSIM model data: Zimbabwe.
	Primary	Chang, Martinez, and Mputu (2009): Congo, Dem. Rep.; Education Management Information System: Malawi; Calculated based on multiple sources: Haiti, Nigeria, North Sudan, South Sudan; Ministry of Education: Ethiopia, Mozambique; Ministry of Education & Vocational Training: Tanzania; Strategie nationale: Central African Republic; UNESCO Institute for Statistics: Afghanistan, Bangladesh, Benin, Burkina Faso, Burundi, Cambodia, Chad, Cote d'Ivoire, Eritrea, Gambia, The, Ghana, Guinea, Guinea-Bissau, Kenya, Kyrgyzstan, Laos, Liberia, Madagascar, Mali, Mauritania, Myanmar, Nepal, Niger, Pakistan, Papua New Guinea, Rwanda, Senegal, Sierra Leone, Tajikistan, Togo, Uganda, Uzbekistan, Vietnam, Yemen, Zambia; Zimbabwe EPPSIM model data: Zimbabwe.
	Lower secondary	Chang, Martinez, and Mputu (2009): Congo, Dem. Rep.; Calculated based on multiple sources: Nigeria, North Sudan, Papua New Guinea, South Sudan; Ministry of Education & Vocational Training: Tanzania; Strategie nationale: Central African Republic; Strategie nationale d'action d'Education Pour Tous SNA/EPT: Haiti; UNESCO Institute for Statistics: Afghanistan, Bangladesh, Benin, Burkina Faso, Burundi, Cambodia, Chad, Eritrea, Gambia, The, Ghana, Guinea, Guinea-Bissau, Kenya, Kyrgyzstan, Laos, Liberia, Madagascar, Malawi, Mali, Mauritania, Mozambique, Myanmar, Nepal, Niger, Pakistan, Senegal, Sierra Leone, Tajikistan, Togo, Uganda, Uzbekistan, Vietnam, Yemen, Zambia; Zimbabwe EPPSIM model data: Zimbabwe.
Pupil Classroom Ratio (PCR)	Pre-primary	Education Management Information System: Uganda; Calculated based on multiple sources: Burundi, Congo, Dem. Rep., Nigeria, North Sudan, Togo, Vietnam; Zimbabwe EPPSIM model data: Zimbabwe.
	Primary	Education Automated Statistical Information Systems Toolkit: Zambia; Education Management Information System: Malawi; Calculated based on multiple sources: Burkina Faso, Central African Republic, Chad, Congo, Dem. Rep., Gambia, The, Ghana, Haiti, Nigeria, North Sudan, Rwanda, South Sudan, Togo, Vietnam; Education Sector Strategic Plan II (ESSP II) 2005-2009: draft: Mozambique; EFA Mid-Decade Assessment: Bangladesh, Kyrgyzstan; Ethiopia FTI Projections Model: Ethiopia; Ministry of Education: Senegal, Uganda, Yemen; Zimbabwe EPPSIM model data: Zimbabwe.
	Lower secondary	Description du programme sectoriel de l'Education (PSE) 2008-2015: Guinea; Développer l'éducation post-primaire en Afrique subsaharienne : La soutenabilité financière comme référence pour évaluer les options. (Mingat, Ledoux, Rakotomalala, 2008): Burkina Faso, Burundi, Malawi; Education Automated Statistical Information Systems Toolkit: Zambia; Calculated based on multiple sources: Gambia, The, Mozambique, North Sudan, South Sudan, Togo, Vietnam; Education Sector Plan: Sierra Leone; Ethiopia FTI Projections Model: Ethiopia; Ministry of Education: Rwanda, Yemen; Strategie nationale d'action d'Education Pour Tous SNA/EPT: Haiti; Zimbabwe EPPSIM model data: Zimbabwe.
Teacher Salary (Multiple of GDP/capita)	Pre-primary	Chang, Martinez, and Mputu (2009): North Sudan; Calculated based on multiple sources: Cambodia, Congo, Dem. Rep., Laos, Nigeria, Papua New Guinea; Ministry of Education: Mali; Pakistan Ministry of Education: Pakistan; Zimbabwe EPPSIM model data: Zimbabwe.
	Primary	Bennell (2009): Burkina Faso, Central African Republic, Niger; Chang, Martinez, and Mputu (2009): Congo, Dem. Rep., North Sudan, South Sudan; Calculated based on multiple sources: Afghanistan, Bangladesh, Burundi, Cambodia, Guinea, Haiti, Kenya, Laos, Mozambique, Nepal, Nigeria, Papua New Guinea, Tajikistan, Uzbekistan, Yemen; Education Sector Plan: Sierra Leone; EFA: transformation of basic education, 2008-2011: Madagascar; Ethiopia FTI Projections Model: Ethiopia; Ministry of Education: Mali, Rwanda; Pakistan Ministry of Education: Pakistan; Plan d'Action National de l'Education Pour Tous: Togo; Plan Decennal De Developpement Du Secteur De L'Education: Benin; Mulkeen (2009): Eritrea, Gambia, The, Liberia, Malawi, Uganda, Zambia; Universal Primary Education in Africa: The Teacher Challenge (Pole de Dakar): Chad, Cote d'Ivoire, Ghana, Guinea-Bissau, Mauritania, Senegal, Tanzania; Zimbabwe EPPSIM model data: Zimbabwe.
	Lower secondary	Bennell (2009): Mozambique; Chang, Martinez, and Mputu (2009): Congo, Dem. Rep., North Sudan, South Sudan; Développer l'éducation post-primaire en Afrique subsaharienne : La soutenabilité financière comme référence pour évaluer les options. (Mingat, Ledoux, Rakotomalala, 2008): Burkina Faso, Burundi; Calculated based on multiple sources: Cambodia, Central African Republic, Guinea, Kenya, Laos, Nepal, Nigeria, Papua New Guinea, Tajikistan, Yemen; Education Sector Plan: Sierra Leone; Ethiopia FTI Projections Model: Ethiopia; Ministry of Education: Mali, Rwanda; Pakistan Ministry of Education: Pakistan; Plan d'Action National de l'Education Pour Tous: Togo; Plan Decennal De Developpement Du Secteur De L'Education: Benin; Strategie nationale d'action d'Education Pour Tous SNA/EPT: Haiti; Mulkeen (2009): Eritrea, Gambia, The, Liberia, Malawi, Uganda, Zambia; Zimbabwe EPPSIM model data: Zimbabwe.

APPENDIX TABLE A2. BASE YEAR DATA SOURCE (continued)

Indicators	School level	Data Sources
Recurrent Costs Other Than Teacher Salary (% of Recurrent Cost)	Pre-primary	Calculated based on multiple sources: Congo, Dem. Rep., Nigeria, North Sudan, Papua New Guinea; Education Sector Plan: Cambodia, Rwanda, Sierra Leone; Ministry of Education: Nepal; Zimbabwe EPPSIM model data: Zimbabwe.
	Primary	Bennell (2009): Zambia; Calculated based on multiple sources: Congo, Dem. Rep., Mozambique, Nigeria, North Sudan, Papua New Guinea, South Sudan, Togo; Education Sector Paper: Bangladesh; Education Sector Plan: Cambodia, Sierra Leone; Ethiopia FTI Projections Model: Ethiopia; Ministry of Education: Mali, Nepal, Rwanda, Tajikistan; Strategie nationale: Central African Republic; Zimbabwe EPPSIM model data: Zimbabwe.
	Lower secondary	Bennell (2009): Zambia; Calculated based on multiple sources: Congo, Dem. Rep., Nigeria, North Sudan, Papua New Guinea, South Sudan, Togo; Education Sector Plan: Cambodia, Rwanda, Sierra Leone; Ethiopia FTI Projections Model: Ethiopia; Ministry of Education: Mali, Mozambique, Nepal, Tajikistan; Strategie nationale: Central African Republic; Zimbabwe EPPSIM model data: Zimbabwe.
GDP Growth Rate 2007 (%)*		Chang, Martinez, and Mputu (2009): North Sudan, South Sudan; CIA The World Factbook: Somalia; IMF April 2009 World Economic Outlook: Afghanistan, Bangladesh, Benin, Burkina Faso, Burundi, Cambodia, Central African Republic, Chad, Congo, Dem. Rep., Cote d'Ivoire, Eritrea, Ethiopia, Gambia, The, Ghana, Guinea, Guinea-Bissau, Haiti, Kenya, Kyrgyzstan, Laos, Liberia, Madagascar, Malawi, Mali, Mauritania, Mozambique, Myanmar, Nepal, Niger, Nigeria, Pakistan, Papua New Guinea, Rwanda, Senegal, Sierra Leone, Tajikistan, Tanzania, Togo, Uganda, Uzbekistan, Vietnam, Yemen, Zambia, Zimbabwe.
GDP Per Capita 2007 (Constant 2007 US\$)		United Nations Statistics Division
GDP 2007 (Constant 2007 US\$ in Million)		United Nations Statistics Division
% of GDP to Public Revenue Excluding Grants		IMF Debt Sustainability Analysis: Haiti, Vietnam; IMF Regional Economic Outlook: Afghanistan, Benin, Burkina Faso, Burundi, Central African Republic, Chad, Congo, Dem. Rep., Cote d'Ivoire, Eritrea, Ethiopia, Gambia, The, Ghana, Guinea, Guinea-Bissau, Kenya, Kyrgyzstan, Liberia, Madagascar, Malawi, Mali, Mauritania, Mozambique, Niger, Nigeria, Rwanda, Senegal, Sierra Leone, Tajikistan, Tanzania, Togo, Uganda, Uzbekistan, Yemen, Zambia, Zimbabwe; World Bank, World Development Indicators: Bangladesh, Cambodia, Laos, Myanmar, Nepal, Pakistan, Papua New Guinea.
% of Public Expenditure to Education		Caine Rolleston Information: Central African Republic, Eritrea, Guinea-Bissau; Chang, Martinez, and Mputu (2009): Congo, Dem. Rep., Nigeria; Country Status Report: Yemen; Calculated based on multiple sources: North Sudan; Education Sector Plan: Sierra Leone; Growth and reduction of poverty annual progress report of 2004 - 2005: Vietnam; Martin and Kyrili: Benin, Burkina Faso, Ghana, Kenya, Liberia, Mozambique, Rwanda, Tanzania, Uganda, Zambia; Nation Master: Haiti; UNESCO Institute for Statistics: Bangladesh, Burundi, Cambodia, Chad, Cote d'Ivoire, Ethiopia, Gambia, The, Guinea, Kyrgyzstan, Laos, Madagascar, Mali, Mauritania, Myanmar, Nepal, Niger, Pakistan, Senegal, Tajikistan, Togo, Zimbabwe; World Bank: Uzbekistan.
% of Public Education Expenditure by School Level	Pre-primary	Chang, Martinez, and Mputu (2009): Nigeria, North Sudan; Calculated based on multiple sources: Congo, Dem. Rep., Haiti; Education Sector Plan: Sierra Leone, Vietnam; Pakistan Ministry of Education: Pakistan; UNESCO Institute for Statistics: Bangladesh, Benin, Burkina Faso, Burundi, Cambodia, Central African Republic, Ghana, Kenya, Kyrgyzstan, Laos, Madagascar, Mauritania, Nepal, Rwanda, Senegal, Tajikistan, Togo; World Bank: Uzbekistan.
	Primary	Chang, Martinez, and Mputu (2009): Congo, Dem. Rep., Nigeria, South Sudan; Calculated based on multiple sources: Haiti, North Sudan; Education Sector Plan: Sierra Leone, Vietnam; Ministry of Education & Vocational Training: Tanzania; Pakistan Ministry of Education: Pakistan; UNESCO Institute for Statistics: Bangladesh, Benin, Burkina Faso, Burundi, Cambodia, Central African Republic, Chad, Cote d'Ivoire, Eritrea, Ethiopia, Gambia, The, Ghana, Guinea, Kenya, Kyrgyzstan, Laos, Madagascar, Malawi, Mali, Mauritania, Mozambique, Nepal, Niger, Rwanda, Senegal, Tajikistan, Togo, Uganda, Zambia, Zimbabwe.
	Lower secondary	Chang, Martinez, and Mputu (2009): Nigeria, South Sudan; Calculated based on multiple sources: Congo, Dem. Rep., Haiti, North Sudan; Education Sector Plan: Sierra Leone, Vietnam; Pakistan Ministry of Education: Pakistan; UNESCO Institute for Statistics: Cambodia, Eritrea, Gambia, The, Ghana, Kenya, Laos, Madagascar, Mozambique, Nepal, Rwanda, Senegal, Togo, Zambia.

APPENDIX TABLE B1. SCENARIO ASSUMPTIONS

Indicator	PUPILS						LITERACY	CLASS ROOMS	BUDGET					
	Gross Enrollment Rate 2015 (%)	Pupils in Private Schools 2015 (% of All)	Grade 1 Intake Rate (GIR) (%)				Literacy Target 2015 (%)	% Classrooms to be Replaced**	GDP Growth Rate 2015 (%)	% GDP to Public Expenditure 2015	% of Public Expenditure to Education 2015	% of Public Education Expenditure by School Level 2015		
			2012*		2015							Pre-primary	Primary	Lower secondary
School level	Pre-primary	Pre-primary	Male	Female	Male	Female		All***						
Afghanistan	41	2	108	111	100	100	64	50	7.8	17	20	5	50	15
Bangladesh	60	9	108	111	100	100	74	25	6.1	17	20	5	42	15
Benin	56	4	104	109	100	100	67	25	5.1	20	20	5	50	17
Burkina Faso	58	2	106	107	102	102	62	25	5.1	17	20	5	50	17
Burundi	84	1	100	100	100	100	80	50	4.3	19	20	5	50	17
Cambodia	51	11	102	107	100	100	87	25	5.3	17	20	5	50	15
Central African Republic	66	1	98	111	100	100	74	50	3.8	17	20	5	50	17
Chad	59	1	118	125	100	100	63	50	2.0	27	20	5	50	17
Congo, Dem. Rep.	62	3	115	121	100	100	84	50	6.5	19	20	5	50	10
Cote d'Ivoire	24	6	97	109	100	100	74	50	4.6	19	22	5	50	17
Eritrea	65	9	110	114	100	100	75	50	3.4	23	20	5	42	15
Ethiopia	42	6	103	105	100	100	68	50	7.7	17	23	5	50	20
Gambia, The	47	18	112	110	100	100	79	25	5.1	18	20	5	50	15
Ghana	60	19	112	108	100	100	79	25	7.4	23	20	5	50	15
Guinea	53	17	105	110	100	100	65	25	4.3	17	26	5	50	17
Guinea-Bissau	73	3	100*	100*	100	100	75	50	3.6	17	20	5	50	18
Haiti	92	30	100	100	100	100	76	25	2.6	17	20	5	50	13
Kenya	49	35	103	101	100	100	87	25	4.7	22	20	5	50	10
Kyrgyzstan	36	0	100	100	100	100	99	25	4.3	29	20	5	34	27
Laos	47	7	100	106	100	100	84	25	6.3	17	20	5	42	17
Liberia	100	47	107	108	100	100	76	50	9.8	29	20	5	50	15
Madagascar	76	10	100	100	100	100	85	25	3.9	17	20	5	42	19
Malawi	74	0	101	102	100	100	82	25	6.2	20	20	5	50	15
Mali	55	3	107	111	100	100	60	25	4.7	17	20	5	50	15
Mauritania	15	10	108	111	100	100	76	25	6.0	25	20	5	50	15
Mozambique	68	0	106	113	100	100	69	25	5.4	17	20	5	58	16
Myanmar	23	12	104	104	100	100	95	50	4.3	17	20	5	42	23
Nepal	82	19	100*	100*	100	100	74	50	4.6	17	20	5	42	15
Niger	68	1	120	128	100	100	64	25	6.3	18	20	5	50	17
Nigeria	74	7	112	110	100	100	85	25	4.9	29	20	5	50	15
North Sudan	51	8	106	108	100	100	80	50	5.0	21	20	5	50	12
Pakistan	52	42	108	108	100	100	75	50	4.9	17	20	5	42	15
Papua New Guinea	59	10	114	116	100	100	79	25	3.7	22	20	5	50	20
Rwanda	77	2	102	100	100	100	82	50	6.7	17	35	5	50	15
Senegal	43	11	115	115	100	100	70	50	4.0	19	26	5	50	17
Sierra Leone	55	4	100	100	100	100	67	50	5.7	17	20	5	50	15
Somalia	53	2	123	126	100	100	69	50	0.0	18	20	5	58	16
South Sudan	51	16	100	105	100	100	80	50	5.0	21	20	5	50	12
Tajikistan	31	12	100	100	100	100	99	25	5.4	21	20	5	34	27
Tanzania	100	1	105	105	100	100	85	25	6.8	17	20	5	58	17
Togo	41	5	104	110	100	100	77	25	3.0	17	20	5	50	17
Uganda	55	6	114	114	100	100	83	50	7.0	17	20	5	58	17
Uzbekistan	65	2	100	100	100	100	100	25	6.9	42	21	5	34	27
Vietnam	40	62	100	102	100	100	95	25	5.6	27	20	5	42	19
Yemen	18	2	107	115	100	100	77	25	4.8	36	20	5	50	15
Zambia	64	0	100	100	100	100	84	25	5.4	19	20	5	58	10
Zimbabwe	89	13	100	106	100	100	95	25	0.0	17	20	5	58	9

* Target values for year 2010 are marked with an asterisk next to data values.

** Countries affected by conflict are assumed to need 50% of classrooms replaced and all other 25%.

*** All school levels include pre-primary, primary, and lower secondary.

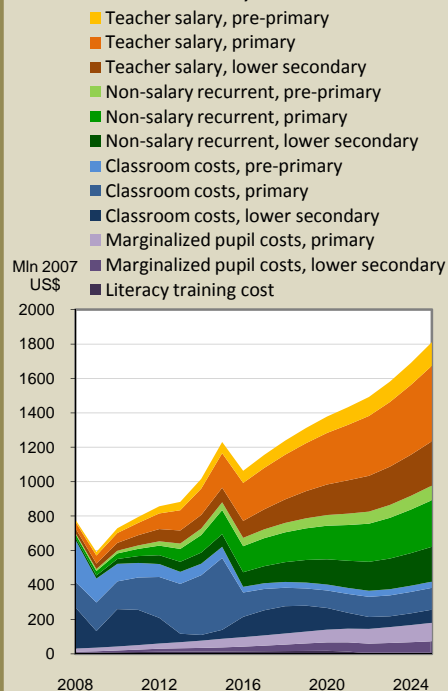
APPENDIX TABLE C. PROJECTION RESULTS

Afghanistan					
SCHOOL PROJECTION RESULTS			BASELINE	EFA GMR 2009	
Indicators	School Level	Gender	2007	2015	2025
Number of Pupils	Pre-primary	Male	16,170	991,910	1,256,683
		Female	12,135	931,204	1,177,901
	Primary	Male	2,777,564	3,344,652	4,338,027
		Female	1,541,255	3,111,619	4,132,545
	Lower secondary	Male	158,003	1,199,779	1,929,252
		Female	113,084	844,010	1,797,333
Number of Marginalized Pupils	Primary	Both	830,542	1,241,591	1,628,956
	Lower secondary	Both	52,132	393,036	716,651
Number of Public School Pupils	Pre-primary	Both	263	1,887,252	2,389,183
	Primary	Both	3,687,384	5,810,644	7,623,515
	Lower secondary	Both	222,134	1,839,411	3,353,926
Gross Enrollment Ratio (GER) (%)	Primary	Male	117	111	110
		Female	69	110	112
	Lower secondary	Male	34	90	111
		Female	12	68	111
Completion Rate (%)	Primary	Male	50	92	100
		Female	18	79	100
Literacy Rate (%)	Primary	Male	43	64	84
		Female	13	65	100
Number of Teachers Needed	Pre-primary	Both	36	47,181	59,730
	Primary	Both	44,228	145,266	190,588
	Lower secondary	Both	15,564	52,555	95,826
Number of Classrooms Needed	Primary	Total	44,228	145,266	2,685
		New to be constructed	1,106	30,936	9,388

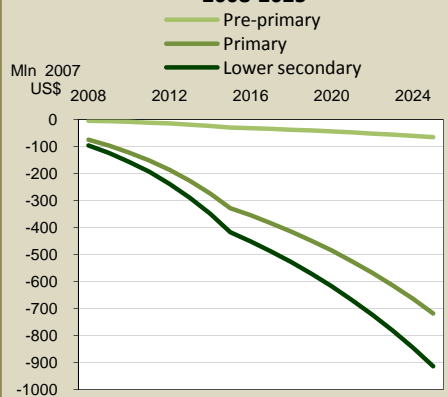
FINANCING PROJECTION RESULTS (In Constant 2007 US\$ in Million)			EFA GMR 2009			
Indicators	School Level		2008-2015	Average	2016-2025	Average
Teacher Salary Costs	Pre-primary		307	38	1,008	101
	Primary		775	97	3,189	319
	Lower secondary		474	59	1,807	181
Recurrent Costs other than Teacher Salary	Pre-primary		193	24	650	65
	Primary		491	61	2,056	206
	Lower secondary		349	44	1,472	147
Classroom Construction Costs	Pre-primary		846	106	348	35
	Primary		1,956	245	1,174	117
	Lower secondary		1,041	130	1,067	107
Marginalized Demand Side Intervention Costs	Primary		166	21	454	45
	Lower secondary		66	8	290	29
Marginalized Supply Side Intervention Costs	Primary		80	10	333	33
	Lower secondary		52	7	208	21

FINANCING GAP PROJECTION RESULTS (In Constant 2007 US\$ in Million)			EFA GMR 2009			
Indicators	School Level		2008-2015	Annual avg	2016-2025	Annual avg
Total Education Expenditure	Pre-primary		1,346	168	2,007	201
	Primary		3,470	434	7,206	721
	Lower secondary		1,982	248	4,844	484
	Literacy training		82	10	96	10
Total Government Budget on Education	Pre-primary		117	15	471	47
	Primary		1,342	168	4,706	471
	Lower secondary		403	50	1,412	141
Financing Gap*	Pre-primary		-1,229	-154	-1,536	-154
	Primary		-2,128	-266	-2,500	-250
	Lower secondary		-1,580	-197	-3,432	-343
Total Financing Gap**	All		-5,018	-627	-7,564	-756
	w/o Lower secondary		-3,438	-430	-4,132	-413
Financing Gap as % of GDP	All		4.6%		2.7%	
	w/o Lower secondary		3.2%		1.5%	

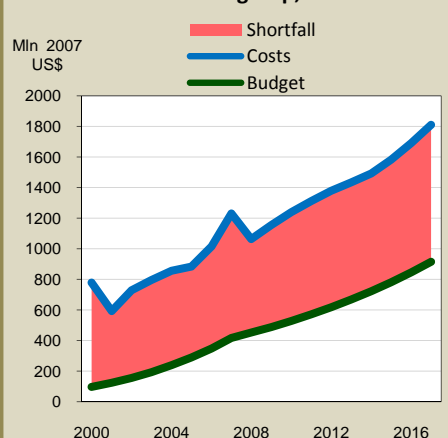
Education Expenditure by Category and Level, 2008-2025



Financing Gap by School Level, 2008-2025



Total Financing Gap, 2008-2025



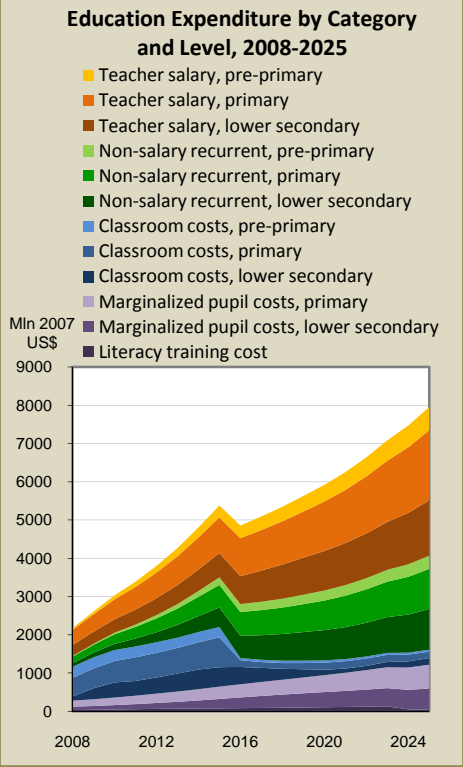
* Financing gap in data table excludes budget surpluses from each year.

** Total financing gap also includes the gap for literacy training.

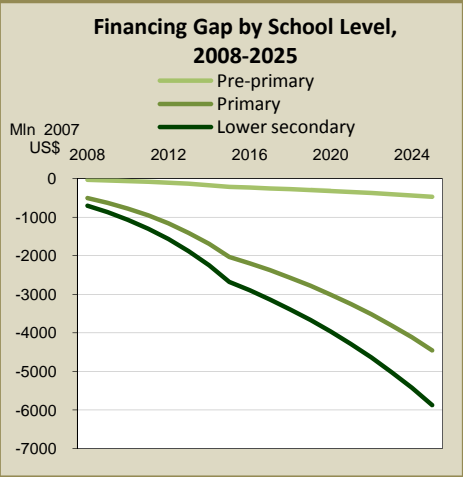
APPENDIX TABLE C. PROJECTION RESULTS (continued)

Bangladesh

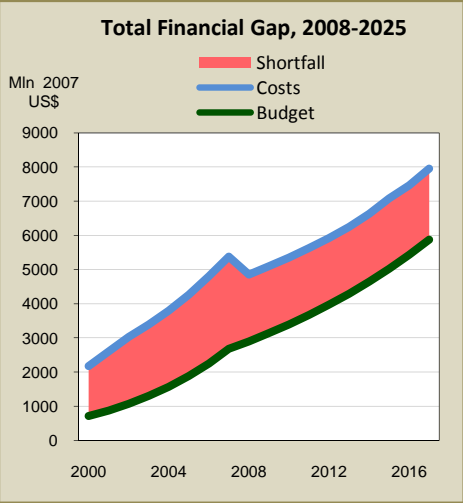
SCHOOL PROJECTION RESULTS			BASELINE	EFA GMR 2009	
Indicators	School Level	Gender	2007	2015	2025
Number of Pupils	Pre-primary	Male	579,480	3,472,577	3,526,906
		Female	561,572	3,325,391	3,388,351
	Primary	Male	9,046,433	10,463,493	10,839,677
		Female	8,906,867	10,204,070	10,335,394
	Lower secondary	Male	3,573,321	5,292,465	6,389,628
		Female	3,219,428	5,305,031	6,125,806
Number of Marginalized Pupils	Primary	Both	4,847,391	5,580,242	5,717,269
	Lower secondary	Both	1,834,042	2,861,324	3,379,167
Number of Public School Pupils	Pre-primary	Both	551,675	6,199,281	6,306,242
	Primary	Both	15,798,904	18,600,806	19,057,564
	Lower secondary	Both	6,724,822	9,537,746	11,263,891
Gross Enrollment Ratio (GER) (%)	Primary	Male	99	111	112
		Female	102	113	111
	Lower secondary	Male	57	93	111
		Female	63	97	111
Completion Rate (%)	Primary	Male	67	95	100
		Female	71	100	100
Literacy Rate (%)		Male	59	74	93
		Female	48	75	100
Number of Teachers	Pre-primary	Both	16,315	154,982	157,656
	Primary	Both	310,361	465,020	476,439
	Lower secondary	Both	199,294	272,507	321,825
Number of Classrooms	Primary	Total	232,337	465,020	3,813
		New to be constructed	5,808	57,922	12,406



FINANCING PROJECTION RESULTS (In Constant 2007 US\$ in Million)		EFA GMR 2009			
Indicators	School Level	2008-2015	Average	2016-2025	Average
Teacher Salary Costs	Pre-primary	1,319	165	4,581	458
	Primary	5,152	644	13,711	1,371
	Lower secondary	3,491	436	10,750	1,075
Recurrent Costs other than Teacher Salary	Pre-primary	695	87	2,715	271
	Primary	2,814	352	8,125	813
	Lower secondary	2,108	263	8,167	817
Classroom Construction Costs	Pre-primary	2,230	279	566	57
	Primary	4,987	623	1,737	174
	Lower secondary	3,090	386	2,158	216
Marginalized Demand Side Intervention Costs	Primary	1,168	146	2,742	274
	Lower secondary	727	91	2,419	242
Marginalized Supply Side Intervention Costs	Primary	710	89	1,946	195
	Lower secondary	499	62	1,685	169



FINANCING GAP PROJECTION RESULTS (In Constant 2007 US\$ in Million)		EFA GMR 2009			
Indicators	School Level	2008-2015	Annual avg	2016-2025	Annual avg
Total Education Expenditure	Pre-primary	4,244	531	7,861	786
	Primary	14,831	1,854	28,261	2,826
	Lower secondary	9,915	1,239	25,179	2,518
	Literacy training	453	57	926	93
Total Government Budget on Education	Pre-primary	859	107	3,413	341
	Primary	8,314	1,039	28,671	2,867
	Lower secondary	3,163	395	10,239	1,024
Financing Gap*	Pre-primary	-3,386	-423	-4,448	-445
	Primary	-6,518	-815	-369	-37
	Lower secondary	-6,752	-844	-14,939	-1,494
Total Financing Gap**	All	-17,108	-2,139	-20,682	-2,068
	w/o Lower secondary	-10,356	-1,295	-5,743	-574
Financing Gap as % of GDP	All	2.2%		1.0%	
	w/o Lower secondary	1.3%		0.3%	



* Financing gap in data table excludes budget surpluses from each year.

**Total financing gap also includes the gap for literacy training.

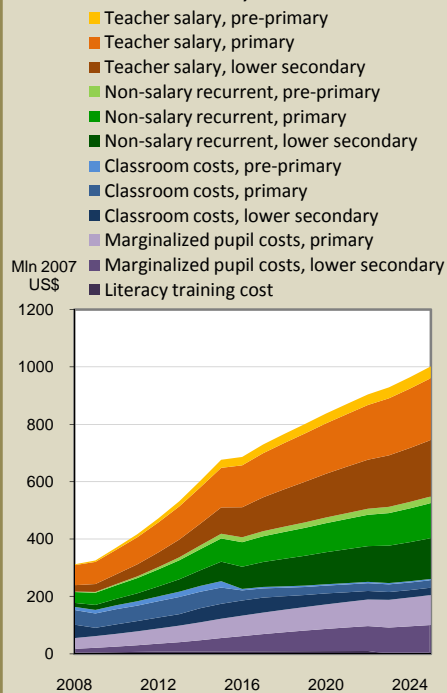
APPENDIX TABLE C. PROJECTION RESULTS (continued)

Benin					
SCHOOL PROJECTION RESULTS			BASELINE	EFA GMR 2009	
Indicators	School Level	Gender	2007	2015	2025
Number of Pupils	Pre-primary	Male	16,397	191,323	215,262
		Female	16,618	184,246	207,297
	Primary	Male	754,115	1,000,528	1,202,623
		Female	602,703	968,023	1,162,089
	Lower secondary	Male	170,167	470,012	720,986
		Female	132,430	387,251	695,109
Number of Marginalized Pupils	Primary	Both	651,273	944,905	1,135,062
	Lower secondary	Both	145,247	411,486	679,726
Number of Public School Pupils	Pre-primary	Both	20,640	360,734	405,869
	Primary	Both	1,178,501	1,771,696	2,128,241
	Lower secondary	Both	246,420	771,537	1,274,485
Gross Enrollment Ratio (GER) (%)	Primary	Male	100	108	109
		Female	82	108	109
	Lower secondary	Male	52	87	105
		Female	31	74	105
Completion Rate (%)	Primary	Male	70	96	100
		Female	48	90	100
Literacy Rate (%)		Male	53	68	83
		Female	28	68	100
Number of Teachers Needed	Pre-primary	Both	420	9,018	10,147
	Primary	Both	27,015	44,292	53,206
	Lower secondary	Both	9,076	22,044	36,414
Number of Classrooms Needed	Primary	Total	27,015	44,292	333
		New to be constructed	675	4,185	1,924

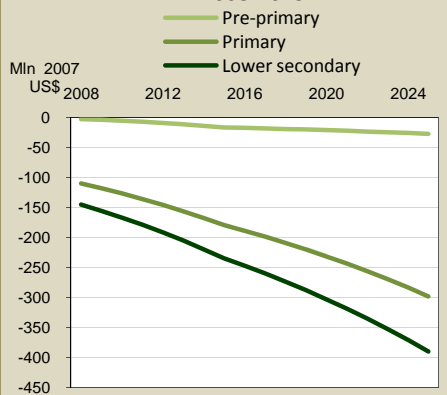
FINANCING PROJECTION RESULTS (In Constant 2007 US\$ in Million)			EFA GMR 2009			
Indicators	School Level		2008-2015	Average	2016-2025	Average
Teacher Salary Costs	Pre-primary		109	14	350	35
	Primary		811	101	1,801	180
	Lower secondary		407	51	1,545	154
Recurrent Costs other than Teacher Salary	Pre-primary		63	8	201	20
	Primary		461	58	1,035	104
	Lower secondary		281	35	1,128	113
Classroom Construction Costs	Pre-primary		131	16	48	5
	Primary		438	55	286	29
	Lower secondary		324	40	374	37
Marginalized Demand Side Intervention Costs	Primary		211	26	427	43
	Lower secondary		110	14	360	36
Marginalized Supply Side Intervention Costs	Primary		201	25	449	45
	Lower secondary		109	14	423	42

FINANCING GAP PROJECTION RESULTS (In Constant 2007 US\$ in Million)			EFA GMR 2009			
Indicators	School Level		2008-2015	Annual avg	2016-2025	Annual avg
Total Education Expenditure	Pre-primary		303	38	599	60
	Primary		2,123	265	3,998	400
	Lower secondary		1,231	154	3,830	383
	Literacy training		50	6	63	6
Total Government Budget on Education	Pre-primary		69	9	218	22
	Primary		1,070	134	2,179	218
	Lower secondary		358	45	741	74
Financing Gap*	Pre-primary		-234	-29	-381	-38
	Primary		-1,052	-132	-1,819	-182
	Lower secondary		-872	-109	-3,090	-309
Total Financing Gap**	All		-2,208	-276	-5,352	-535
	w/o Lower secondary		-1,336	-167	-2,263	-226
Financing Gap as % of GDP	All		3.9%		4.8%	
	w/o Lower secondary		2.4%		2.0%	

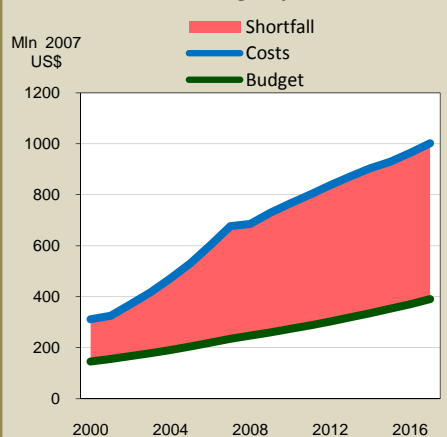
Education Expenditure by Category and Level, 2008-2025



Financing Gap by School Level, 2008-2025



Total Financing Gap, 2008-2025



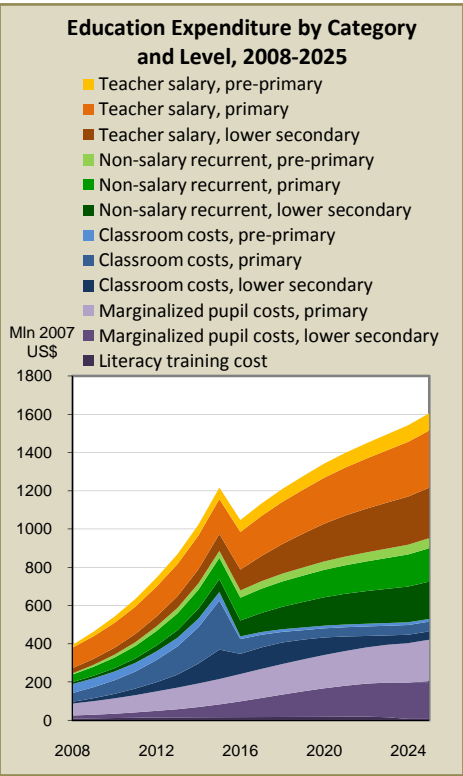
* Financing gap in data table excludes budget surpluses from each year.

** Total financing gap also includes the gap for literacy training.

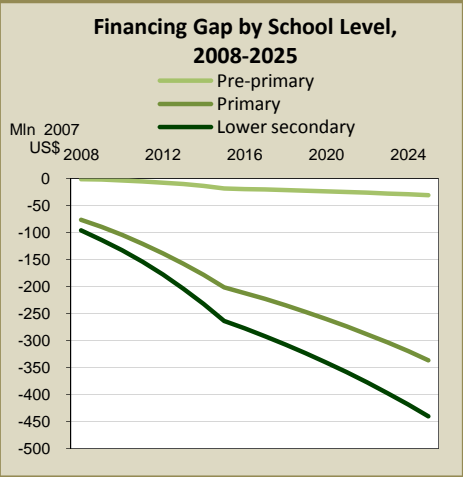
APPENDIX TABLE C. PROJECTION RESULTS (continued)

Burkina Faso

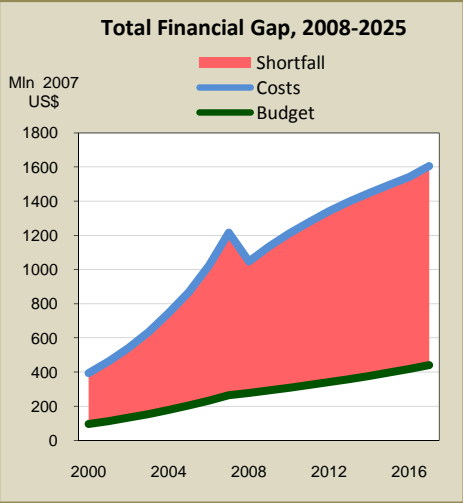
SCHOOL PROJECTION RESULTS			BASELINE	EFA GMR 2009	
Indicators	School Level	Gender	2007	2015	2025
Number of Pupils	Pre-primary	Male	21,216	505,869	586,766
		Female	20,720	488,496	567,122
	Primary	Male	861,416	1,677,478	2,099,497
		Female	699,842	1,626,000	2,060,645
	Lower secondary	Male	169,024	562,400	1,224,371
		Female	117,012	485,429	1,182,476
Number of Marginalized Pupils	Primary	Both	1,108,493	2,345,469	2,953,701
	Lower secondary	Both	203,086	743,958	1,708,861
Number of Public School Pupils	Pre-primary	Both	27,677	977,164	1,133,928
	Primary	Both	1,349,228	2,973,130	3,744,128
	Lower secondary	Both	180,153	943,046	2,166,162
Gross Enrollment Ratio (GER) (%)	Primary	Male	69	109	113
		Female	58	109	114
	Lower secondary	Male	22	63	108
		Female	17	56	108
Completion Rate (%)	Primary	Male	43	85	102
		Female	35	81	102
Literacy Rate (%)		Male	37	62	93
		Female	22	62	100
Number of Teachers	Pre-primary	Both	957	24,429	28,348
	Primary	Both	28,311	74,328	93,603
	Lower secondary	Both	6,390	26,944	61,890
Number of Classrooms	Primary	Total	12,406	74,328	1,050
		New to be constructed	1,642	18,991	3,771



FINANCING PROJECTION RESULTS (In Constant 2007 US\$ in Million)		EFA GMR 2009			
Indicators	School Level	2008-2015	Average	2016-2025	Average
Teacher Salary Costs	Pre-primary	327	41	758	76
	Primary	1,181	148	2,467	247
	Lower secondary	412	52	1,968	197
Recurrent Costs other than Teacher Salary	Pre-primary	174	22	451	45
	Primary	582	73	1,467	147
	Lower secondary	253	32	1,474	147
Classroom Construction Costs	Pre-primary	365	46	142	14
	Primary	973	122	546	55
	Lower secondary	456	57	798	80
Marginalized Demand Side Intervention Costs	Primary	362	45	865	86
	Lower secondary	127	16	679	68
Marginalized Supply Side Intervention Costs	Primary	413	52	922	92
	Lower secondary	156	19	806	81



FINANCING GAP PROJECTION RESULTS (In Constant 2007 US\$ in Million)		EFA GMR 2009			
Indicators	School Level	2008-2015	Annual avg	2016-2025	Annual avg
Total Education Expenditure	Pre-primary	865	108	1,351	135
	Primary	3,510	439	6,267	627
	Lower secondary	1,404	176	5,726	573
	Literacy training	106	13	154	15
	Total Government Budget on Education	Pre-primary	61	8	245
	Primary	1,006	126	2,454	245
	Lower secondary	307	38	834	83
Financing Gap*	Pre-primary	-804	-100	-1,105	-111
	Primary	-2,504	-313	-3,813	-381
	Lower secondary	-1,097	-137	-4,891	-489
Total Financing Gap**	All	-4,511	-564	-9,964	-996
	w/o Lower secondary	-3,414	-427	-5,073	-507
Financing Gap as % of GDP	All	6.2%		6.9%	
	w/o Lower secondary	4.7%		3.5%	



* Financing gap in data table excludes budget surpluses from each year.

**Total financing gap also includes the gap for literacy training.

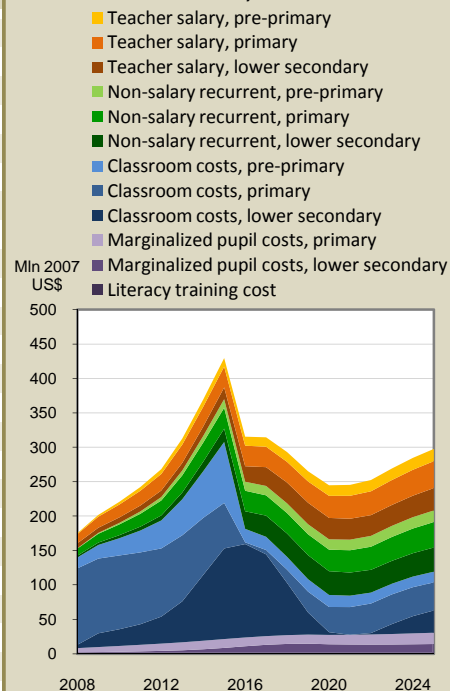
APPENDIX TABLE C. PROJECTION RESULTS (continued)

Burundi					
SCHOOL PROJECTION RESULTS			BASELINE	EFA GMR 2009	
Indicators	School Level	Gender	2007	2015	2025
Number of Pupils	Pre-primary	Male	6,346	473,605	596,902
		Female	6,888	471,786	594,997
	Primary	Male	693,593	1,225,444	1,412,359
		Female	631,344	1,281,620	1,457,066
	Lower secondary	Male	112,833	477,260	784,658
		Female	63,625	452,786	779,947
Number of Marginalized Pupils	Primary	Both	490,227	927,614	1,061,687
	Lower secondary	Both	65,289	344,117	578,904
Number of Public School Pupils	Pre-primary	Both	6,097	935,032	1,178,839
	Primary	Both	1,309,387	2,256,358	2,582,483
	Lower secondary	Both	158,426	837,041	1,408,144
Gross Enrollment Ratio (GER) (%)	Primary	Male	105	138	109
		Female	95	144	113
	Lower secondary	Male	21	103	106
		Female	16	97	105
Completion Rate (%)	Primary	Male	42	160	100
		Female	35	160	99
Literacy Rate (%)		Male	67	80	100
		Female	52	80	100
Number of Teachers Needed	Pre-primary	Both	211	23,376	29,471
	Primary	Both	24,165	56,409	64,562
	Lower secondary	Both	8,373	23,915	40,233
Number of Classrooms Needed	Primary	Total	24,165	56,409	1,157
		New to be constructed	604	4,899	3,016

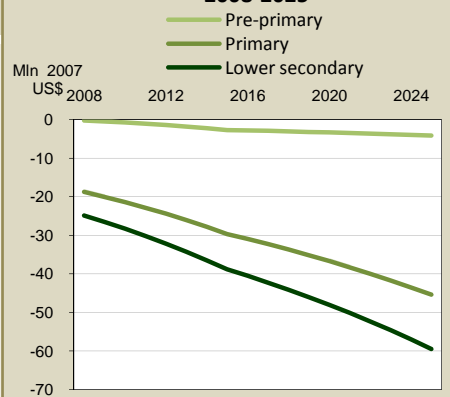
FINANCING PROJECTION RESULTS (In Constant 2007 US\$ in Million)			EFA GMR 2009		
Indicators	School Level	2008-2015	Average	2016-2025	Average
Teacher Salary Costs	Pre-primary	52	7	155	16
	Primary	179	22	333	33
	Lower secondary	83	10	297	30
Recurrent Costs other than Teacher Salary	Pre-primary	41	5	151	15
	Primary	162	20	324	32
	Lower secondary	67	8	329	33
Classroom Construction Costs	Pre-primary	342	43	172	17
	Primary	775	97	304	30
	Lower secondary	405	51	440	44
Marginalized Demand Side Intervention Costs	Primary	37	5	61	6
	Lower secondary	11	1	53	5
Marginalized Supply Side Intervention Costs	Primary	42	5	80	8
	Lower secondary	18	2	76	8

FINANCING GAP PROJECTION RESULTS (In Constant 2007 US\$ in Million)			EFA GMR 2009		
Indicators	School Level	2008-2015	Annual avg	2016-2025	Annual avg
Total Education Expenditure	Pre-primary	435	54	478	48
	Primary	1,195	149	1,103	110
	Lower secondary	583	73	1,196	120
	Literacy training	6	1	4	0
Total Government Budget on Education	Pre-primary	11	1	34	3
	Primary	180	23	343	34
	Lower secondary	61	8	117	12
Financing Gap*	Pre-primary	-425	-53	-444	-44
	Primary	-1,015	-127	-759	-76
	Lower secondary	-523	-65	-1,079	-108
Total Financing Gap**	All	-1,968	-246	-2,287	-229
	w/o Lower secondary	-1,445	-181	-1,208	-121
Financing Gap as % of GDP	All	20.1%		12.7%	
	w/o Lower secondary	14.8%		6.7%	

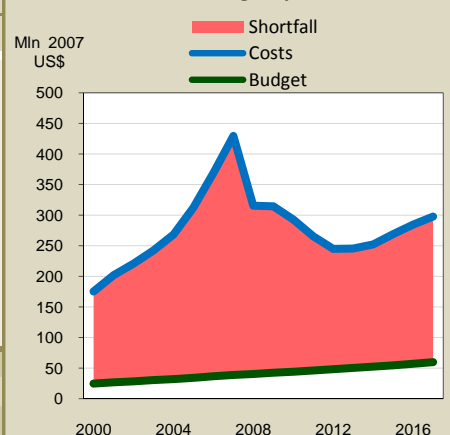
Education Expenditure by Category and Level, 2008-2025



Financing Gap by School Level, 2008-2025



Total Financing Gap, 2008-2025



* Financing gap in data table excludes budget surpluses from each year.

** Total financing gap also includes the gap for literacy training.

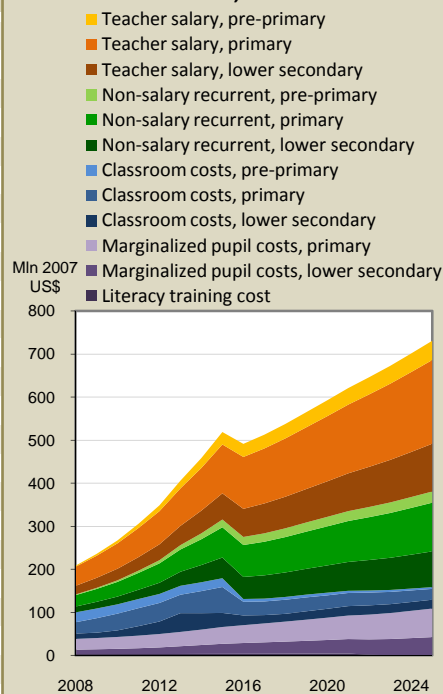
APPENDIX TABLE C. PROJECTION RESULTS (continued)

Cambodia					
SCHOOL PROJECTION RESULTS			BASELINE	EFA GMR 2009	
Indicators	School Level	Gender	2007	2015	2025
Number of Pupils	Pre-primary	Male	66,965	292,177	308,877
		Female	67,949	280,954	297,375
	Primary	Male	1,308,736	1,147,733	1,356,577
		Female	1,170,908	1,089,670	1,260,742
	Lower secondary	Male	380,791	467,892	573,424
		Female	287,809	432,006	545,762
Number of Marginalized Pupils	Primary	Both	669,504	604,099	706,676
	Lower secondary	Both	180,522	242,972	302,180
Number of Public School Pupils	Pre-primary	Both	80,736	512,702	542,331
	Primary	Both	2,461,135	2,013,663	2,355,588
	Lower secondary	Both	646,659	809,908	1,007,267
Gross Enrollment Ratio (GER) (%)	Primary	Male	126	110	113
		Female	117	108	109
	Lower secondary	Male	61	94	100
		Female	53	90	98
Completion Rate (%)	Primary	Male	80	96	99
		Female	81	97	100
Literacy Rate (%)		Male	86	92	98
		Female	68	87	100
Number of Teachers	Pre-primary	Both	2,931	12,818	13,558
	Primary	Both	48,372	50,342	58,890
	Lower secondary	Both	22,229	23,140	28,779
Number of Classrooms	Primary	Total	48,372	50,342	304
		New to be constructed	0	4,459	1,866

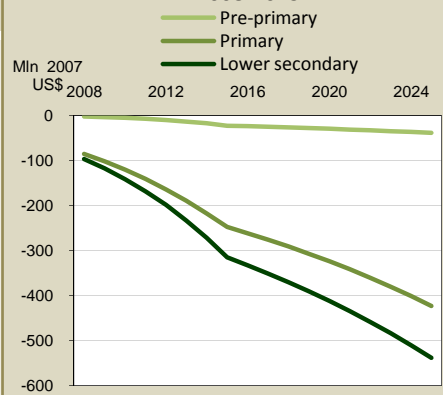
FINANCING PROJECTION RESULTS (In Constant 2007 US\$ in Million)		EFA GMR 2009			
Indicators	School Level	2008-2015	Average	2016-2025	Average
Teacher Salary Costs	Pre-primary	107	13	376	38
	Primary	599	75	1,564	156
	Lower secondary	297	37	864	86
Recurrent Costs other than Teacher Salary	Pre-primary	62	8	224	22
	Primary	357	45	932	93
	Lower secondary	215	27	660	66
Classroom Construction Costs	Pre-primary	171	21	55	6
	Primary	338	42	300	30
	Lower secondary	206	26	205	21
Marginalized Demand Side Intervention Costs	Primary	162	20	313	31
	Lower secondary	79	10	194	19
Marginalized Supply Side Intervention Costs	Primary	85	11	222	22
	Lower secondary	46	6	136	14

FINANCING GAP PROJECTION RESULTS (In Constant 2007 US\$ in Million)		EFA GMR 2009			
Indicators	School Level	2008-2015	Annual avg	2016-2025	Annual avg
Total Education Expenditure	Pre-primary	340	42	656	66
	Primary	1,541	193	3,331	333
	Lower secondary	843	105	2,060	206
	Literacy training	23	3	24	2
	Total		2,707	333	6,071
Total Government Budget on Education	Pre-primary	80	10	306	31
	Primary	1,186	148	3,059	306
	Lower secondary	277	35	918	92
Financing Gap*	Pre-primary	-259	-32	-350	-35
	Primary	-355	-44	-272	-27
	Lower secondary	-567	-71	-1,142	-114
Total Financing Gap**	All	-1,204	-150	-1,787	-179
	w/o Lower secondary	-637	-80	-645	-65
Financing Gap as % of GDP	All	1.4%		1.0%	
	w/o Lower secondary	0.7%		0.4%	

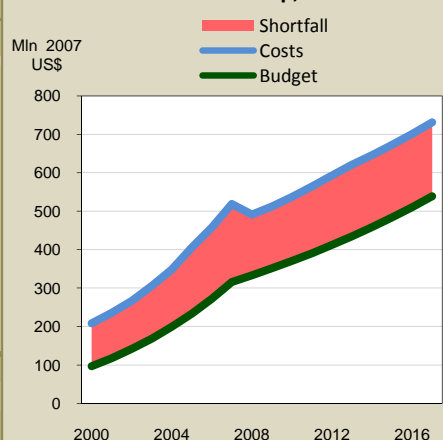
Education Expenditure by Category and Level, 2008-2025



Financing Gap by School Level, 2008-2025



Total Financial Gap, 2008-2025



* Financing gap in data table excludes budget surpluses from each year.

**Total financing gap also includes the gap for literacy training.

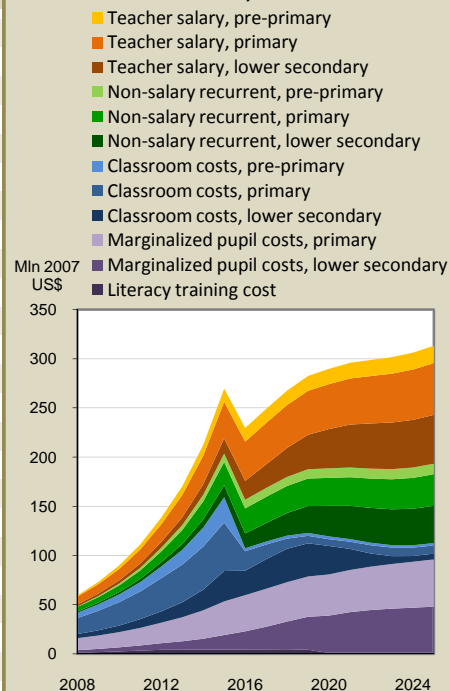
APPENDIX TABLE C. PROJECTION RESULTS (continued)

Central African Republic					
SCHOOL PROJECTION RESULTS			BASELINE	EFA GMR 2009	
Indicators	School Level	Gender	2007	2015	2025
Number of Pupils	Pre-primary	Male	3,092	139,352	144,746
		Female	3,256	139,877	145,132
	Primary	Male	290,193	420,694	469,028
		Female	204,792	425,794	479,774
	Lower secondary	Male	37,073	136,213	290,692
		Female	23,415	94,047	295,484
Number of Marginalized Pupils	Primary	Both	440,537	753,374	844,434
	Lower secondary	Both	53,834	204,932	521,697
Number of Public School Pupils	Pre-primary	Both	3,039	275,646	286,159
	Primary	Both	438,469	761,839	853,922
	Lower secondary	Both	54,962	207,234	527,559
Gross Enrollment Ratio (GER) (%)	Primary	Male	82	109	112
		Female	57	109	113
	Lower secondary	Male	17	57	109
		Female	11	39	109
Completion Rate (%)	Primary	Male	36	83	102
		Female	20	65	101
Literacy Rate (%)		Male	65	75	98
		Female	34	75	100
Number of Teachers Needed	Pre-primary	Both	62	6,891	7,154
	Primary	Both	4,766	19,046	21,348
	Lower secondary	Both	705	5,921	15,073
Number of Classrooms Needed	Primary	Total	6,176	19,046	180
		New to be constructed	986	3,648	613

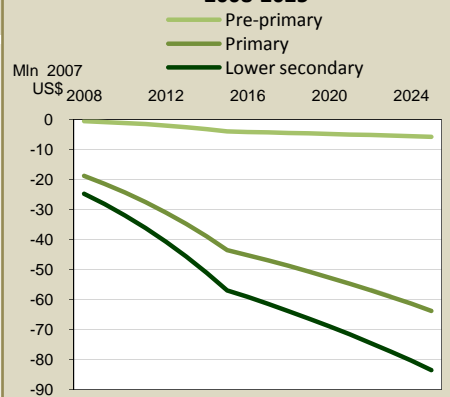
FINANCING PROJECTION RESULTS (In Constant 2007 US\$ in Million)					
Indicators	School Level	EFA GMR 2009			
		2008-2015	Average	2016-2025	Average
Teacher Salary Costs	Pre-primary	52	7	157	16
	Primary	150	19	465	46
	Lower secondary	52	7	383	38
Recurrent Costs other than Teacher Salary	Pre-primary	30	4	98	10
	Primary	93	12	289	29
	Lower secondary	39	5	296	30
Classroom Construction Costs	Pre-primary	101	13	27	3
	Primary	253	32	101	10
	Lower secondary	104	13	206	21
Marginalized Demand Side Intervention Costs	Primary	96	12	204	20
	Lower secondary	30	4	166	17
Marginalized Supply Side Intervention Costs	Primary	71	9	221	22
	Lower secondary	27	3	199	20

FINANCING GAP PROJECTION RESULTS (In Constant 2007 US\$ in Million)					
Indicators	School Level	EFA GMR 2009			
		2008-2015	Annual avg	2016-2025	Annual avg
Total Education Expenditure	Pre-primary	183	23	283	28
	Primary	664	83	1,280	128
	Lower secondary	252	32	1,250	125
	Literacy training	24	3	22	2
	Total Government Budget on Education	Pre-primary	16	2	49
	Primary	225	28	491	49
	Lower secondary	75	9	167	17
Financing Gap*	Pre-primary	-168	-21	-234	-23
	Primary	-439	-55	-789	-79
	Lower secondary	-177	-22	-1,083	-108
Total Financing Gap**	All	-809	-101	-2,127	-213
	w/o Lower secondary	-632	-79	-1,044	-104
Financing Gap as % of GDP	All	4.9%		7.4%	
	w/o Lower secondary	3.9%		3.6%	

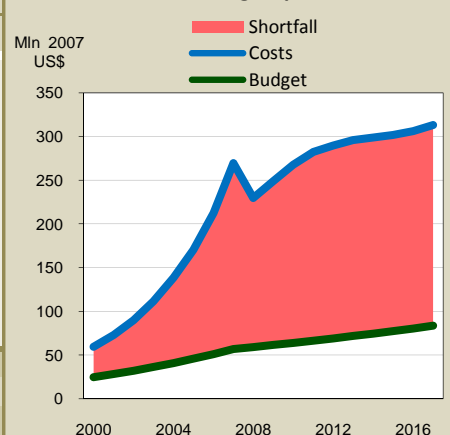
Education Expenditure by Category and Level, 2008-2025



Financing Gap by School Level, 2008-2025



Total Financing Gap, 2008-2025



* Financing gap in data table excludes budget surpluses from each year.

** Total financing gap also includes the gap for literacy training.

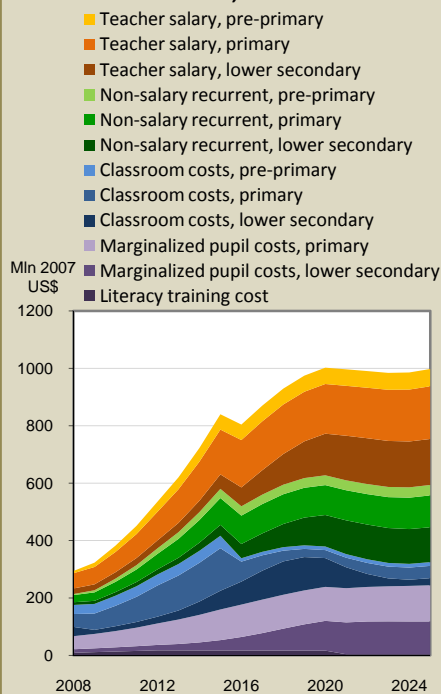
APPENDIX TABLE C. PROJECTION RESULTS (continued)

Chad					
SCHOOL PROJECTION RESULTS			BASELINE	EFA GMR 2009	
Indicators	School Level	Gender	2007	2015	2025
Number of Pupils	Pre-primary	Male	5,989	393,813	474,721
		Female	2,883	388,798	467,486
	Primary	Male	755,748	1,265,481	1,555,486
		Female	506,645	1,260,203	1,617,635
	Lower secondary	Male	73,640	327,898	912,331
		Female	44,975	207,402	902,248
Number of Marginalized Pupils	Primary	Both	845,803	1,692,209	2,125,991
	Lower secondary	Both	79,472	358,651	1,215,767
Number of Public School Pupils	Pre-primary	Both	4,733	777,661	936,246
	Primary	Both	868,188	2,273,116	2,855,809
	Lower secondary	Both	97,511	481,770	1,633,120
Gross Enrollment Ratio (GER) (%)	Primary	Male	81	110	108
		Female	55	110	114
	Lower secondary	Male	24	49	107
		Female	9	31	107
Completion Rate (%)	Primary	Male	38	80	100
		Female	19	61	99
Literacy Rate (%)		Male	41	63	94
		Female	13	63	100
Number of Teachers	Pre-primary	Both	125	19,442	23,406
	Primary	Both	13,781	56,828	71,395
	Lower secondary	Both	2,700	13,765	46,661
Number of Classrooms	Primary	Total	14,003	56,828	963
		New to be constructed	350	10,981	3,177

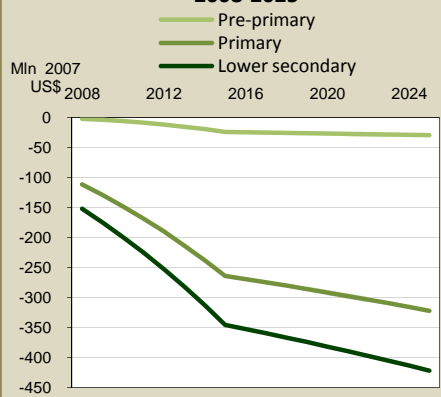
FINANCING PROJECTION RESULTS (In Constant 2007 US\$ in Million)		EFA GMR 2009			
Indicators	School Level	2008-2015	Average	2016-2025	Average
Teacher Salary Costs	Pre-primary	252	32	572	57
	Primary	777	97	1,747	175
	Lower secondary	238	30	1,327	133
Recurrent Costs other than Teacher Salary	Pre-primary	139	17	344	34
	Primary	426	53	1,052	105
	Lower secondary	153	19	1,004	100
Classroom Construction Costs	Pre-primary	301	38	125	13
	Primary	774	97	415	41
	Lower secondary	250	31	706	71
Marginalized Demand Side Intervention Costs	Primary	314	39	578	58
	Lower secondary	75	9	432	43
Marginalized Supply Side Intervention Costs	Primary	266	33	619	62
	Lower secondary	87	11	515	52

FINANCING GAP PROJECTION RESULTS (In Constant 2007 US\$ in Million)		EFA GMR 2009			
Indicators	School Level	2008-2015	Annual avg	2016-2025	Annual avg
Total Education Expenditure	Pre-primary	692	87	1,041	104
	Primary	2,557	320	4,410	441
	Lower secondary	803	100	3,984	398
	Literacy training	116	15	100	10
Total Government Budget on Education	Pre-primary	91	11	268	27
	Primary	1,371	171	2,682	268
	Lower secondary	481	60	912	91
Financing Gap*	Pre-primary	-601	-75	-773	-77
	Primary	-1,185	-148	-1,728	-173
	Lower secondary	-321	-40	-3,072	-307
Total Financing Gap**	All	-2,224	-278	-5,674	-567
	w/o Lower secondary	-1,902	-238	-2,601	-260
Financing Gap as % of GDP	All	3.4%		5.8%	
	w/o Lower secondary	2.9%		2.7%	

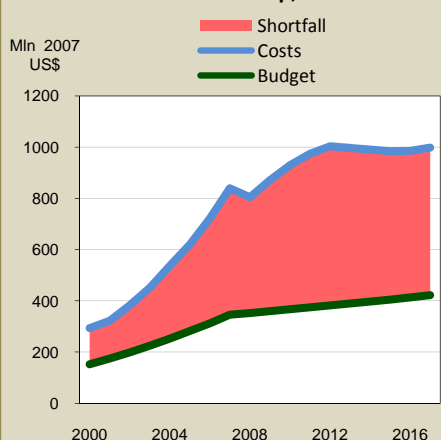
Education Expenditure by Category and Level, 2008-2025



Financing Gap by School Level, 2008-2025



Total Financial Gap, 2008-2025



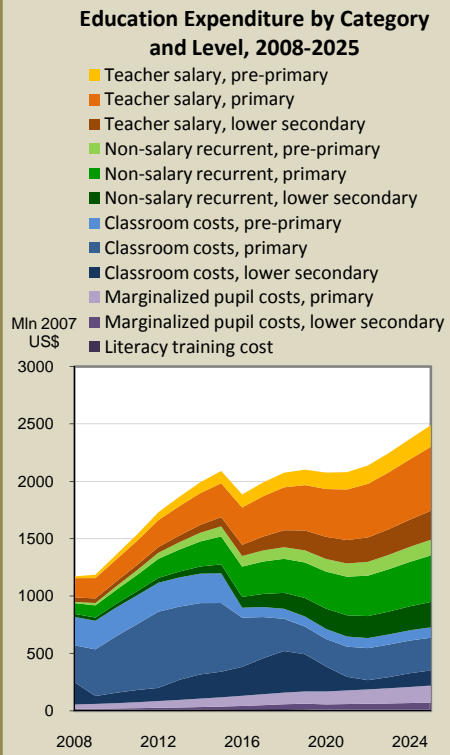
* Financing gap in data table excludes budget surpluses from each year.

**Total financing gap also includes the gap for literacy training.

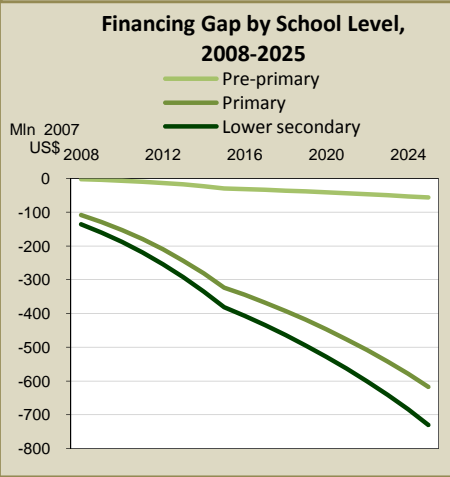
APPENDIX TABLE C. PROJECTION RESULTS (continued)

Congo, Dem. Rep.

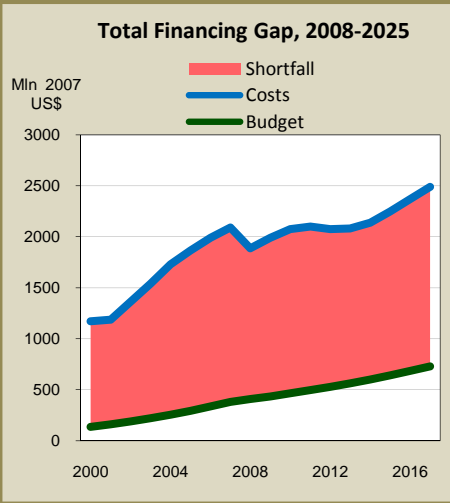
SCHOOL PROJECTION RESULTS			BASELINE	EFA GMR 2009	
Indicators	School Level	Gender	2007	2015	2025
Number of Pupils	Pre-primary	Male	86,785	2,664,618	3,280,927
		Female	89,722	2,651,008	3,258,652
	Primary	Male	4,883,268	7,884,637	10,447,231
		Female	3,956,620	7,891,310	10,420,673
	Lower secondary	Male	643,991	1,512,512	3,099,847
		Female	494,328	1,303,988	3,095,008
Number of Marginalized Pupils	Primary	Both	2,209,972	3,943,987	5,216,976
	Lower secondary	Both	284,580	704,125	1,548,714
Number of Public School Pupils	Pre-primary	Both	54,717	5,158,712	6,346,535
	Primary	Both	7,867,500	14,198,352	18,781,113
	Lower secondary	Both	981,231	2,534,849	5,575,369
Gross Enrollment Ratio (GER) (%)	Primary	Male	91	110	112
		Female	74	110	112
	Lower secondary	Male	55	74	110
		Female	32	64	110
Completion Rate (%)	Primary	Male	55	81	101
		Female	37	75	101
Literacy Rate (%)		Male	81	84	100
		Female	54	84	100
Number of Teachers Needed	Pre-primary	Both	1,954	128,968	158,663
	Primary	Both	207,039	354,959	469,528
	Lower secondary	Both	39,249	72,424	159,296
Number of Classrooms Needed	Primary	Total	206,876	354,959	6,744
		New to be constructed	22,181	44,346	21,130



FINANCING PROJECTION RESULTS (In Constant 2007 US\$ in Million)		EFA GMR 2009			
Indicators	School Level	2008-2015	Average	2016-2025	Average
Teacher Salary Costs	Pre-primary	497	62	1,485	149
	Primary	1,810	226	4,350	435
	Lower secondary	422	53	1,863	186
Recurrent Costs other than Teacher Salary	Pre-primary	387	48	1,136	114
	Primary	1,280	160	3,326	333
	Lower secondary	358	45	1,691	169
Classroom Construction Costs	Pre-primary	2,020	252	883	88
	Primary	4,318	540	2,947	295
	Lower secondary	1,185	148	2,016	202
Marginalized Demand Side Intervention Costs	Primary	202	25	537	54
	Lower secondary	48	6	226	23
Marginalized Supply Side Intervention Costs	Primary	255	32	633	63
	Lower secondary	64	8	293	29



FINANCING GAP PROJECTION RESULTS (In Constant 2007 US\$ in Million)		EFA GMR 2009			
Indicators	School Level	2008-2015	Annual avg	2016-2025	Annual avg
Total Education Expenditure	Pre-primary	2,904	363	3,504	350
	Primary	7,866	983	11,793	1,179
	Lower secondary	2,077	260	6,089	609
	Literacy training	86	11	63	6
Total Government Budget on Education	Pre-primary	103	13	427	43
	Primary	1,523	190	4,267	427
	Lower secondary	339	42	853	85
Financing Gap*	Pre-primary	-2,801	-350	-3,077	-308
	Primary	-6,343	-793	-7,526	-753
	Lower secondary	-1,737	-217	-5,236	-524
Total Financing Gap**	All	-10,967	-1,371	-15,902	-1,590
	w/o Lower secondary	-9,230	-1,154	-10,666	-1,067
Financing Gap as % of GDP	All	10.7%		6.9%	
	w/o Lower secondary	9.0%		4.6%	



* Financing gap in data table excludes budget surpluses from each year.

** Total financing gap also includes the gap for literacy training.

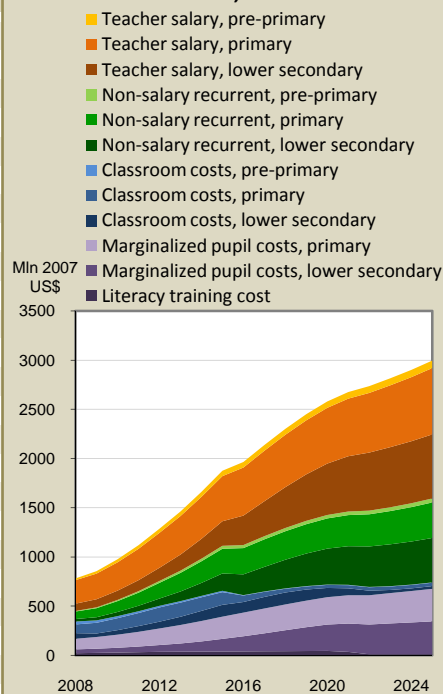
APPENDIX TABLE C. PROJECTION RESULTS (continued)

Cote d'Ivoire					
SCHOOL PROJECTION RESULTS			BASELINE	EFA GMR 2009	
Indicators	School Level	Gender	2007	2015	2025
Number of Pupils	Pre-primary	Male	26,639	207,920	214,726
		Female	26,525	207,645	213,586
	Primary	Male	1,217,616	1,816,750	2,000,528
		Female	962,185	1,811,665	1,949,435
	Lower secondary	Male	298,158	712,370	1,218,804
		Female	221,985	582,932	1,281,817
Number of Marginalized Pupils	Primary	Both	1,068,102	1,777,923	1,935,482
	Lower secondary	Both	254,870	634,698	1,225,305
Number of Public School Pupils	Pre-primary	Both	28,514	389,259	401,199
	Primary	Both	1,924,550	3,265,573	3,554,967
	Lower secondary	Both	318,830	1,165,772	2,250,559
Gross Enrollment Ratio (GER) (%)	Primary	Male	80	110	113
		Female	63	110	110
	Lower secondary	Male	40	69	107
		Female	23	56	112
Completion Rate (%)	Primary	Male	60	87	101
		Female	40	79	101
Literacy Rate (%)		Male	61	74	94
		Female	39	74	100
Number of Teachers	Pre-primary	Both	1,673	9,731	10,030
	Primary	Both	46,936	81,639	88,874
	Lower secondary	Both	9,133	33,308	64,302
Number of Classrooms	Primary	Total	46,936	81,639	256
		New to be constructed	2,598	9,567	2,531

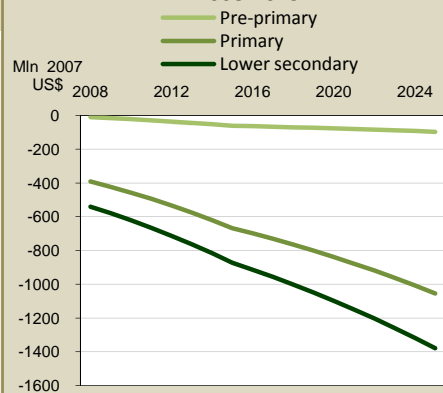
FINANCING PROJECTION RESULTS (In Constant 2007 US\$ in Million)		EFA GMR 2009			
Indicators	School Level	2008-2015	Average	2016-2025	Average
Teacher Salary Costs	Pre-primary	305	38	661	66
	Primary	2,738	342	5,796	580
	Lower secondary	1,111	139	5,109	511
Recurrent Costs other than Teacher Salary	Pre-primary	139	17	357	36
	Primary	1,231	154	3,134	313
	Lower secondary	635	79	3,566	357
Classroom Construction Costs	Pre-primary	153	19	37	4
	Primary	1,009	126	390	39
	Lower secondary	571	71	756	76
Marginalized Demand Side Intervention Costs	Primary	657	82	1,403	140
	Lower secondary	290	36	1,217	122
Marginalized Supply Side Intervention Costs	Primary	642	80	1,444	144
	Lower secondary	282	35	1,403	140

FINANCING GAP PROJECTION RESULTS (In Constant 2007 US\$ in Million)		EFA GMR 2009			
Indicators	School Level	2008-2015	Annual avg	2016-2025	Annual avg
Total Education Expenditure	Pre-primary	598	75	1,055	106
	Primary	6,277	785	12,166	1,217
	Lower secondary	2,889	361	12,050	1,205
	Literacy training	252	31	287	29
	Total		9,916	1,222	25,538
Total Government Budget on Education	Pre-primary	267	33	787	79
	Primary	3,892	486	7,866	787
	Lower secondary	1,413	177	2,674	267
Financing Gap*	Pre-primary	-331	-41	-269	-27
	Primary	-2,386	-298	-4,301	-430
	Lower secondary	-1,477	-185	-9,376	-938
Total Financing Gap**	All	-4,445	-556	-14,232	-1,423
	w/o Lower secondary	-2,968	-371	-4,856	-486
Financing Gap as % of GDP	All	2.2%		3.7%	
	w/o Lower secondary	1.5%		1.3%	

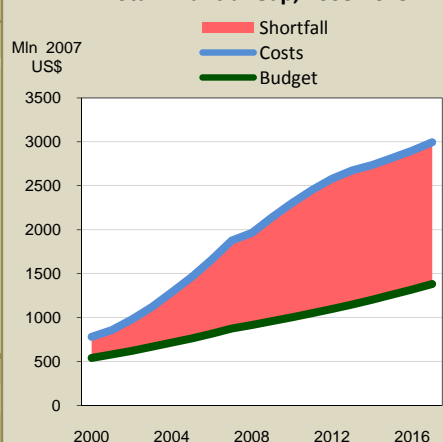
Education Expenditure by Category and Level, 2008-2025



Financing Gap by School Level, 2008-2025



Total Financial Gap, 2008-2025



* Financing gap in data table excludes budget surpluses from each year.

**Total financing gap also includes the gap for literacy training.

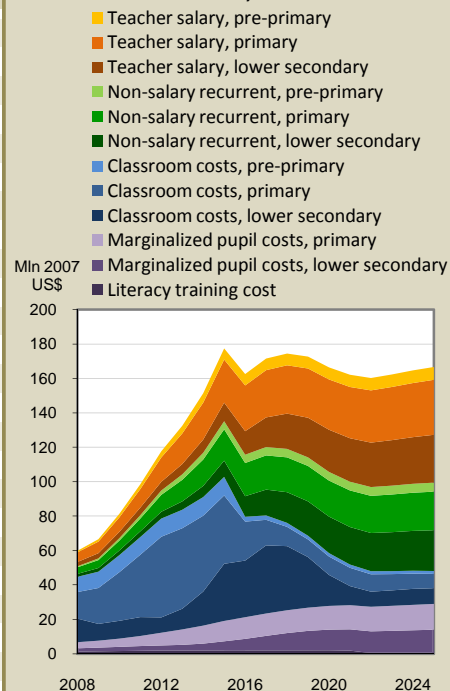
APPENDIX TABLE C. PROJECTION RESULTS (continued)

Eritrea					
SCHOOL PROJECTION RESULTS			BASELINE	EFA GMR 2009	
Indicators	School Level	Gender	2007	2015	2025
Number of Pupils	Pre-primary	Male	19,342	121,392	124,683
		Female	19,559	118,692	121,513
	Primary	Male	202,388	472,367	540,464
		Female	161,875	462,751	523,377
	Lower secondary	Male	65,610	141,785	306,972
		Female	57,448	122,596	300,248
Number of Marginalized Pupils	Primary	Both	161,967	415,794	473,029
	Lower secondary	Both	54,717	117,556	269,996
Number of Public School Pupils	Pre-primary	Both	21,668	217,681	223,223
	Primary	Both	334,535	841,606	957,457
	Lower secondary	Both	115,198	237,944	546,499
Gross Enrollment Ratio (GER) (%)	Primary	Male	64	110	112
		Female	52	110	111
	Lower secondary	Male	54	64	107
		Female	35	56	107
Completion Rate (%)	Primary	Male	51	84	100
		Female	38	82	100
Literacy Rate (%)		Male	70	75	95
		Female	48	75	100
Number of Teachers Needed	Pre-primary	Both	627	5,442	5,581
	Primary	Both	7,082	21,040	23,936
	Lower secondary	Both	1,938	6,798	15,614
Number of Classrooms Needed	Primary	Total	7,082	21,040	125
		New to be constructed	177	2,941	617

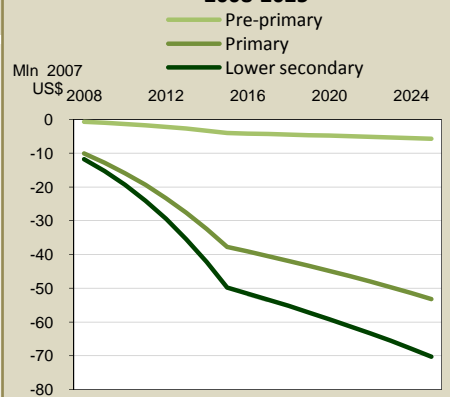
FINANCING PROJECTION RESULTS (In Constant 2007 US\$ in Million)			EFA GMR 2009			
Indicators	School Level		2008-2015	Average	2016-2025	Average
Teacher Salary Costs	Pre-primary		27	3	71	7
	Primary		110	14	294	29
	Lower secondary		43	5	231	23
Recurrent Costs other than Teacher Salary	Pre-primary		19	2	50	5
	Primary		77	10	210	21
	Lower secondary		35	4	199	20
Classroom Construction Costs	Pre-primary		81	10	21	2
	Primary		278	35	117	12
	Lower secondary		119	15	204	20
Marginalized Demand Side Intervention Costs	Primary		29	4	65	6
	Lower secondary		13	2	50	5
Marginalized Supply Side Intervention Costs	Primary		27	3	74	7
	Lower secondary		11	1	63	6

FINANCING GAP PROJECTION RESULTS (In Constant 2007 US\$ in Million)			EFA GMR 2009			
Indicators	School Level		2008-2015	Annual avg	2016-2025	Annual avg
Total Education Expenditure	Pre-primary		128	16	142	14
	Primary		522	65	760	76
	Lower secondary		221	28	748	75
	Literacy training		13	2	13	1
Total Government Budget on Education	Pre-primary		17	2	49	5
	Primary		163	20	410	41
	Lower secondary		48	6	146	15
Financing Gap*	Pre-primary		-111	-14	-93	-9
	Primary		-360	-45	-351	-35
	Lower secondary		-173	-22	-602	-60
Total Financing Gap**	All		-658	-82	-1,059	-106
	w/o Lower secondary		-484	-61	-457	-46
Financing Gap as % of GDP	All		5.3%		5.0%	
	w/o Lower secondary		3.9%		2.2%	

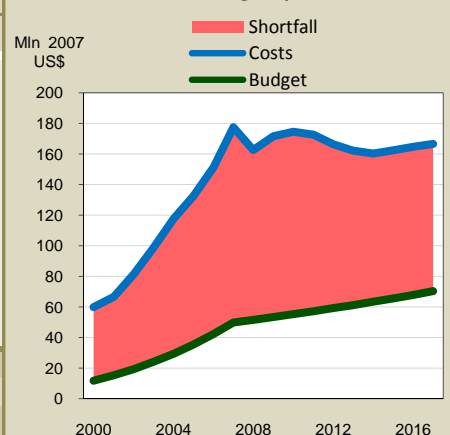
Education Expenditure by Category and Level, 2008-2025



Financing Gap by School Level, 2008-2025



Total Financing Gap, 2008-2025



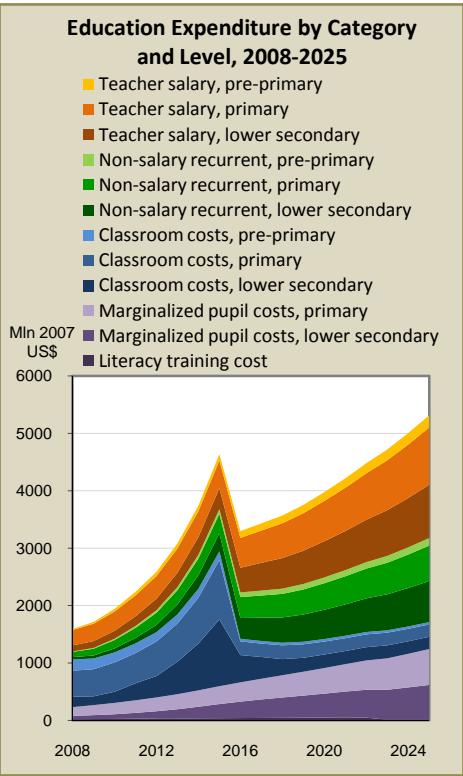
* Financing gap in data table excludes budget surpluses from each year.

** Total financing gap also includes the gap for literacy training.

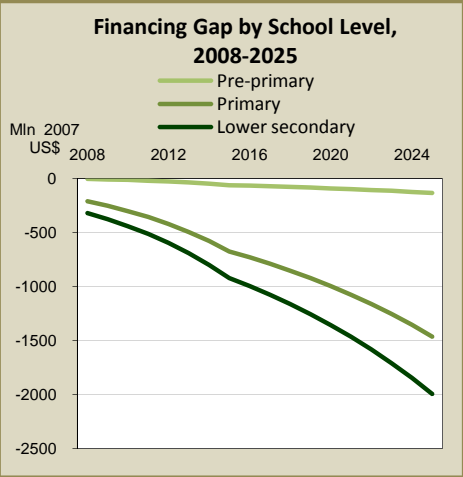
APPENDIX TABLE C. PROJECTION RESULTS (continued)

Ethiopia

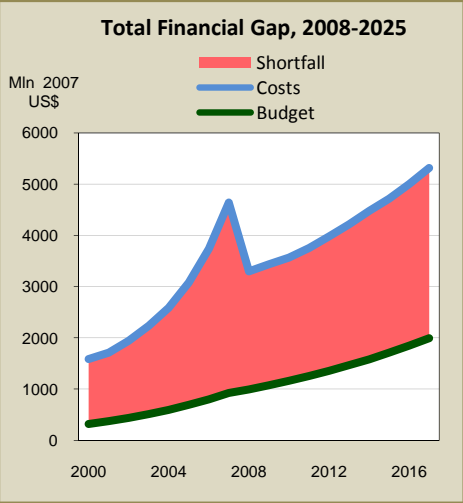
SCHOOL PROJECTION RESULTS			BASELINE	EFA GMR 2009	
Indicators	School Level	Gender	2007	2015	2025
Number of Pupils	Pre-primary	Male	99,790	1,816,531	2,025,649
		Female	108,519	1,793,664	1,997,694
	Primary	Male	6,509,603	8,407,737	9,905,514
		Female	5,665,116	8,193,966	9,656,733
	Lower secondary	Male	1,512,849	4,286,766	5,990,233
		Female	1,228,723	3,985,257	5,932,482
Number of Marginalized Pupils	Primary	Both	7,426,579	10,127,038	11,932,970
	Lower secondary	Both	1,672,359	5,045,934	7,272,856
Number of Public School Pupils	Pre-primary	Both	9,665	3,384,575	3,771,903
	Primary	Both	11,734,274	14,941,532	17,606,022
	Lower secondary	Both	2,612,646	7,444,821	10,730,443
Gross Enrollment Ratio (GER) (%)	Primary	Male	95	107	109
		Female	83	106	107
	Lower secondary	Male	46	90	107
		Female	31	85	107
Completion Rate (%)	Primary	Male	50	100	100
		Female	40	96	101
Literacy Rate (%)		Male	50	68	88
		Female	23	68	100
Number of Teachers	Pre-primary	Both	376	84,614	94,298
	Primary	Both	198,886	373,538	440,151
	Lower secondary	Both	54,430	212,709	306,584
Number of Classrooms	Primary	Total	120,226	373,538	2,982
		New to be constructed	14,590	76,668	15,909



FINANCING PROJECTION RESULTS (In Constant 2007 US\$ in Million)		EFA GMR 2009			
Indicators	School Level	2008-2015	Average	2016-2025	Average
Teacher Salary Costs	Pre-primary	524	65	1,618	162
	Primary	3,018	377	7,405	740
	Lower secondary	1,661	208	6,660	666
Recurrent Costs other than Teacher Salary	Pre-primary	319	40	1,054	105
	Primary	1,624	203	4,818	482
	Lower secondary	1,111	139	5,339	534
Classroom Construction Costs	Pre-primary	1,356	169	433	43
	Primary	5,060	633	2,272	227
	Lower secondary	3,745	468	2,735	273
Marginalized Demand Side Intervention Costs	Primary	909	114	2,231	223
	Lower secondary	489	61	1,975	197
Marginalized Supply Side Intervention Costs	Primary	934	117	2,461	246
	Lower secondary	558	70	2,415	242



FINANCING GAP PROJECTION RESULTS (In Constant 2007 US\$ in Million)		EFA GMR 2009			
Indicators	School Level	2008-2015	Annual avg	2016-2025	Annual avg
Total Education Expenditure	Pre-primary	2,198	275	3,105	310
	Primary	11,545	1,443	19,186	1,919
	Lower secondary	7,564	945	19,124	1,912
	Literacy training	221	28	341	34
Total Government Budget on Education	Pre-primary	219	27	963	96
	Primary	3,072	384	9,632	963
	Lower secondary	1,368	171	3,853	385
Financing Gap*	Pre-primary	-1,980	-247	-2,142	-214
	Primary	-8,472	-1,059	-9,554	-955
	Lower secondary	-6,195	-774	-15,272	-1,527
Total Financing Gap**	All	-16,869	-2,109	-27,309	-2,731
	w/o Lower secondary	-10,674	-1,334	-12,037	-1,204
Financing Gap as % of GDP	All	8.8%		5.6%	
	w/o Lower secondary	5.6%		2.5%	



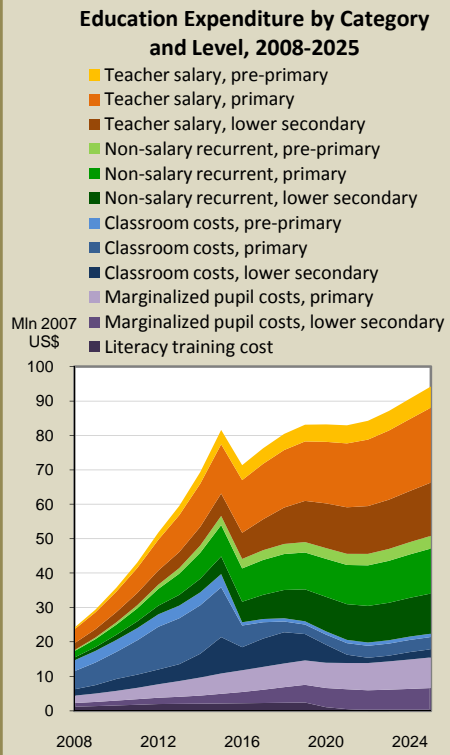
* Financing gap in data table excludes budget surpluses from each year.

**Total financing gap also includes the gap for literacy training.

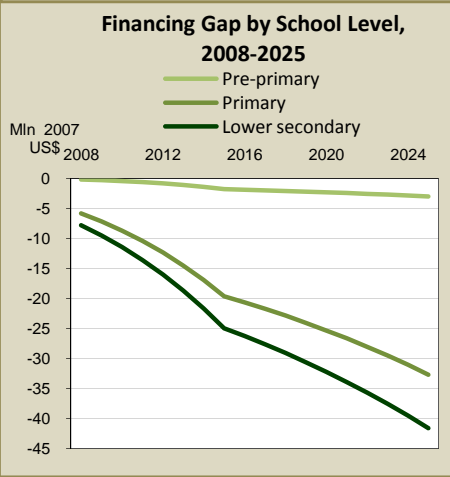
APPENDIX TABLE C. PROJECTION RESULTS (continued)

Gambia, The

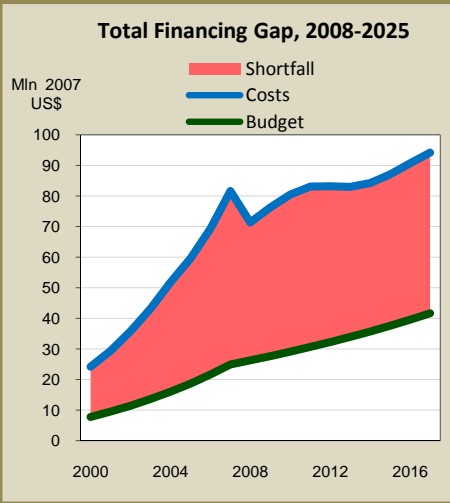
SCHOOL PROJECTION RESULTS			BASELINE	EFA GMR 2009	
Indicators	School Level	Gender	2007	2015	2025
Number of Pupils	Pre-primary	Male	16,358	52,611	56,690
		Female	16,597	51,178	55,060
	Primary	Male	88,184	163,111	181,936
		Female	93,584	158,619	176,564
	Lower secondary	Male	33,090	46,974	84,746
		Female	30,776	49,032	82,389
Number of Marginalized Pupils	Primary	Both	72,707	128,692	143,400
	Lower secondary	Both	25,546	38,402	66,854
Number of Public School Pupils	Pre-primary	Both	15,777	84,743	91,243
	Primary	Both	174,890	289,557	322,650
	Lower secondary	Both	50,081	86,405	150,422
Gross Enrollment Ratio (GER) (%)	Primary	Male	67	105	106
		Female	73	105	106
	Lower secondary	Male	58	66	103
		Female	55	70	103
Completion Rate (%)	Primary	Male	57	82	100
		Female	58	84	100
Literacy Rate (%)		Male	48	79	100
		Female	33	79	100
Number of Teachers Needed	Pre-primary	Both	418	2,119	2,281
	Primary	Both	4,975	7,239	8,066
	Lower secondary	Both	2,225	2,469	4,298
Number of Classrooms Needed	Primary	Total	2,691	7,239	73
		New to be constructed	67	1,073	263



FINANCING PROJECTION RESULTS (In Constant 2007 US\$ in Million)		EFA GMR 2009			
Indicators	School Level	2008-2015	Average	2016-2025	Average
Teacher Salary Costs	Pre-primary	16	2	52	5
	Primary	69	9	184	18
	Lower secondary	32	4	124	12
Recurrent Costs other than Teacher Salary	Pre-primary	10	1	32	3
	Primary	39	5	113	11
	Lower secondary	20	3	95	10
Classroom Construction Costs	Pre-primary	28	4	10	1
	Primary	84	10	37	4
	Lower secondary	38	5	47	5
Marginalized Demand Side Intervention Costs	Primary	16	2	36	4
	Lower secondary	8	1	24	2
Marginalized Supply Side Intervention Costs	Primary	14	2	39	4
	Lower secondary	7	1	29	3



FINANCING GAP PROJECTION RESULTS (In Constant 2007 US\$ in Million)		EFA GMR 2009			
Indicators	School Level	2008-2015	Annual avg	2016-2025	Annual avg
Total Education Expenditure	Pre-primary	55	7	94	9
	Primary	222	28	410	41
	Lower secondary	104	13	320	32
	Literacy training	14	2	11	1
Total Government Budget on Education	Pre-primary	7	1	24	2
	Primary	89	11	239	24
	Lower secondary	28	4	72	7
Financing Gap*	Pre-primary	-48	-6	-70	-7
	Primary	-133	-17	-171	-17
	Lower secondary	-76	-10	-248	-25
Total Financing Gap**	All	-271	-34	-499	-50
	w/o Lower secondary	-195	-24	-251	-25
Financing Gap as % of GDP	All	4.2%		3.9%	
	w/o Lower secondary	3.0%		1.9%	



* Financing gap in data table excludes budget surpluses from each year.

** Total financing gap also includes the gap for literacy training.

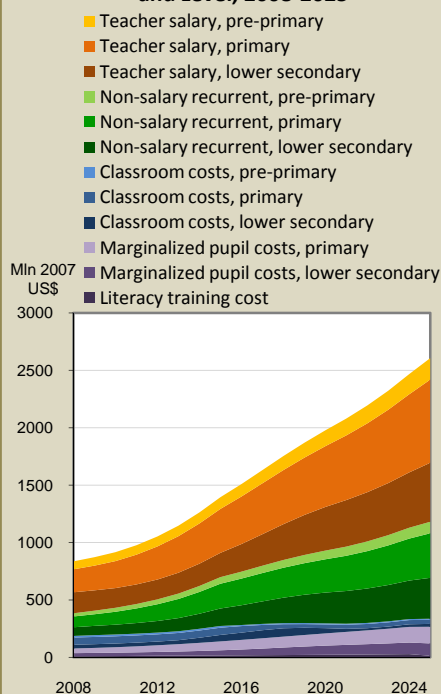
APPENDIX TABLE C. PROJECTION RESULTS (continued)

Ghana					
SCHOOL PROJECTION RESULTS			BASELINE	EFA GMR 2009	
Indicators	School Level	Gender	2007	2015	2025
Number of Pupils	Pre-primary	Male	561,326	603,894	619,841
		Female	560,293	578,388	595,078
	Primary	Male	1,732,162	2,040,743	2,165,699
		Female	1,633,600	1,966,931	2,073,255
	Lower secondary	Male	597,207	699,361	1,009,100
		Female	528,136	753,168	963,203
Number of Marginalized Pupils	Primary	Both	673,152	801,535	847,791
	Lower secondary	Both	225,069	290,506	394,461
Number of Public School Pupils	Pre-primary	Both	910,187	959,414	985,899
	Primary	Both	2,824,407	3,606,907	3,815,059
	Lower secondary	Both	946,592	1,307,276	1,775,072
Gross Enrollment Ratio (GER) (%)	Primary	Male	97	106	107
		Female	96	106	107
	Lower secondary	Male	72	76	102
		Female	65	85	102
Completion Rate (%)	Primary	Male	80	87	101
		Female	71	93	101
Literacy Rate (%)	Primary	Male	72	79	91
		Female	58	79	100
Number of Teachers	Pre-primary	Both	28,127	23,985	24,647
	Primary	Both	79,936	90,173	95,376
	Lower secondary	Both	55,919	37,351	50,716
Number of Classrooms	Primary	Total	148,653	90,173	648
		New to be constructed	12,395	4,664	2,672

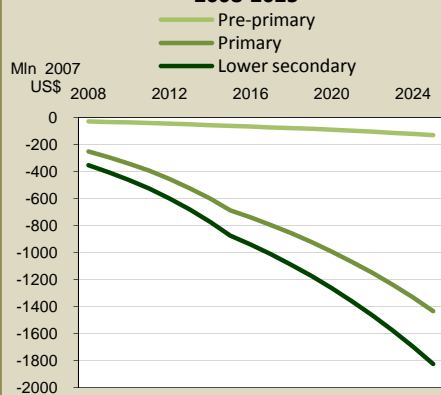
FINANCING PROJECTION RESULTS (In Constant 2007 US\$ in Million)		EFA GMR 2009			
Indicators	School Level	2008-2015	Average	2016-2025	Average
Teacher Salary Costs	Pre-primary	681	85	1,445	145
	Primary	2,249	281	5,565	556
	Lower secondary	1,463	183	3,839	384
Recurrent Costs other than Teacher Salary	Pre-primary	331	41	788	79
	Primary	1,154	144	3,036	304
	Lower secondary	833	104	2,698	270
Classroom Construction Costs	Pre-primary	121	15	91	9
	Primary	504	63	386	39
	Lower secondary	298	37	427	43
Marginalized Demand Side Intervention Costs	Primary	230	29	550	55
	Lower secondary	119	15	373	37
Marginalized Supply Side Intervention Costs	Primary	225	28	568	57
	Lower secondary	152	19	431	43

FINANCING GAP PROJECTION RESULTS (In Constant 2007 US\$ in Million)		EFA GMR 2009			
Indicators	School Level	2008-2015	Annual avg	2016-2025	Annual avg
Total Education Expenditure	Pre-primary	1,133	142	2,325	232
	Primary	4,361	545	10,104	1,010
	Lower secondary	2,865	358	7,767	777
	Literacy training	99	12	212	21
Total Government Budget on Education	Pre-primary	354	44	957	96
	Primary	3,188	399	9,574	957
	Lower secondary	1,133	142	2,872	287
Financing Gap*	Pre-primary	-779	-97	-1,367	-137
	Primary	-1,172	-147	-541	-54
	Lower secondary	-1,732	-216	-4,895	-490
Total Financing Gap**	All	-3,781	-473	-7,015	-702
	w/o Lower secondary	-2,050	-256	-2,120	-212
Financing Gap as % of GDP	All	2.2%		1.7%	
	w/o Lower secondary	1.2%		0.5%	

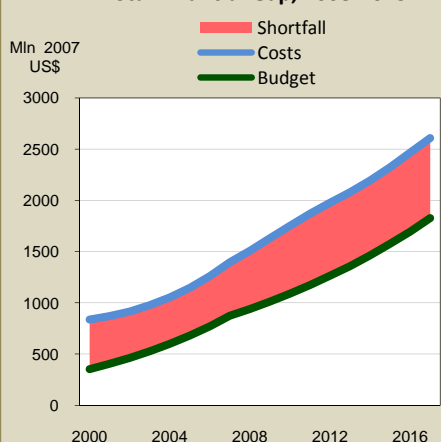
Education Expenditure by Category and Level, 2008-2025



Financing Gap by School Level, 2008-2025



Total Financial Gap, 2008-2025



* Financing gap in data table excludes budget surpluses from each year.

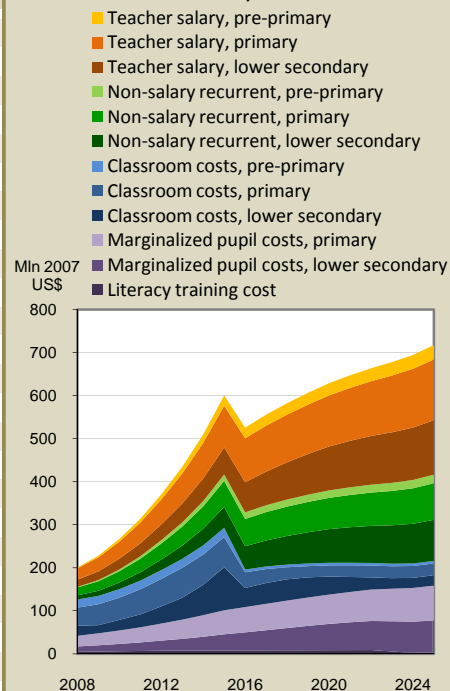
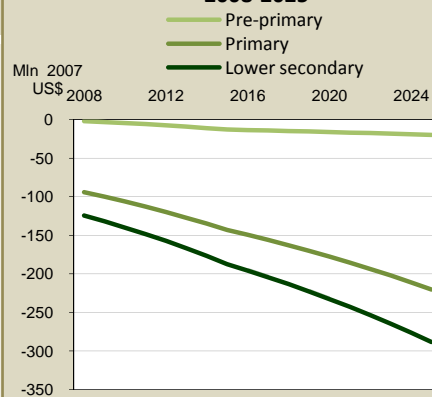
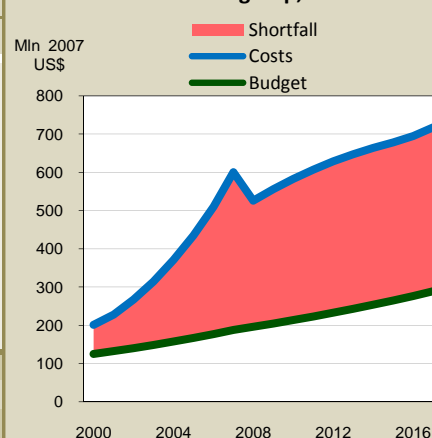
**Total financing gap also includes the gap for literacy training.

APPENDIX TABLE C. PROJECTION RESULTS (continued)

Guinea					
SCHOOL PROJECTION RESULTS			BASELINE	EFA GMR 2009	
Indicators	School Level	Gender	2007	2015	2025
Number of Pupils	Pre-primary	Male	44,452	267,395	305,384
		Female	43,319	257,083	292,583
	Primary	Male	721,776	987,841	1,191,017
		Female	596,015	964,288	1,164,905
	Lower secondary	Male	193,661	462,114	703,449
		Female	145,963	368,802	677,227
Number of Marginalized Pupils	Primary	Both	737,963	1,093,192	1,319,316
	Lower secondary	Both	190,189	465,313	773,179
Number of Public School Pupils	Pre-primary	Both	12,330	436,212	497,334
	Primary	Both	967,629	1,756,916	2,120,330
	Lower secondary	Both	278,112	747,825	1,242,609
Gross Enrollment Ratio (GER) (%)	Primary	Male	96	108	109
		Female	82	110	111
	Lower secondary	Male	57	87	105
		Female	35	72	105
Completion Rate (%)	Primary	Male	79	93	100
		Female	60	86	99
Literacy Rate (%)		Male	43	66	87
		Female	18	64	100
Number of Teachers Needed	Pre-primary	Both	370	10,905	12,433
	Primary	Both	21,330	43,923	53,008
	Lower secondary	Both	8,442	21,366	35,503
Number of Classrooms Needed	Primary	Total	21,330	43,923	429
		New to be constructed	234	5,217	2,029

FINANCING PROJECTION RESULTS (In Constant 2007 US\$ in Million)		EFA GMR 2009			
Indicators	School Level	2008-2015	Average	2016-2025	Average
Teacher Salary Costs	Pre-primary	92	12	289	29
	Primary	454	57	1,213	121
	Lower secondary	288	36	1,019	102
Recurrent Costs other than Teacher Salary	Pre-primary	59	7	176	18
	Primary	292	36	740	74
	Lower secondary	200	25	778	78
Classroom Construction Costs	Pre-primary	162	20	60	6
	Primary	475	59	287	29
	Lower secondary	358	45	366	37
Marginalized Demand Side Intervention Costs	Primary	171	21	335	34
	Lower secondary	95	12	277	28
Marginalized Supply Side Intervention Costs	Primary	138	17	361	36
	Lower secondary	90	11	332	33

FINANCING GAP PROJECTION RESULTS (In Constant 2007 US\$ in Million)		EFA GMR 2009			
Indicators	School Level	2008-2015	Annual avg	2016-2025	Annual avg
Total Education Expenditure	Pre-primary	314	39	525	53
	Primary	1,530	191	2,936	294
	Lower secondary	1,030	129	2,772	277
	Literacy training	51	6	65	7
Total Government Budget on Education	Pre-primary	56	7	166	17
	Primary	882	110	1,663	166
	Lower secondary	295	37	565	57
Financing Gap*	Pre-primary	-257	-32	-359	-36
	Primary	-647	-81	-1,274	-127
	Lower secondary	-735	-92	-2,207	-221
Total Financing Gap**	All	-1,690	-211	-3,905	-390
	w/o Lower secondary	-955	-119	-1,698	-170
Financing Gap as % of GDP	All	4.1%		5.1%	
	w/o Lower secondary	2.3%		2.2%	

Education Expenditure by Category and Level, 2008-2025

Financing Gap by School Level, 2008-2025

Total Financing Gap, 2008-2025


* Financing gap in data table excludes budget surpluses from each year.

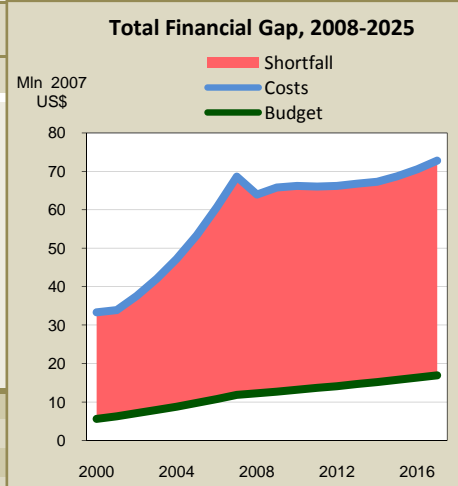
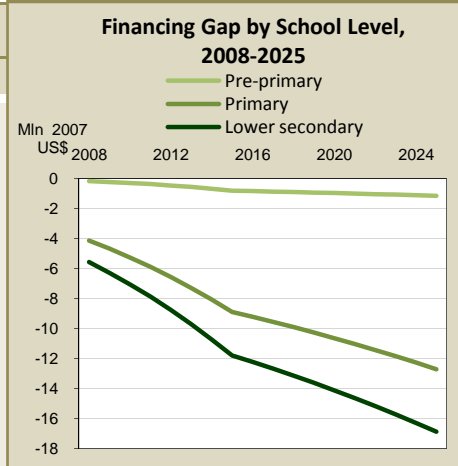
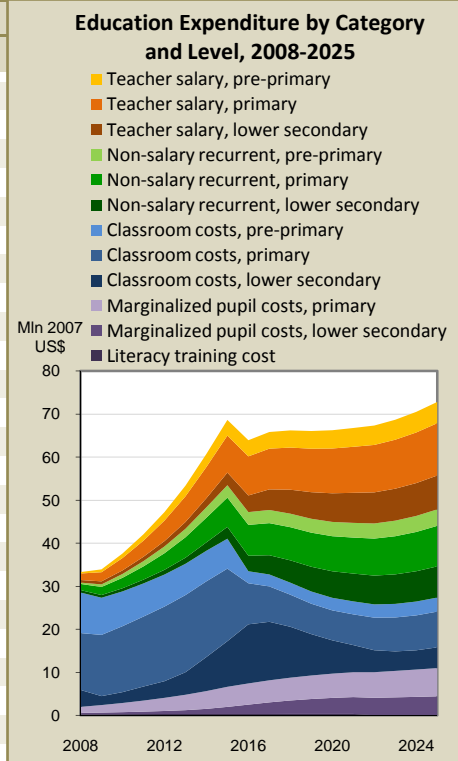
** Total financing gap also includes the gap for literacy training.

APPENDIX TABLE C. PROJECTION RESULTS (continued)

Guinea-Bissau					
SCHOOL PROJECTION RESULTS			BASELINE	EFA GMR 2009	
Indicators	School Level	Gender	2007	2015	2025
Number of Pupils	Pre-primary	Male	2,664	80,696	103,746
		Female	2,794	80,439	103,093
	Primary	Male	90,746	207,033	271,440
		Female	61,281	204,214	278,084
	Lower secondary	Male	9,957	54,222	117,130
		Female	7,167	37,810	116,543
Number of Marginalized Pupils	Primary	Both	76,014	205,624	274,762
	Lower secondary	Both	8,562	46,016	116,837
Number of Public School Pupils	Pre-primary	Both	2,064	156,776	201,244
	Primary	Both	122,545	370,123	494,572
	Lower secondary	Both	14,909	82,829	210,306
Gross Enrollment Ratio (GER) (%)	Primary	Male	64	112	110
		Female	43	110	113
	Lower secondary	Male	22	70	109
		Female	12	49	108
Completion Rate (%)	Primary	Male	27	95	100
		Female	16	80	100
Literacy Rate (%)		Male	75	74	91
		Female	54	75	100
Number of Teachers	Pre-primary	Both	96	3,919	5,031
	Primary	Both	2,781	9,253	12,364
	Lower secondary	Both	872	2,367	6,009
Number of Classrooms	Primary	Total	2,781	9,253	242
		New to be constructed	70	1,249	615

FINANCING PROJECTION RESULTS (In Constant 2007 US\$ in Million)			EFA GMR 2009			
Indicators	School Level		2008-2015	Average	2016-2025	Average
Teacher Salary Costs	Pre-primary		15	2	43	4
	Primary		37	5	106	11
	Lower secondary		11	1	64	6
Recurrent Costs other than Teacher Salary	Pre-primary		12	1	34	3
	Primary		30	4	83	8
	Lower secondary		10	1	59	6
Classroom Construction Costs	Pre-primary		63	8	30	3
	Primary		129	16	78	8
	Lower secondary		39	5	82	8
Marginalized Demand Side Intervention Costs	Primary		12	2	26	3
	Lower secondary		3	0	16	2
Marginalized Supply Side Intervention Costs	Primary		11	1	31	3
	Lower secondary		3	0	20	2

FINANCING GAP PROJECTION RESULTS (In Constant 2007 US\$ in Million)			EFA GMR 2009			
Indicators	School Level		2008-2015	Annual avg	2016-2025	Annual avg
Total Education Expenditure	Pre-primary		89	11	107	11
	Primary		219	27	324	32
	Lower secondary		67	8	241	24
	Literacy training		2	0	2	0
Total Government Budget on Education	Pre-primary		4	0	10	1
	Primary		47	6	99	10
	Lower secondary		17	2	36	4
Financing Gap*	Pre-primary		-86	-11	-97	-10
	Primary		-172	-21	-225	-23
	Lower secondary		-50	-6	-206	-21
Total Financing Gap**	All		-309	-39	-530	-53
	w/o Lower secondary		-259	-32	-324	-32
Financing Gap as % of GDP	All		9.2%		9.1%	
	w/o Lower secondary		7.7%		5.6%	



* Financing gap in data table excludes budget surpluses from each year.

**Total financing gap also includes the gap for literacy training.

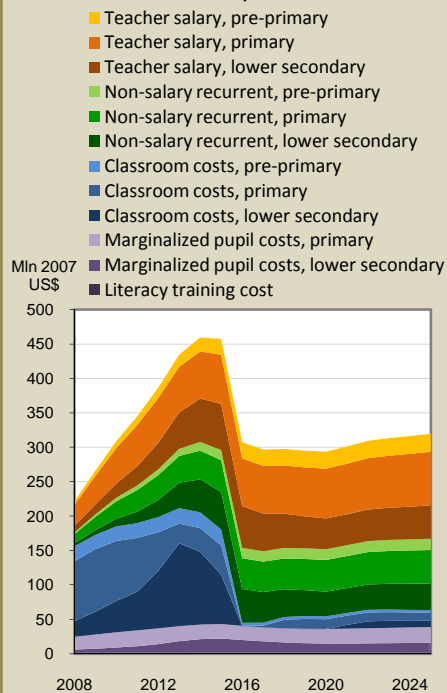
APPENDIX TABLE C. PROJECTION RESULTS (continued)

Haiti					
SCHOOL PROJECTION RESULTS			BASELINE	EFA GMR 2009	
Indicators	School Level	Gender	2007	2015	2025
Number of Pupils	Pre-primary	Male	130,845	354,412	354,134
		Female	119,476	343,878	339,087
	Primary	Male	1,114,544	874,111	826,991
		Female	1,057,594	816,498	786,759
	Lower secondary	Male	244,553	623,419	380,442
		Female	190,269	565,963	373,260
Number of Marginalized Pupils	Primary	Both	499,592	388,840	371,162
	Lower secondary	Both	100,009	273,558	173,351
Number of Public School Pupils	Pre-primary	Both	50,064	491,627	488,058
	Primary	Both	434,428	1,521,548	1,452,375
	Lower secondary	Both	86,964	1,070,444	678,332
Gross Enrollment Ratio (GER) (%)	Primary	Male	156	118	109
		Female	154	114	107
	Lower secondary	Male	68	176	102
		Female	58	165	103
Completion Rate (%)	Primary	Male	84	136	102
		Female	93	130	101
Literacy Rate (%)		Male	60	87	99
		Female	64	88	99
Number of Teachers Needed	Pre-primary	Both	1,317	12,291	12,201
	Primary	Both	11,432	38,039	36,309
	Lower secondary	Both	1,775	30,584	19,381
Number of Classrooms Needed	Primary	Total	10,637	38,039	273
		New to be constructed	266	3,157	881

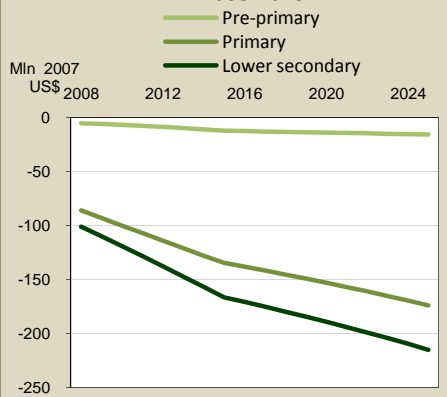
FINANCING PROJECTION RESULTS (In Constant 2007 US\$ in Million)			EFA GMR 2009			
Indicators	School Level		2008-2015	Average	2016-2025	Average
Teacher Salary Costs	Pre-primary		111	14	248	25
	Primary		454	57	730	73
	Lower secondary		295	37	490	49
Recurrent Costs other than Teacher Salary	Pre-primary		64	8	157	16
	Primary		252	31	463	46
	Lower secondary		203	25	394	39
Classroom Construction Costs	Pre-primary		176	22	40	4
	Primary		505	63	106	11
	Lower secondary		539	67	45	4
Marginalized Demand Side Intervention Costs	Primary		118	15	124	12
	Lower secondary		70	9	94	9
Marginalized Supply Side Intervention Costs	Primary		54	7	91	9
	Lower secondary		38	5	67	7

FINANCING GAP PROJECTION RESULTS (In Constant 2007 US\$ in Million)			EFA GMR 2009			
Indicators	School Level		2008-2015	Annual avg	2016-2025	Annual avg
Total Education Expenditure	Pre-primary		351	44	445	45
	Primary		1,382	173	1,514	151
	Lower secondary		1,145	143	1,090	109
	Literacy training		1	0	0	0
	Total					
Total Government Budget on Education	Pre-primary		67	8	141	14
	Primary		816	102	1,413	141
	Lower secondary		183	23	367	37
Financing Gap*	Pre-primary		-284	-36	-304	-30
	Primary		-566	-71	-101	-10
	Lower secondary		-962	-120	-722	-72
Total Financing Gap**	All		-1,813	-227	-1,127	-113
	w/o Lower secondary		-851	-106	-405	-40
Financing Gap as % of GDP	All		3.4%		1.4%	
	w/o Lower secondary		1.6%		0.5%	

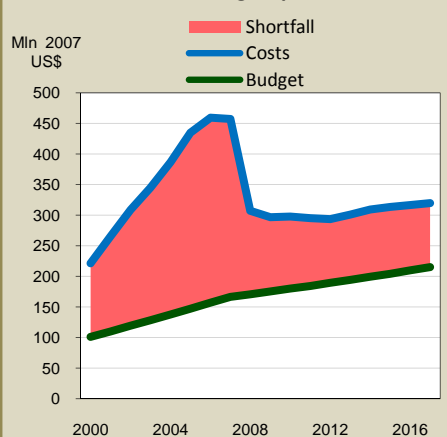
Education Expenditure by Category and Level, 2008-2025



Financing Gap by School Level, 2008-2025



Total Financing Gap, 2008-2025



* Financing gap in data table excludes budget surpluses from each year.

** Total financing gap also includes the gap for literacy training.

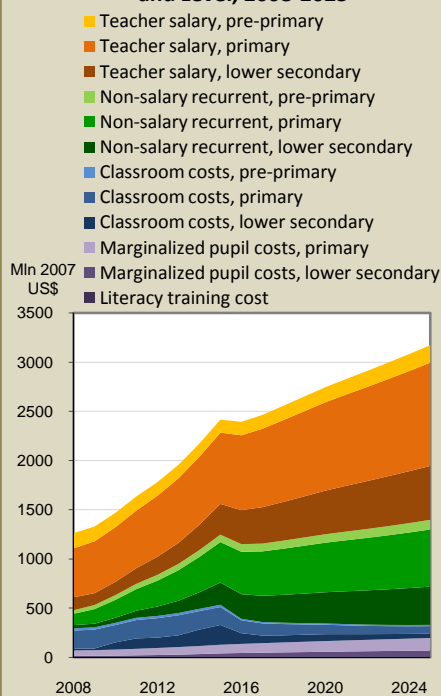
APPENDIX TABLE C. PROJECTION RESULTS (continued)

Kenya					
SCHOOL PROJECTION RESULTS			BASELINE	EFA GMR 2009	
Indicators	School Level	Gender	2007	2015	2025
Number of Pupils	Pre-primary	Male	896,834	1,043,762	1,085,738
		Female	833,773	1,030,861	1,073,541
	Primary	Male	3,110,145	4,095,843	4,607,975
		Female	2,991,245	4,051,593	4,554,962
	Lower secondary	Male	859,856	1,135,137	1,570,824
		Female	744,291	1,170,522	1,560,852
Number of Marginalized Pupils	Primary	Both	732,167	977,692	1,099,552
	Lower secondary	Both	192,498	276,679	375,801
Number of Public School Pupils	Pre-primary	Both	1,120,045	1,341,564	1,396,307
	Primary	Both	5,829,429	7,332,693	8,246,644
	Lower secondary	Both	1,532,645	2,075,092	2,818,509
Gross Enrollment Ratio (GER) (%)	Primary	Male	104	106	107
		Female	101	106	107
	Lower secondary	Male	90	101	112
		Female	86	105	112
Completion Rate (%)	Primary	Male	89	98	101
		Female	88	100	101
Literacy Rate (%)	Primary	Male	91	96	100
		Female	80	89	96
Number of Teachers	Pre-primary	Both	49,916	33,539	34,908
	Primary	Both	147,449	183,317	206,166
	Lower secondary	Both	30,306	59,288	80,529
Number of Classrooms	Primary	Total	147,449	183,317	968
		New to be constructed	3,686	13,483	5,674

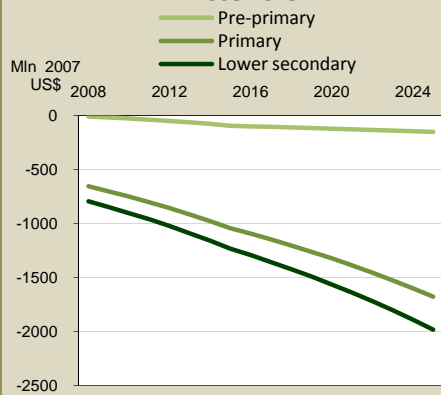
FINANCING PROJECTION RESULTS (In Constant 2007 US\$ in Million)			EFA GMR 2009			
Indicators	School Level		2008-2015	Average	2016-2025	Average
Teacher Salary Costs	Pre-primary		1,138	142	1,562	156
	Primary		4,858	607	9,095	910
	Lower secondary		1,512	189	4,506	451
Recurrent Costs other than Teacher Salary	Pre-primary		449	56	874	87
	Primary		2,010	251	5,088	509
	Lower secondary		808	101	3,226	323
Classroom Construction Costs	Pre-primary		183	23	134	13
	Primary		1,512	189	977	98
	Lower secondary		806	101	667	67
Marginalized Demand Side Intervention Costs	Primary		284	36	539	54
	Lower secondary		98	12	263	26
Marginalized Supply Side Intervention Costs	Primary		272	34	562	56
	Lower secondary		92	11	306	31

FINANCING GAP PROJECTION RESULTS (In Constant 2007 US\$ in Million)			EFA GMR 2009			
Indicators	School Level		2008-2015	Annual avg	2016-2025	Annual avg
Total Education Expenditure	Pre-primary		1,770	221	2,571	257
	Primary		8,936	1,117	16,261	1,626
	Lower secondary		3,316	415	8,969	897
	Literacy training		0	0	0	0
Total Government Budget on Education	Pre-primary		373	47	1,243	124
	Primary		6,329	791	12,430	1,243
	Lower secondary		1,309	164	2,486	249
Financing Gap*	Pre-primary		-1,397	-175	-1,328	-133
	Primary		-2,607	-326	-3,831	-383
	Lower secondary		-2,008	-251	-6,483	-648
Total Financing Gap**	All		-6,012	-751	-11,641	-1,164
	w/o Lower secondary		-4,004	-501	-5,158	-516
Financing Gap as % of GDP	All		2.0%		2.1%	
	w/o Lower secondary		1.4%		0.9%	

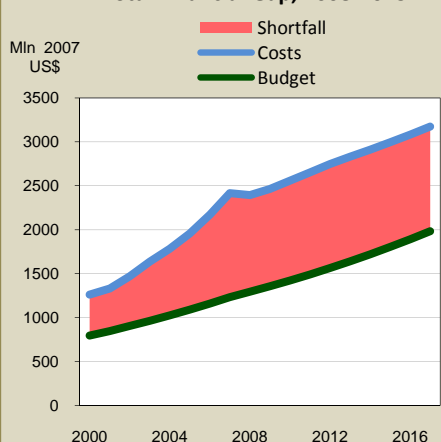
Education Expenditure by Category and Level, 2008-2025



Financing Gap by School Level, 2008-2025



Total Financial Gap, 2008-2025



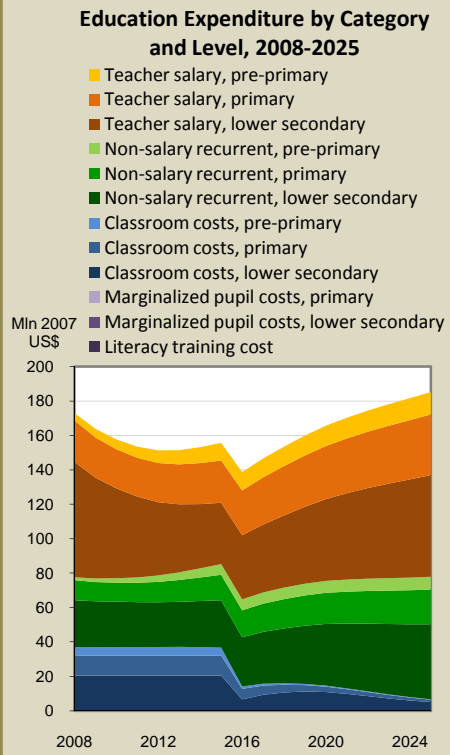
* Financing gap in data table excludes budget surpluses from each year.

**Total financing gap also includes the gap for literacy training.

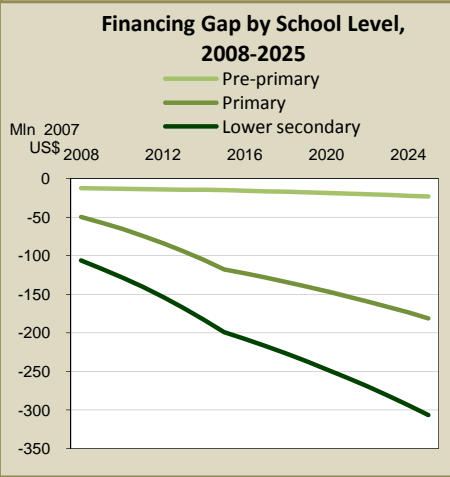
APPENDIX TABLE C. PROJECTION RESULTS (continued)

Kyrgyzstan

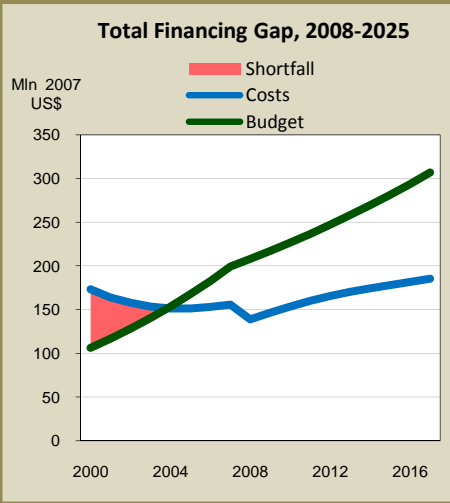
SCHOOL PROJECTION RESULTS			BASELINE	EFA GMR 2009	
Indicators	School Level	Gender	2007	2015	2025
Number of Pupils	Pre-primary	Male	31,613	80,753	71,260
		Female	31,485	77,393	68,192
	Primary	Male	208,797	213,448	213,756
		Female	198,872	204,937	204,627
	Lower secondary	Male	265,232	229,437	265,798
		Female	266,100	226,343	259,920
Number of Marginalized Pupils	Primary	Both	0	0	0
	Lower secondary	Both	0	0	0
Number of Public School Pupils	Pre-primary	Both	62,385	157,367	138,765
	Primary	Both	402,949	376,546	376,544
	Lower secondary	Both	524,247	410,202	473,146
Gross Enrollment Ratio (GER) (%)	Primary	Male	98	100	100
		Female	97	100	100
	Lower secondary	Male	93	92	96
		Female	94	95	98
Completion Rate (%)	Primary	Male	98	99	100
		Female	96	99	100
	Lower secondary	Male	100	100	100
		Female	99	100	100
Number of Teachers Needed	Pre-primary	Both	2,460	3,934	3,469
	Primary	Both	16,629	9,414	9,414
	Lower secondary	Both	38,652	11,720	13,518
	Primary	Total	32,133	9,414	18
New to be constructed			0	865	101



FINANCING PROJECTION RESULTS (In Constant 2007 US\$ in Million)		EFA GMR 2009			
Indicators	School Level	2008-2015	Average	2016-2025	Average
Teacher Salary Costs	Pre-primary	57	7	119	12
	Primary	187	23	311	31
	Lower secondary	380	48	485	48
Recurrent Costs other than Teacher Salary	Pre-primary	29	4	70	7
	Primary	98	12	182	18
	Lower secondary	213	27	364	36
Classroom Construction Costs	Pre-primary	39	5	6	1
	Primary	93	12	33	3
	Lower secondary	163	20	85	8
Marginalized Demand Side Intervention Costs	Primary	0	0	0	0
	Lower secondary	0	0	0	0
Marginalized Supply Side Intervention Costs	Primary	0	0	0	0
	Lower secondary	0	0	0	0



FINANCING GAP PROJECTION RESULTS (In Constant 2007 US\$ in Million)		EFA GMR 2009			
Indicators	School Level	2008-2015	Annual avg	2016-2025	Annual avg
Total Education Expenditure	Pre-primary	124	16	195	20
	Primary	379	47	525	53
	Lower secondary	757	95	934	93
	Literacy training	0	0	0	0
Total Government Budget on Education	Pre-primary	110	14	193	19
	Primary	538	67	1,311	131
	Lower secondary	547	68	1,041	104
Financing Gap*	Pre-primary	-17	-2	-8	-1
	Primary	-12	-1	0	0
	Lower secondary	-209	-26	0	0
Total Financing Gap**	All	-238	-30	-8	-1
	w/o Lower secondary	-29	-4	-8	-1
Financing Gap as % of GDP	All	0.7%		0.0%	
	w/o Lower secondary	0.1%		0.0%	



* Financing gap in data table excludes budget surpluses from each year.

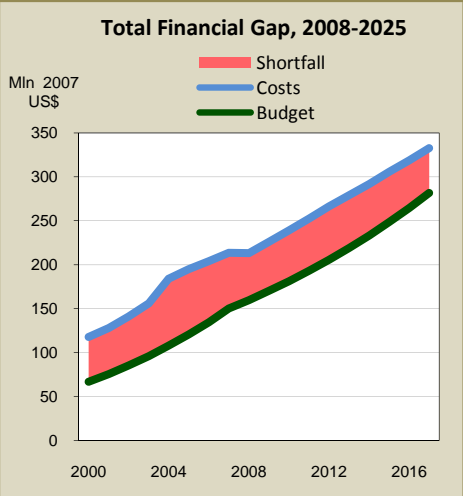
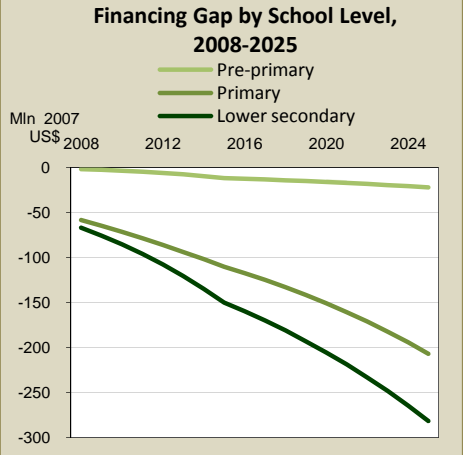
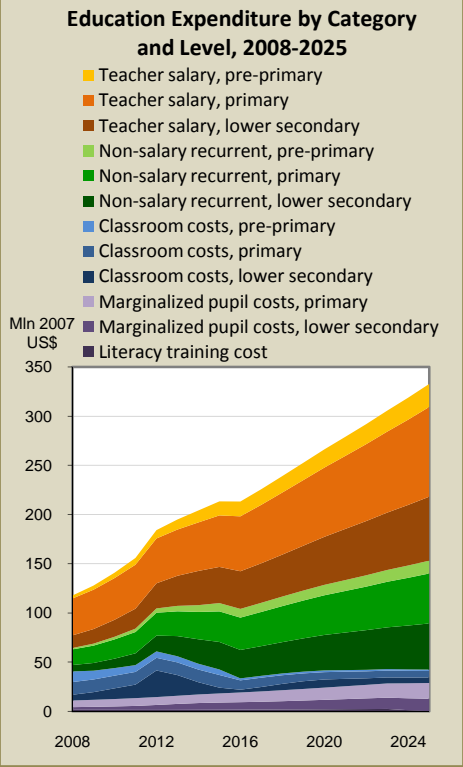
** Total financing gap also includes the gap for literacy training.

APPENDIX TABLE C. PROJECTION RESULTS (continued)

Laos					
SCHOOL PROJECTION RESULTS			BASELINE	EFA GMR 2009	
Indicators	School Level	Gender	2007	2015	2025
Number of Pupils	Pre-primary	Male	24,099	108,198	108,068
		Female	24,625	103,808	103,878
	Primary	Male	480,670	415,120	446,190
		Female	411,211	388,665	405,569
	Lower secondary	Male	131,073	222,394	234,266
		Female	106,088	200,564	220,845
Number of Marginalized Pupils	Primary	Both	124,863	112,530	119,246
	Lower secondary	Both	33,203	59,214	63,716
Number of Public School Pupils	Pre-primary	Both	34,270	196,895	196,839
	Primary	Both	868,555	723,406	766,583
	Lower secondary	Both	232,941	380,662	409,600
Gross Enrollment Ratio (GER) (%)	Primary	Male	127	112	115
		Female	113	110	108
	Lower secondary	Male	57	105	102
		Female	46	99	100
Completion Rate (%)	Primary	Male	72	98	100
		Female	64	100	100
Literacy Rate (%)		Male	80	88	97
		Female	67	84	100
Number of Teachers	Pre-primary	Both	2,088	4,922	4,921
	Primary	Both	27,989	18,085	19,165
	Lower secondary	Both	9,951	10,876	11,703
Number of Classrooms	Primary	Total	27,989	18,085	102
		New to be constructed	700	954	491

FINANCING PROJECTION RESULTS (In Constant 2007 US\$ in Million)			EFA GMR 2009		
Indicators	School Level	2008-2015	Average	2016-2025	Average
Teacher Salary Costs	Pre-primary	65	8	191	19
	Primary	359	45	728	73
	Lower secondary	193	24	508	51
Recurrent Costs other than Teacher Salary	Pre-primary	35	4	109	11
	Primary	182	23	415	42
	Lower secondary	125	16	373	37
Classroom Construction Costs	Pre-primary	59	7	17	2
	Primary	103	13	78	8
	Lower secondary	105	13	62	6
Marginalized Demand Side Intervention Costs	Primary	39	5	75	8
	Lower secondary	24	3	59	6
Marginalized Supply Side Intervention Costs	Primary	25	3	53	5
	Lower secondary	15	2	41	4

FINANCING GAP PROJECTION RESULTS (In Constant 2007 US\$ in Million)			EFA GMR 2009		
Indicators	School Level	2008-2015	Annual avg	2016-2025	Annual avg
Total Education Expenditure	Pre-primary	158	20	316	32
	Primary	708	88	1,349	135
	Lower secondary	461	58	1,042	104
	Literacy training	12	1	17	2
Total Government Budget on Education	Pre-primary	47	6	168	17
	Primary	617	77	1,415	141
	Lower secondary	172	21	573	57
Financing Gap*	Pre-primary	-111	-14	-148	-15
	Primary	-90	-11	-7	-1
	Lower secondary	-289	-36	-470	-47
Total Financing Gap**	All	-502	-63	-641	-64
	w/o Lower secondary	-213	-27	-171	-17
Financing Gap as % of GDP	All	1.1%		0.6%	
	w/o Lower secondary	0.5%		0.2%	



* Financing gap in data table excludes budget surpluses from each year.

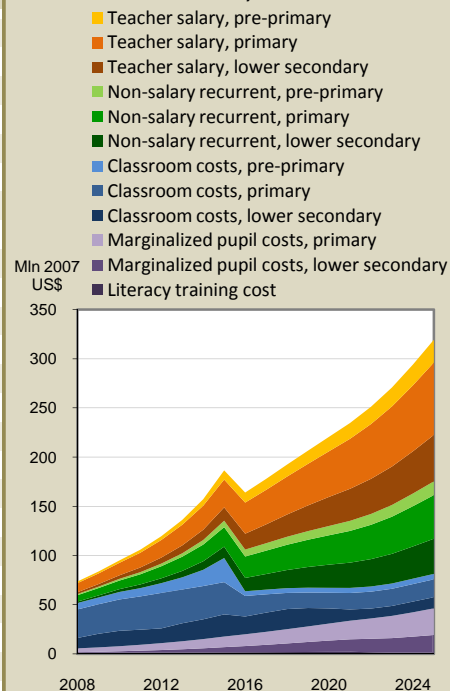
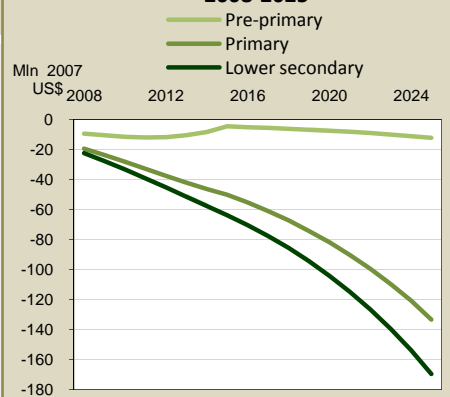
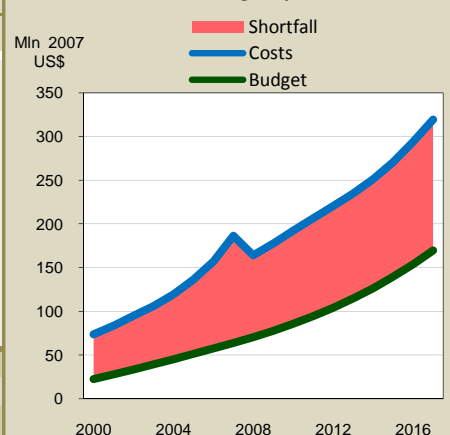
**Total financing gap also includes the gap for literacy training.

APPENDIX TABLE C. PROJECTION RESULTS (continued)

Liberia					
SCHOOL PROJECTION RESULTS			BASELINE	EFA GMR 2009	
Indicators	School Level	Gender	2007	2015	2025
Number of Pupils	Pre-primary	Male	253,749	265,963	337,145
		Female	243,125	263,342	333,183
	Primary	Male	286,028	472,754	625,823
		Female	252,814	467,519	618,645
	Lower secondary	Male	58,959	153,927	263,519
		Female	45,640	142,083	259,765
Number of Marginalized Pupils	Primary	Both	193,983	338,498	448,008
	Lower secondary	Both	37,656	106,564	188,382
Number of Public School Pupils	Pre-primary	Both	308,062	278,404	352,579
	Primary	Both	307,140	846,246	1,120,021
	Lower secondary	Both	41,840	266,409	470,956
Gross Enrollment Ratio (GER) (%)	Primary	Male	88	105	106
		Female	79	105	106
	Lower secondary	Male	41	81	101
		Female	34	76	100
Completion Rate (%)	Primary	Male	59	91	101
		Female	50	90	101
Literacy Rate (%)	Primary	Male	60	77	99
		Female	51	77	100
Number of Teachers Needed	Pre-primary	Both	2,166	6,960	8,814
	Primary	Both	12,888	21,156	28,001
	Lower secondary	Both	2,199	7,612	13,456
Number of Classrooms Needed	Primary	Total	12,888	21,156	412
		New to be constructed	331	2,431	1,347

FINANCING PROJECTION RESULTS (In Constant 2007 US\$ in Million)			EFA GMR 2009		
Indicators	School Level	2008-2015	Average	2016-2025	Average
Teacher Salary Costs	Pre-primary	34	4	159	16
	Primary	139	17	502	50
	Lower secondary	51	6	311	31
Recurrent Costs other than Teacher Salary	Pre-primary	24	3	101	10
	Primary	96	12	319	32
	Lower secondary	42	5	245	24
Classroom Construction Costs	Pre-primary	93	12	51	5
	Primary	262	33	175	17
	Lower secondary	131	16	146	15
Marginalized Demand Side Intervention Costs	Primary	27	3	89	9
	Lower secondary	11	1	54	5
Marginalized Supply Side Intervention Costs	Primary	28	4	98	10
	Lower secondary	11	1	66	7

FINANCING GAP PROJECTION RESULTS (In Constant 2007 US\$ in Million)			EFA GMR 2009		
Indicators	School Level	2008-2015	Annual avg	2016-2025	Annual avg
Total Education Expenditure	Pre-primary	150	19	311	31
	Primary	552	69	1,183	118
	Lower secondary	246	31	822	82
	Literacy training	8	1	14	1
Total Government Budget on Education	Pre-primary	78	10	81	8
	Primary	202	25	812	81
	Lower secondary	61	8	243	24
Financing Gap*	Pre-primary	-73	-9	-230	-23
	Primary	-350	-44	-372	-37
	Lower secondary	-186	-23	-579	-58
Total Financing Gap**	All	-616	-77	-1,195	-119
	w/o Lower secondary	-431	-54	-616	-62
Financing Gap as % of GDP	All	6.6%		4.2%	
	w/o Lower secondary	4.6%		2.2%	

Education Expenditure by Category and Level, 2008-2025

Financing Gap by School Level, 2008-2025

Total Financing Gap, 2008-2025


* Financing gap in data table excludes budget surpluses from each year.

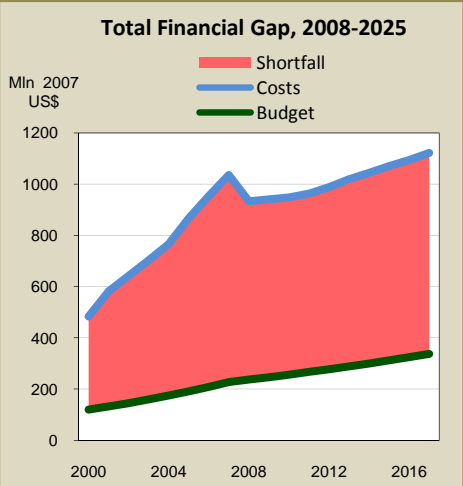
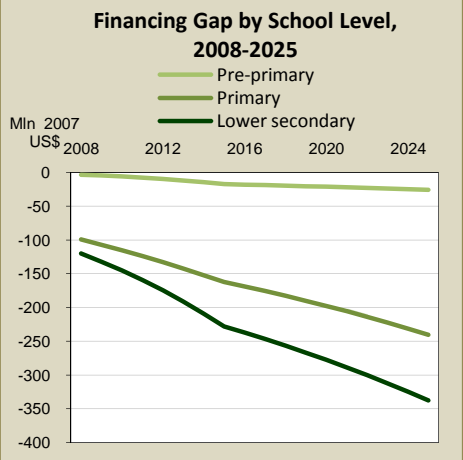
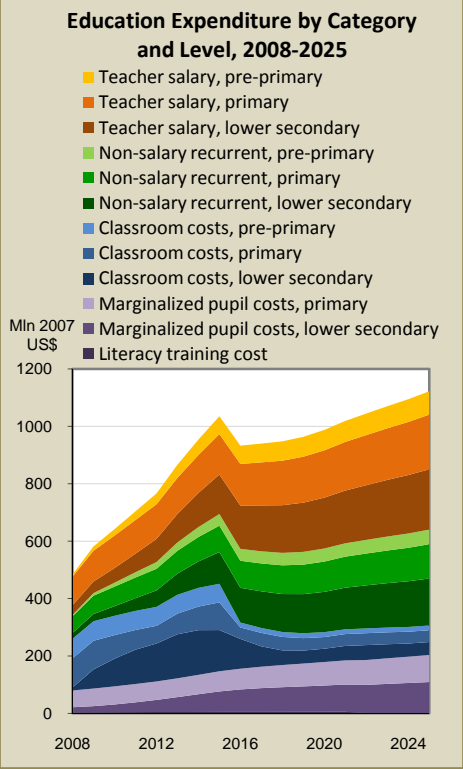
** Total financing gap also includes the gap for literacy training.

APPENDIX TABLE C. PROJECTION RESULTS (continued)

Madagascar					
SCHOOL PROJECTION RESULTS			BASELINE	EFA GMR 2009	
Indicators	School Level	Gender	2007	2015	2025
Number of Pupils	Pre-primary	Male	76,409	787,472	862,933
		Female	78,510	775,449	848,009
	Primary	Male	1,950,759	1,789,895	2,031,472
		Female	1,886,584	1,739,280	1,956,088
	Lower secondary	Male	462,077	1,138,664	1,451,991
		Female	331,136	1,123,347	1,432,952
Number of Marginalized Pupils	Primary	Both	1,841,925	1,694,004	1,914,029
	Lower secondary	Both	380,742	1,085,765	1,384,772
Number of Public School Pupils	Pre-primary	Both	8,879	1,399,446	1,531,985
	Primary	Both	3,104,521	3,176,258	3,588,805
	Lower secondary	Both	483,329	2,035,809	2,596,448
Gross Enrollment Ratio (GER) (%)	Primary	Male	141	112	112
		Female	136	110	110
	Lower secondary	Male	35	97	106
		Female	34	96	106
Completion Rate (%)	Primary	Male	59	102	100
		Female	59	102	100
Literacy Rate (%)	Primary	Male	76	85	98
		Female	63	85	100
Number of Teachers	Pre-primary	Both	288	34,986	38,300
	Primary	Both	63,705	79,406	89,720
	Lower secondary	Both	17,395	58,166	74,184
Number of Classrooms	Primary	Total	63,705	79,406	1,223
		New to be constructed	4,016	7,144	3,042

FINANCING PROJECTION RESULTS (In Constant 2007 US\$ in Million)			EFA GMR 2009			
Indicators	School Level		2008-2015	Average	2016-2025	Average
Teacher Salary Costs	Pre-primary		275	34	723	72
	Primary		957	120	1,675	167
	Lower secondary		627	78	1,811	181
Recurrent Costs other than Teacher Salary	Pre-primary		173	22	461	46
	Primary		594	74	1,068	107
	Lower secondary		457	57	1,431	143
Classroom Construction Costs	Pre-primary		532	67	168	17
	Primary		664	83	424	42
	Lower secondary		878	110	560	56
Marginalized Demand Side Intervention Costs	Primary		269	34	397	40
	Lower secondary		157	20	423	42
Marginalized Supply Side Intervention Costs	Primary		246	31	434	43
	Lower secondary		172	21	514	51

FINANCING GAP PROJECTION RESULTS (In Constant 2007 US\$ in Million)			EFA GMR 2009			
Indicators	School Level		2008-2015	Annual avg	2016-2025	Annual avg
Total Education Expenditure	Pre-primary		980	123	1,352	135
	Primary		2,730	341	3,999	400
	Lower secondary		2,291	286	4,739	474
	Literacy training		32	4	32	3
Total Government Budget on Education	Pre-primary		74	9	216	22
	Primary		962	120	1,813	181
	Lower secondary		324	41	820	82
Financing Gap*	Pre-primary		-907	-113	-1,137	-114
	Primary		-1,768	-221	-2,186	-219
	Lower secondary		-1,967	-246	-3,919	-392
Total Financing Gap**	All		-4,673	-584	-7,274	-727
	w/o Lower secondary		-2,706	-338	-3,355	-335
Financing Gap as % of GDP	All		6.6%		5.7%	
	w/o Lower secondary		3.8%		2.6%	



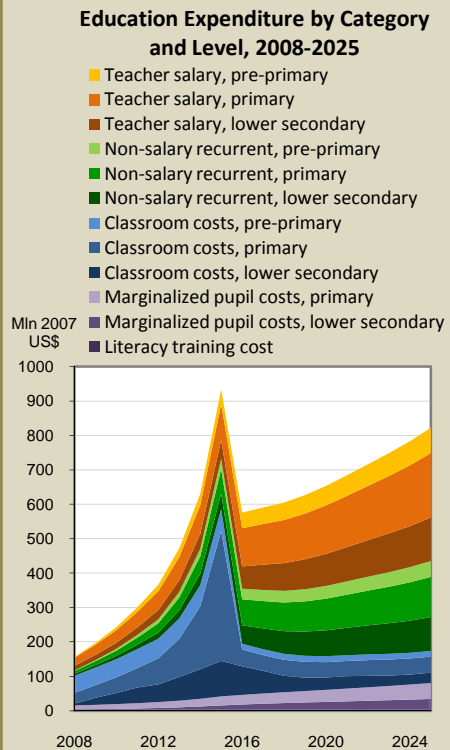
* Financing gap in data table excludes budget surpluses from each year.

**Total financing gap also includes the gap for literacy training.

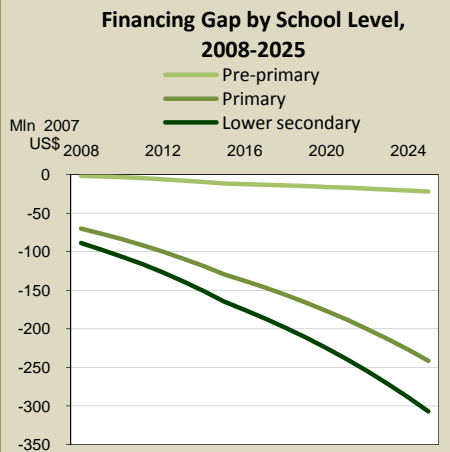
APPENDIX TABLE C. PROJECTION RESULTS (continued)

Malawi

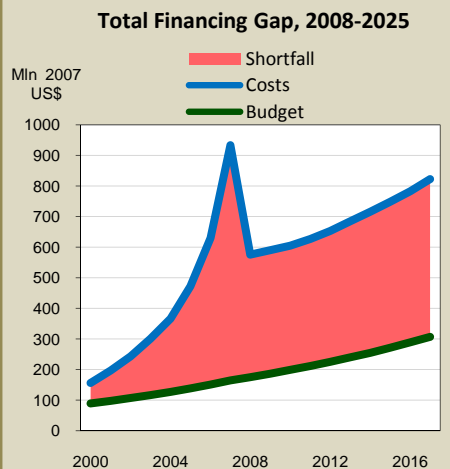
SCHOOL PROJECTION RESULTS			BASELINE	EFA GMR 2009	
Indicators	School Level	Gender	2007	2015	2025
Number of Pupils	Pre-primary	Male	0	598,825	690,406
		Female	0	586,521	676,205
	Primary	Male	1,458,769	1,623,573	1,961,760
		Female	1,484,479	1,582,659	1,886,175
	Lower secondary	Male	292,485	543,552	862,691
		Female	195,513	547,522	842,974
Number of Marginalized Pupils	Primary	Both	706,380	769,496	923,504
	Lower secondary	Both	117,120	261,858	409,360
Number of Public School Pupils	Pre-primary	Both	0	1,185,347	1,366,611
	Primary	Both	2,911,468	2,885,609	3,463,141
	Lower secondary	Both	464,081	981,967	1,535,099
Gross Enrollment Ratio (GER) (%)	Primary	Male	114	110	112
		Female	119	109	110
	Lower secondary	Male	42	80	107
		Female	36	82	106
Completion Rate (%)	Primary	Male	51	92	99
		Female	52	96	100
Literacy Rate (%)	Male	79	84	94	
		Female	65	82	100
Number of Teachers Needed	Pre-primary	Both	0	29,634	34,165
	Primary	Both	37,327	72,140	86,579
	Lower secondary	Both	9,123	28,056	43,860
Number of Classrooms Needed	Primary	Total	13,174	72,140	1,213
		New to be constructed	371	27,964	3,457



FINANCING PROJECTION RESULTS (In Constant 2007 US\$ in Million)		EFA GMR 2009			
Indicators	School Level	2008-2015	Average	2016-2025	Average
Teacher Salary Costs	Pre-primary	149	19	587	59
	Primary	446	56	1,464	146
	Lower secondary	225	28	964	96
Recurrent Costs other than Teacher Salary	Pre-primary	97	12	381	38
	Primary	241	30	949	95
	Lower secondary	156	19	771	77
Classroom Construction Costs	Pre-primary	448	56	169	17
	Primary	917	115	461	46
	Lower secondary	413	52	430	43
Marginalized Demand Side Intervention Costs	Primary	84	10	174	17
	Lower secondary	29	4	112	11
Marginalized Supply Side Intervention Costs	Primary	54	7	191	19
	Lower secondary	30	4	137	14



FINANCING GAP PROJECTION RESULTS (In Constant 2007 US\$ in Million)		EFA GMR 2009			
Indicators	School Level	2008-2015	Annual avg	2016-2025	Annual avg
Total Education Expenditure	Pre-primary	694	87	1,136	114
	Primary	1,742	218	3,240	324
	Lower secondary	854	107	2,414	241
	Literacy training	7	1	14	1
Total Government Budget on Education	Pre-primary	47	6	168	17
	Primary	732	91	1,684	168
	Lower secondary	212	26	505	51
Financing Gap*	Pre-primary	-647	-81	-968	-97
	Primary	-1,010	-126	-1,556	-156
	Lower secondary	-642	-80	-1,909	-191
Total Financing Gap**	All	-2,306	-288	-4,446	-445
	w/o Lower secondary	-1,664	-208	-2,537	-254
Financing Gap as % of GDP	All	6.0%		5.3%	
	w/o Lower secondary	4.4%		3.0%	



* Financing gap in data table excludes budget surpluses from each year.

** Total financing gap also includes the gap for literacy training.

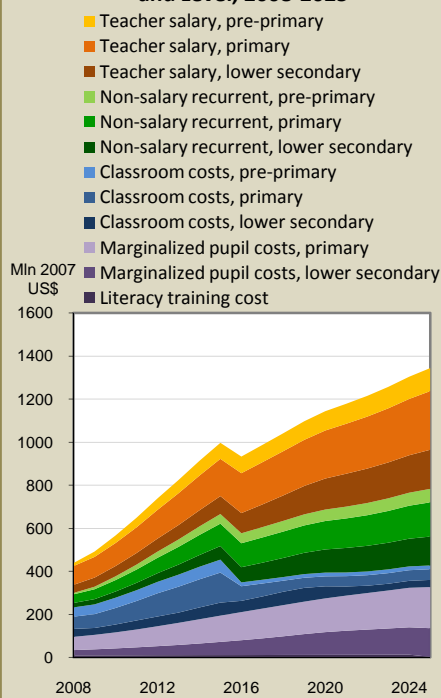
APPENDIX TABLE C. PROJECTION RESULTS (continued)

Mali					
SCHOOL PROJECTION RESULTS			BASELINE	EFA GMR 2009	
Indicators	School Level	Gender	2007	2015	2025
Number of Pupils	Pre-primary	Male	27,276	578,391	688,836
		Female	26,645	572,775	681,511
	Primary	Male	954,378	1,447,352	1,879,265
		Female	762,521	1,437,707	1,876,123
	Lower secondary	Male	196,365	493,598	824,067
		Female	151,044	417,848	818,564
Number of Marginalized Pupils	Primary	Both	1,184,660	1,990,691	2,591,218
	Lower secondary	Both	239,712	628,898	1,133,415
Number of Public School Pupils	Pre-primary	Both	25,815	1,116,024	1,328,514
	Primary	Both	1,056,151	2,596,554	3,379,849
	Lower secondary	Both	289,999	820,302	1,478,368
Gross Enrollment Ratio (GER) (%)	Primary	Male	90	109	110
		Female	72	109	111
	Lower secondary	Male	52	86	107
		Female	33	73	107
Completion Rate (%)	Primary	Male	70	90	100
		Female	49	83	99
Literacy Rate (%)		Male	31	60	86
		Female	16	60	100
Number of Teachers	Pre-primary	Both	714	27,901	33,213
	Primary	Both	20,441	64,914	84,496
	Lower secondary	Both	8,054	23,437	42,239
Number of Classrooms	Primary	Total	20,441	64,914	1,296
		New to be constructed	1,544	10,336	3,678

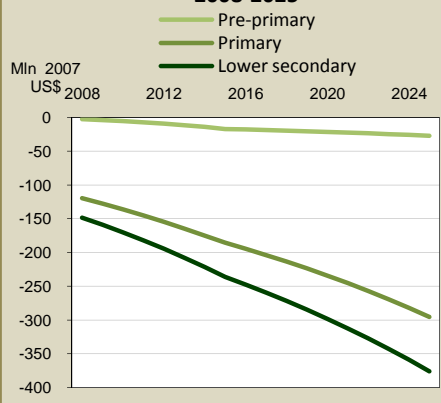
FINANCING PROJECTION RESULTS (In Constant 2007 US\$ in Million)			EFA GMR 2009		
Indicators	School Level	2008-2015	Average	2016-2025	Average
Teacher Salary Costs	Pre-primary	376	47	917	92
	Primary	1,026	128	2,284	228
	Lower secondary	467	58	1,429	143
Recurrent Costs other than Teacher Salary	Pre-primary	206	26	542	54
	Primary	552	69	1,350	135
	Lower secondary	312	39	1,065	107
Classroom Construction Costs	Pre-primary	414	52	174	17
	Primary	787	98	518	52
	Lower secondary	356	44	464	46
Marginalized Demand Side Intervention Costs	Primary	357	45	778	78
	Lower secondary	149	19	479	48
Marginalized Supply Side Intervention Costs	Primary	359	45	827	83
	Lower secondary	178	22	568	57

FINANCING GAP PROJECTION RESULTS (In Constant 2007 US\$ in Million)			EFA GMR 2009		
Indicators	School Level	2008-2015	Annual avg	2016-2025	Annual avg
Total Education Expenditure	Pre-primary	996	125	1,633	163
	Primary	3,080	385	5,757	576
	Lower secondary	1,462	183	4,006	401
	Literacy training	76	10	103	10
Total Government Budget on Education	Pre-primary	69	9	220	22
	Primary	1,139	142	2,199	220
	Lower secondary	312	39	660	66
Financing Gap*	Pre-primary	-927	-116	-1,413	-141
	Primary	-1,941	-243	-3,558	-356
	Lower secondary	-1,150	-144	-3,346	-335
Total Financing Gap**	All	-4,094	-512	-8,420	-842
	w/o Lower secondary	-2,945	-368	-5,074	-507
Financing Gap as % of GDP	All	6.0%		6.5%	
	w/o Lower secondary	4.3%		3.9%	

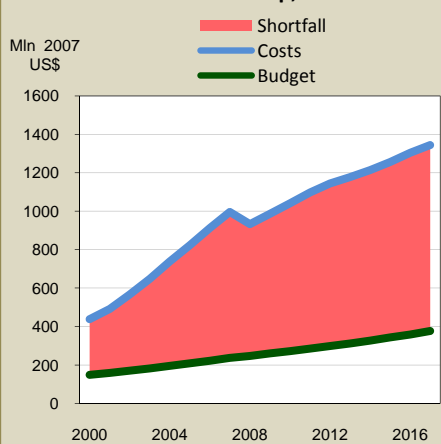
Education Expenditure by Category and Level, 2008-2025



Financing Gap by School Level, 2008-2025



Total Financial Gap, 2008-2025



* Financing gap in data table excludes budget surpluses from each year.

**Total financing gap also includes the gap for literacy training.

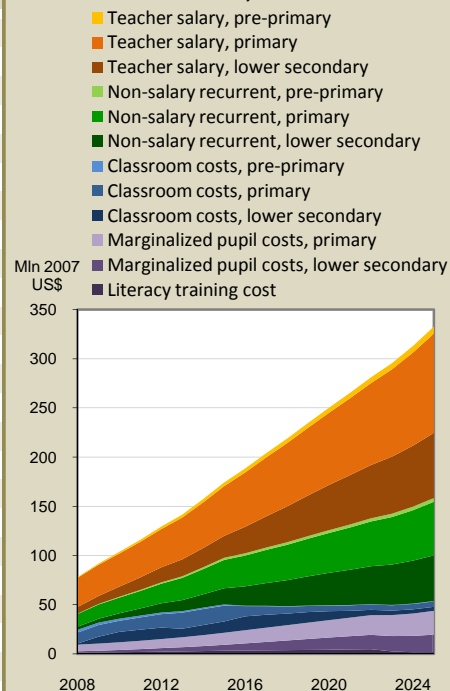
APPENDIX TABLE C. PROJECTION RESULTS (continued)

Mauritania					
SCHOOL PROJECTION RESULTS			BASELINE	EFA GMR 2009	
Indicators	School Level	Gender	2007	2015	2025
Number of Pupils	Pre-primary	Male	2,643	22,632	23,440
		Female	2,493	21,290	22,012
	Primary	Male	241,893	297,393	331,911
		Female	241,883	286,911	312,278
	Lower secondary	Male	42,273	98,094	163,322
		Female	24,320	95,467	153,757
Number of Marginalized Pupils	Primary	Both	93,034	112,366	123,883
	Lower secondary	Both	12,806	37,223	60,977
Number of Public School Pupils	Pre-primary	Both	1,140	39,595	40,974
	Primary	Both	439,068	525,874	579,770
	Lower secondary	Both	57,196	174,205	285,371
Gross Enrollment Ratio (GER) (%)	Primary	Male	98	105	111
		Female	104	107	111
	Lower secondary	Male	27	74	112
		Female	23	77	111
Completion Rate (%)	Primary	Male	62	83	100
		Female	63	86	100
Literacy Rate (%)		Male	63	76	92
		Female	48	76	100
Number of Teachers Needed	Pre-primary	Both	59	990	1,024
	Primary	Both	10,327	13,147	14,494
	Lower secondary	Both	2,061	4,977	8,153
Number of Classrooms Needed	Primary	Total	10,327	13,147	29
		New to be constructed	434	1,188	406

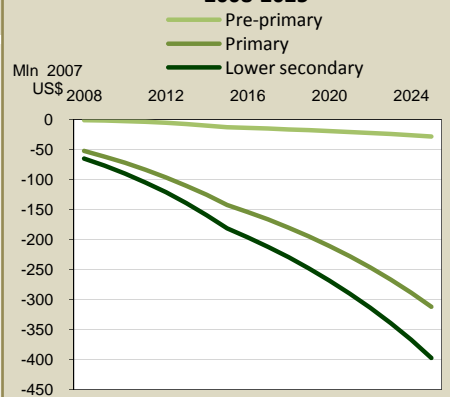
FINANCING PROJECTION RESULTS (In Constant 2007 US\$ in Million)			EFA GMR 2009			
Indicators	School Level		2008-2015	Average	2016-2025	Average
Teacher Salary Costs	Pre-primary		19	2	54	5
	Primary		310	39	768	77
	Lower secondary		112	14	473	47
Recurrent Costs other than Teacher Salary	Pre-primary		10	1	30	3
	Primary		158	20	422	42
	Lower secondary		70	9	338	34
Classroom Construction Costs	Pre-primary		15	2	4	0
	Primary		109	14	66	7
	Lower secondary		72	9	84	8
Marginalized Demand Side Intervention Costs	Primary		43	5	109	11
	Lower secondary		16	2	76	8
Marginalized Supply Side Intervention Costs	Primary		30	4	75	8
	Lower secondary		12	1	51	5

FINANCING GAP PROJECTION RESULTS (In Constant 2007 US\$ in Million)			EFA GMR 2009			
Indicators	School Level		2008-2015	Annual avg	2016-2025	Annual avg
Total Education Expenditure	Pre-primary		43	5	88	9
	Primary		650	81	1,440	144
	Lower secondary		282	35	1,022	102
	Literacy training		16	2	33	3
	Total Government Budget on Education					
Financing Gap*	Pre-primary		45	6	204	20
	Primary		699	87	2,044	204
	Lower secondary		194	24	613	61
Total Financing Gap**	Pre-primary		-9	-1	0	0
	Primary		-15	-2	0	0
	Lower secondary		-89	-11	-409	-41
Financing Gap as % of GDP	All		-128	-16	-442	-44
	w/o Lower secondary		-39	-5	-33	-3

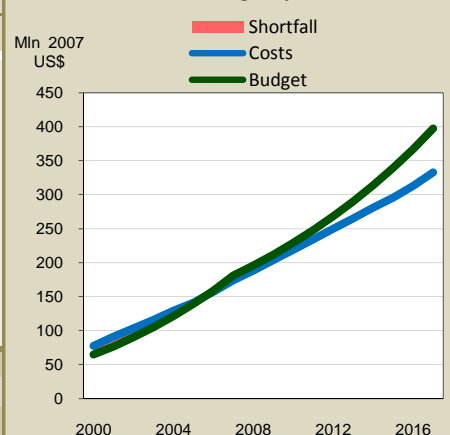
Education Expenditure by Category and Level, 2008-2025



Financing Gap by School Level, 2008-2025



Total Financing Gap, 2008-2025



* Financing gap in data table excludes budget surpluses from each year.

** Total financing gap also includes the gap for literacy training.

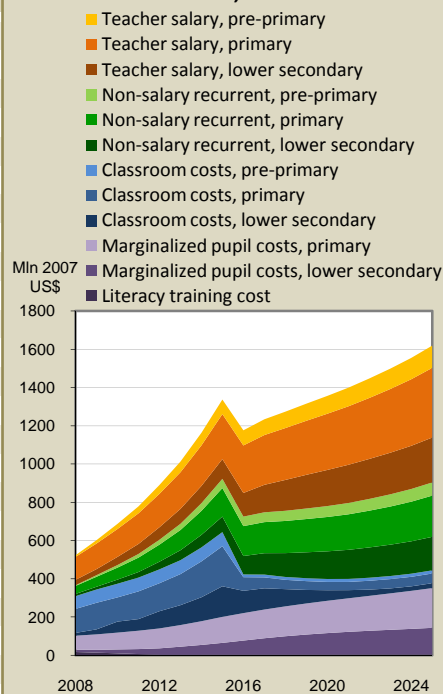
APPENDIX TABLE C. PROJECTION RESULTS (continued)

Mozambique					
SCHOOL PROJECTION RESULTS			BASELINE	EFA GMR 2009	
Indicators	School Level	Gender	2007	2015	2025
Number of Pupils	Pre-primary	Male	0	756,606	795,656
		Female	0	748,161	785,492
	Primary	Male	2,244,548	2,580,610	2,760,425
		Female	1,928,201	2,579,762	2,725,927
	Lower secondary	Male	199,346	779,231	1,165,081
		Female	127,363	709,139	1,157,127
Number of Marginalized Pupils	Primary	Both	2,336,739	2,889,808	3,072,357
	Lower secondary	Both	182,957	833,487	1,300,436
Number of Public School Pupils	Pre-primary	Both	0	1,504,767	1,581,148
	Primary	Both	4,094,015	4,644,335	4,937,716
	Lower secondary	Both	285,172	1,339,533	2,089,987
Gross Enrollment Ratio (GER) (%)	Primary	Male	109	105	107
		Female	94	106	107
	Lower secondary	Male	23	82	110
		Female	17	75	110
Completion Rate (%)	Primary	Male	50	93	102
		Female	35	88	102
Literacy Rate (%)		Male	57	83	96
		Female	33	69	95
Number of Teachers	Pre-primary	Both	0	37,619	39,529
	Primary	Both	61,105	116,108	123,443
	Lower secondary	Both	7,372	38,272	59,714
Number of Classrooms	Primary	Total	58,486	116,108	1,212
		New to be constructed	1,462	15,504	3,766

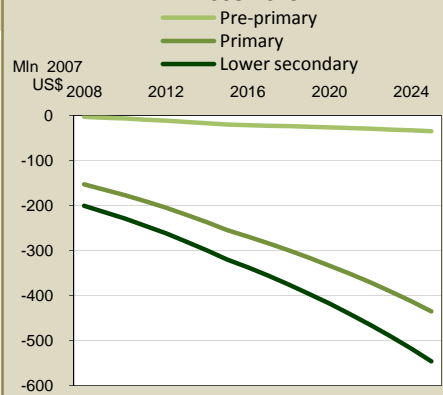
FINANCING PROJECTION RESULTS (In Constant 2007 US\$ in Million)		EFA GMR 2009			
Indicators	School Level	2008-2015	Average	2016-2025	Average
Teacher Salary Costs	Pre-primary	334	42	964	96
	Primary	1,372	172	3,025	303
	Lower secondary	492	61	1,880	188
Recurrent Costs other than Teacher Salary	Pre-primary	191	24	586	59
	Primary	701	88	1,840	184
	Lower secondary	316	39	1,431	143
Classroom Construction Costs	Pre-primary	572	71	155	16
	Primary	1,241	155	505	51
	Lower secondary	639	80	594	59
Marginalized Demand Side Intervention Costs	Primary	432	54	837	84
	Lower secondary	114	14	512	51
Marginalized Supply Side Intervention Costs	Primary	383	48	899	90
	Lower secondary	149	19	612	61

FINANCING GAP PROJECTION RESULTS (In Constant 2007 US\$ in Million)		EFA GMR 2009			
Indicators	School Level	2008-2015	Annual avg	2016-2025	Annual avg
Total Education Expenditure	Pre-primary	1,096	137	1,705	171
	Primary	4,130	516	7,106	711
	Lower secondary	1,710	214	5,029	503
	Literacy training	57	7	32	3
Total Government Budget on Education	Pre-primary	86	11	275	27
	Primary	1,518	190	3,188	319
	Lower secondary	447	56	880	88
Financing Gap*	Pre-primary	-1,010	-126	-1,430	-143
	Primary	-2,612	-327	-3,918	-392
	Lower secondary	-1,263	-158	-4,149	-415
Total Financing Gap**	All	-4,942	-618	-9,529	-953
	w/o Lower secondary	-3,679	-460	-5,380	-538
Financing Gap as % of GDP	All	6.2%		5.9%	
	w/o Lower secondary	4.6%		3.3%	

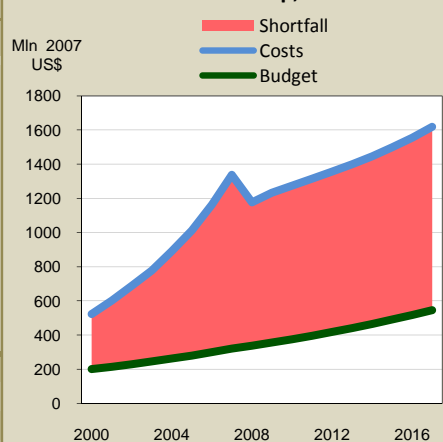
Education Expenditure by Category and Level, 2008-2025



Financing Gap by School Level, 2008-2025



Total Financial Gap, 2008-2025



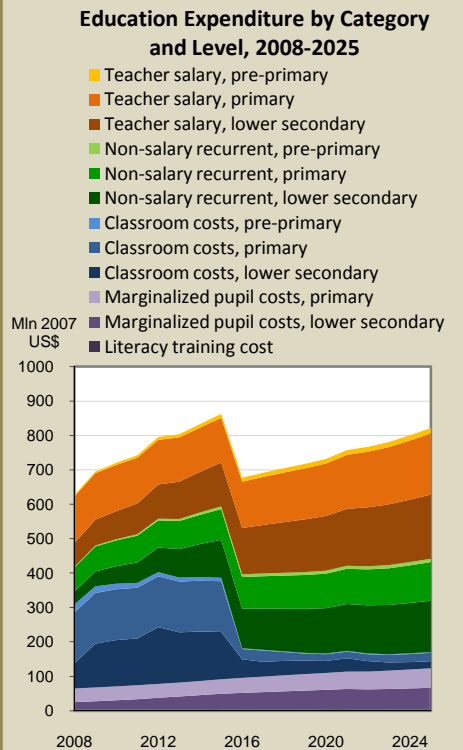
* Financing gap in data table excludes budget surpluses from each year.

**Total financing gap also includes the gap for literacy training.

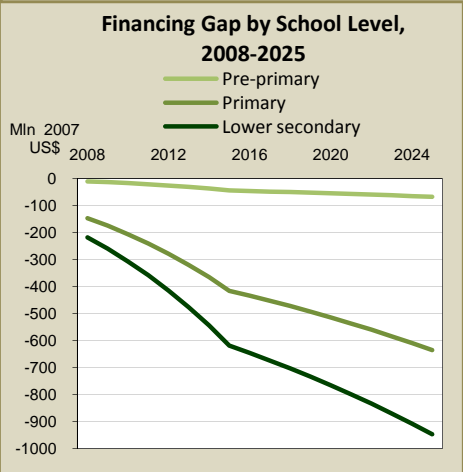
APPENDIX TABLE C. PROJECTION RESULTS (continued)

Myanmar

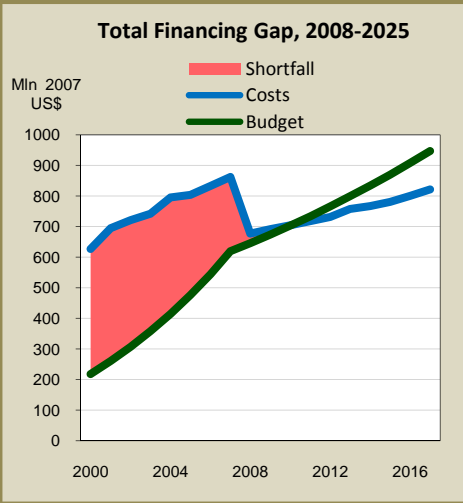
SCHOOL PROJECTION RESULTS			BASELINE	EFA GMR 2009	
Indicators	School Level	Gender	2007	2015	2025
Number of Pupils	Pre-primary	Male	46,402	184,047	175,006
		Female	45,728	178,177	168,936
	Primary	Male	2,505,966	2,044,964	1,942,712
		Female	2,463,479	1,980,511	1,875,739
	Lower secondary	Male	1,222,292	1,529,493	1,530,077
		Female	996,806	1,447,084	1,477,567
Number of Marginalized Pupils	Primary	Both	1,242,361	1,006,369	954,613
	Lower secondary	Both	554,775	744,144	751,911
Number of Public School Pupils	Pre-primary	Both	46,471	318,681	302,597
	Primary	Both	4,919,751	3,622,928	3,436,606
	Lower secondary	Both	2,174,716	2,678,919	2,706,880
Gross Enrollment Ratio (GER) (%)	Primary	Male	117	100	101
		Female	118	100	100
	Lower secondary	Male	58	94	98
		Female	57	91	97
Completion Rate (%)	Primary	Male	95	100	100
		Female	100	100	100
Literacy Rate (%)		Male	94	96	98
		Female	86	94	100
Number of Teachers Needed	Pre-primary	Both	2,839	7,967	7,565
	Primary	Both	164,533	90,573	85,915
	Lower secondary	Both	63,552	76,541	77,339
Number of Classrooms Needed	Primary	Total	164,533	90,573	158
		New to be constructed	4,113	10,929	1,823



FINANCING PROJECTION RESULTS (In Constant 2007 US\$ in Million)		EFA GMR 2009			
Indicators	School Level	2008-2015	Average	2016-2025	Average
Teacher Salary Costs	Pre-primary	61	8	136	14
	Primary	1,054	132	1,553	155
	Lower secondary	769	96	1,616	162
Recurrent Costs other than Teacher Salary	Pre-primary	38	5	89	9
	Primary	630	79	1,015	102
	Lower secondary	551	69	1,334	133
Classroom Construction Costs	Pre-primary	118	15	21	2
	Primary	1,180	148	237	24
	Lower secondary	1,063	133	348	35
Marginalized Demand Side Intervention Costs	Primary	185	23	288	29
	Lower secondary	162	20	337	34
Marginalized Supply Side Intervention Costs	Primary	139	17	212	21
	Lower secondary	109	14	243	24



FINANCING GAP PROJECTION RESULTS (In Constant 2007 US\$ in Million)		EFA GMR 2009			
Indicators	School Level	2008-2015	Annual avg	2016-2025	Annual avg
Total Education Expenditure	Pre-primary	217	27	246	25
	Primary	3,188	399	3,304	330
	Lower secondary	2,653	332	3,877	388
	Literacy training	19	2	21	2
Total Government Budget on Education	Pre-primary	200	25	563	56
	Primary	1,948	243	4,728	473
	Lower secondary	1,050	131	2,589	259
Financing Gap*	Pre-primary	-46	-6	0	0
	Primary	-1,241	-155	0	0
	Lower secondary	-1,603	-200	-1,288	-129
Total Financing Gap**	All	-2,909	-364	-1,309	-131
	w/o Lower secondary	-1,306	-163	-21	-2
Financing Gap as % of GDP	All	1.6%		0.4%	
	w/o Lower secondary	0.7%		0.0%	



* Financing gap in data table excludes budget surpluses from each year.

** Total financing gap also includes the gap for literacy training.

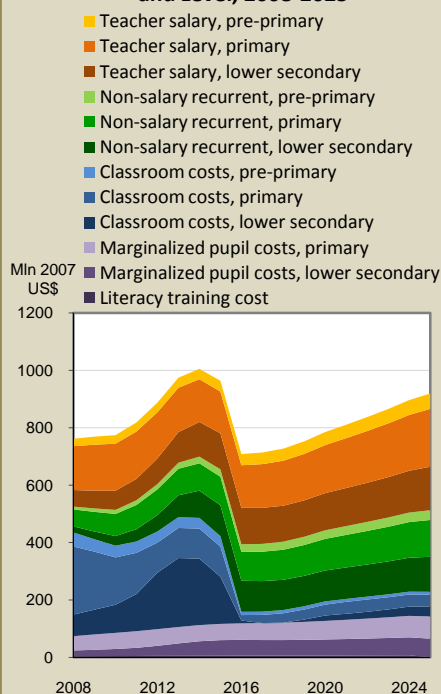
APPENDIX TABLE C. PROJECTION RESULTS (continued)

Nepal					
SCHOOL PROJECTION RESULTS			BASELINE	EFA GMR 2009	
Indicators	School Level	Gender	2007	2015	2025
Number of Pupils	Pre-primary	Male	291,740	648,523	681,500
		Female	267,364	616,688	650,944
	Primary	Male	2,293,713	2,127,895	2,176,449
		Female	2,151,065	2,272,077	2,322,704
	Lower secondary	Male	704,642	1,473,931	1,300,724
		Female	606,597	1,371,081	1,232,769
Number of Marginalized Pupils	Primary	Both	1,333,433	1,319,992	1,349,746
	Lower secondary	Both	393,372	853,504	760,048
Number of Public School Pupils	Pre-primary	Both	332,036	1,023,713	1,078,113
	Primary	Both	4,062,595	3,959,976	4,049,237
	Lower secondary	Both	1,143,852	2,560,511	2,280,144
Gross Enrollment Ratio (GER) (%)	Primary	Male	125	111	105
		Female	124	126	118
	Lower secondary	Male	64	135	108
		Female	59	132	107
Completion Rate (%)	Primary	Male	66	111	100
		Female	58	114	100
Literacy Rate (%)		Male	70	84	94
		Female	44	74	100
Number of Teachers	Pre-primary	Both	16,325	25,593	26,953
	Primary	Both	101,520	98,999	101,231
	Lower secondary	Both	24,025	73,157	65,147
Number of Classrooms	Primary	Total	101,520	98,999	734
		New to be constructed	8,513	7,771	3,050

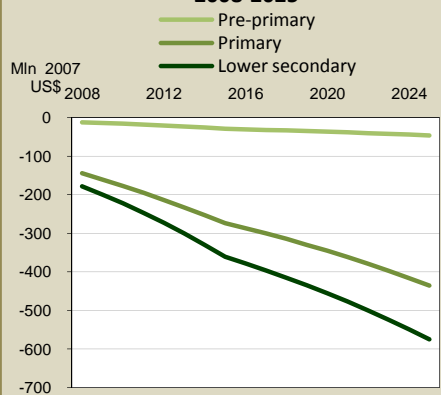
FINANCING PROJECTION RESULTS (In Constant 2007 US\$ in Million)		EFA GMR 2009			
Indicators	School Level	2008-2015	Average	2016-2025	Average
Teacher Salary Costs	Pre-primary	258	32	462	46
	Primary	1,252	156	1,724	172
	Lower secondary	704	88	1,341	134
Recurrent Costs other than Teacher Salary	Pre-primary	141	18	303	30
	Primary	666	83	1,129	113
	Lower secondary	461	58	1,110	111
Classroom Construction Costs	Pre-primary	323	40	107	11
	Primary	1,167	146	363	36
	Lower secondary	1,222	153	176	18
Marginalized Demand Side Intervention Costs	Primary	256	32	383	38
	Lower secondary	164	20	335	34
Marginalized Supply Side Intervention Costs	Primary	190	24	283	28
	Lower secondary	115	14	243	24

FINANCING GAP PROJECTION RESULTS (In Constant 2007 US\$ in Million)		EFA GMR 2009			
Indicators	School Level	2008-2015	Annual avg	2016-2025	Annual avg
Total Education Expenditure	Pre-primary	721	90	872	87
	Primary	3,531	441	3,883	388
	Lower secondary	2,665	333	3,205	321
	Literacy training	37	5	56	6
Total Government Budget on Education	Pre-primary	158	20	380	38
	Primary	1,494	187	3,189	319
	Lower secondary	461	58	1,139	114
Financing Gap*	Pre-primary	-563	-70	-492	-49
	Primary	-2,038	-255	-694	-69
	Lower secondary	-2,204	-276	-2,067	-207
Total Financing Gap**	All	-4,842	-605	-3,309	-331
	w/o Lower secondary	-2,638	-330	-1,242	-124
Financing Gap as % of GDP	All	4.1%		1.5%	
	w/o Lower secondary	2.3%		0.6%	

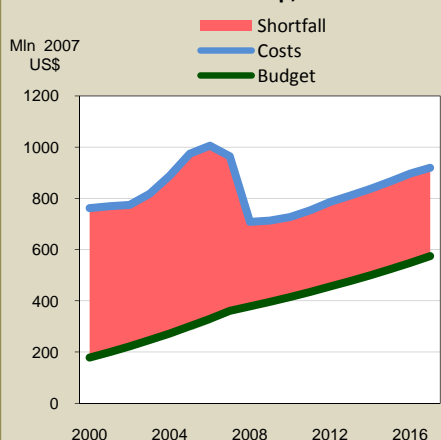
Education Expenditure by Category and Level, 2008-2025



Financing Gap by School Level, 2008-2025



Total Financial Gap, 2008-2025



* Financing gap in data table excludes budget surpluses from each year.

**Total financing gap also includes the gap for literacy training.

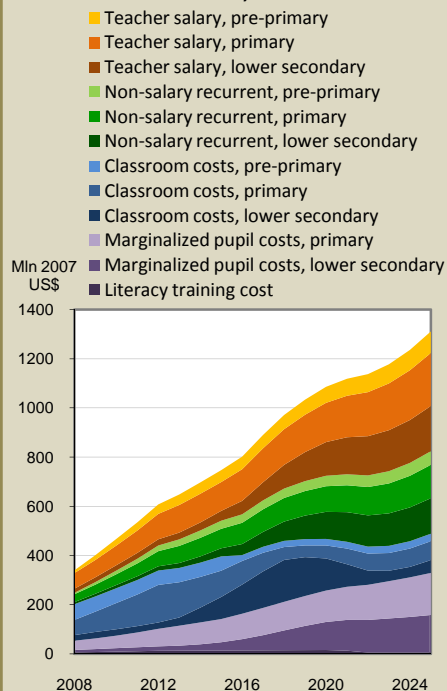
APPENDIX TABLE C. PROJECTION RESULTS (continued)

Niger					
SCHOOL PROJECTION RESULTS			BASELINE	EFA GMR 2009	
Indicators	School Level	Gender	2007	2015	2025
Number of Pupils	Pre-primary	Male	12,777	652,688	879,898
		Female	13,419	621,982	840,216
	Primary	Male	663,826	1,728,663	2,372,654
		Female	462,247	1,667,430	2,271,706
	Lower secondary	Male	107,775	441,219	1,334,537
		Female	69,951	320,322	1,268,073
Number of Marginalized Pupils	Primary	Both	867,076	2,614,992	3,576,157
	Lower secondary	Both	136,849	586,387	2,004,009
Number of Public School Pupils	Pre-primary	Both	18,198	1,264,389	1,706,240
	Primary	Both	1,079,450	3,056,484	4,179,923
	Lower secondary	Both	161,656	685,387	2,342,349
Gross Enrollment Ratio (GER) (%)	Primary	Male	54	105	106
		Female	39	107	107
	Lower secondary	Male	17	49	107
		Female	11	37	105
Completion Rate (%)	Primary	Male	39	77	99
		Female	27	71	99
Literacy Rate (%)		Male	44	64	94
		Female	16	64	100
Number of Teachers Needed	Pre-primary	Both	713	31,610	42,656
	Primary	Both	26,997	76,412	104,498
	Lower secondary	Both	4,833	19,582	66,924
Number of Classrooms Needed	Primary	Total	26,997	76,412	2,261
		New to be constructed	675	7,907	5,697

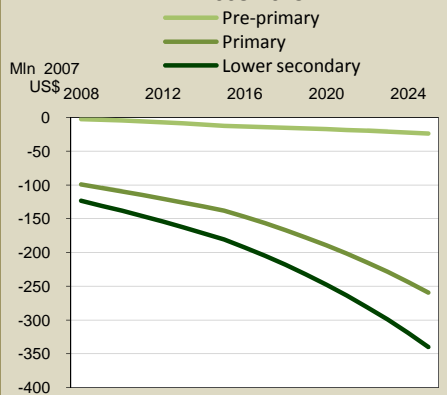
FINANCING PROJECTION RESULTS (In Constant 2007 US\$ in Million)			EFA GMR 2009		
Indicators	School Level	2008-2015	Average	2016-2025	Average
Teacher Salary Costs	Pre-primary	267	33	681	68
	Primary	755	94	1,679	168
	Lower secondary	208	26	1,316	132
Recurrent Costs other than Teacher Salary	Pre-primary	162	20	442	44
	Primary	451	56	1,089	109
	Lower secondary	144	18	1,050	105
Classroom Construction Costs	Pre-primary	478	60	272	27
	Primary	908	113	682	68
	Lower secondary	310	39	1,012	101
Marginalized Demand Side Intervention Costs	Primary	222	28	639	64
	Lower secondary	61	8	492	49
Marginalized Supply Side Intervention Costs	Primary	306	38	704	70
	Lower secondary	89	11	601	60

FINANCING GAP PROJECTION RESULTS (In Constant 2007 US\$ in Million)			EFA GMR 2009		
Indicators	School Level	2008-2015	Annual avg	2016-2025	Annual avg
Total Education Expenditure	Pre-primary	907	113	1,395	139
	Primary	2,641	330	4,792	479
	Lower secondary	811	101	4,472	447
	Literacy training	81	10	104	10
	Total Government Budget on Education	Pre-primary	54	7	180
	Primary	890	111	1,805	180
	Lower secondary	263	33	614	61
Financing Gap*	Pre-primary	-853	-107	-1,214	-121
	Primary	-1,751	-219	-2,988	-299
	Lower secondary	-548	-69	-3,858	-386
Total Financing Gap**	All	-3,233	-404	-8,164	-816
	w/o Lower secondary	-2,685	-336	-4,306	-431
	Financing Gap as % of GDP	All	7.3%		8.3%
	w/o Lower secondary	6.1%		4.4%	

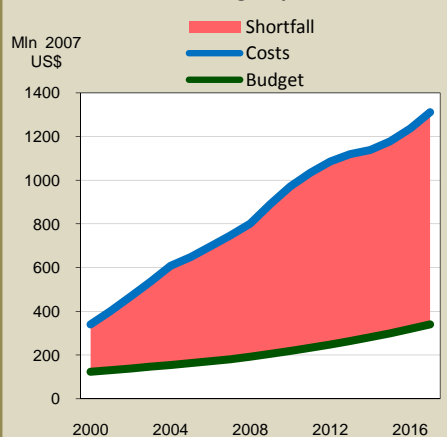
Education Expenditure by Category and Level, 2008-2025



Financing Gap by School Level, 2008-2025



Total Financing Gap, 2008-2025



* Financing gap in data table excludes budget surpluses from each year.

** Total financing gap also includes the gap for literacy training.

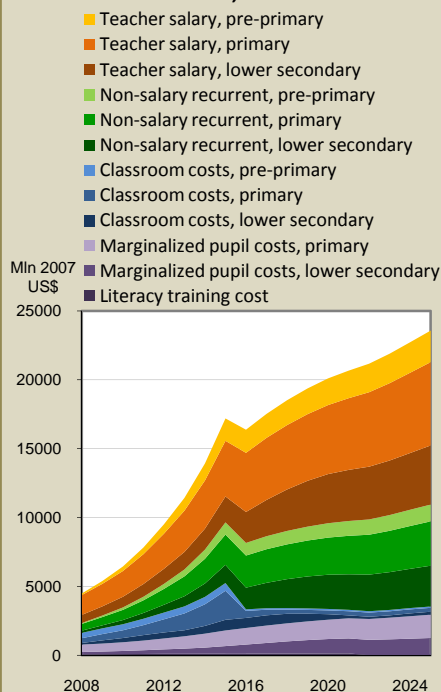
APPENDIX TABLE C. PROJECTION RESULTS (continued)

Nigeria					
SCHOOL PROJECTION RESULTS			BASELINE	EFA GMR 2009	
Indicators	School Level	Gender	2007	2015	2025
Number of Pupils	Pre-primary	Male	848,835	5,774,110	5,990,405
		Female	828,105	5,635,991	5,833,283
	Primary	Male	12,823,618	14,856,072	16,296,063
		Female	10,484,757	14,452,217	15,907,192
	Lower secondary	Male	2,699,515	4,626,563	7,551,330
		Female	1,925,822	4,328,307	7,444,826
Number of Marginalized Pupils	Primary	Both	6,526,345	8,206,321	9,016,911
	Lower secondary	Both	1,295,094	2,507,363	4,198,924
Number of Public School Pupils	Pre-primary	Both	939,086	10,600,242	10,984,474
	Primary	Both	20,977,538	26,377,461	28,982,929
	Lower secondary	Both	3,792,776	8,059,382	13,496,541
Gross Enrollment Ratio (GER) (%)	Primary	Male	103	104	105
		Female	86	104	106
	Lower secondary	Male	43	71	102
		Female	35	68	103
Completion Rate (%)	Primary	Male	87	90	102
		Female	68	89	102
Literacy Rate (%)	Male	80	86	94	
		Female	64	85	100
Number of Teachers	Pre-primary	Both	15,651	265,006	274,612
	Primary	Both	403,414	659,437	724,573
	Lower secondary	Both	90,304	230,268	385,615
Number of Classrooms	Primary	Total	192,331	659,437	7,132
		New to be constructed	4,808	156,110	20,887

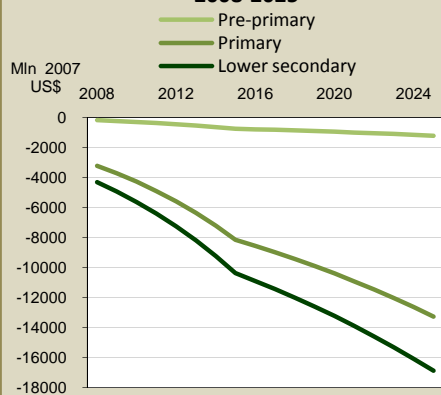
FINANCING PROJECTION RESULTS (In Constant 2007 US\$ in Million)			EFA GMR 2009		
Indicators	School Level	2008-2015	Average	2016-2025	Average
Teacher Salary Costs	Pre-primary	5,604	701	19,760	1,976
	Primary	20,196	2,525	51,428	5,143
	Lower secondary	8,726	1,091	34,708	3,471
Recurrent Costs other than Teacher Salary	Pre-primary	3,024	378	10,614	1,061
	Primary	9,327	1,166	27,622	2,762
	Lower secondary	4,709	589	24,116	2,412
Classroom Construction Costs	Pre-primary	3,800	475	1,044	104
	Primary	7,935	992	3,243	324
	Lower secondary	3,263	408	4,086	409
Marginalized Demand Side Intervention Costs	Primary	3,563	445	7,111	711
	Lower secondary	1,330	166	4,724	472
Marginalized Supply Side Intervention Costs	Primary	2,728	341	7,304	730
	Lower secondary	1,241	155	5,435	544

FINANCING GAP PROJECTION RESULTS (In Constant 2007 US\$ in Million)			EFA GMR 2009		
Indicators	School Level	2008-2015	Annual avg	2016-2025	Annual avg
Total Education Expenditure	Pre-primary	12,429	1,554	31,417	3,142
	Primary	43,749	5,469	96,709	9,671
	Lower secondary	19,270	2,409	73,069	7,307
	Literacy training	756	95	768	77
Total Government Budget on Education	Pre-primary	3,410	426	9,784	978
	Primary	40,023	5,003	97,840	9,784
	Lower secondary	12,874	1,609	29,352	2,935
Financing Gap*	Pre-primary	-9,019	-1,127	-21,633	-2,163
	Primary	-4,373	-547	-1,309	-131
	Lower secondary	-6,442	-805	-43,717	-4,372
Total Financing Gap**	All	-20,590	-2,574	-67,427	-6,743
	w/o Lower secondary	-14,148	-1,768	-23,710	-2,371
Financing Gap as % of GDP	All	1.2%		2.0%	
	w/o Lower secondary	0.8%		0.7%	

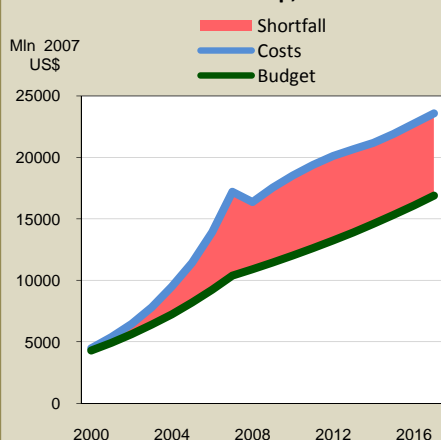
Education Expenditure by Category and Level, 2008-2025



Financing Gap by School Level, 2008-2025



Total Financial Gap, 2008-2025



* Financing gap in data table excludes budget surpluses from each year.

**Total financing gap also includes the gap for literacy training.

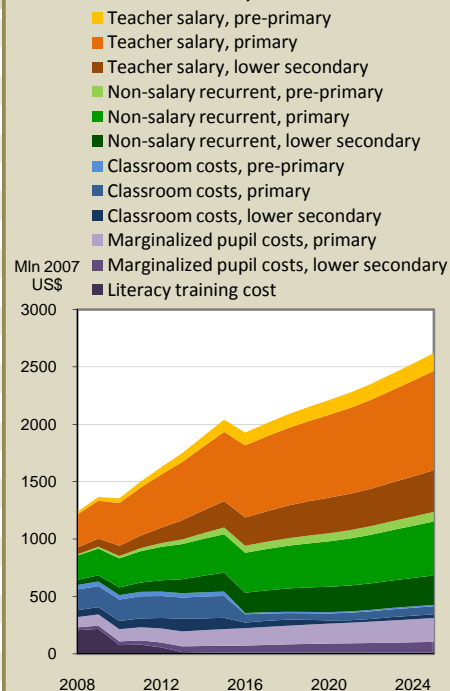
APPENDIX TABLE C. PROJECTION RESULTS (continued)

North Sudan					
SCHOOL PROJECTION RESULTS			BASELINE	EFA GMR 2009	
Indicators	School Level	Gender	2007	2015	2025
Number of Pupils	Pre-primary	Male	128,010	481,750	548,440
		Female	130,606	460,832	524,608
	Primary	Male	2,250,455	2,743,079	3,127,981
		Female	1,913,240	2,681,918	3,006,554
	Lower secondary	Male	442,386	791,957	987,015
		Female	396,089	757,588	942,788
Number of Marginalized Pupils	Primary	Both	800,711	1,043,269	1,179,718
	Lower secondary	Both	161,245	297,989	371,116
Number of Public School Pupils	Pre-primary	Both	188,789	865,139	984,885
	Primary	Both	3,893,055	4,882,497	5,521,081
	Lower secondary	Both	691,742	1,394,590	1,736,823
Gross Enrollment Ratio (GER) (%)	Primary	Male	93	102	102
		Female	82	104	102
	Lower secondary	Male	60	92	97
		Female	55	92	97
Completion Rate (%)	Primary	Male	69	96	100
		Female	60	97	100
Literacy Rate (%)		Male	72	100	96
		Female	72	100	96
Number of Teachers Needed	Pre-primary	Both	6,293	21,628	24,622
	Primary	Both	102,449	122,062	138,027
	Lower secondary	Both	18,204	39,845	49,624
Number of Classrooms Needed	Primary	Total	78,347	122,062	930
		New to be constructed	0	14,126	5,189

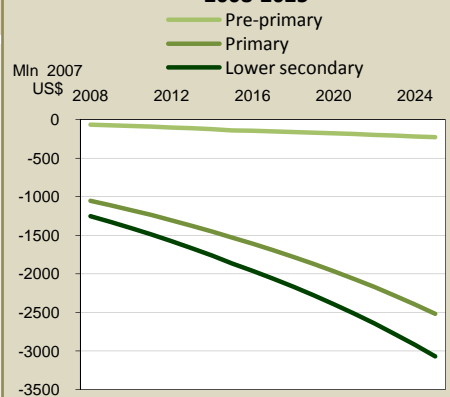
FINANCING PROJECTION RESULTS (In Constant 2007 US\$ in Million)					
Indicators	School Level	EFA GMR 2009			
		2008-2015	Average	2016-2025	Average
Teacher Salary Costs	Pre-primary	489	61	1,316	132
	Primary	3,540	443	7,402	740
	Lower secondary	1,057	132	3,097	310
Recurrent Costs other than Teacher Salary	Pre-primary	256	32	721	72
	Primary	2,226	278	4,054	405
	Lower secondary	776	97	2,204	220
Classroom Construction Costs	Pre-primary	309	39	118	12
	Primary	1,500	188	651	65
	Lower secondary	676	84	361	36
Marginalized Demand Side Intervention Costs	Primary	579	72	1,054	105
	Lower secondary	217	27	496	50
Marginalized Supply Side Intervention Costs	Primary	366	46	727	73
	Lower secondary	116	15	336	34

FINANCING GAP PROJECTION RESULTS (In Constant 2007 US\$ in Million)					
Indicators	School Level	EFA GMR 2009			
		2008-2015	Annual avg	2016-2025	Annual avg
Total Education Expenditure	Pre-primary	1,054	132	2,154	215
	Primary	8,210	1,026	13,890	1,389
	Lower secondary	2,842	355	6,495	650
	Literacy training	662	83	54	5
Total Government Budget on Education	Pre-primary	795	99	1,850	185
	Primary	9,443	1,180	18,498	1,850
	Lower secondary	2,108	264	4,440	444
Financing Gap*	Pre-primary	-259	-32	-305	-30
	Primary	0	0	0	0
	Lower secondary	-749	-94	-2,056	-206
Total Financing Gap**	All	-1,671	-209	-2,414	-241
	w/o Lower secondary	-922	-115	-359	-36
Financing Gap as % of GDP	All	0.4%		0.3%	
	w/o Lower secondary	0.2%		0.0%	

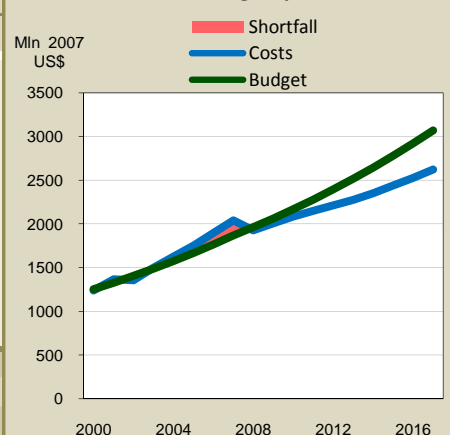
Education Expenditure by Category and Level, 2008-2025



Financing Gap by School Level, 2008-2025



Total Financing Gap, 2008-2025



* Financing gap in data table excludes budget surpluses from each year.

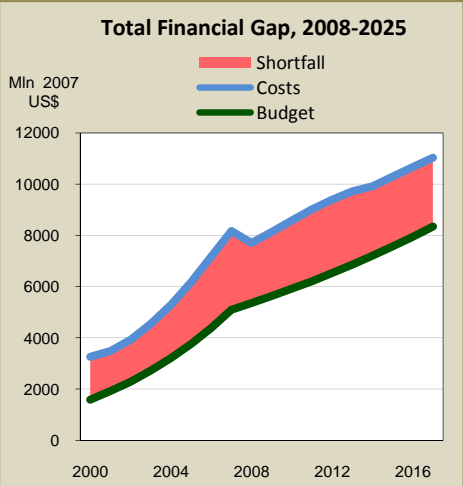
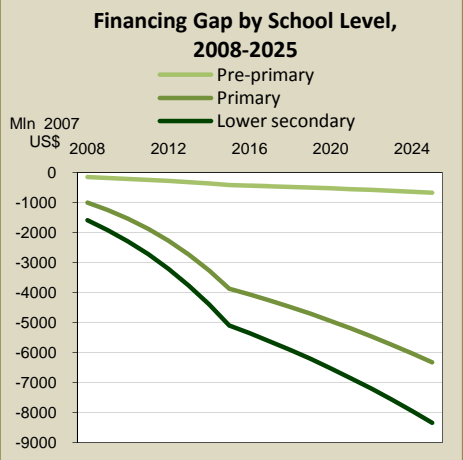
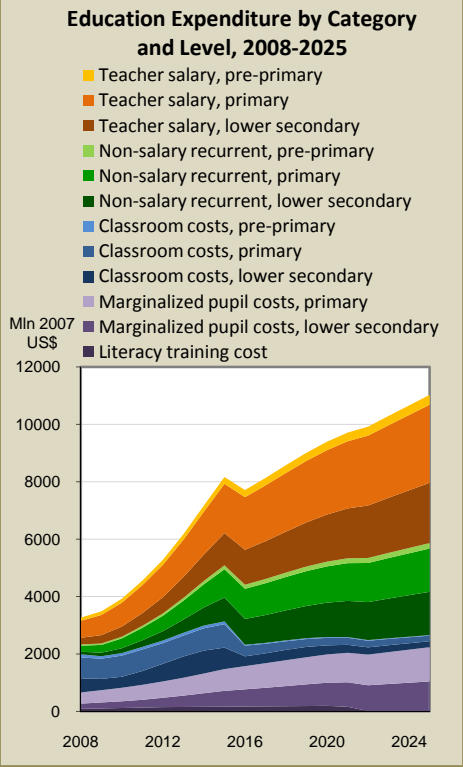
** Total financing gap also includes the gap for literacy training.

APPENDIX TABLE C. PROJECTION RESULTS (continued)

Pakistan					
SCHOOL PROJECTION RESULTS			BASELINE	EFA GMR 2009	
Indicators	School Level	Gender	2007	2015	2025
Number of Pupils	Pre-primary	Male	2,210,050	2,360,215	2,446,812
		Female	1,878,880	2,228,035	2,310,321
	Primary	Male	9,833,110	10,995,343	12,491,190
		Female	7,126,437	10,271,092	11,676,284
	Lower secondary	Male	2,646,491	5,583,540	7,238,774
		Female	2,259,834	4,827,096	6,743,142
Number of Marginalized Pupils	Primary	Both	5,935,841	7,443,252	8,458,616
	Lower secondary	Both	1,717,214	3,643,723	4,893,670
Number of Public School Pupils	Pre-primary	Both	2,370,285	2,659,686	2,757,583
	Primary	Both	11,675,245	19,139,792	21,750,727
	Lower secondary	Both	3,358,031	9,369,572	12,583,724
Gross Enrollment Ratio (GER) (%)	Primary	Male	100	105	106
		Female	77	104	105
	Lower secondary	Male	52	99	105
		Female	39	91	104
Completion Rate (%)	Primary	Male	70	96	101
		Female	53	95	101
Literacy Rate (%)	Male	69	75	87	
		Female	40	75	100
Number of Teachers	Pre-primary	Both	57,331	66,492	68,940
	Primary	Both	292,237	478,495	543,768
	Lower secondary	Both	80,227	267,702	359,535
Number of Classrooms	Primary	Total	292,237	478,495	1,519
		New to be constructed	17,862	60,508	14,411

FINANCING PROJECTION RESULTS (In Constant 2007 US\$ in Million)		EFA GMR 2009			
Indicators	School Level	2008-2015	Average	2016-2025	Average
Teacher Salary Costs	Pre-primary	1,359	170	2,980	298
	Primary	8,739	1,092	22,869	2,287
	Lower secondary	4,652	582	16,735	1,674
Recurrent Costs other than Teacher Salary	Pre-primary	658	82	1,676	168
	Primary	4,246	531	12,858	1,286
	Lower secondary	2,866	358	12,164	1,216
Classroom Construction Costs	Pre-primary	751	94	264	26
	Primary	5,960	745	2,638	264
	Lower secondary	4,656	582	2,921	292
Marginalized Demand Side Intervention Costs	Primary	2,946	368	5,929	593
	Lower secondary	1,776	222	4,881	488
Marginalized Supply Side Intervention Costs	Primary	1,500	187	4,126	413
	Lower secondary	868	109	3,338	334

FINANCING GAP PROJECTION RESULTS (In Constant 2007 US\$ in Million)		EFA GMR 2009			
Indicators	School Level	2008-2015	Annual avg	2016-2025	Annual avg
Total Education Expenditure	Pre-primary	2,768	346	4,920	492
	Primary	23,391	2,924	48,420	4,842
	Lower secondary	14,818	1,852	40,040	4,004
	Literacy training	1,038	130	1,080	108
Total Government Budget on Education	Pre-primary	2,147	268	5,449	545
	Primary	15,652	1,957	45,769	4,577
	Lower secondary	7,188	899	16,346	1,635
Financing Gap*	Pre-primary	-621	-78	0	0
	Primary	-7,739	-967	-2,688	-269
	Lower secondary	-7,630	-954	-23,694	-2,369
Total Financing Gap**	All	-17,028	-2,128	-27,462	-2,746
	w/o Lower secondary	-9,398	-1,175	-3,768	-377
Financing Gap as % of GDP	All	1.0%		0.9%	
	w/o Lower secondary	0.6%		0.1%	



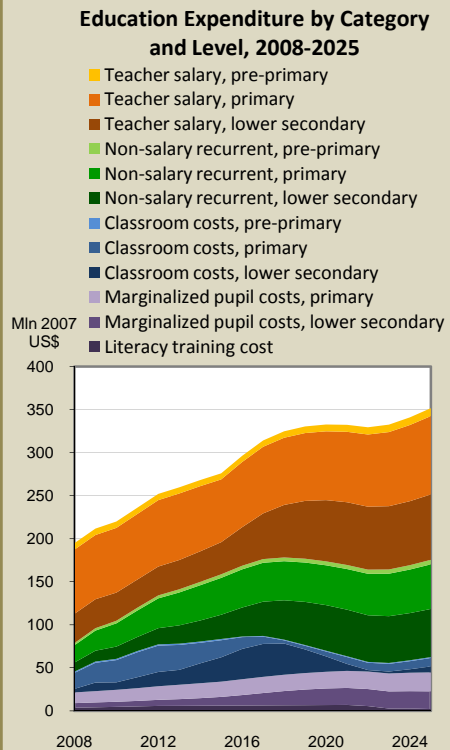
* Financing gap in data table excludes budget surpluses from each year.

**Total financing gap also includes the gap for literacy training.

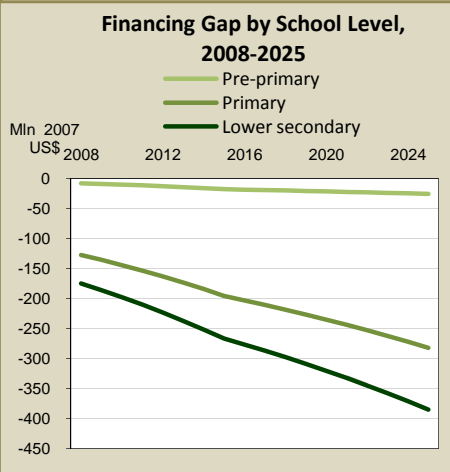
APPENDIX TABLE C. PROJECTION RESULTS (continued)

Papua New Guinea

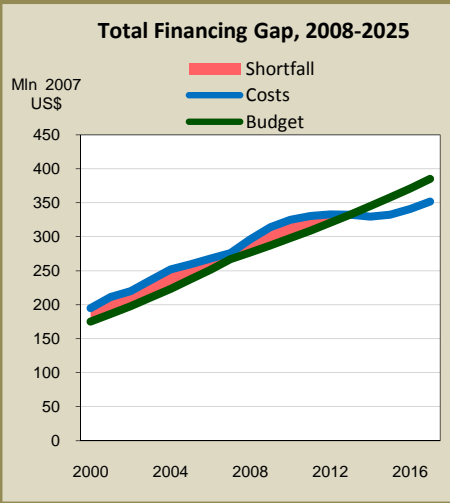
SCHOOL PROJECTION RESULTS			BASELINE	EFA GMR 2009	
Indicators	School Level	Gender	2007	2015	2025
Number of Pupils	Pre-primary	Male	55,624	52,304	54,735
		Female	49,387	49,174	51,334
	Primary	Male	400,341	539,298	541,176
		Female	318,783	506,546	508,306
	Lower secondary	Male	105,754	219,068	338,570
		Female	81,476	182,541	318,409
Number of Marginalized Pupils	Primary	Both	138,293	201,124	201,823
	Lower secondary	Both	36,006	77,233	126,342
Number of Public School Pupils	Pre-primary	Both	94,510	91,252	95,381
	Primary	Both	647,212	941,260	944,534
	Lower secondary	Both	168,507	361,449	591,281
Gross Enrollment Ratio (GER) (%)	Primary	Male	79	100	100
		Female	66	100	100
	Lower secondary	Male	35	62	97
		Female	29	54	96
Completion Rate (%)	Primary	Male	58	89	101
		Female	48	85	100
Literacy Rate (%)		Male	62	79	100
		Female	53	78	100
Number of Teachers Needed	Pre-primary	Both	3,150	2,281	2,385
	Primary	Both	18,070	23,532	23,613
	Lower secondary	Both	6,481	10,327	16,894
Number of Classrooms Needed	Primary	Total	18,070	23,532	80
		New to be constructed	452	1,469	724



FINANCING PROJECTION RESULTS (In Constant 2007 US\$ in Million)		EFA GMR 2009			
Indicators	School Level	2008-2015	Average	2016-2025	Average
Teacher Salary Costs	Pre-primary	58	7	81	8
	Primary	604	75	822	82
	Lower secondary	274	34	667	67
Recurrent Costs other than Teacher Salary	Pre-primary	27	3	47	5
	Primary	258	32	474	47
	Lower secondary	146	18	496	50
Classroom Construction Costs	Pre-primary	12	1	9	1
	Primary	200	25	80	8
	Lower secondary	121	15	178	18
Marginalized Demand Side Intervention Costs	Primary	67	8	117	12
	Lower secondary	30	4	107	11
Marginalized Supply Side Intervention Costs	Primary	55	7	82	8
	Lower secondary	27	3	74	7



FINANCING GAP PROJECTION RESULTS (In Constant 2007 US\$ in Million)		EFA GMR 2009			
Indicators	School Level	2008-2015	Annual avg	2016-2025	Annual avg
Total Education Expenditure	Pre-primary	97	12	137	14
	Primary	1,183	148	1,576	158
	Lower secondary	598	75	1,522	152
	Literacy training	40	5	51	5
Total Government Budget on Education	Pre-primary	99	12	219	22
	Primary	1,178	147	2,188	219
	Lower secondary	471	59	875	88
Financing Gap*	Pre-primary	-9	-1	0	0
	Primary	-40	-5	0	0
	Lower secondary	-127	-16	-647	-65
Total Financing Gap**	All	-215	-27	-697	-70
	w/o Lower secondary	-89	-11	-51	-5
Financing Gap as % of GDP	All	0.4%		0.7%	
	w/o Lower secondary	0.2%		0.1%	



* Financing gap in data table excludes budget surpluses from each year.

** Total financing gap also includes the gap for literacy training.

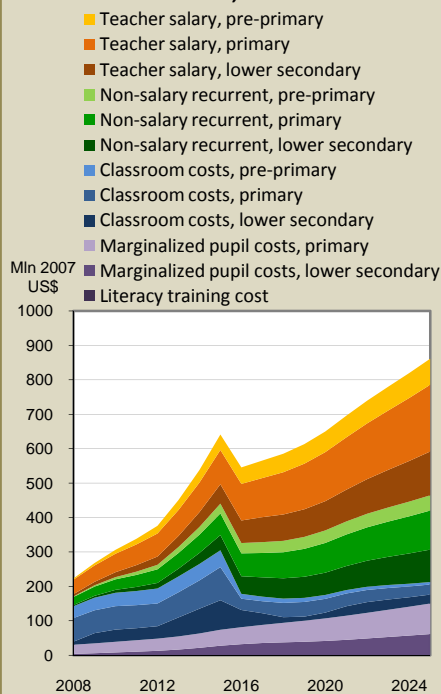
APPENDIX TABLE C. PROJECTION RESULTS (continued)

Rwanda					
SCHOOL PROJECTION RESULTS			BASELINE	EFA GMR 2009	
Indicators	School Level	Gender	2007	2015	2025
Number of Pupils	Pre-primary	Male	11,089	440,933	481,291
		Female	11,017	450,396	493,265
	Primary	Male	1,058,597	1,032,275	1,291,467
		Female	1,091,833	1,125,422	1,432,960
	Lower secondary	Male	136,362	400,061	570,358
		Female	67,633	400,613	602,315
Number of Marginalized Pupils	Primary	Both	967,694	970,964	1,225,992
	Lower secondary	Both	91,798	360,303	527,703
Number of Public School Pupils	Pre-primary	Both	10,583	875,942	957,732
	Primary	Both	2,114,214	1,941,927	2,451,984
	Lower secondary	Both	138,963	720,606	1,055,406
Gross Enrollment Ratio (GER) (%)	Primary	Male	146	110	108
		Female	148	117	116
	Lower secondary	Male	21	104	103
		Female	19	102	106
Completion Rate (%)	Primary	Male	63	114	101
		Female	61	109	100
Literacy Rate (%)		Male	76	87	97
		Female	65	82	100
Number of Teachers	Pre-primary	Both	303	21,899	23,943
	Primary	Both	30,514	48,548	61,300
	Lower secondary	Both	4,632	20,589	30,154
Number of Classrooms	Primary	Total	32,034	48,548	533
		New to be constructed	2,635	7,123	2,163

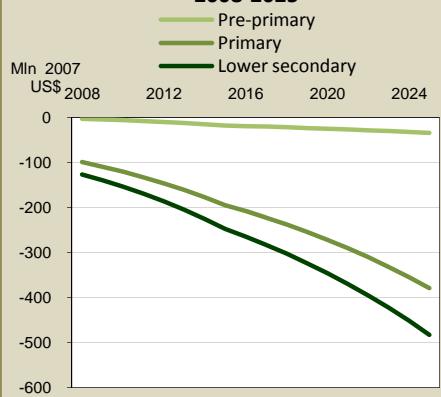
FINANCING PROJECTION RESULTS (In Constant 2007 US\$ in Million)		EFA GMR 2009			
Indicators	School Level	2008-2015	Average	2016-2025	Average
Teacher Salary Costs	Pre-primary	171	21	615	62
	Primary	531	66	1,480	148
	Lower secondary	205	26	927	93
Recurrent Costs other than Teacher Salary	Pre-primary	103	13	371	37
	Primary	316	40	892	89
	Lower secondary	144	18	701	70
Classroom Construction Costs	Pre-primary	337	42	106	11
	Primary	588	73	358	36
	Lower secondary	358	45	271	27
Marginalized Demand Side Intervention Costs	Primary	155	19	329	33
	Lower secondary	52	7	203	20
Marginalized Supply Side Intervention Costs	Primary	126	16	352	35
	Lower secondary	52	6	242	24

FINANCING GAP PROJECTION RESULTS (In Constant 2007 US\$ in Million)		EFA GMR 2009			
Indicators	School Level	2008-2015	Annual avg	2016-2025	Annual avg
Total Education Expenditure	Pre-primary	611	76	1,093	109
	Primary	1,716	214	3,412	341
	Lower secondary	811	101	2,344	234
	Literacy training	4	0	8	1
Total Government Budget on Education	Pre-primary	75	9	260	26
	Primary	1,065	133	2,600	260
	Lower secondary	313	39	780	78
Financing Gap*	Pre-primary	-536	-67	-833	-83
	Primary	-651	-81	-811	-81
	Lower secondary	-504	-63	-1,564	-156
Total Financing Gap**	All	-1,694	-212	-3,215	-322
	w/o Lower secondary	-1,190	-149	-1,652	-165
Financing Gap as % of GDP	All	4.5%		3.7%	
	w/o Lower secondary	3.2%		1.9%	

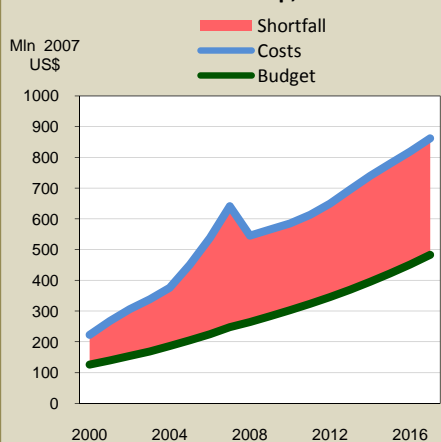
Education Expenditure by Category and Level, 2008-2025



Financing Gap by School Level, 2008-2025



Total Financial Gap, 2008-2025



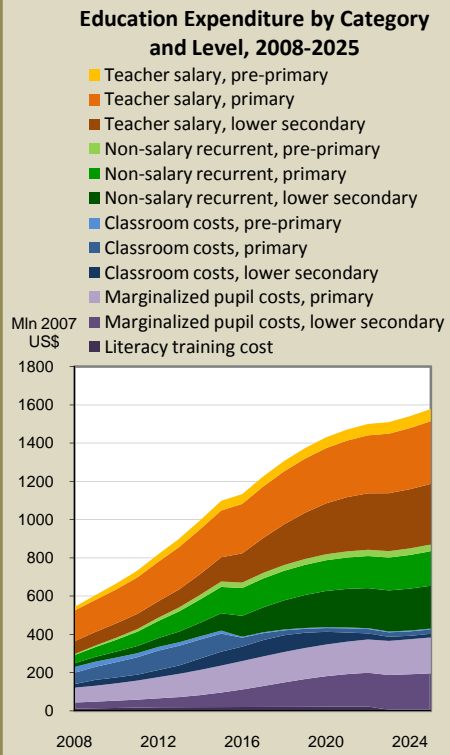
* Financing gap in data table excludes budget surpluses from each year.

**Total financing gap also includes the gap for literacy training.

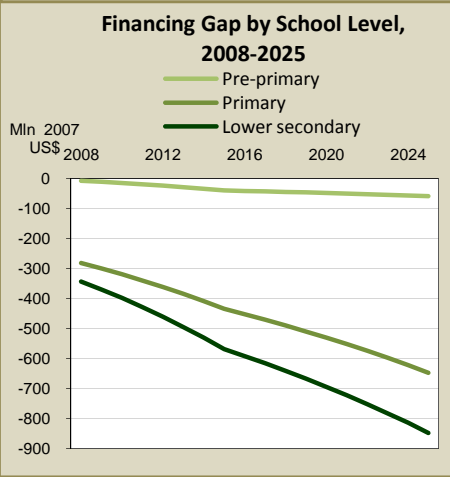
APPENDIX TABLE C. PROJECTION RESULTS (continued)

Senegal

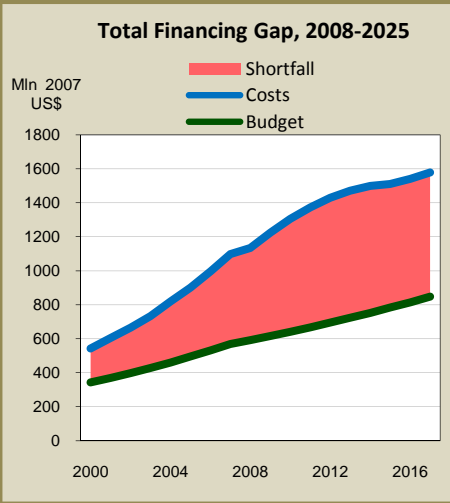
SCHOOL PROJECTION RESULTS			BASELINE	EFA GMR 2009	
Indicators	School Level	Gender	2007	2015	2025
Number of Pupils	Pre-primary	Male	48,316	259,351	267,730
		Female	53,162	254,984	263,318
	Primary	Male	792,017	1,244,449	1,352,161
		Female	780,161	1,233,691	1,338,192
	Lower secondary	Male	229,480	420,655	852,084
		Female	173,596	421,883	853,129
Number of Marginalized Pupils	Primary	Both	896,141	1,412,539	1,533,502
	Lower secondary	Both	229,753	480,247	971,972
Number of Public School Pupils	Pre-primary	Both	49,676	456,487	471,320
	Primary	Both	1,377,530	2,230,325	2,421,318
	Lower secondary	Both	326,320	758,284	1,534,692
Gross Enrollment Ratio (GER) (%)	Primary	Male	82	110	111
		Female	82	110	112
	Lower secondary	Male	38	62	108
		Female	30	63	109
Completion Rate (%)	Primary	Male	59	83	100
		Female	55	84	100
Literacy Rate (%)		Male	53	69	93
		Female	32	69	100
Number of Teachers Needed	Pre-primary	Both	2,844	11,412	11,783
	Primary	Both	40,267	55,758	60,533
	Lower secondary	Both	12,739	21,665	43,848
Number of Classrooms Needed	Primary	Total	29,946	55,758	322
		New to be constructed	2,575	6,978	1,698



FINANCING PROJECTION RESULTS (In Constant 2007 US\$ in Million)		EFA GMR 2009			
Indicators	School Level	2008-2015	Average	2016-2025	Average
Teacher Salary Costs	Pre-primary	289	36	573	57
	Primary	1,604	201	2,936	294
	Lower secondary	709	89	2,564	256
Recurrent Costs other than Teacher Salary	Pre-primary	129	16	318	32
	Primary	684	85	1,629	163
	Lower secondary	379	47	1,824	182
Classroom Construction Costs	Pre-primary	172	22	44	4
	Primary	697	87	264	26
	Lower secondary	324	41	532	53
Marginalized Demand Side Intervention Costs	Primary	426	53	826	83
	Lower secondary	181	23	710	71
Marginalized Supply Side Intervention Costs	Primary	430	54	859	86
	Lower secondary	205	26	825	83



FINANCING GAP PROJECTION RESULTS (In Constant 2007 US\$ in Million)		EFA GMR 2009			
Indicators	School Level	2008-2015	Annual avg	2016-2025	Annual avg
Total Education Expenditure	Pre-primary	591	74	936	94
	Primary	3,842	480	6,513	651
	Lower secondary	1,797	225	6,456	646
	Literacy training	128	16	161	16
Total Government Budget on Education	Pre-primary	178	22	495	50
	Primary	2,651	331	4,951	495
	Lower secondary	765	96	1,683	168
Financing Gap*	Pre-primary	-412	-52	-441	-44
	Primary	-1,191	-149	-1,563	-156
	Lower secondary	-1,032	-129	-4,773	-477
Total Financing Gap**	All	-2,764	-345	-6,937	-694
	w/o Lower secondary	-1,732	-216	-2,164	-216
Financing Gap as % of GDP	All	2.6%		3.6%	
	w/o Lower secondary	1.6%		1.1%	



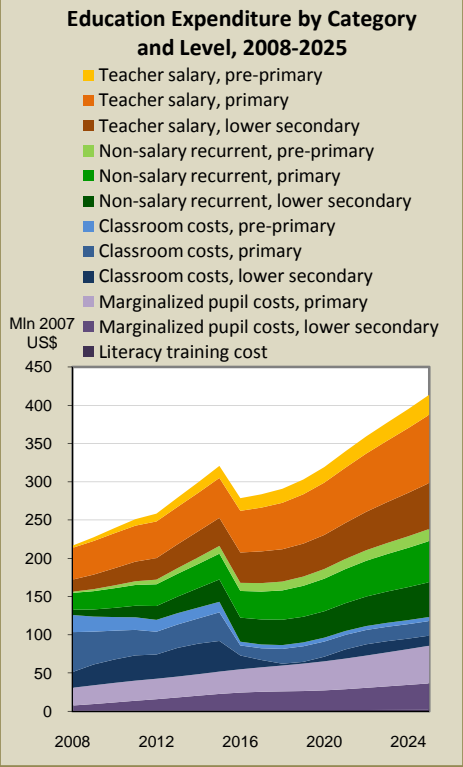
* Financing gap in data table excludes budget surpluses from each year.

** Total financing gap also includes the gap for literacy training.

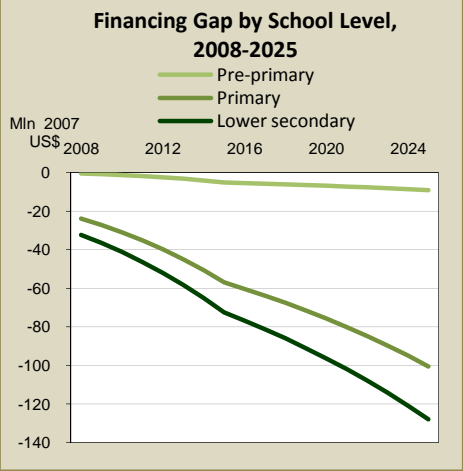
APPENDIX TABLE C. PROJECTION RESULTS (continued)

Sierra Leone

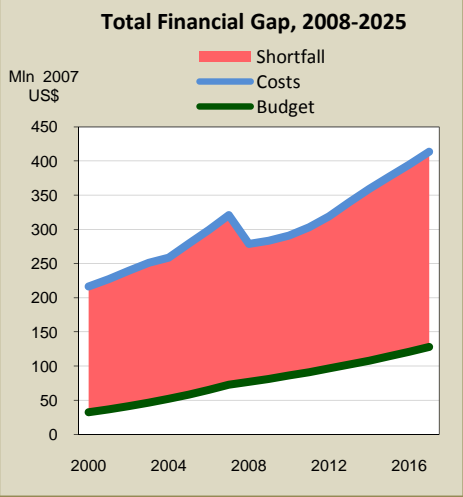
SCHOOL PROJECTION RESULTS			BASELINE	EFA GMR 2009	
Indicators	School Level	Gender	2007	2015	2025
Number of Pupils	Pre-primary	Male	12,324	176,380	207,806
		Female	13,170	176,830	208,055
	Primary	Male	693,710	624,201	746,444
		Female	628,495	623,682	761,930
	Lower secondary	Male	105,974	300,091	332,671
		Female	72,239	274,834	333,858
Number of Marginalized Pupils	Primary	Both	713,991	673,857	814,522
	Lower secondary	Both	96,235	310,459	359,926
Number of Public School Pupils	Pre-primary	Both	12,683	338,277	398,280
	Primary	Both	1,280,837	1,123,095	1,357,537
	Lower secondary	Both	167,643	517,432	599,876
Gross Enrollment Ratio (GER) (%)	Primary	Male	151	113	111
		Female	136	112	113
	Lower secondary	Male	52	123	109
		Female	36	112	109
Completion Rate (%)	Primary	Male	83	114	101
		Female	63	107	101
Literacy Rate (%)		Male	50	75	89
		Female	27	67	98
Number of Teachers	Pre-primary	Both	626	8,457	9,957
	Primary	Both	29,293	28,077	33,938
	Lower secondary	Both	7,420	14,784	17,139
Number of Classrooms	Primary	Total	29,293	28,077	394
		New to be constructed	0	2,771	1,414



FINANCING PROJECTION RESULTS (In Constant 2007 US\$ in Million)		EFA GMR 2009			
Indicators	School Level	2008-2015	Average	2016-2025	Average
Teacher Salary Costs	Pre-primary	75	9	211	21
	Primary	377	47	707	71
	Lower secondary	213	27	478	48
Recurrent Costs other than Teacher Salary	Pre-primary	45	6	130	13
	Primary	222	28	438	44
	Lower secondary	138	17	370	37
Classroom Construction Costs	Pre-primary	135	17	51	5
	Primary	297	37	182	18
	Lower secondary	260	33	106	11
Marginalized Demand Side Intervention Costs	Primary	104	13	189	19
	Lower secondary	48	6	126	13
Marginalized Supply Side Intervention Costs	Primary	107	13	204	20
	Lower secondary	63	8	151	15



FINANCING GAP PROJECTION RESULTS (In Constant 2007 US\$ in Million)		EFA GMR 2009			
Indicators	School Level	2008-2015	Annual avg	2016-2025	Annual avg
Total Education Expenditure	Pre-primary	254	32	392	39
	Primary	1,108	138	1,720	172
	Lower secondary	722	90	1,231	123
	Literacy training	9	1	16	2
Total Government Budget on Education	Pre-primary	19	2	72	7
	Primary	291	36	717	72
	Lower secondary	94	12	215	22
Financing Gap*	Pre-primary	-235	-29	-320	-32
	Primary	-817	-102	-1,003	-100
	Lower secondary	-627	-78	-1,016	-102
Total Financing Gap**	All	-1,688	-211	-2,355	-236
	w/o Lower secondary	-1,060	-133	-1,339	-134
Financing Gap as % of GDP	All	8.4%		5.6%	
	w/o Lower secondary	5.3%		3.2%	



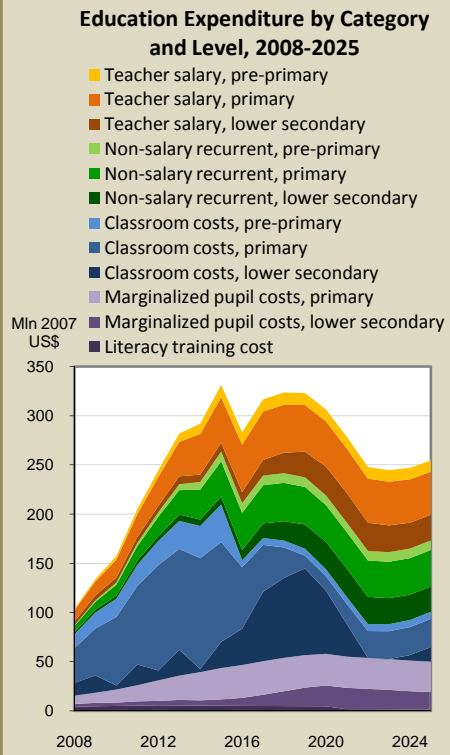
* Financing gap in data table excludes budget surpluses from each year.

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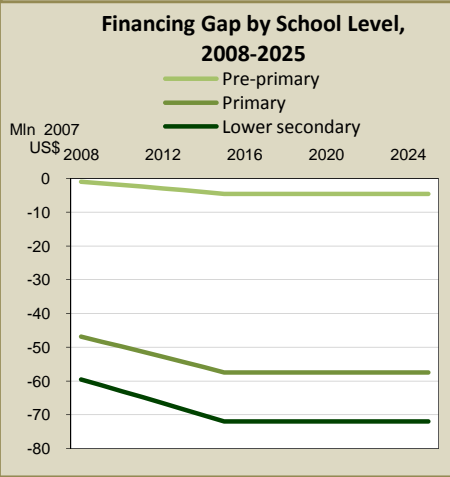
APPENDIX TABLE C. PROJECTION RESULTS (continued)

Somalia

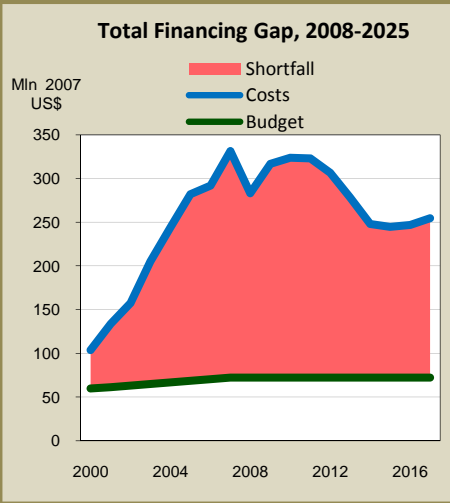
SCHOOL PROJECTION RESULTS			BASELINE	EFA GMR 2009	
Indicators	School Level	Gender	2007	2015	2025
Number of Pupils	Pre-primary	Male	9,992	266,938	304,405
		Female	9,422	263,295	299,694
	Primary	Male	271,314	1,049,197	1,254,976
		Female	211,964	1,040,255	1,242,582
	Lower secondary	Male	47,892	143,578	484,998
		Female	41,720	124,461	490,021
Number of Marginalized Pupils	Primary	Both	309,298	1,337,249	1,598,437
	Lower secondary	Both	57,352	171,545	624,012
Number of Public School Pupils	Pre-primary	Both	9,294	518,478	590,707
	Primary	Both	420,452	1,880,507	2,247,802
	Lower secondary	Both	71,690	241,235	877,517
Gross Enrollment Ratio (GER) (%)	Primary	Male	33	102	104
		Female	26	102	104
	Lower secondary	Male	20	37	102
		Female	15	32	104
Completion Rate (%)	Primary	Male	24	63	102
		Female	18	59	102
Literacy Rate (%)	Male	50	69	100	
		Female	26	69	100
Number of Teachers Needed	Pre-primary	Both	152	12,962	14,768
	Primary	Both	8,618	47,013	56,195
	Lower secondary	Both	2,054	6,892	25,072
Number of Classrooms Needed	Primary	Total	8,618	47,013	539
		New to be constructed	215	7,528	2,124



FINANCING PROJECTION RESULTS (In Constant 2007 US\$ in Million)		EFA GMR 2009			
Indicators	School Level	2008-2015	Average	2016-2025	Average
Teacher Salary Costs	Pre-primary	51	6	120	12
	Primary	219	27	462	46
	Lower secondary	51	6	242	24
Recurrent Costs other than Teacher Salary	Pre-primary	36	4	98	10
	Primary	151	19	376	38
	Lower secondary	39	5	232	23
Classroom Construction Costs	Pre-primary	194	24	71	7
	Primary	657	82	302	30
	Lower secondary	122	15	395	39
Marginalized Demand Side Intervention Costs	Primary	77	10	146	15
	Lower secondary	17	2	75	8
Marginalized Supply Side Intervention Costs	Primary	78	10	177	18
	Lower secondary	19	2	100	10



FINANCING GAP PROJECTION RESULTS (In Constant 2007 US\$ in Million)		EFA GMR 2009			
Indicators	School Level	2008-2015	Annual avg	2016-2025	Annual avg
Total Education Expenditure	Pre-primary	281	35	289	29
	Primary	1,181	148	1,463	146
	Lower secondary	248	31	1,044	104
	Literacy training	40	5	28	3
Total Government Budget on Education	Pre-primary	21	3	46	5
	Primary	395	49	529	53
	Lower secondary	109	14	146	15
Financing Gap*	Pre-primary	-260	-32	-243	-24
	Primary	-786	-98	-935	-93
	Lower secondary	-139	-17	-899	-90
Total Financing Gap**	All	-1,224	-153	-2,105	-211
	w/o Lower secondary	-1,085	-136	-1,206	-121
Financing Gap as % of GDP	All	6.0%		8.3%	
	w/o Lower secondary	5.4%		4.8%	



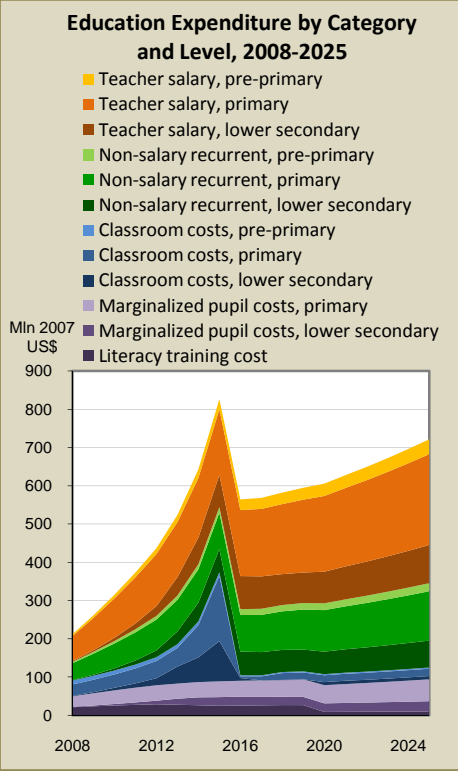
* Financing gap in data table excludes budget surpluses from each year.

** Total financing gap also includes the gap for literacy training.

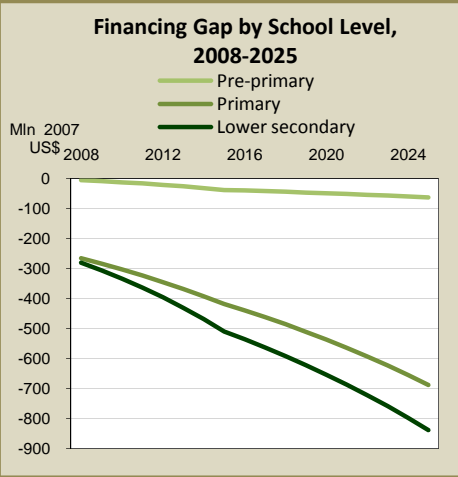
APPENDIX TABLE C. PROJECTION RESULTS (continued)

South Sudan

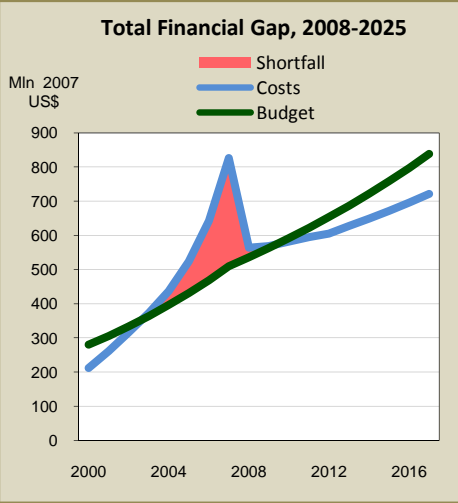
SCHOOL PROJECTION RESULTS			BASELINE	EFA GMR 2009	
Indicators	School Level	Gender	2007	2015	2025
Number of Pupils	Pre-primary	Male	34,423	129,611	147,533
		Female	36,256	127,949	145,668
	Primary	Male	804,489	798,344	842,109
		Female	475,826	738,163	834,248
	Lower secondary	Male	30,833	348,698	265,708
		Female	15,798	217,681	261,590
Number of Marginalized Pupils	Primary	Both	246,214	295,482	322,376
	Lower secondary	Both	8,967	108,919	101,403
Number of Public School Pupils	Pre-primary	Both	33,837	216,693	246,680
	Primary	Both	985,843	1,382,856	1,508,721
	Lower secondary	Both	27,979	509,741	474,568
Gross Enrollment Ratio (GER) (%)	Primary	Male	123	110	102
		Female	74	103	103
	Lower secondary	Male	16	147	92
		Female	8	93	91
Completion Rate (%)	Primary	Male	36	136	100
		Female	19	101	100
Literacy Rate (%)		Male	25	70	93
		Female	15	76	98
Number of Teachers	Pre-primary	Both	1,128	5,417	6,167
	Primary	Both	19,330	34,571	37,718
	Lower secondary	Both	549	14,564	13,559
Number of Classrooms	Primary	Total	4,733	34,571	233
		New to be constructed	0	12,605	1,419



FINANCING PROJECTION RESULTS (In Constant 2007 US\$ in Million)		EFA GMR 2009			
Indicators	School Level	2008-2015	Average	2016-2025	Average
Teacher Salary Costs	Pre-primary	117	15	331	33
	Primary	981	123	2,024	202
	Lower secondary	257	32	878	88
Recurrent Costs other than Teacher Salary	Pre-primary	72	9	181	18
	Primary	583	73	1,108	111
	Lower secondary	181	23	624	62
Classroom Construction Costs	Pre-primary	80	10	30	3
	Primary	485	61	162	16
	Lower secondary	255	32	58	6
Marginalized Demand Side Intervention Costs	Primary	195	24	288	29
	Lower secondary	55	7	141	14
Marginalized Supply Side Intervention Costs	Primary	99	12	199	20
	Lower secondary	28	3	95	10



FINANCING GAP PROJECTION RESULTS (In Constant 2007 US\$ in Million)		EFA GMR 2009			
Indicators	School Level	2008-2015	Annual avg	2016-2025	Annual avg
Total Education Expenditure	Pre-primary	269	34	541	54
	Primary	2,343	293	3,782	378
	Lower secondary	775	97	1,796	180
	Literacy training	205	26	161	16
Total Government Budget on Education	Pre-primary	159	20	505	51
	Primary	2,540	318	5,052	505
	Lower secondary	389	49	1,213	121
Financing Gap*	Pre-primary	-110	-14	-36	-4
	Primary	-103	-13	0	0
	Lower secondary	-411	-51	-583	-58
Total Financing Gap**	All	-829	-104	-780	-78
	w/o Lower secondary	-418	-52	-197	-20
Financing Gap as % of GDP	All	0.7%		0.3%	
	w/o Lower secondary	0.3%		0.1%	



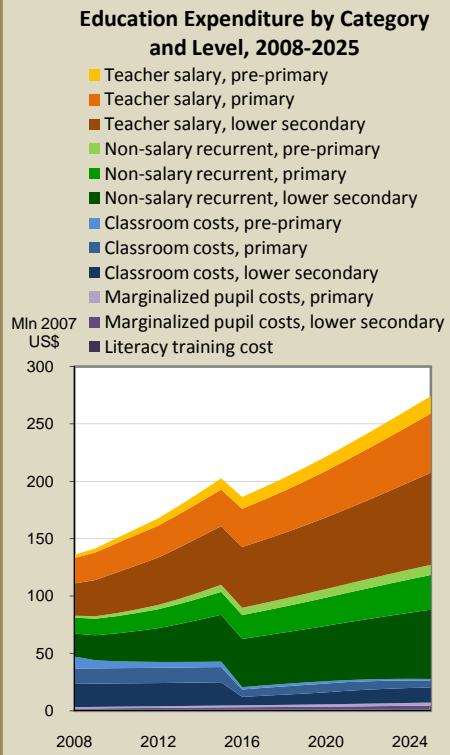
* Financing gap in data table excludes budget surpluses from each year.

**Total financing gap also includes the gap for literacy training.

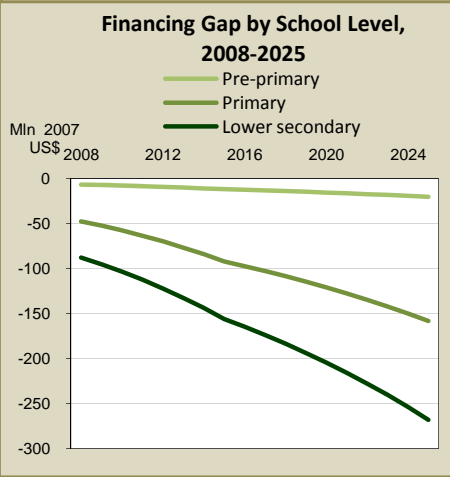
APPENDIX TABLE C. PROJECTION RESULTS (continued)

Tajikistan

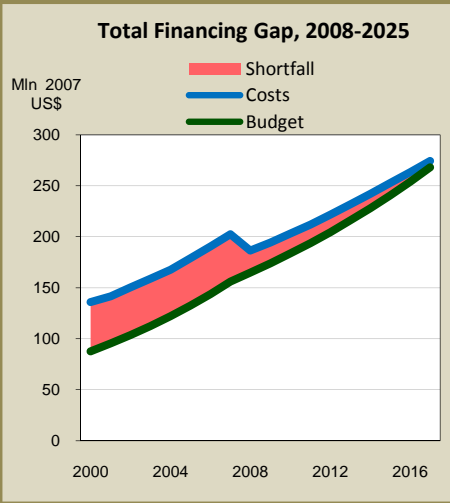
SCHOOL PROJECTION RESULTS			BASELINE	EFA GMR 2009	
Indicators	School Level	Gender	2007	2015	2025
Number of Pupils	Pre-primary	Male	32,979	108,727	112,332
		Female	28,443	104,436	107,779
	Primary	Male	352,733	341,819	371,108
		Female	327,575	329,258	356,587
	Lower secondary	Male	391,458	425,013	441,062
		Female	384,754	384,222	408,760
Number of Marginalized Pupils	Primary	Both	27,212	26,843	29,108
	Lower secondary	Both	31,048	32,369	33,993
Number of Public School Pupils	Pre-primary	Both	35,605	186,652	192,736
	Primary	Both	658,538	603,970	654,926
	Lower secondary	Both	751,373	728,311	764,840
Gross Enrollment Ratio (GER) (%)	Primary	Male	102	100	100
		Female	98	100	100
	Lower secondary	Male	100	100	99
		Female	91	94	95
Completion Rate (%)	Primary	Male	97	100	100
		Female	93	100	100
Literacy Rate (%)		Male	100	100	100
		Female	100	100	100
Number of Teachers Needed	Pre-primary	Both	2,818	4,666	4,818
	Primary	Both	30,475	15,099	16,373
	Lower secondary	Both	34,755	20,809	21,853
Number of Classrooms Needed	Primary	Total	30,475	15,099	98
		New to be constructed	430	985	456



FINANCING PROJECTION RESULTS (In Constant 2007 US\$ in Million)		EFA GMR 2009			
Indicators	School Level	2008-2015	Average	2016-2025	Average
Teacher Salary Costs	Pre-primary	48	6	127	13
	Primary	218	27	420	42
	Lower secondary	319	40	650	65
Recurrent Costs other than Teacher Salary	Pre-primary	29	4	77	8
	Primary	132	16	253	25
	Lower secondary	233	29	501	50
Classroom Construction Costs	Pre-primary	49	6	18	2
	Primary	106	13	70	7
	Lower secondary	162	20	107	11
Marginalized Demand Side Intervention Costs	Primary	7	1	12	1
	Lower secondary	12	1	22	2
Marginalized Supply Side Intervention Costs	Primary	5	1	9	1
	Lower secondary	7	1	15	2



FINANCING GAP PROJECTION RESULTS (In Constant 2007 US\$ in Million)		EFA GMR 2009			
Indicators	School Level	2008-2015	Annual avg	2016-2025	Annual avg
Total Education Expenditure	Pre-primary	126	16	222	22
	Primary	467	58	764	76
	Lower secondary	733	92	1,295	129
	Literacy training	0	0	0	0
Total Government Budget on Education	Pre-primary	72	9	161	16
	Primary	472	59	1,095	110
	Lower secondary	410	51	870	87
Financing Gap*	Pre-primary	-54	-7	-61	-6
	Primary	-25	-3	0	0
	Lower secondary	-323	-40	-425	-43
Total Financing Gap**	All	-402	-50	-486	-49
	w/o Lower secondary	-79	-10	-61	-6
Financing Gap as % of GDP	All	1.0%		0.6%	
	w/o Lower secondary	0.2%		0.1%	



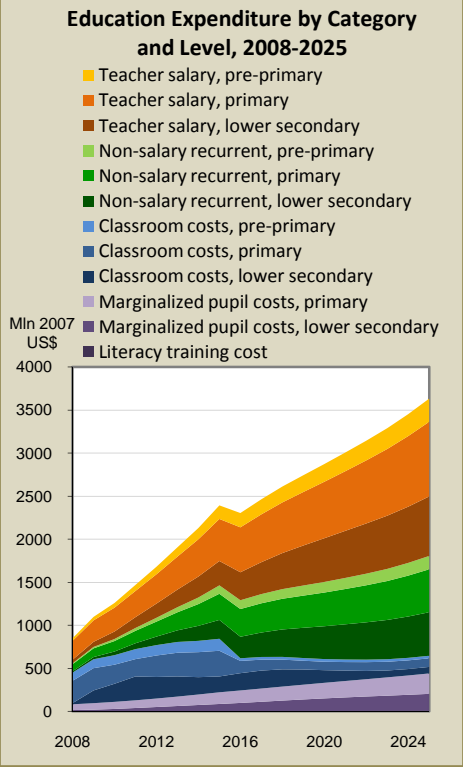
* Financing gap in data table excludes budget surpluses from each year.

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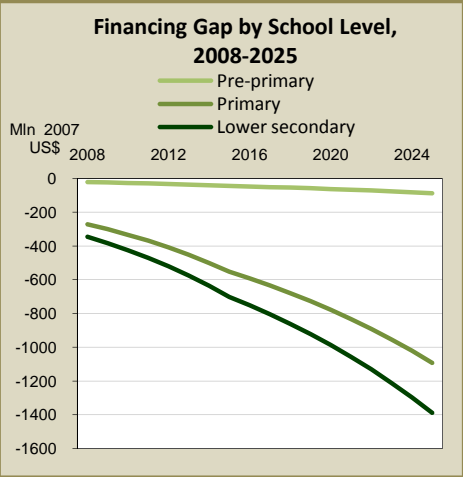
APPENDIX TABLE C. PROJECTION RESULTS (continued)

Tanzania

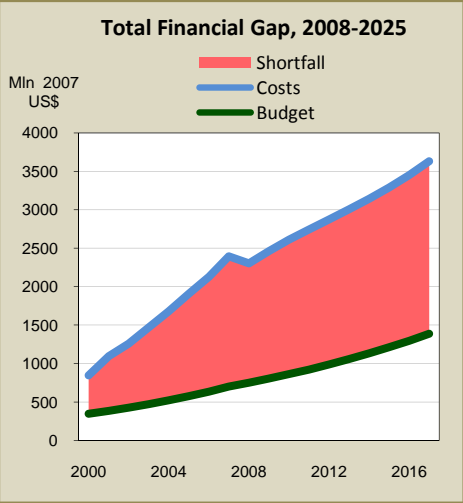
SCHOOL PROJECTION RESULTS			BASELINE	EFA GMR 2009	
Indicators	School Level	Gender	2007	2015	2025
Number of Pupils	Pre-primary	Male	343,588	1,439,077	1,525,603
		Female	349,994	1,420,754	1,504,702
	Primary	Male	4,051,676	4,907,713	5,412,534
		Female	3,908,208	4,869,858	5,353,305
	Lower secondary	Male	610,624	1,864,042	2,810,779
		Female	299,353	1,851,981	2,821,470
Number of Marginalized Pupils	Primary	Both	2,149,169	2,639,944	2,906,777
	Lower secondary	Both	245,694	1,003,326	1,520,707
Number of Public School Pupils	Pre-primary	Both	677,358	2,841,315	3,010,686
	Primary	Both	7,879,688	8,799,814	9,689,255
	Lower secondary	Both	800,780	3,344,421	5,069,024
Gross Enrollment Ratio (GER) (%)	Primary	Male	108	104	105
		Female	106	104	105
	Lower secondary	Male	18	82	100
		Female	17	83	102
Completion Rate (%)	Primary	Male	71	95	101
		Female	69	95	101
Literacy Rate (%)	Primary	Male	79	88	92
		Female	66	85	97
Number of Teachers	Pre-primary	Both	14,770	71,033	75,267
	Primary	Both	145,920	219,995	242,231
	Lower secondary	Both	23,552	95,555	144,829
Number of Classrooms	Primary	Total	148,701	219,995	2,210
		New to be constructed	3,718	22,113	7,384



FINANCING PROJECTION RESULTS (In Constant 2007 US\$ in Million)		EFA GMR 2009			
Indicators	School Level	2008-2015	Average	2016-2025	Average
Teacher Salary Costs	Pre-primary	679	85	2,138	214
	Primary	2,694	337	6,831	683
	Lower secondary	1,209	151	5,180	518
Recurrent Costs other than Teacher Salary	Pre-primary	363	45	1,268	127
	Primary	1,389	174	4,050	405
	Lower secondary	779	97	3,869	387
Classroom Construction Costs	Pre-primary	942	118	304	30
	Primary	2,054	257	1,086	109
	Lower secondary	1,519	190	1,379	138
Marginalized Demand Side Intervention Costs	Primary	416	52	911	91
	Lower secondary	165	21	680	68
Marginalized Supply Side Intervention Costs	Primary	364	45	969	97
	Lower secondary	177	22	806	81



FINANCING GAP PROJECTION RESULTS (In Constant 2007 US\$ in Million)		EFA GMR 2009			
Indicators	School Level	2008-2015	Annual avg	2016-2025	Annual avg
Total Education Expenditure	Pre-primary	1,984	248	3,710	371
	Primary	6,917	865	13,847	1,385
	Lower secondary	3,850	481	11,915	1,191
	Literacy training	25	3	41	4
Total Government Budget on Education	Pre-primary	251	31	651	65
	Primary	2,935	367	7,547	755
	Lower secondary	870	109	2,212	221
Financing Gap*	Pre-primary	-1,733	-217	-3,060	-306
	Primary	-3,982	-498	-6,300	-630
	Lower secondary	-2,980	-373	-9,703	-970
Total Financing Gap**	All	-8,720	-1,090	-19,103	-1,910
	w/o Lower secondary	-5,740	-717	-9,401	-940
Financing Gap as % of GDP	All	5.3%		5.0%	
	w/o Lower secondary	3.5%		2.5%	



* Financing gap in data table excludes budget surpluses from each year.

**Total financing gap also includes the gap for literacy training.

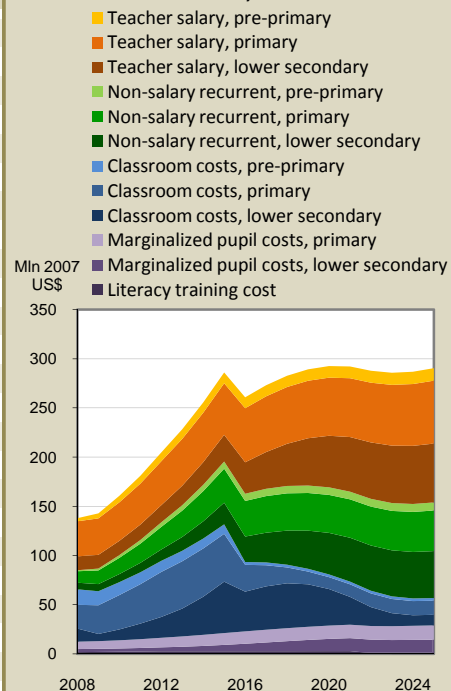
APPENDIX TABLE C. PROJECTION RESULTS (continued)

Togo					
SCHOOL PROJECTION RESULTS			BASELINE	EFA GMR 2009	
Indicators	School Level	Gender	2007	2015	2025
Number of Pupils	Pre-primary	Male	11,462	136,724	144,903
		Female	11,568	136,729	144,676
	Primary	Male	547,622	688,198	761,532
		Female	473,995	691,028	773,824
	Lower secondary	Male	140,018	262,121	470,579
		Female	108,969	205,706	472,307
Number of Marginalized Pupils	Primary	Both	224,756	303,430	337,778
	Lower secondary	Both	54,777	102,922	207,435
Number of Public School Pupils	Pre-primary	Both	10,332	259,326	274,618
	Primary	Both	590,114	1,241,303	1,381,820
	Lower secondary	Both	182,110	421,044	848,598
Gross Enrollment Ratio (GER) (%)	Primary	Male	102	109	110
		Female	88	109	112
	Lower secondary	Male	59	68	106
		Female	34	54	106
Completion Rate (%)	Primary	Male	65	86	100
		Female	47	77	100
Literacy Rate (%)		Male	75	80	89
		Female	47	77	100
Number of Teachers Needed	Pre-primary	Both	407	6,483	6,865
	Primary	Both	15,078	31,033	34,545
	Lower secondary	Both	4,598	12,030	24,246
Number of Classrooms Needed	Primary	Total	16,639	31,033	199
		New to be constructed	89	3,606	1,061

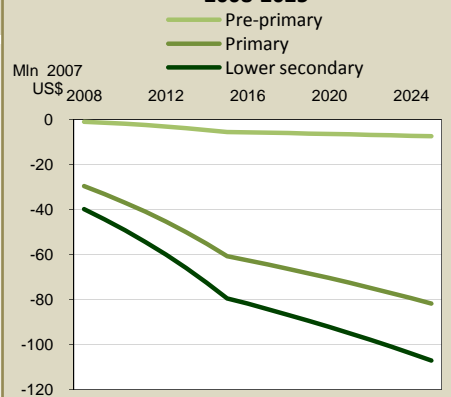
FINANCING PROJECTION RESULTS (In Constant 2007 US\$ in Million)			EFA GMR 2009			
Indicators	School Level		2008-2015	Average	2016-2025	Average
Teacher Salary Costs	Pre-primary		63	8	119	12
	Primary		349	44	596	60
	Lower secondary		146	18	503	50
Recurrent Costs other than Teacher Salary	Pre-primary		33	4	78	8
	Primary		177	22	389	39
	Lower secondary		97	12	404	40
Classroom Construction Costs	Pre-primary		97	12	28	3
	Primary		320	40	160	16
	Lower secondary		188	24	293	29
Marginalized Demand Side Intervention Costs	Primary		38	5	65	6
	Lower secondary		16	2	54	5
Marginalized Supply Side Intervention Costs	Primary		38	5	72	7
	Lower secondary		18	2	66	7

FINANCING GAP PROJECTION RESULTS (In Constant 2007 US\$ in Million)			EFA GMR 2009			
Indicators	School Level		2008-2015	Annual avg	2016-2025	Annual avg
Total Education Expenditure	Pre-primary		193	24	224	22
	Primary		921	115	1,281	128
	Lower secondary		464	58	1,320	132
	Literacy training		18	2	16	2
Total Government Budget on Education	Pre-primary		24	3	65	7
	Primary		328	41	653	65
	Lower secondary		114	14	222	22
Financing Gap*	Pre-primary		-169	-21	-159	-16
	Primary		-593	-74	-628	-63
	Lower secondary		-351	-44	-1,098	-110
Total Financing Gap**	All		-1,131	-141	-1,901	-190
	w/o Lower secondary		-780	-98	-804	-80
Financing Gap as % of GDP	All		4.9%		5.0%	
	w/o Lower secondary		3.3%		2.1%	

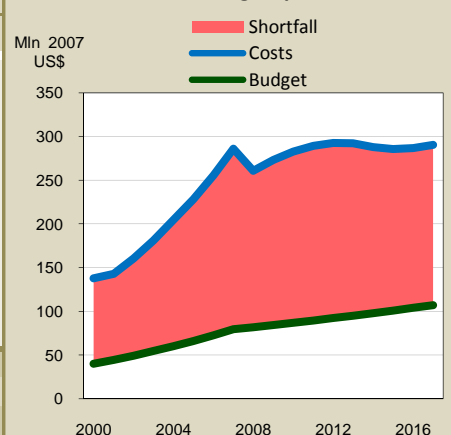
Education Expenditure by Category and Level, 2008-2025



Financing Gap by School Level, 2008-2025



Total Financing Gap, 2008-2025



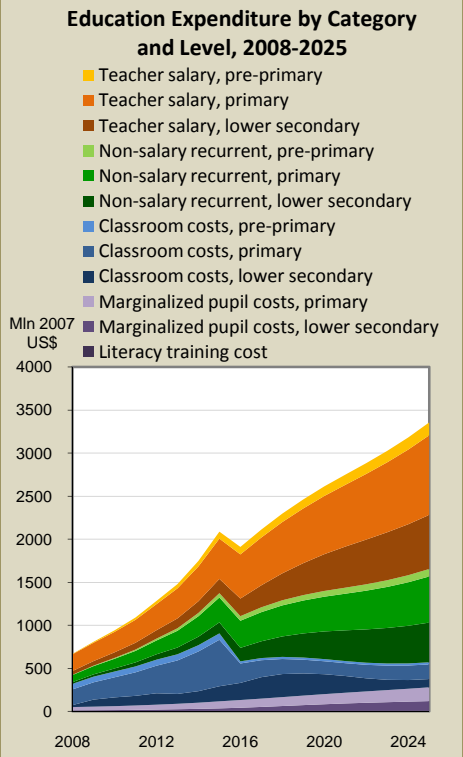
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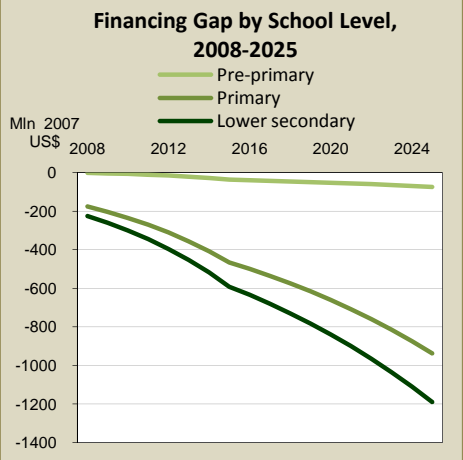
APPENDIX TABLE C. PROJECTION RESULTS (continued)

Uganda

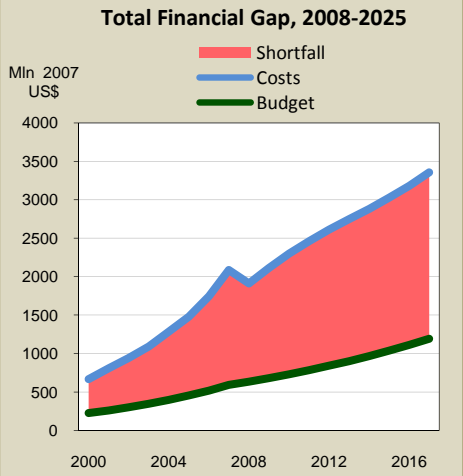
SCHOOL PROJECTION RESULTS			BASELINE	EFA GMR 2009	
Indicators	School Level	Gender	2007	2015	2025
Number of Pupils	Pre-primary	Male	35,816	761,410	942,702
		Female	36,157	749,889	928,230
	Primary	Male	3,693,025	4,572,300	6,104,739
		Female	3,670,696	4,503,267	5,969,875
	Lower secondary	Male	481,066	1,059,468	2,730,905
		Female	323,719	1,049,591	2,649,640
Number of Marginalized Pupils	Primary	Both	1,251,833	1,542,846	2,052,684
	Lower secondary	Both	136,813	358,540	914,693
Number of Public School Pupils	Pre-primary	Both	619	1,420,635	1,758,693
	Primary	Both	6,669,714	8,168,010	10,867,152
	Lower secondary	Both	435,583	1,898,153	4,842,491
Gross Enrollment Ratio (GER) (%)	Primary	Male	113	110	111
		Female	114	110	110
	Lower secondary	Male	24	54	101
		Female	21	54	99
Completion Rate (%)	Primary	Male	48	78	100
		Female	43	80	100
Literacy Rate (%)		Male	82	87	97
		Female	66	83	100
Number of Teachers	Pre-primary	Both	15	35,516	43,967
	Primary	Both	135,985	204,200	271,679
	Lower secondary	Both	20,816	54,233	138,357
Number of Classrooms	Primary	Total	90,131	204,200	1,798
		New to be constructed	2,253	39,971	12,607



FINANCING PROJECTION RESULTS (In Constant 2007 US\$ in Million)		EFA GMR 2009			
Indicators	School Level	2008-2015	Average	2016-2025	Average
Teacher Salary Costs	Pre-primary	294	37	1,160	116
	Primary	2,435	304	7,061	706
	Lower secondary	755	94	4,345	435
Recurrent Costs other than Teacher Salary	Pre-primary	173	22	689	69
	Primary	1,305	163	4,193	419
	Lower secondary	497	62	3,247	325
Classroom Construction Costs	Pre-primary	556	69	248	25
	Primary	2,598	325	1,716	172
	Lower secondary	876	110	1,868	187
Marginalized Demand Side Intervention Costs	Primary	241	30	593	59
	Lower secondary	63	8	359	36
Marginalized Supply Side Intervention Costs	Primary	210	26	631	63
	Lower secondary	70	9	426	43



FINANCING GAP PROJECTION RESULTS (In Constant 2007 US\$ in Million)		EFA GMR 2009			
Indicators	School Level	2008-2015	Annual avg	2016-2025	Annual avg
Total Education Expenditure	Pre-primary	1,023	128	2,097	210
	Primary	6,789	849	14,194	1,419
	Lower secondary	2,261	283	10,245	1,025
	Literacy training	24	3	47	5
Total Government Budget on Education	Pre-primary	126	16	554	55
	Primary	2,301	288	6,429	643
	Lower secondary	662	83	1,885	188
Financing Gap*	Pre-primary	-897	-112	-1,543	-154
	Primary	-4,488	-561	-7,765	-776
	Lower secondary	-1,599	-200	-8,361	-836
Total Financing Gap**	All	-7,007	-876	-17,716	-1,772
	w/o Lower secondary	-5,408	-676	-9,355	-936
Financing Gap as % of GDP	All	5.1%		5.4%	
	w/o Lower secondary	3.9%		2.9%	



* Financing gap in data table excludes budget surpluses from each year.

**Total financing gap also includes the gap for literacy training.

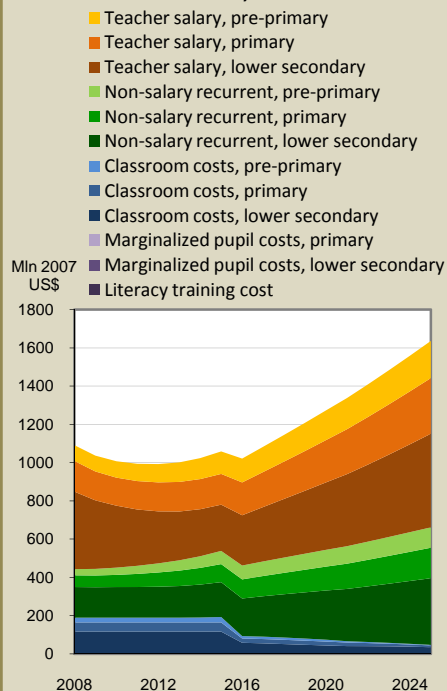
APPENDIX TABLE C. PROJECTION RESULTS (continued)

Uzbekistan					
SCHOOL PROJECTION RESULTS			BASELINE	EFA GMR 2009	
Indicators	School Level	Gender	2007	2015	2025
Number of Pupils	Pre-primary	Male	305,906	782,514	716,397
		Female	277,342	754,581	689,836
	Primary	Male	1,160,857	1,164,296	1,168,239
		Female	1,098,034	1,125,922	1,126,447
	Lower secondary	Male	1,524,274	1,322,311	1,472,154
		Female	1,533,910	1,261,957	1,424,865
Number of Marginalized Pupils	Primary	Both	0	0	0
	Lower secondary	Both	0	0	0
Number of Public School Pupils	Pre-primary	Both	557,584	1,509,646	1,381,120
	Primary	Both	2,213,713	2,061,196	2,065,218
	Lower secondary	Both	2,997,020	2,325,841	2,607,317
Gross Enrollment Ratio (GER) (%)	Primary	Male	102	100	100
		Female	100	100	100
	Lower secondary	Male	102	94	98
		Female	100	93	99
Completion Rate (%)	Primary	Male	107	100	100
		Female	105	100	100
Literacy Rate (%)		Male	100	100	100
		Female	99	100	100
Number of Teachers Needed	Pre-primary	Both	60,142	37,741	34,528
	Primary	Both	121,352	51,530	51,630
	Lower secondary	Both	229,436	66,453	74,495
Number of Classrooms Needed	Primary	Total	121,352	51,530	223
		New to be constructed	2,075	3,563	686

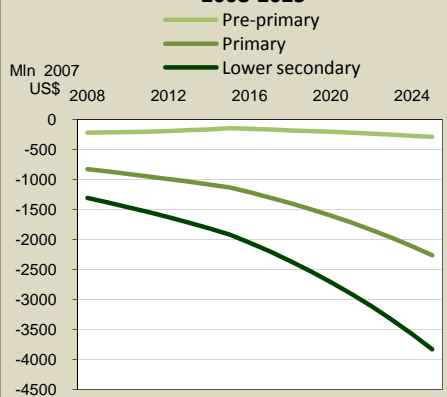
FINANCING PROJECTION RESULTS (In Constant 2007 US\$ in Million)			EFA GMR 2009		
Indicators	School Level	2008-2015	Average	2016-2025	Average
Teacher Salary Costs	Pre-primary	767	96	1,593	159
	Primary	1,232	154	2,294	229
	Lower secondary	2,397	300	3,696	370
Recurrent Costs other than Teacher Salary	Pre-primary	379	47	895	90
	Primary	592	74	1,289	129
	Lower secondary	1,321	165	2,685	268
Classroom Construction Costs	Pre-primary	203	25	81	8
	Primary	385	48	179	18
	Lower secondary	926	116	440	44
Marginalized Demand Side Intervention Costs	Primary	0	0	0	0
	Lower secondary	0	0	0	0
Marginalized Supply Side Intervention Costs	Primary	0	0	0	0
	Lower secondary	0	0	0	0

FINANCING GAP PROJECTION RESULTS (In Constant 2007 US\$ in Million)			EFA GMR 2009		
Indicators	School Level	2008-2015	Annual avg	2016-2025	Annual avg
Total Education Expenditure	Pre-primary	1,348	168	2,569	257
	Primary	2,208	276	3,761	376
	Lower secondary	4,644	581	6,821	682
	Literacy training	0	0	0	0
Total Government Budget on Education	Pre-primary	1,516	189	2,166	217
	Primary	6,272	784	14,727	1,473
	Lower secondary	4,981	623	11,695	1,170
Financing Gap*	Pre-primary	-106	-13	-404	-40
	Primary	0	0	0	0
	Lower secondary	-360	-45	0	0
Total Financing Gap**	All	-466	-58	-404	-40
	w/o Lower secondary	-106	-13	-404	-40
Financing Gap as % of GDP	All	0.2%		0.1%	
	w/o Lower secondary	0.0%		0.1%	

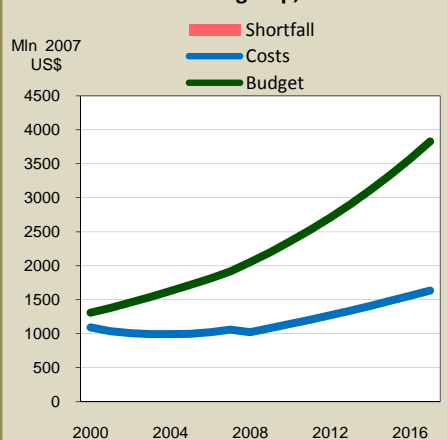
Education Expenditure by Category and Level, 2008-2025



Financing Gap by School Level, 2008-2025



Total Financing Gap, 2008-2025



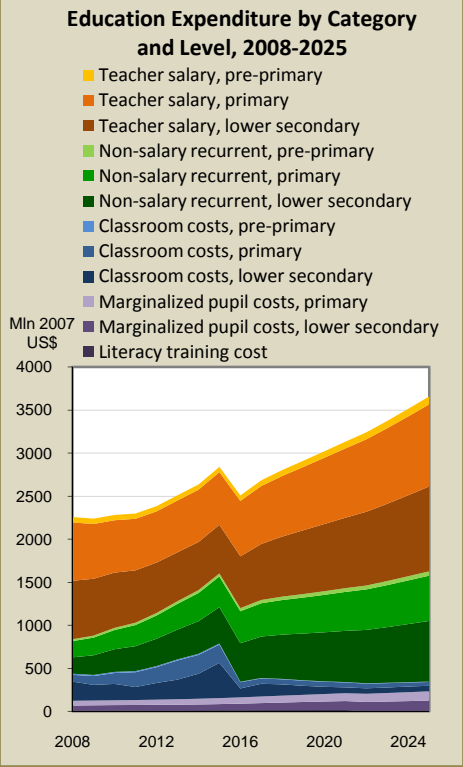
* Financing gap in data table excludes budget surpluses from each year.

** Total financing gap also includes the gap for literacy training.

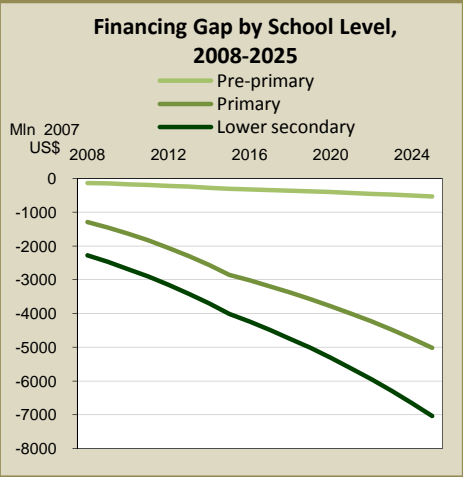
APPENDIX TABLE C. PROJECTION RESULTS (continued)

Vietnam

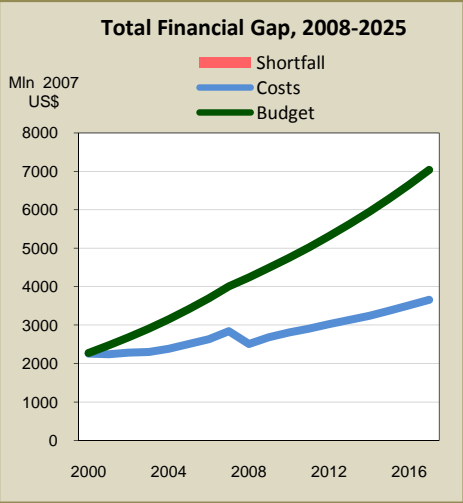
SCHOOL PROJECTION RESULTS			BASELINE	EFA GMR 2009	
Indicators	School Level	Gender	2007	2015	2025
Number of Pupils	Pre-primary	Male	968,127	984,809	935,163
		Female	937,319	943,723	894,378
	Primary	Male	4,642,175	4,188,244	4,112,947
		Female	4,198,829	4,017,688	3,903,202
	Lower secondary	Male	3,240,351	2,960,612	3,186,291
		Female	2,970,600	2,718,095	3,022,059
Number of Marginalized Pupils	Primary	Both	795,690	738,534	721,453
	Lower secondary	Both	558,986	511,084	558,751
Number of Public School Pupils	Pre-primary	Both	739,268	735,199	697,461
	Primary	Both	8,800,625	7,385,339	7,214,534
	Lower secondary	Both	6,110,240	5,110,836	5,587,514
Gross Enrollment Ratio (GER) (%)	Primary	Male	115	102	103
		Female	108	102	102
	Lower secondary	Male	91	91	98
		Female	86	87	96
Completion Rate (%)	Primary	Male	113	97	101
		Female	108	98	100
Literacy Rate (%)		Male	94	97	100
		Female	87	95	100
Number of Teachers	Pre-primary	Both	36,963	18,380	17,437
	Primary	Both	425,260	184,633	180,363
	Lower secondary	Both	290,153	146,024	159,643
Number of Classrooms	Primary	Total	170,003	184,633	316
		New to be constructed	4,250	15,739	3,265



FINANCING PROJECTION RESULTS (In Constant 2007 US\$ in Million)		EFA GMR 2009			
Indicators	School Level	2008-2015	Average	2016-2025	Average
Teacher Salary Costs	Pre-primary	490	61	772	77
	Primary	4,938	617	7,920	792
	Lower secondary	4,869	609	7,969	797
Recurrent Costs other than Teacher Salary	Pre-primary	225	28	435	43
	Primary	2,113	264	4,456	446
	Lower secondary	2,437	305	5,796	580
Classroom Construction Costs	Pre-primary	103	13	48	5
	Primary	1,316	165	564	56
	Lower secondary	1,868	233	897	90
Marginalized Demand Side Intervention Costs	Primary	274	34	528	53
	Lower secondary	305	38	598	60
Marginalized Supply Side Intervention Costs	Primary	209	26	368	37
	Lower secondary	217	27	409	41



FINANCING GAP PROJECTION RESULTS (In Constant 2007 US\$ in Million)		EFA GMR 2009			
Indicators	School Level	2008-2015	Annual avg	2016-2025	Annual avg
Total Education Expenditure	Pre-primary	819	102	1,255	125
	Primary	8,852	1,106	13,837	1,384
	Lower secondary	9,695	1,212	15,669	1,567
	Literacy training	73	9	82	8
Total Government Budget on Education	Pre-primary	1,659	207	4,193	419
	Primary	14,319	1,790	35,224	3,522
	Lower secondary	8,629	1,079	15,935	1,593
Financing Gap*	Pre-primary	0	0	0	0
	Primary	0	0	0	0
	Lower secondary	-1,066	-133	-185	-18
Total Financing Gap**	All	-1,139	-142	-267	-27
	w/o Lower secondary	-73	-9	-82	-8
Financing Gap as % of GDP	All	0.2%		0.0%	
	w/o Lower secondary	0.0%		0.0%	



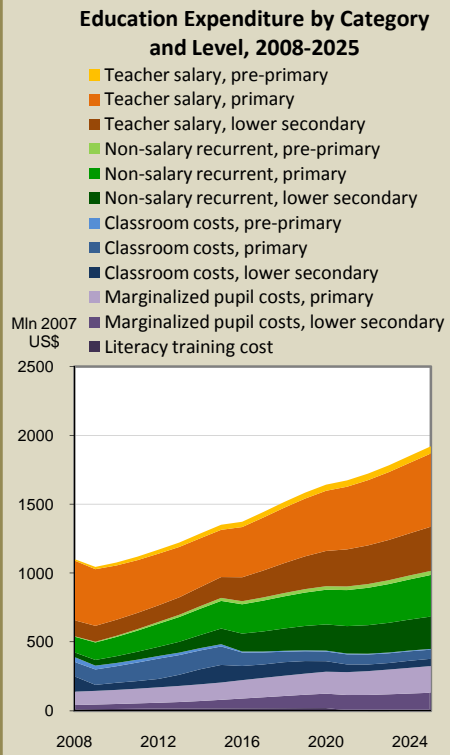
* Financing gap in data table excludes budget surpluses from each year.

**Total financing gap also includes the gap for literacy training.

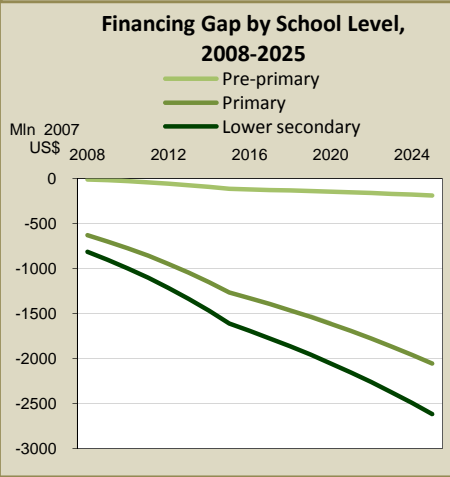
APPENDIX TABLE C. PROJECTION RESULTS (continued)

Yemen

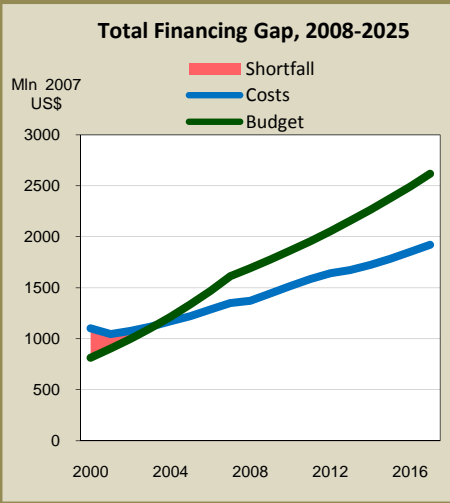
SCHOOL PROJECTION RESULTS			BASELINE	EFA GMR 2009	
Indicators	School Level	Gender	2007	2015	2025
Number of Pupils	Pre-primary	Male	10,563	243,697	274,807
		Female	8,632	234,723	264,815
	Primary	Male	1,880,256	2,448,126	3,036,620
		Female	1,339,308	2,363,420	2,901,744
	Lower secondary	Male	339,823	892,348	1,380,146
		Female	282,714	702,398	1,304,248
Number of Marginalized Pupils	Primary	Both	933,674	1,395,348	1,722,126
	Lower secondary	Both	180,536	462,476	778,474
Number of Public School Pupils	Pre-primary	Both	9,796	466,975	526,713
	Primary	Both	3,144,582	4,330,391	5,344,528
	Lower secondary	Both	608,032	1,435,271	2,415,955
Gross Enrollment Ratio (GER) (%)	Primary	Male	96	105	106
		Female	71	105	105
	Lower secondary	Male	62	87	103
		Female	32	71	101
Completion Rate (%)	Primary	Male	70	94	100
		Female	43	88	100
Literacy Rate (%)	Primary	Male	77	83	93
		Female	40	77	100
Number of Teachers Needed	Pre-primary	Both	642	11,674	13,168
	Primary	Both	140,571	108,260	133,613
	Lower secondary	Both	27,157	41,008	69,027
Number of Classrooms Needed	Primary	Total	69,880	108,260	409
		New to be constructed	1,747	9,930	4,910



FINANCING PROJECTION RESULTS (In Constant 2007 US\$ in Million)		EFA GMR 2009			
Indicators	School Level	2008-2015	Average	2016-2025	Average
Teacher Salary Costs	Pre-primary	207	26	454	45
	Primary	3,061	383	4,474	447
	Lower secondary	1,003	125	2,550	255
Recurrent Costs other than Teacher Salary	Pre-primary	98	12	261	26
	Primary	1,272	159	2,573	257
	Lower secondary	537	67	1,888	189
Classroom Construction Costs	Pre-primary	179	22	62	6
	Primary	1,031	129	753	75
	Lower secondary	641	80	722	72
Marginalized Demand Side Intervention Costs	Primary	467	58	961	96
	Lower secondary	197	25	616	62
Marginalized Supply Side Intervention Costs	Primary	415	52	674	67
	Lower secondary	147	18	425	42



FINANCING GAP PROJECTION RESULTS (In Constant 2007 US\$ in Million)		EFA GMR 2009			
Indicators	School Level	2008-2015	Annual avg	2016-2025	Annual avg
Total Education Expenditure	Pre-primary	483	60	777	78
	Primary	6,247	781	9,435	943
	Lower secondary	2,525	316	6,200	620
	Literacy training	115	14	96	10
Total Government Budget on Education	Pre-primary	437	55	1,518	152
	Primary	6,936	867	15,178	1,518
	Lower secondary	2,081	260	4,553	455
Financing Gap*	Pre-primary	-117	-15	0	0
	Primary	-209	-26	0	0
	Lower secondary	-444	-56	-1,647	-165
Total Financing Gap**	All	-885	-111	-1,743	-174
	w/o Lower secondary	-441	-55	-96	-10
Financing Gap as % of GDP	All	0.4%		0.4%	
	w/o Lower secondary	0.2%		0.0%	



* Financing gap in data table excludes budget surpluses from each year.

** Total financing gap also includes the gap for literacy training.

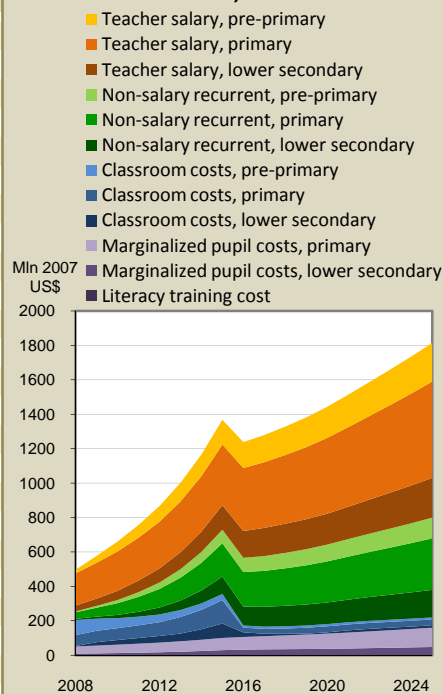
APPENDIX TABLE C. PROJECTION RESULTS (continued)

Zambia					
SCHOOL PROJECTION RESULTS			BASELINE	EFA GMR 2009	
Indicators	School Level	Gender	2007	2015	2025
Number of Pupils	Pre-primary	Male	0	536,959	583,943
		Female	0	530,661	576,485
	Primary	Male	1,421,664	1,485,963	1,620,953
		Female	1,368,648	1,411,383	1,591,879
	Lower secondary	Male	224,285	403,536	436,600
		Female	161,609	366,635	433,529
Number of Marginalized Pupils	Primary	Both	558,062	579,469	642,566
	Lower secondary	Both	77,179	154,034	174,026
Number of Public School Pupils	Pre-primary	Both	0	1,067,620	1,160,428
	Primary	Both	2,702,865	2,607,611	2,891,549
	Lower secondary	Both	372,556	693,154	783,116
Gross Enrollment Ratio (GER) (%)	Primary	Male	121	111	109
		Female	117	107	108
	Lower secondary	Male	60	114	109
		Female	55	105	109
Completion Rate (%)	Primary	Male	99	110	101
		Female	86	101	101
Literacy Rate (%)	Primary	Male	87	99	100
		Female	75	90	97
Number of Teachers	Pre-primary	Both	0	26,690	29,011
	Primary	Both	54,785	65,190	72,289
	Lower secondary	Both	9,520	19,804	22,375
Number of Classrooms	Primary	Total	32,177	65,190	888
		New to be constructed	2,015	10,109	2,499

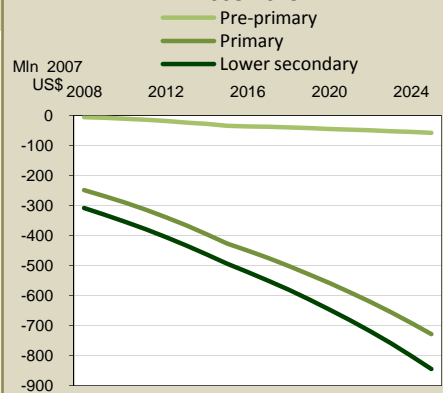
FINANCING PROJECTION RESULTS (In Constant 2007 US\$ in Million)			EFA GMR 2009		
Indicators	School Level	2008-2015	Average	2016-2025	Average
Teacher Salary Costs	Pre-primary	661	83	1,857	186
	Primary	2,113	264	4,556	456
	Lower secondary	639	80	1,888	189
Recurrent Costs other than Teacher Salary	Pre-primary	291	36	1,004	100
	Primary	837	105	2,464	246
	Lower secondary	338	42	1,319	132
Classroom Construction Costs	Pre-primary	425	53	125	13
	Primary	697	87	326	33
	Lower secondary	311	39	134	13
Marginalized Demand Side Intervention Costs	Primary	246	31	450	45
	Lower secondary	72	9	184	18
Marginalized Supply Side Intervention Costs	Primary	195	24	463	46
	Lower secondary	65	8	212	21

FINANCING GAP PROJECTION RESULTS (In Constant 2007 US\$ in Million)			EFA GMR 2009		
Indicators	School Level	2008-2015	Annual avg	2016-2025	Annual avg
Total Education Expenditure	Pre-primary	1,376	172	2,986	299
	Primary	4,087	511	8,258	826
	Lower secondary	1,424	178	3,736	374
	Literacy training	6	1	0	0
Total Government Budget on Education	Pre-primary	141	18	460	46
	Primary	2,507	313	5,337	534
	Lower secondary	518	65	920	92
Financing Gap*	Pre-primary	-1,235	-154	-2,526	-253
	Primary	-1,580	-198	-2,921	-292
	Lower secondary	-915	-114	-2,816	-282
Total Financing Gap**	All	-3,736	-467	-8,263	-826
	w/o Lower secondary	-2,821	-353	-5,447	-545
Financing Gap as % of GDP	All	3.1%		3.4%	
	w/o Lower secondary	2.4%		2.2%	

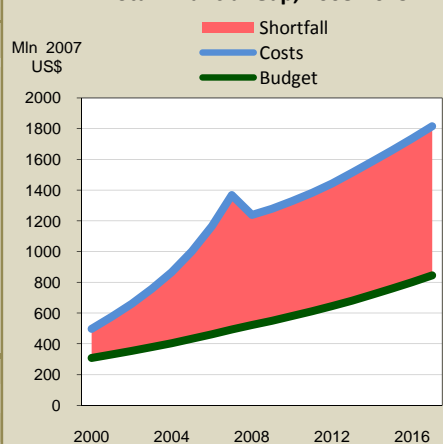
Education Expenditure by Category and Level, 2008-2025



Financing Gap by School Level, 2008-2025



Total Financial Gap, 2008-2025



* Financing gap in data table excludes budget surpluses from each year.

**Total financing gap also includes the gap for literacy training.

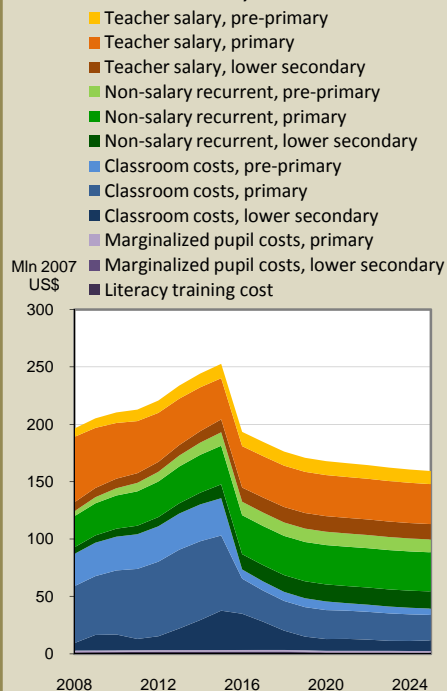
APPENDIX TABLE C. PROJECTION RESULTS (continued)

Zimbabwe					
SCHOOL PROJECTION RESULTS			BASELINE	EFA GMR 2009	
Indicators	School Level	Gender	2007	2015	2025
Number of Pupils	Pre-primary	Male	191,821	467,322	467,684
		Female	198,944	464,907	464,871
	Primary	Male	1,160,276	1,314,546	1,387,202
		Female	1,138,182	1,271,501	1,360,143
	Lower secondary	Male	238,867	283,750	347,303
		Female	188,349	247,538	346,945
Number of Marginalized Pupils	Primary	Both	68,954	77,581	82,420
	Lower secondary	Both	12,816	15,939	20,827
Number of Public School Pupils	Pre-primary	Both	273,535	811,747	812,031
	Primary	Both	1,857,154	2,327,442	2,472,611
	Lower secondary	Both	320,412	478,160	624,824
Gross Enrollment Ratio (GER) (%)	Primary	Male	97	113	113
		Female	95	109	111
	Lower secondary	Male	57	87	101
		Female	54	76	101
Completion Rate (%)	Primary	Male	71	100	101
		Female	69	90	100
Literacy Rate (%)		Male	94	95	99
		Female	88	95	99
Number of Teachers Needed	Pre-primary	Both	7,393	20,294	20,301
	Primary	Both	74,286	58,186	61,815
	Lower secondary	Both	8,660	13,662	17,852
Number of Classrooms Needed	Primary	Total	45,485	58,186	411
		New to be constructed	1,137	4,854	1,642

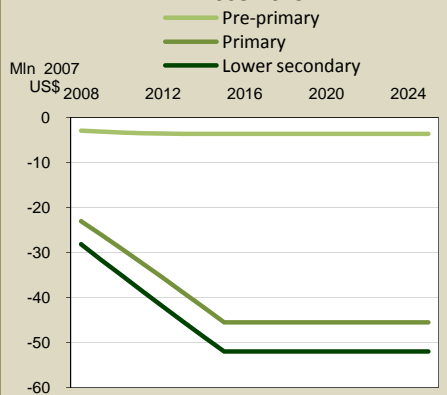
FINANCING PROJECTION RESULTS (In Constant 2007 US\$ in Million)			EFA GMR 2009			
Indicators	School Level		2008-2015	Average	2016-2025	Average
Teacher Salary Costs	Pre-primary		82	10	120	12
	Primary		361	45	356	36
	Lower secondary		72	9	134	13
Recurrent Costs other than Teacher Salary	Pre-primary		64	8	115	12
	Primary		244	30	342	34
	Lower secondary		66	8	146	15
Classroom Construction Costs	Pre-primary		244	30	69	7
	Primary		486	61	253	25
	Lower secondary		135	17	142	14
Marginalized Demand Side Intervention Costs	Primary		4	1	5	1
	Lower secondary		1	0	2	0
Marginalized Supply Side Intervention Costs	Primary		6	1	7	1
	Lower secondary		1	0	3	0

FINANCING GAP PROJECTION RESULTS (In Constant 2007 US\$ in Million)			EFA GMR 2009			
Indicators	School Level		2008-2015	Annual avg	2016-2025	Annual avg
Total Education Expenditure	Pre-primary		389	49	305	31
	Primary		1,100	138	963	96
	Lower secondary		275	34	427	43
	Literacy training		12	1	11	1
Total Government Budget on Education	Pre-primary		27	3	36	4
	Primary		246	31	419	42
	Lower secondary		49	6	65	6
Financing Gap*	Pre-primary		-362	-45	-269	-27
	Primary		-854	-107	-544	-54
	Lower secondary		-226	-28	-362	-36
Total Financing Gap**	All		-1,454	-182	-1,186	-119
	w/o Lower secondary		-1,228	-153	-824	-82
Financing Gap as % of GDP	All		8.6%		5.6%	
	w/o Lower secondary		7.2%		3.9%	

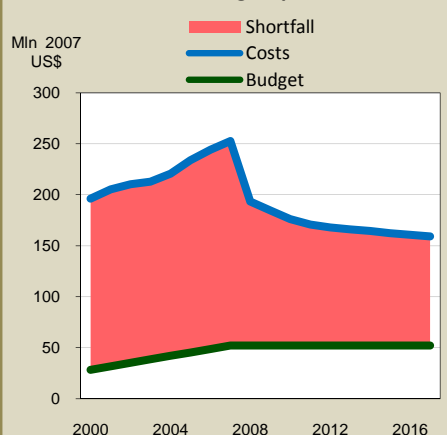
Education Expenditure by Category and Level, 2008-2025



Financing Gap by School Level, 2008-2025



Total Financing Gap, 2008-2025



* Financing gap in data table excludes budget surpluses from each year.

**Total financing gap also includes the gap for literacy training.

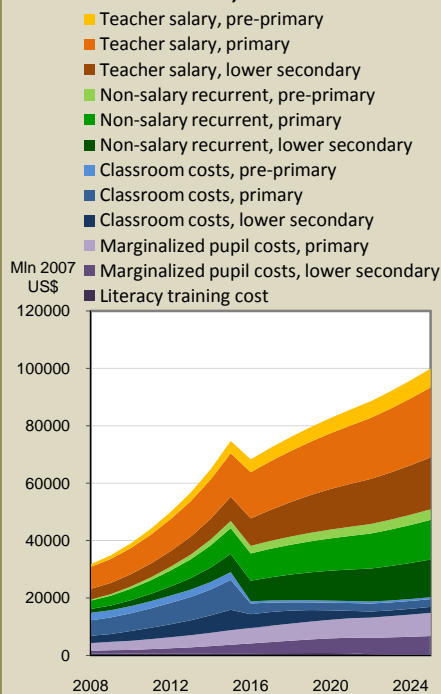
APPENDIX TABLE C. PROJECTION RESULTS (continued)

All Countries					
SCHOOL PROJECTION RESULTS			BASELINE	EFA GMR 2009	
Indicators	School Level	Gender	2007	2015	2025
Number of Pupils	Pre-primary	Male	8,626,322	33,760,785	36,749,220
		Female	8,104,392	32,877,065	35,779,443
	Primary	Male	97,285,512	117,230,811	134,073,923
		Female	84,241,798	114,352,607	130,591,473
	Lower secondary	Male	26,451,756	48,019,531	68,600,291
		Female	21,859,606	44,071,958	66,705,408
Number of Marginalized Pupils	Primary	Both	56,010,317	75,686,620	87,707,789
	Lower secondary	Both	12,702,728	29,248,779	45,761,308
Number of Public School Pupils	Pre-primary	Both	9,769,988	58,951,977	64,507,633
	Primary	Both	160,439,965	208,425,076	238,198,857
	Lower secondary	Both	42,449,083	82,882,340	121,775,129
Gross Enrollment Ratio (GER) (%)	Primary	Male	--	--	--
		Female	--	--	--
	Lower secondary	Male	--	--	--
		Female	--	--	--
Completion Rate (%)	Primary	Male	--	--	--
		Female	--	--	--
Literacy Rate (%)	Primary	Male	--	--	--
		Female	--	--	--
Number of Teachers	Pre-primary	Both	344,213	1,473,799	1,612,691
	Primary	Both	3,860,211	5,210,627	5,954,971
	Lower secondary	Both	1,527,095	2,368,067	3,479,289
Number of Classrooms	Primary	Total	3,066,008	5,210,627	50,115
		New to be constructed	135,856	771,461	199,881

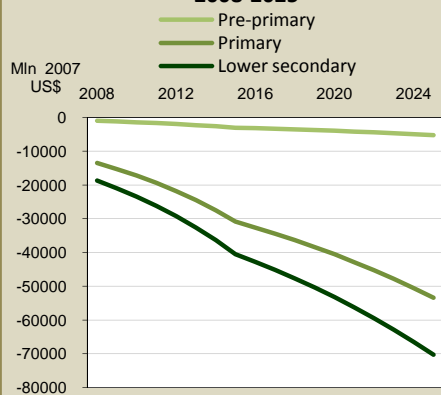
FINANCING PROJECTION RESULTS (In Constant 2007 US\$ in Million)		EFA GMR 2009			
Indicators	School Level	2008-2015	Average	2016-2025	Average
Teacher Salary Costs	Pre-primary	19,331	2,416	54,752	5,475
	Primary	87,469	10,934	200,367	20,037
	Lower secondary	44,073	5,509	142,191	14,219
Recurrent Costs other than Teacher Salary	Pre-primary	10,298	1,287	31,583	3,158
	Primary	43,817	5,477	115,531	11,553
	Lower secondary	26,207	3,276	104,676	10,468
Classroom Construction Costs	Pre-primary	20,506	2,563	7,087	709
	Primary	59,112	7,389	28,988	2,899
	Lower secondary	35,586	4,448	32,150	3,215
Marginalized Demand Side Intervention Costs	Primary	16,864	2,108	34,774	3,477
	Lower secondary	7,879	985	25,966	2,597
Marginalized Supply Side Intervention Costs	Primary	13,131	1,641	32,055	3,206
	Lower secondary	6,491	811	25,446	2,545

FINANCING GAP PROJECTION RESULTS (In Constant 2007 US\$ in Million)		EFA GMR 2009			
Indicators	School Level	2008-2015	Annual avg	2016-2025	Annual avg
Total Education Expenditure	Pre-primary***	60,374	7,547	106,223	10,622
	Primary	220,392	27,549	411,714	41,171
	Lower secondary	120,236	15,029	330,429	33,043
	Literacy training	5,097	637	5,429	543
Total Government Budget on Education	Pre-primary	14,898	1,862	40,904	4,090
	Primary	154,989	19,374	381,118	38,112
	Lower secondary	57,926	7,241	132,348	13,235
Financing Gap*	Pre-primary	-46,073	-5,759	-69,248	-6,925
	Primary	-78,313	-9,789	-81,667	-8,167
	Lower secondary	-63,107	-7,888	-203,513	-20,351
Total Financing Gap**	All	-192,591	-24,074	-359,858	-35,986
	w/o Lower secondary	-129,483	-16,185	-156,345	-15,634
Financing Gap as % of GDP	All	2.2%		2.0%	
	w/o Lower secondary	1.5%		0.9%	

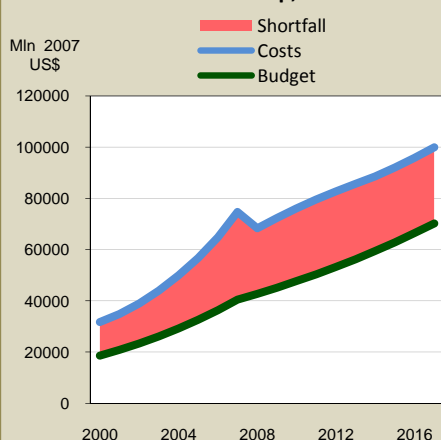
Education Expenditure by Category and Level, 2008-2025



Financing Gap by School Level, 2008-2025



Total Financial Gap, 2008-2025



* Financing gap in data table excludes budget surpluses from each year.

**Total financing gap also includes the gap for literacy training.

***The education expenditure for pre-primary include \$1.2 billion annually for other ECCE interventions described in the text.