THE $24 BILLION OPPORTUNITY

A case for increasing private schools' access to finance in low and middle income countries

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OPPORTUNITY
EduFinance

CONTENTS

FIGURES

ACRONYMNS

DFI	Direct Foreign Investors
EPDC	Education Policy Data Center
GDP	Gross Domestic Product
LMIC	Low and middle-income countries
MFI	Microfinance Institution
NGO	Non-Governmental Organization
PTR	Pupil-Teacher Ratio
SDG	Sustainable Development Goal
SFL	School Fee Loan
SIL	School Improvement Loan
UIS	UNESCO Institute of Statistics
UNESCO	United Nations Educational, Scientific and Cultural Organization

LEGEND

South Asia
East Asia
MENA
Africa
Latin America

Note: Countries included in the above regions are classified according to the UNESCO Institute for Statistics (UIS) groupings for Lower or Middle-Income (LMIC)

I. EXECUTIVE SUMMARY

Education is essential for the economic and social growth of individuals and society, and its benefits are far-reaching and well-documented. At the individual level, education enhances people's ability to achieve higher earnings, live healthier lives, make informed decisions, and exercise their rights. For societies, education enhances social cohesion, fosters innovation, promotes economic growth and reduces poverty.[1]

But for millions of children in low and middle-income countries, access to quality education remains scarce. Despite global gains in education, approximately 263 million school-age children remain out of school. In addition, 617 million children worldwide are not learning. Children who are already disadvantaged in society – whether due to location, poverty, gender, ethnicity or disability – are more likely to be out of school, and if they are in school, are likely to learn the least.

Although governments have prioritized education in their agendas and expanded their education budgets, education remains underfunded in many developing regions. The Education Commission, a major global initiative engaging world leaders, policymakers and researchers, estimates that low- and middle-income countries must increase their education spending by 117 percent for children to complete primary and secondary education with basic levels of learning.[2] Achieving basic education goals, however, requires more than increased national spending. Governments lack the capacity to manage their existing levels of spending, often allocating funds in ways that exclude poor and marginalized children.[3] Amplifying the issue is the population growth rate in the developing world, and the resultant increase in the volume of school-age children, which continues exceed the rate at which states can deliver on education.

Given the context of growing unmet demand for education and capacity constrained public management, states are being encouraged to recognize the value that non-governmental actors, including the private sector, bring to education.[4] Private schools can play an important role in aiding overburdened public education systems in low- and middle-income countries by fulfilling unmet demand. In the roles of investors and direct providers, private actors can remove supply constraints particularly for the poor and marginalized. The majority of private schools in the developing world have adopted a small, low-cost model, thereby catering to low-income families. Studies have shown that private schools can fill in gaps in places where the nearest public schools are too far away, or when the demand for education outpaces public infrastructure. Moreover, in some places private schools can be less costly than public schools when accounting for informal fees.

In the last few decades, the number of private schools globally has increased dramatically. According to official UIS figures, the private education market share increased from 19.9 percent to 23.8 percent between 2005 and 2017 across low- and middle-income countries. If current rates hold the private sector can be expected to hold over a quarter of the education market (25.7 percent) by 2023. Moreover, such a figure may be an underestimation given that a significant proportion of private schools are unregistered with the government and therefore unaccounted for in official data.

[1] World Bank (2018). Learning to Realize Education's Promise. 2018 World Development Report. Available at: http://www.worldbank.org/en/publication/wdr2018
[2] Education Commission (2016). The Learning Generation: Investing in Education for a Changing World. New York: International Commission on Financing Global Education Opportunity
[3] World Bank (2018). Learning to Realize Education's Promise. 2018 World Development Report. Available at: http://www.worldbank.org/en/publication/wdr2018
[4] Heyneman, S., Stern, J., Smith, T. (2011) "The Search for Effective EFA Policies: The Role of Private Schools for Low-Income Children." United States Agency for International Development (USAID).

Despite its important role in education, the private sector remains under-leveraged and its growth has largely been financed organically — by proprietors' savings and/or informal borrowing. Because low-cost private schools are heavily dependent on tuition from low-middle income families, commercial banks and other lending institutions often consider them too risky and are unwilling to extend lines of credit.5 In addition, while low-cost schools keep their fees low to attract lower-income families in the surrounding communities, these same families do not always have the steady cash flow readily available to pay for school costs.

Recognizing these significant financing gaps, Opportunity International's Education Finance (EduFinance) program has been partnering with institutions across the globe to extend financing to both schools and families. In addition, we blend access to capital with trainings and localized support to low-cost private schools to improve their quality and maintain strong relationships with families.

Given EduFinance's unique position in the private education market, we are leveraging our expertise and experience to conduct a sizing analysis of the private education market in low- and middle-income countries. To develop this sizing model, we combined our field market research with the publicly available data from the UNESCO Institute of Statistics (UIS), the World Bank Open Data Initiative, and the Education Policy Data Center (EPDC). We analyzed demographic trends, government expenditures, market demand and other variables to conduct estimations of the number of private schools, as well as an estimation of the demand for capital via our tailored School Improvement Loan (SIL) and School Fee Loan (SFL) products. While several constraints limited the depth of this analysis, including the absence of up-to-date country-specific data, we utilized triangulation, proprietary data and our years of experience to generate our estimations.

EduFinance calculations find an estimated worldwide $23.9 billion market for EduFinance flagship products: $7 billion for School Improvement Loans and $16.9 billion for School Fee Loans. The largest market demand globally by country and region is India and South Asia respectively, which is twice as large as the next largest region, East Asia. Third is Latin America with a $3.8 billion market (over 50% in Brazil). Africa, while financially smaller with a $2.7 billion estimated market size, has the fastest growing populations in the world, and therefore the fastest growing demand for Education Finance products (discussed in section V.V).

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[5] Heyneman, S., Stern, J., Smith, T. (2011) "The Search for Effective EFA Policies: The Role of Private Schools for Low-Income Children." United States Agency for International Development (USAID).

II. THE STATE OF GLOBAL EDUCATION

Education is essential for the economic and social growth of individuals and society, and its benefits are far-reaching and well-documented. At the individual level, education enhances people's ability to achieve higher earnings, live healthier lives, make informed decisions, and exercise their rights. For societies, education enhances social cohesion, fosters innovation, promotes economic growth and reduces poverty.[6] The right of every individual to receive a quality education is enshrined in the Universal Declaration of Human Rights (1948) and the Convention on the Rights of the Child (1989). The international community pledged to make ambitious efforts to realize this right in the Millennium Development Goals (MDGs),[7] and in the subsequent Sustainable Development Goals (SDGs).[8]

A large body of empirical work shows that for every additional year of schooling, one can expect an additional 10 percent increase in wages around the world.[9] Moreover, the returns on schooling have declined only modestly over time despite higher global averages of schooling attainment, suggesting that the demand for skills has increased simultaneously with supply. Finally, as shown in Figure 1 below, the returns are highest in Sub-Saharan Africa, and far more so for women than for men.

FIGURE 1. MORE SCHOOL LEADS TO HIGHER WAGES – ESPECIALLY IN AFRICA AND FOR WOMEN
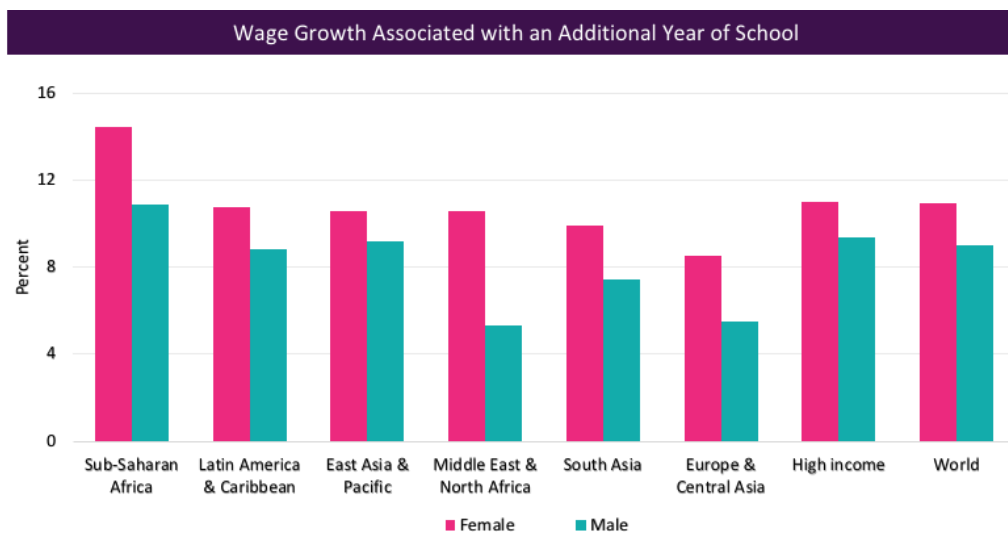
Source: World Development Report 2018, Learning to Realise Education's Promise, World Bank Group, using data from World Bank (2016b). Data at http://bit.do/WDR2018-Fig_O-3.

In the last few decades, there has been remarkable progress in getting more children into the classroom. Net enrollment in low-income countries has greatly outpaced the historic performance of today's high-income countries. By 2008, the average low-income country was enrolling students in primary school at almost the same rate as the average high-income country.[10]

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[6] World Bank (2018). Learning to Realize Education's Promise. 2018 World Development Report. Available at: http://www.worldbank.org/en/publication/wdr2018

[7] Millennium Development Goal 2 is dedicated achieving universal primary education.

[8] Sustainable Development Goal 4 is dedicated to ensuring inclusive and equitable quality education and promote lifelong learning opportunities for all.

[9] Montenegro, C.E. and Patrinos, H.A. (2014). Comparable Estimates of Returns to Schooling Around the World. Policy Research Working Paper 7020. Available at: http://documents.worldbank.org/curated/en/830831468147839247/pdf/WPS7020.pdf

[10] World Bank (2018). Learning to Realize Education's Promise. 2018 World Development Report. Available at: http://www.worldbank.org/en/publication/wdr2018

FIGURE 2. COUNTRIES / REGIONS WITH GREATEST PROPORTION OF OUT OF SCHOOL

	Largest Proportion of Out of School Children		
	Country	**Percentage**	**Number of Out of School Children (mn)**
1	South Sudan	21.09%	2.38
2	Eritrea	18.40%	0.82
3	Niger	16.22%	3.48
4	Central African Rep	15.37%	0.71
5	Syrian Arab Republi	14.03%	2.61
6	Mali	13.48%	2.50
7	Djibouti	13.28%	0.13
8	Liberia	12.96%	0.61
9	Burkina Faso	12.76%	2.45
10	Mauritania	12.16%	0.54

Total Out of School Children as a Percentage of Population

Region	% of Population	% of School Aged Population
South Asia	5.0%	31.2%
Africa	4.5%	26.6%
MENA	2.1%	12.6%
Latin America	2.0%	9.0%
East Asia	0.7%	14.4%

Source: UIS (2018), EduFinance

While much progress has been made, significant challenges remain to ensure all children are going to school and learning.

CHALLENGE 1: Millions of children around the world remain out of school

As of 2016, one in five school-age children around the world are still not in school. That amounts to 63 million primary school-age children, and 200 million secondary school-age adolescents and youth that are still out of school. The countries with the highest out-of-school rates also tend to be among the poorest in the world and are largely located in Sub-Saharan Africa (Figure 2). The primary out-of-school rate is 20 percent in low-income countries as compared to 3 percent in high-income countries. At the lower-secondary level, the rate is 38 percent and 2 percent, respectively, and at the upper secondary level the rate is 59 percent and 6 percent, respectively.[11] In terms of absolute numbers, South Asia is home to the majority of out-of-school children in the world with a reported figure of 89 million, with India and Pakistan alone comprising 80.6 million (Figure 3).

FIGURE 3. OUT OF SCHOOL CHILDREN MOST NUMEROUS IN SOUTH ASIA

	Countries with Most Out of School Children			Region
	Country	**Number (nm)**	**% of Population**	
1	India	60.8	4.5%	
2	Pakistan	19.8	10.0%	
3	Ethiopia	10.1	9.6%	
4	Indonesia	8.0	3.0%	
5	Bangladesh	6.8	4.1%	
6	Niger	3.5	16.2%	
7	Brazil	3.2	1.5%	
8	Mexico	2.9	2.2%	
9	Syrian Arab Republi	2.6	14.0%	
10	Sudan	2.5	6.3%	

Out of School Primary and Secondary Children (million)

Region	Value
South Asia	97.0
Africa	96.2
East Asia	34.0
MENA	17.4
Latin America	12.7
Global*	257.4

* Low and Middle income countries

Source: UIS (2018)

[11] UNESCO Institute of Statistics (2018). One in Five Children, Adolescents, and Youth is Out of School. Fact Sheet No. 48. Available at: http://uis.unesco.org/sites/default/files/documents/fs48-one-five-children-adolescents-youth-out-school-2018-en.pdf

Drivers of school exclusion include poverty, disability, location, ethnicity, religion and gender. Children from the poorest families are less likely to start school, as are children with disabilities, rural children, children in conflict zones, and those from ethnic and religious minorities. Moreover, children impacted by these factors who do start school are more likely to drop out early. Finally, exclusions based on gender are still prevalent, though decreased at all levels of education between 2000 and 2015. Globally, only 66 percent of countries have achieved gender parity in primary education, 45 percent in lower secondary and 25 percent in upper secondary. However, among low-income countries only 29 percent have achieved parity in primary education, 16 percent in lower secondary, and a mere 12 percent upper secondary.[12]

CHALLENGE 2: Despite years of schooling, poor quality education means children are facing a learning crisis

Even when children do attend school, hundreds of millions of students are learning very little and lack basic literacy and numeracy skills.[13] A 2014 international assessment (PASEC) administered in 10 countries in Francophone West Africa[14] showed that among Grade 6 students, less than 45 percent reached "sufficient" competency levels in reading or mathematics.[15] The learning deficit is also exacerbating inequality. As shown in Figure 4, children from the poorest African households are greatly overrepresented among low scorers, while most children from the richest quintiles are performing at low or high competency levels.

FIGURE 4. LEARNING OUTCOMES BY GENDER AND POVERTY LEVELS
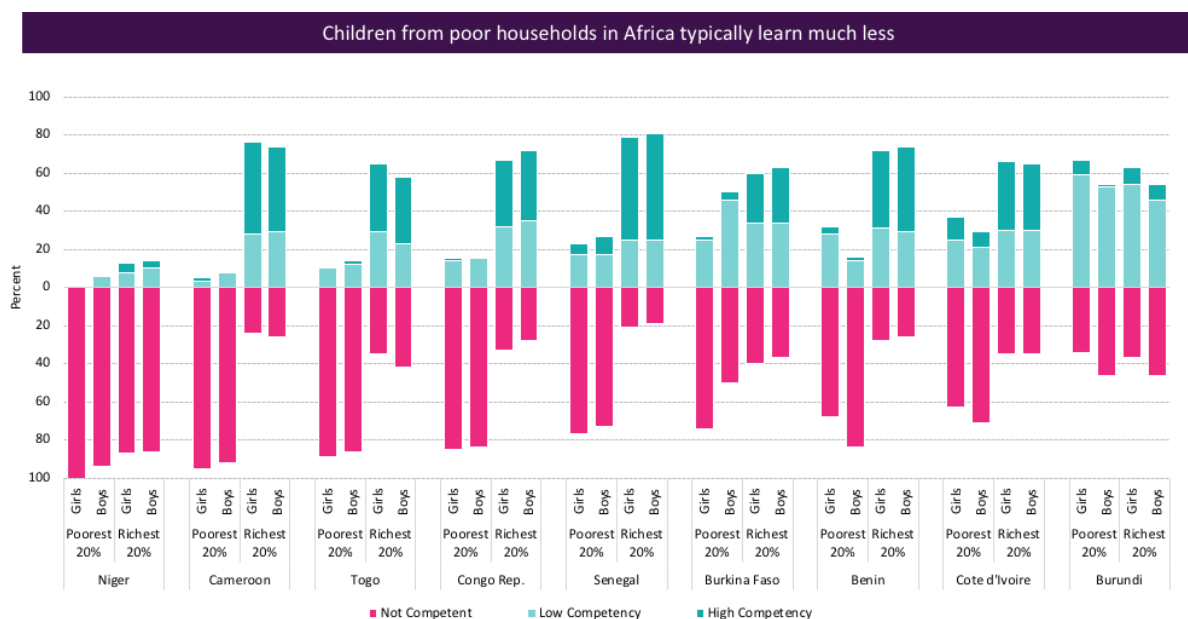
Source: World Development Report 2018, Learning to Realize Education's Promise, World Bank Group, using data from World Bank (2016b). Data at http://bit.do/WDR2018-Fig_O-3.

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[12] United Nations Girls' Education Initiative (2018). Global Education Monitoring Report Gender Review 2018: Meeting Our Commitments to Gender Equality in Education.
http://unesdoc.unesco.org/images/0026/002615/261593e.pdf
[13] Pritchett, L. and Beatty, A. (2012). The Negative Consequences of Overambitious Curricula in Developing Countries. Center for Global Development. Working Paper 293.
[14] Benin, Burkina Faso, Burundi, Cameroon, Chad, Cote d'Ivoire, Niger, Republic of Congo, Senegal, Togo
[15] PASEC (Programme d'Analyse des Systèmes Éducatifs de la Confemen). (2015). PASEC 2014: Education System Performance in Francophone Africa, Competencies and Learning Factors in Primary Education. Dakar, Senegal: PASEC. Available at: http://www.pasec.confemen.org/wp-content/uploads/2015/12/Rapport_Pasec2014_GB_webv2.pdf

Over time, early learning deficits become even more magnified. A study in New Delhi (Figure 5) showed that the average Grade 6 student was still performing at a Grade 3 level in mathematics and a Grade 5 level in language. By Grade 9, the average student was performing at a Grade 4 level in mathematics and Grade 6 level in language. Moreover, the gap between the 25th and 75th percentile performers grew significantly. Thus, children who are already disadvantaged by poverty, gender, disability and other factors are expected to reach young adulthood without basic skills.

FIGURE 5. ASSESSED GRADE LEVEL VS. ENROLLED GRADE LEVEL (INDIA)
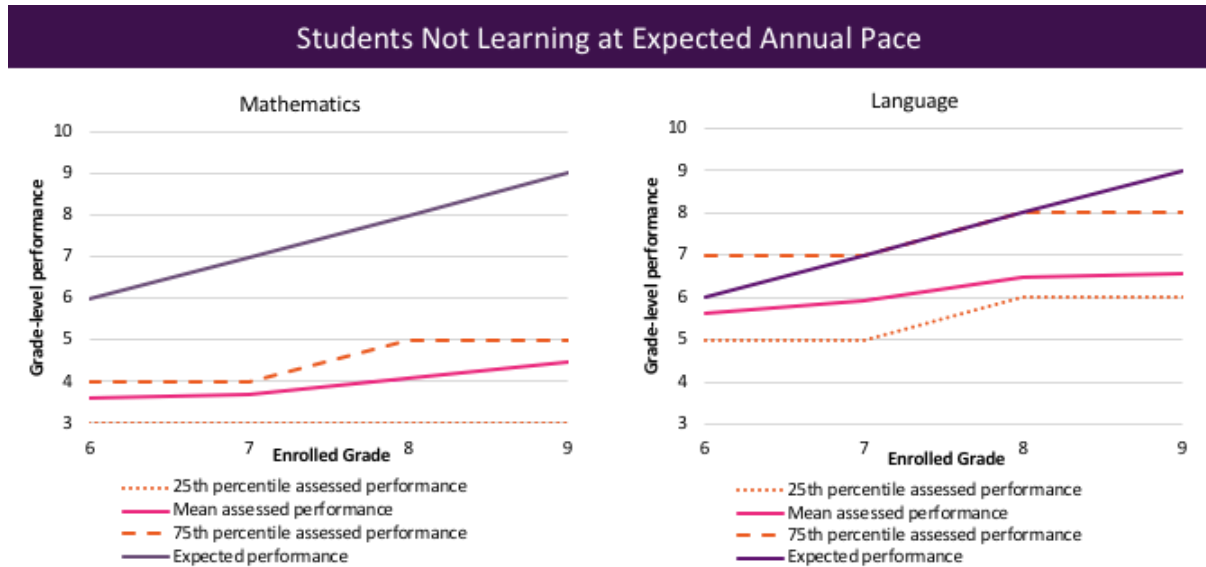
Source: World Development Report 2018, Learning to Realise Education's Promise, World Bank Group, using data from Muralidharan, Singh, and Ganimian (2016). Data at http://bit.do /WDR2018-Fig_O-4.

FIGURE 6. ADDITIONAL REQUIREMENTS ARE LARGE INTO THE FUTURE
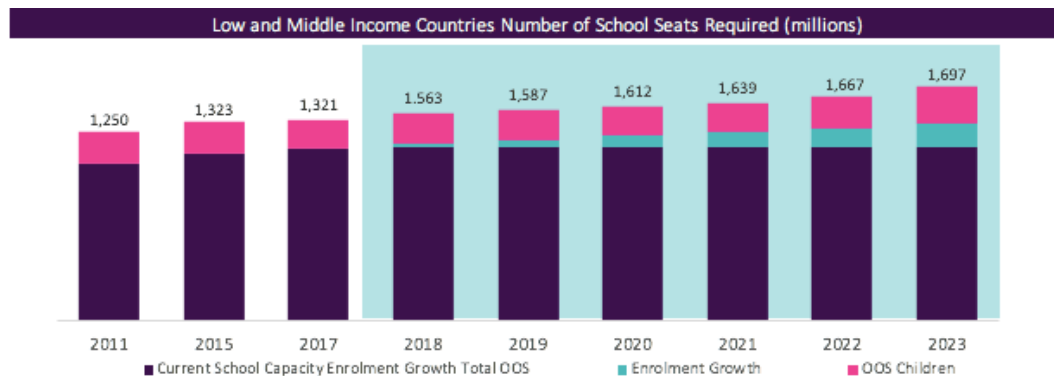
Source: UIS (2018), EduFinance forecast

III. PUBLIC EDUCATION FINANCING GAPS AND CHALLENGES

In order to advance commitments to education and to achieve the SDGs, two international benchmarks were set by the 2015 Incheon Declaration: governments should spend 15-20 percent of their overall budgets on education and 4-6 percent of their gross domestic product (GDP).[16] With regards to the first benchmark, as shown in Figure 7, aggregation across low- and middle-income countries indicate that government expenditure is within the Incheon Declaration's target range, at approximately 15.7 percent of total expenditure. Latin America and East Asia lead the regional averages, at 20.7 percent and 20.1 percent, respectively.

FIGURE 7. GREATER THAN 15% OF LOW- AND MIDDLE-INCOME GOVERNMENT BUDGETS ARE ALREADY GOING TO EDUCATION
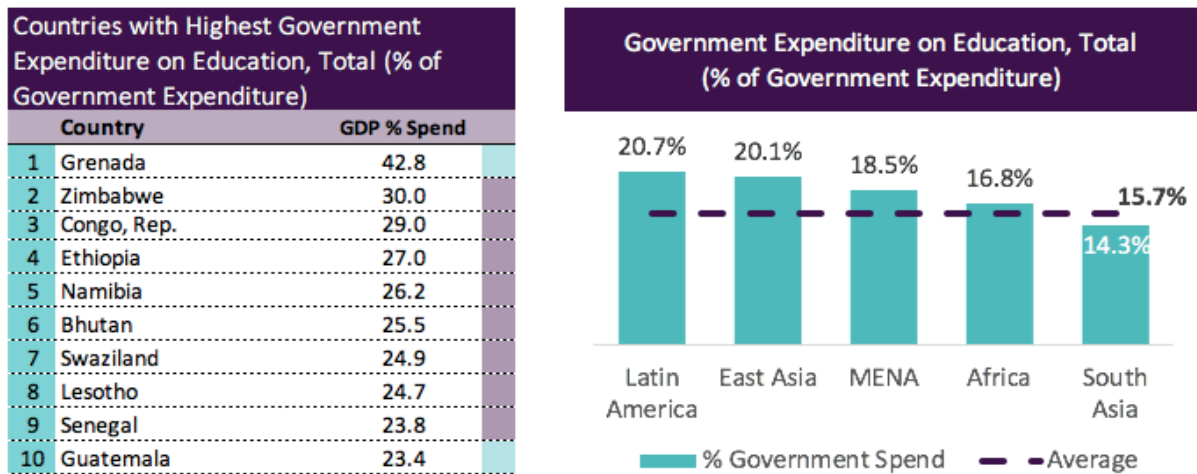
Source: UIS (2018)

Low- and middle-income countries comprise the top 28 countries in the world that spend the most on education as a proportion of their budget (Figure 8). Interestingly, 8 out of the top 10 ranking countries are also in Sub-Saharan Africa.

FIGURE 8. LOW AND MIDDLE-INCOME COUNTRIES TOP THE TABLE OF SPENDING AS A PERCENTAGE OF GOVERNMENT SPENDING
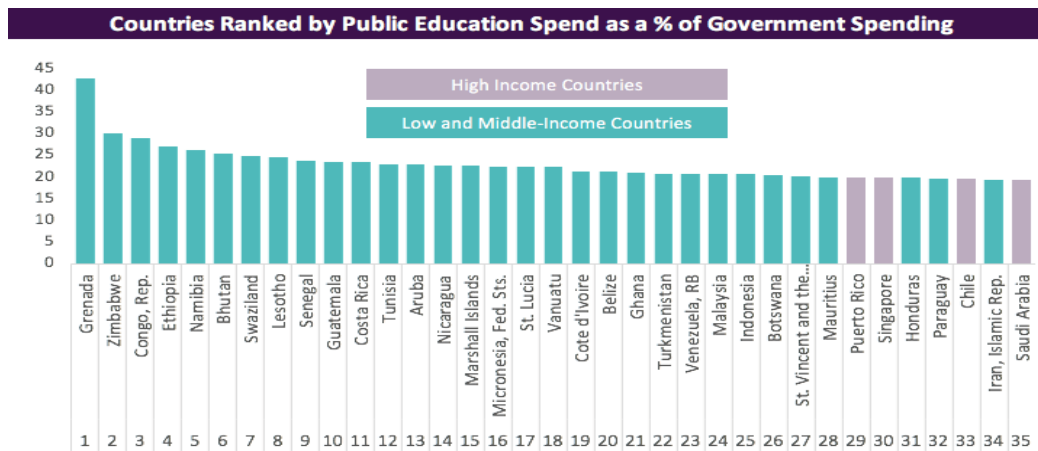
Source: UIS (2018)

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[16] World Education Forum (2015). Incheon Declaration and Framework for Action for the Implementation of Sustainable Development Goal 4. Education 2030. Available at:
http://uis.unesco.org/sites/default/files/documents/education-2030-incheon-framework-for-action-implementation-of-sdg4-2016-en_2.pdf

Despite the vast amounts of government spending as a proportion of government spending, the out of school populations are large as a percent of out of school children. As a proportion of the total populations, countries with humanitarian crises (left table of Figure 9), face the biggest challenge. However, it is South Asia which faces the greatest proportion (5.0%) of out of school children. India leads the way in numbers, with 60.8 million children out of school alone.

FIGURE 9. EIGHT OF THE TOP 10 OUT OF SCHOOL POPULATIONS ARE IN AFRICA

	Largest Proportion of Out of School Children		
	Country	**Percentage**	**Number of Out of School Children (mn)**
1	South Sudan	21.09%	2.38
2	Eritrea	18.40%	0.82
3	Niger	16.22%	3.48
4	Central African Republic	15.37%	0.71
5	Syrian Arab Republic	14.03%	2.61
6	Mali	13.48%	2.50
7	Djibouti	13.28%	0.13
8	Liberia	12.96%	0.61
9	Burkina Faso	12.76%	2.45
10	Mauritania	12.16%	0.54
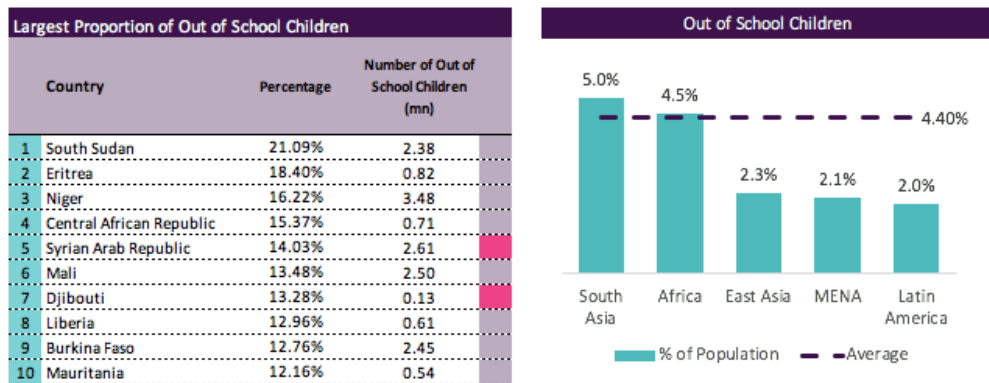
Source: UIS, EduFinance

So is increased spending having an impact on levels of out of school children? Figure 10 shows that both Upper Middle and High Income countries have increased spending and reduced the numbers of out of school children. Even Middle and Lower Middle Income countries have reduced out of school children in absolute terms, despite lower spending, but it is Low Income countries that struggle the most. They spend more money and still find that more children are out of school (top left quadrant).

FIGURE 10. LOW INCOME COUNTRIES INCREASED SPENDING BUT ARE NOT KEEPING PACE WITH GROWTH IN OUT OF SCHOOL CHILDREN
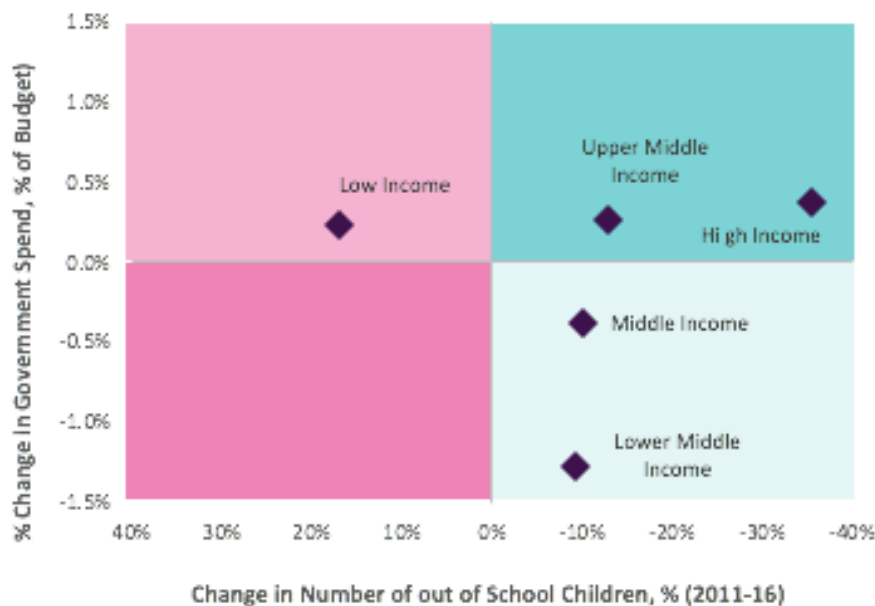
Source: UIS, EduFinance

While some countries in Sub-Saharan Africa are allocating as high as one-third of their budget, this is offset by others that are not allocating enough. For example, India and Pakistan only

spend 14.03 percent and 12.6 percent of their budgets on education, respectively, despite reporting the highest volume of out-of-school children. Furthermore, studies have shown that even when there is more than sufficient spending, allocations are skewed to favor children from the wealthiest households. In low-income countries, on average, 46 percent of public resources are allocated to 10 percent of students who are the most educated.[17]

FIGURE 11. LOW AND MIDDLE-INCOME LATIN AMERICA AND AFRICA SPEND THE MOST ON EDUCATION AS A PERCENTAGE OF GDP
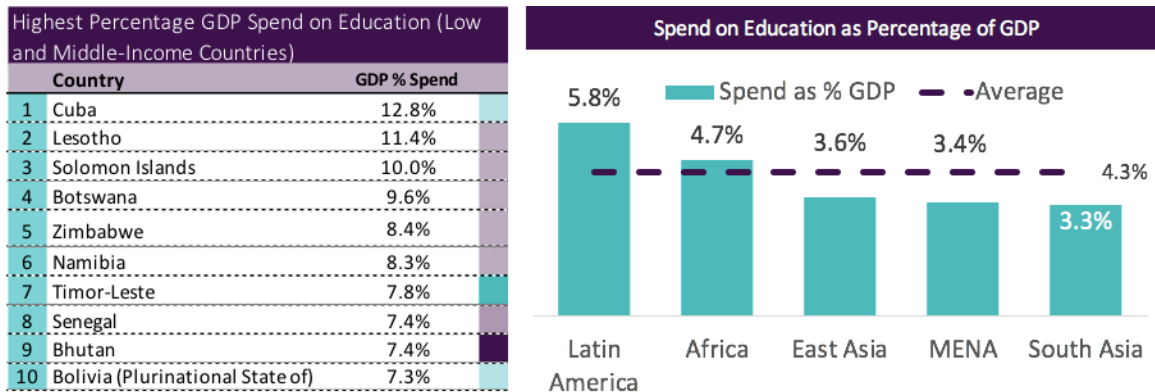
Source: UIS (2018)

As for the second benchmark of spending 4-6 percent of GDP on education, the average across low- and middle-income countries is also within target range of the Incheon Declaration, at 4.3 percent of total GDP (Figure 11). In fact, Figure 11 and Figure 12 show that these countries top the rankings on spending. Less encouraging, however, is that cost projections have estimated that such spending, particularly for low-income and lower-middle income countries, will not be enough. UNESCO's Global Monitoring Report suggests that, excluding post-secondary education, low and lower middle-income governments will need to increase their spending to 6.3 percent of GDP to meet their SDG education targets.[18] For low-income countries alone, the cost rises to 8 percent, and exceeds 12 percent in some of the poorest countries, including Burundi, Mali and Niger.[19]

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[17] Steer, L. and Smith, K. (2015). Financing Education: Opportunities for Global Action. Center for Universal Education at Brookings Institution. Available at: https://www.brookings.edu/wp-content/uploads/2016/07/FinancingForEducation2015.pdf
[18] UNESCO (2015). Education for All Global Monitoring Report. Policy Paper 18. Available at: http://unesdoc.unesco.org/images/0023/002321/232197E.pdf
[19] UNESCO (2015). Education for All Global Monitoring Report. Policy Paper 18. Available at: http://unesdoc.unesco.org/images/0023/002321/232197E.pdf

FIGURE 12. LOW AND MIDDLE-INCOME COUNTRIES SPENDING AS A PERCENTAGE OF GDP
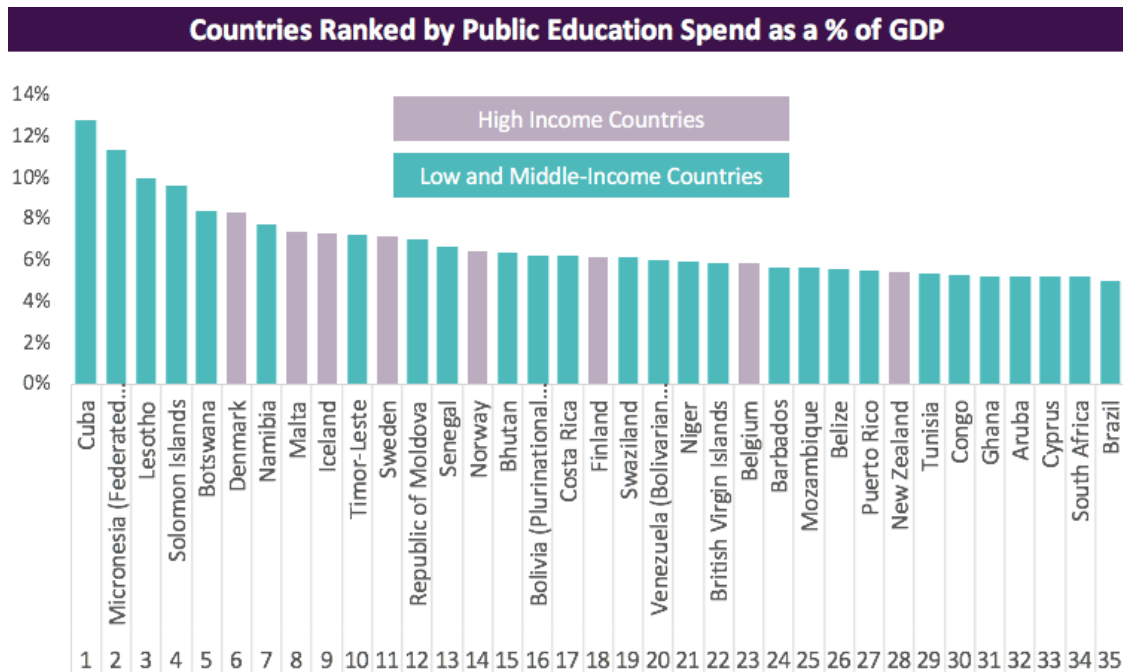
Source: UIS (2018)

Overall, while states may have committed to universal education in theory, many are struggling to reach this goal in practice. Greater spending as a percentage of government budget and GDP does not always result in funding reaching populations that need it most – higher spending is not preventing rising out of school populations in low income markets (Figure 10). This has resulted in growth in private education as a means to fill the gap, which is discussed in the next section.

IV. GROWTH OF PRIVATE EDUCATION

In the context of increasing demand for education and limited state financial and institutional capacity, the private sector's role in delivering education services has been growing. According to official UIS figures, the private market share increased from 19.9 percent to 23.8 percent between 2005 and 2017, a growth of almost four percentage points in low- and middle-income countries (Figure 13). At this rate, the private sector can be expected to hold 25.7 percent of the market by 2023.

FIGURE 13. PRIVATE SCHOOLS ARE GAINING MARKET SHARE WORLDWIDE
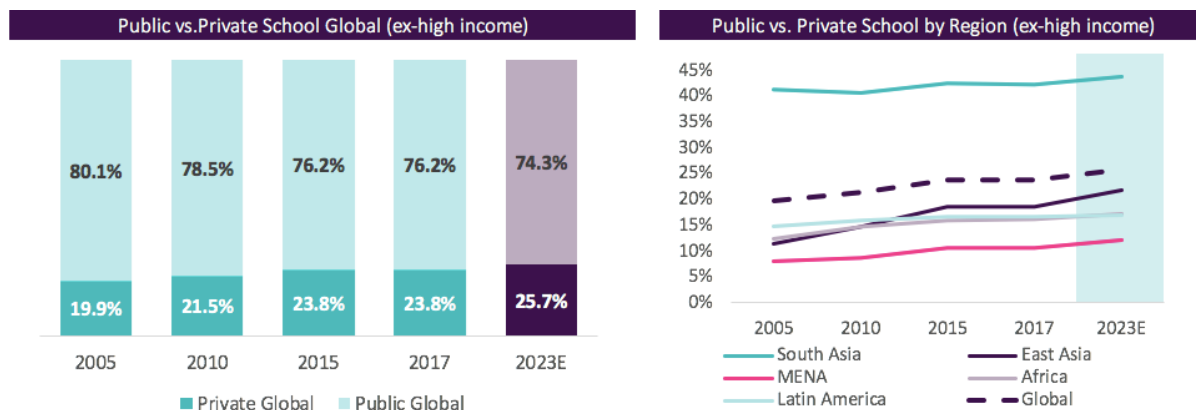
Source: UIS (2018), EduFinance forecasts

Even still, such figures are likely to be an underestimation, especially when accounting for unregistered private schools that are prevalent in developing contexts. Several studies have indicated wide discrepancies between official numbers and realities on the ground. For example, in Tanzania, only 4.8 percent of children were enrolled in private pre-primary school according to official figures, but household surveys revealed that number was closer to 25 percent. In a district of Lagos, Nigeria, there were 73 approved private schools as compared to 519 unapproved private schools as of 2011.[20] A household survey of several impoverished urban areas of India showed that at least 65 percent of enrolled school children were attending private, unregistered schools.[21]

Why are poor families in low and middle-income countries opting out of the public education system in search of private alternatives? One of the most prominent reasons is that without private education, their children would be getting no education at all. In rural areas, public schools are often few and far between, requiring traveling long distances to access them. Such distances can pose greater challenges for girls in some circumstances, with parents more reluctant to send girls to school due to safety concerns. In some urban slums, the inadequate supply of public schools has led to the involuntary exclusion of the poor (
FIGURE 14 14).[22] Essentially, public expenditure constraints are limiting a state's ability to make education accessible to lower-income families in more rural and marginalized areas. This has served as a driver of low-cost private school expansion to fill the supply gap, as these schools set-up and operate in close proximity to the communities they serve.

FIGURE 14. CASE OF MORE CHILDREN IN LOWER INCOME HOUSEHOLDS ATTENDING PRIVATE SCHOOL THAN THOSE WITH RELATIVELY HIGHER INCOME, KENYA
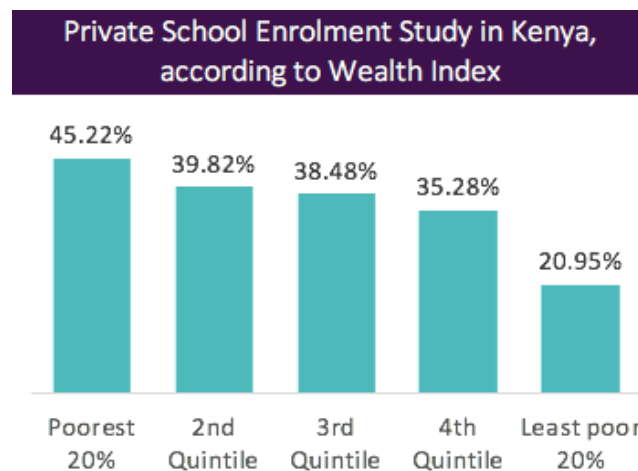
Source: Oketch, M., Mustiya, M., Ngware, M., and Ezeh, A. (2010)

Families may also choose private schools because they perceive them to be academically or otherwise superior to public schools at a comparative price. Indeed, while many countries do have free public education policies, public schools are not always truly free. Families are often beholden to a non-formal school fee structure which can include uniforms, examinations, or even desks and chairs. Studies have shown that in Kenya, China and Ghana, private schools

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[20] Baum, D., Cooper, R., and Lusk-Stover, O. (2018). Regulating Market Entry of Low-Cost Private Schools in Sub-Saharan Africa: Towards a Theory of Private Education Regulation. Available at: https://www.sciencedirect.com/science/article/pii/S0738059316304989
[21] Tooley, J., Dixon, P. and Gomathi, S.V. (2007). Private Schools and the Millennium Development Goal of Universal Primary Education: A Census and Comparative Survey in Hyderabad, India. Oxford Review of Education 33(5): 539-560.
[22] Oketch, M., Mutisya, M., Ngware, M., and Ezeh, A. (2010). Why Are There Proportionately More Pupils Enrolled in Non-State Schools in Urban Kenya in Spite of FPE Policy? International Journal of Educational Development 30: 23-32.

were established precisely because of the rising costs associated with public schools. In addition, private schools have also shown to offer concessionary and/or scholarship-based spaces to those unable to afford school fees.[23]

In terms of quality, many poor families, including in Ghana, India, Jamaica, and Kenya, cited their dissatisfaction with public schools, particularly when it comes poor teaching practices, as reasons to prefer private education.[24] [25] [26] [27] Parents noted that private schools were able to provide more individualized attention and smaller classes than public schools. Individual studies suggest that teacher presence and pupil-teacher ratios (PTR) do tend to be better in private schools, which may be due to inherent accountability mechanisms, where parents can choose to unenroll their children if they are not satisfied.[28] There is also indication that because private school teachers are often less qualified and have weaker job security than their public school counterparts, they may have greater incentives to perform better.

It is important to note that while families' perceptions of quality are an important factor in their school decision-making, the evidence remains mixed as to whether private schools actually outperform public schools. That being said, private schools provide a service to low-income families that goes beyond standardized test scores. In addition to lower PTRs and individualized instruction, families across multiple countries reported having more personal relationships with private schools, indicating high levels of mutual support between parents and staff.[29] Private schools are also able to provide a flexibility that public schools simply are unable to, such as incorporating cultural or religious values and practices, or having class times that fit with parents' schedules.[30] Thus, when properly regulated, private schools can support governments as education partners and play a critical role in extending services to some of their most marginalized groups.

V. A MODEL TO SIZING AND FORECASTING THE AFFORDABLE* PRIVATE EDUCATION SECTOR

While affordable private schools exist alongside the public education system in both substitutive and complementary roles, their full potential has yet to be realized. On the supply side, given that school fees are often the main or only source of revenue, low-cost private schools operate on limited financial resources, making it difficult to expand or make quality

[23] Heyneman, S. Stern, J. (2014). Low Cost Private Schools for the Poor: What Public Policy is Appropriate? International Journal of Educational Development 35: 3-15.
[24] Srivastava, P. (2008). School Choice in India: Disadvantaged Groups and Low-Fee Private Schools. In: Forsey, M., Davies, S., Walford, G. (eds). The Globalization of School Choice? Oxford: Oxford Studies in Comparative Education, pp. 185–208.
[25] Oketch, M., Mutisya, M., Ngware, M., Ezeh, A.C., Epari, C. (2010). Free Primary Education Policy and Pupil School Mobility in Urban Kenya. International Journal of Educational Research 49(6): 173–183.
[26] Akaguri, L. (2011). Quality Low-Fee Private Schools for the Rural Poor: Perception or Reality? Evidence from Southern Ghana. CREATE Pathways to Access Research Monograph No 69. Falmer: University of Sussex.
[27] Heyneman, S., Stern, J., Smith, T. (2011) "The Search for Effective EFA Policies: The Role of Private Schools for Low-Income Children." United States Agency for International Development (USAID).
[28] Ashley, L., Mcloughlin, C., Aslam, M., Engel, J., Wales, J., Rawal, S., Batley, R., Kingdon, G., Nicolai, S., Rose, P. (2014). The Role and Impact of Private Schools in Developing Countries. Education Rigorous Literature Review. UK Department for International Development. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/439702/private-schools-full-report.pdf.
[29] Heyneman, S., Stern, J., Smith, T. (2011) "The Search for Effective EFA Policies: The Role of Private Schools for Low-Income Children." United States Agency for International Development (USAID).
[30] Heyneman, S., Stern, J., Smith, T. (2011) "The Search for Effective EFA Policies: The Role of Private Schools for Low-Income Children." United States Agency for International Development (USAID).

improvements, such as adding desks and classrooms, installing running water or gender-separated bathrooms, or hiring and training teachers. Second, banks and other formal lending institutions remain reluctant to engage with affordable private schools because of their high financial risk. Therefore, private school proprietors must either rely on their own savings or resort to borrowing from loan shark institutions at onerous rates.31 On the demand side, while private schools keep their fees low to attract low-income families, many poor families are still unable to cover educational costs. This is because they often rely on seasonal or inconsistent income, and do not always have the cash flow readily available to pay for school fees. As a standard practice, schools often send students home for unpaid fees.

Recognizing these massive financing gaps, Opportunity International EduFinance has been partnering with 30 financial institutions across the globe, building comprehensive lending portfolios comprised of School Improvement Loans (SIL) targeting low-cost private schools and School Fee Loans (SFL) targeting low-income families. The following sections will provide a description of these two key products, which provide the basis for the market sizing exercise.

School Improvement Loans

School Improvement Loans set the stage for sustainable improvements to schools in low-resource environments, helping to ensure more students gain access to a better education, much faster. Loan clients are most often a local entrepreneurial parent or educator who has started an affordable private school in an under-served community, and has sustained good enrollment rates for at least two years (demonstrating the school has earned the support of the local community).

While the loan amount varies depending on country and community, schools with School Improvement Loans (SIL) borrow US$11,000 on average, varying by market. SIL tenures range from 6-36 months with the average being around 24-30 months. Loan repayments are structured around schools' seasonal revenue (which is often generated from school fees), and individual school capacity for managing a suitable repayment schedule. Loan officers from the local financial institution, as well as Opportunity Education Specialists in select markets, provide the school owner with hands-on training and guidance in business development to help school owners wisely invest their loans and sustainably grow their schools.

The most common uses for School Improvement Loans are:
- Infrastructure and expansion, such as building new classrooms, bathrooms, or dormitories—all of which are especially important for helping improve girls' attendance and enrollment.
- Improving educational provisions, such as hiring new teachers to reduce class sizes, or purchasing textbooks, classroom supplies, desks, or computers.
- Enhancing health and safety, such as adding metal roofs, concrete floors, refrigerators, or wells, piping, or filtration systems for clean water.

School Fee Loans

Rural and low-income families often rely on seasonal and/or irregular income, and cash may not be readily available to cover educational costs at the start of school terms. This lack of cash at the right time can result in a child not enrolling or being sent home until the fees are paid. EduFinance works with financial institutions to offer School Fee Loans to ease the pressure of

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31 EduFinance Program's observations and discussions with low-cost schools throughout Sub-Saharan Africa.
* **Affordable**: Opportunity International works with financial institutions that lend to schools that charge school fees of US$8/month on average, but these widely vary between market, level, and services. The fees generally reflect the socio economic status and ability for families to pay school fees.

up-front educational costs, effectively spreading out the costs of their children's education and helping prevent school absenteeism and dropout.

Loan tenures vary according to the two main types of income earners (seasonal or irregular), and range between 3-12 months. The average SFL is approximately $100-$250, which helps send three kids to school. Amounts vary from market to market and for different loan tenures.

EduFinance's significant partnership network in multiple markets uniquely positioned us to undertake a bottom-up localized approach to modeling the private school sector. To undertake this analysis, we conducted primary data collection in select countries and triangulated the information with publicly available sources, including the United Nations Institute of Statistics (UIS), the World Bank Open Data Initiative, and the Education Policy Data Center.

This analysis is not without limitations. First, while as much detailed information was gleaned from as many reliable data banks as possible, the difficulty of obtaining complete or recent country-specific data made calculations challenging. Due to inadequate resources, and for the sake of practicality, we were not able to pursue the latest data for every low- and middle-income country. However, we were able to utilize the data and knowledge that has been gathered from partnerships with over 30 financial institutions worldwide and the in-depth market research studies that have already been conducted internally. Additionally, to compensate for missing or inaccurate values, we utilized regional estimates as a working proxy. The reader should remember that education systems around the world are not uniformly designed, and thus schooling levels between countries are not always compatible. We made a best effort, given our knowledge and experience, to maintain as much consistency as possible. These results are most informative when taken from a high level view, looking for areas of greatest potential need and impact, but not for precise numbers, which can often be found and tailored to the individual market on the websites of the Ministry or Department of Education. Our main findings are as follows:

Total Enrollment in Private Schools

We used data from UNESCO's Institute of Statistics (UIS) to calculate official enrollment figures, and to disaggregate them by level of education and type of institution. Not every country had currently available data and thus figures were adjusted according to national population growth by country. As shown in Figure 15, public enrollment in low and middle-income countries rose by 13.2 percent (113.6 million) from 2005 to 2017. Over the same period, private enrollment in low- and middle-income countries rose by 43.2 percent (92 million) from 2005 to 2017. Extrapolating the historical data, public school enrollment is forecasted to grow by 7.5 percent between 2018 and 2023, whereas private school enrollment is anticipated to grow by twice as much, at 16 percent. The differential may be even higher since private school enrollment is often underreported in official data.

FIGURE 15. PRIVATE EDUCATION GROWING MUCH FASTER THAN PUBLIC EDUCATION IN LOW AND MIDDLE-INCOME MARKETS
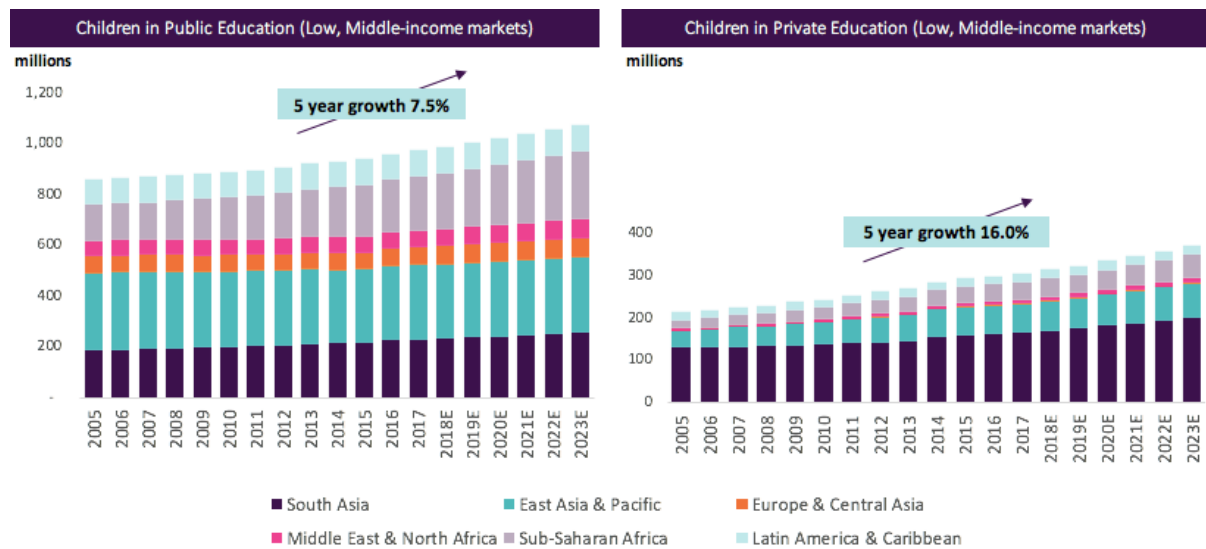
Source: UIS, EduFinance

When breaking down the analysis by region, the demand for private education is anticipated to be highest in Sub-Saharan Africa and South Asia (Figure 16). This is expected, given the proportion and volume of out-of-school children in these regions.

FIGURE 16. MOST OF THE DEMAND FOR NEW PRIVATE SCHOOL SEATS IN COMING YEARS IN AFRICA AND SOUTH ASIA
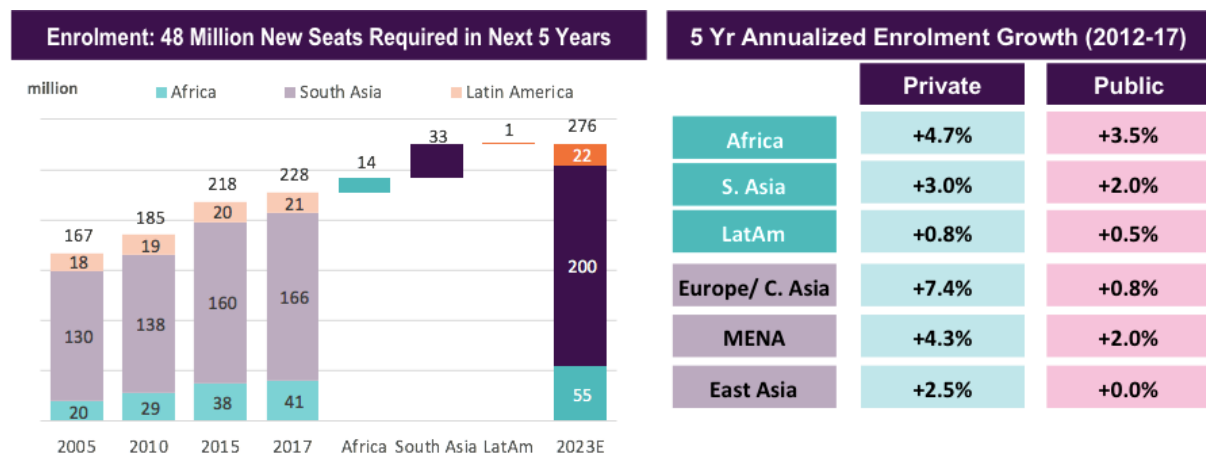
Source: UIS, EduFinance

Pupil-Teacher Ratios (PTR) in Private Schools

Pupil-Teacher Ratiors (PTR) are an important metric because it measures teachers' workload and their availabilities to their students. It is generally understood that the lower the pupil to teacher ratio, the greater the availability of teachers' services to his or her students, and therefore it has large implications for education quality and student performance. While there is no global consensus on the ideal PTR, we utilized UNESCO's maximum suggestion of 40:1 for primary students and 30:1 for secondary students as proxies for quality.[32]

[34] UNESCO. (2015). *Education for All Global Monitoring Report, Policy Paper 19.* Available at: http://unesdoc.unesco.org/images/0023/002327/232721E.pdf

To determine existing PTR figures, we combined available data from EPDC and EduFinance's own primary market research data to determine weighted averages. As shown in Figure 17, Sub-Saharan Africa has the highest PTR amongst all regions, with an average of 41.8 students per teacher. Countries like the Central African Republic and Malawi reporting PTRs as high as 80 and 70, respectively (Figure 18).

FIGURE 17. PUPIL TEACHER RATIOS ARE HIGHEST THROUGHOUT AFRICA
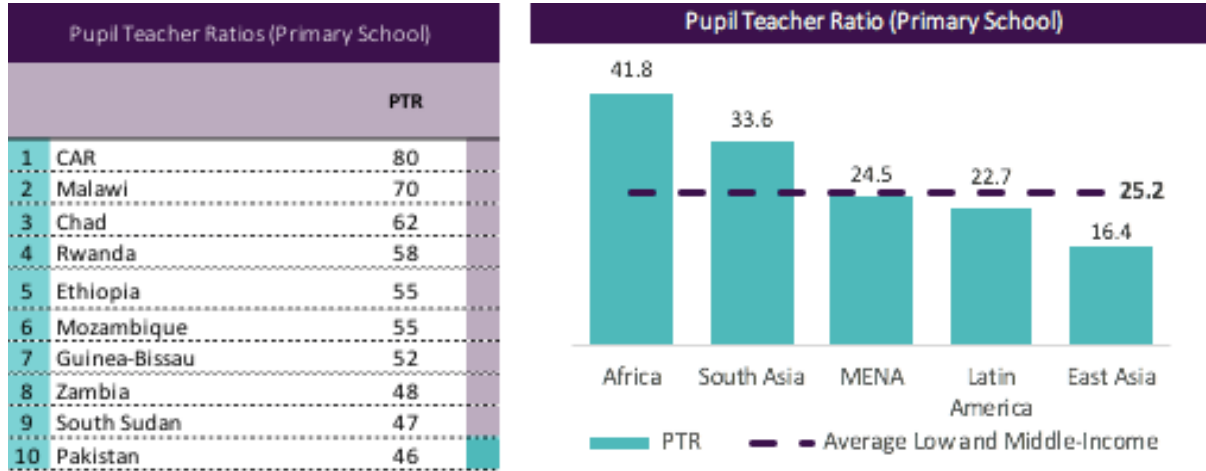
Source: UIS, EduFinance

FIGURE 18. THE HIGHEST PUPIL-TEACHER RATIO ARE CONSISTENTLY HIGH FOR LOWER INCOME COUNTRIES
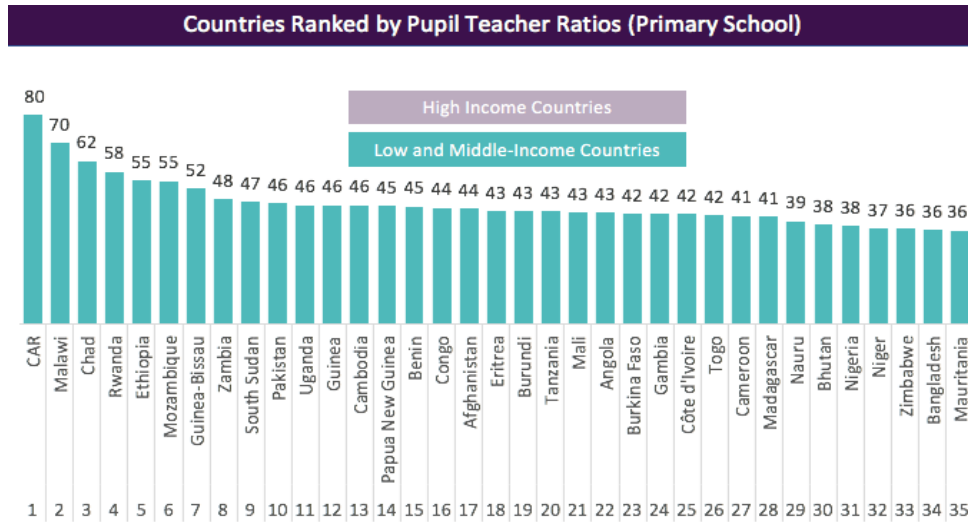
Source: UIS, EduFinance

Number of Children per Private School

Another necessary variable for any estimate of the market is the average number of children in each school. Given the scope of this work, it is not practical to collect data from all individual Departments or Ministries of Education. Such estimates would also be incomplete in any case. So for the purposes of this report, EduFinance has utilised data gathered from EPDC (covering public schools only) alongside proprietary market research to arrivate at estimates for the number of children per school. The EPDC data is scattered and only available for a minority of markets (79), so EduFinance normalized the numbers by region to compensate for the limited number of reporting countries on this indicator. The result is a regional weighted average for private schools, shown in Figure 19. The largest schools are located in Sub-Saharan Africa, with an overall average of 320 students per school. These figures of course vary by primary and

secondary school, with secondary schools smaller due to fewer classes and greater levels of drop outs.

FIGURE 19. LARGEST SCHOOLS ARE FOUND IN AFRICA
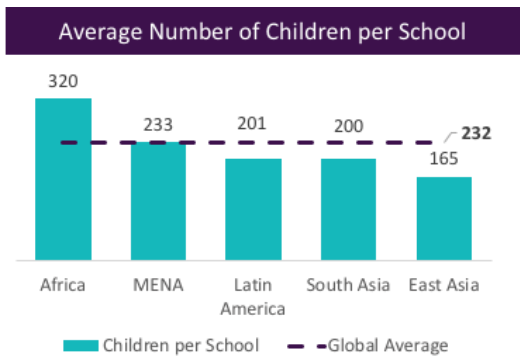
Number of Private Schools

With the three aforementioned variables – total private school enrollment figures, average pupil-teacher ratios (PTR), and the average number of children per school – we are able to estimate the total size of the private education sector in low- and middle-income markets. As shown in Figure 20, South Asia is home to the largest number of private schools, at over 800,000 schools, comprising more than half of the total private school market. While Sub-Saharan Africa has 127,499 schools (9 percent of the market), it is outpacing the rest of the world in growth by nearly a full two percentage points. Africa also has the second-highest rate of compulsory aged school children at 21%. Latin America leads the world in school-aged rates, but the population is growing at a much slower pace.

FIGURE 20. AFRICA AND MENA GROWING FASTEST AND ARE YOUNGER THAN OTHER MARKETS
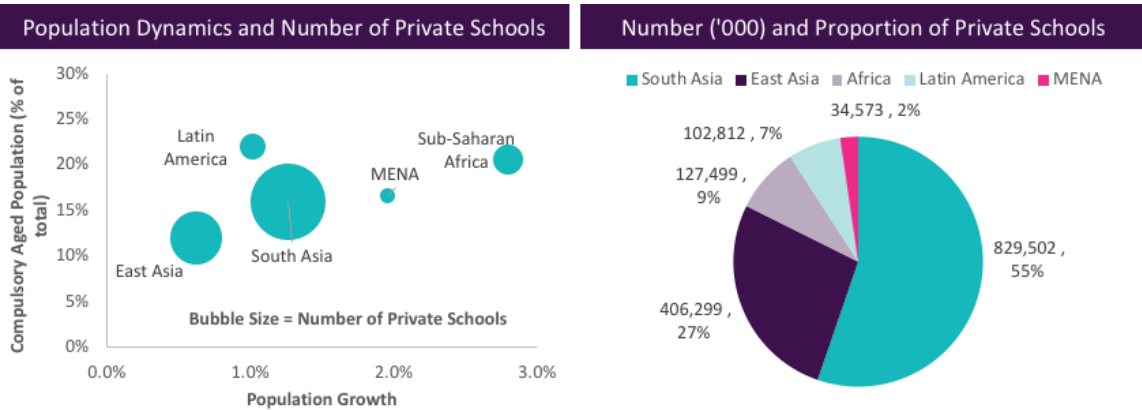
Potential Demand for Financing

Combining the data that has been collected for this analysis with EduFinance experience that spans 30 financial institutions and 10 country specific market research reports, EduFinance has created a framework that provides high-level understanding of which countries and regions will have the greatest demand for financing. EduFinance experience with financial institutions has been either as a provider of Technical Assistance (ETAF), Education Quality or in another funding capacity. The market research studies performed to date include a survey of between 50-150 schools and over 50 parents in each market to gain deeper insights into the levels of interest in obtaining a School Improvement Loan (SIL) or School Fee Loan (SFL), as well as identification of the key features required by borrowers. These relationships and surveys give EduFinance a good understanding of average loan sizes and client take-up rates to estimate the potential market size.

The expected value of both SIL and SFL varies significantly not just from market to market but also within markets. For example, a partner in Uganda has many schools borrowing as little as $2,000 but often borrowing up to and over $30,000. Differences are driven in part by urban versus peri-urban/rural, loan purpose and size of the school. Globally, the SIL average is approximately $11,000. Similarly, parents expend a range of amounts on education depending on the selected school and number of school-aged children that they are supporting. The average SFL varies widely but typically is between $50 and $1,000. For the purposes of this

analysis, EduFinance has utilized the data from market research reports and relationships with financial institutions to develop regional proxies.

Market Demand
Combining all metrics and data available, EduFinance estimates a worldwide $23.9 billion market (Figure 21) for EduFinance flagship products: $7 billion for School Improvement Loans and $16.9 billion for School Fee Loans. The largest market globally by country and region is India and South Asia respectively, which is twice as large as the next largest region, which is East Asia. This is largely impacted by the sheer size of the populations. Latin America is third, with $3.8bn market (over 50% in Brazil).

FIGURE 21. ESTIMATED EDUFINANCE MARKET DEMAND

	Country	SIL Pot. ($m)	SFL Pot. ($m)	Est. EduFin Pot. ($m)	Pop Growth (%)	% of Population School Age
1	India	2,882	5,410	8,291	1.15%	15.19%
2	Indonesia	904	2,433	3,337	1.14%	16.08%
3	Bangladesh	547	1,181	1,728	1.08%	9.53%
4	Brazil	276	1,302	1,578	0.82%	20.87%
5	Pakistan	293	442	735	2.00%	25.06%
6	Mexico	123	526	650	1.30%	25.00%
7	Thailand	100	471	571	0.30%	11.15%
8	Iran, Islamic Rep.	64	407	471	1.15%	11.63%
9	Nigeria	181	274	455	2.62%	22.63%
10	Colombia	78	368	446	0.88%	16.12%
11	Philippines	99	311	410	1.56%	26.37%
12	Peru	91	288	378	1.26%	25.08%
13	Zimbabwe	89	203	292	2.34%	17.78%
14	Egypt, Arab Rep.	63	188	251	2.02%	22.05%
15	Kenya	74	154	229	2.56%	29.55%
16	Malaysia	59	164	224	1.50%	9.47%
17	Morocco	32	150	182	1.35%	15.45%
18	Ecuador	38	137	175	1.48%	27.90%
19	Lebanon	36	136	172	2.62%	15.66%
20	Congo, Dem. Rep.	71	96	167	3.28%	16.22%

African Markets
Africa has a large market potential, with $2.7 billion of potential demand. This is also the fastest low-cost private school growth market and has a huge proportion of the region at compulsory age for school. Uganda and the Democratic Republic of Congo (DRC) are the two fastest growing large markets in Africa, making up 4% and 6% respectively of the total market (Uganda is a market of $120m and DRC $167m).

FIGURE 22. AFRICA MARKET DEMAND
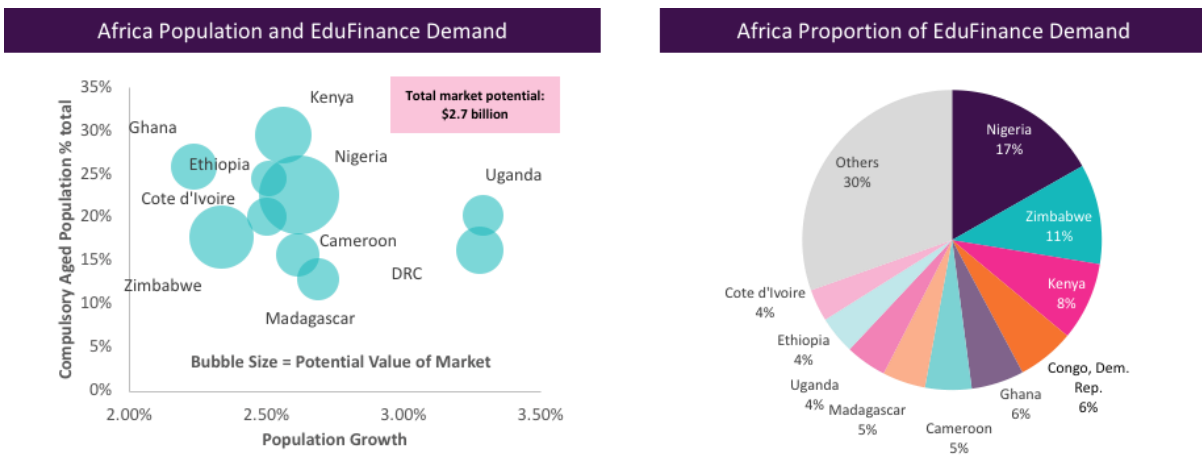
The following charts contain the regional rankings for EduFinance product demand, which can be compared to population growth and proportion of the population that is of age for compulsory education. Opportunity EduFinance has already conducted research in eight of the top ten countries.

FIGURE 23. AFRICA MARKETS BY THE NUMBERS

	Country	SIL Pot. ($m)	SFL Pot. ($m)	Est. EduFin Pot. ($m)	Pop Growth (%)	% of Population School Age
1	Nigeria	181	274	455	2.62%	22.63%
2	Zimbabwe	89	203	292	2.34%	17.78%
3	Kenya	74	154	229	2.56%	29.55%
4	Congo, Dem. Rep.	71	96	167	3.28%	16.22%
5	Ghana	52	102	154	2.24%	25.82%
6	Cameroon	47	89	136	2.61%	15.64%
7	Madagascar	41	85	126	2.69%	12.87%
8	Uganda	43	78	120	3.29%	20.25%
9	Ethiopia	32	79	111	2.50%	20.10%
10	Cote d'Ivoire	35	59	94	2.51%	24.52%

Asian Markets (South Asia & East Asia, Ex-China)

The following charts contain the regional rankings for EduFinance product demand in Asia. As mentioned previously, India is the largest market worldwide, making up 53% ($8.3 billion) of the entire Asian markets. In fact, the top four countries in Asia (India, Indonesia, Bangladesh and Pakistan) account for an entire 59% ($14.1 billion) of the global EduFinance market. Of those countries, the below chart demonstrates that Pakistan has the fastest population growth (2.0%) and the second largest proportion of school age children (25.1%). The potential EduFinance market is highly concentrated in the top ten countries, with only 1% of the market coming outside of the top ten.

FIGURE 24. ASIA EDUFINANCE MARKETS BY THE NUMBERS

	Country	SIL Pot. ($m)	SFL Pot. ($m)	Est. EduFin Pot. ($m)	Pop Growth (%)	% of Population School Age
1	India	2,882	5,410	8,291	1.15%	15.19%
2	Indonesia	904	2,433	3,337	1.14%	16.08%
3	Bangladesh	547	1,181	1,728	1.08%	9.53%
4	Pakistan	293	442	735	2.00%	25.06%
5	Thailand	100	471	571	0.30%	11.15%
6	Philippines	99	311	410	1.56%	26.37%
7	Malaysia	59	164	224	1.50%	9.47%
8	Myanmar	25	107	132	0.91%	8.93%
9	Vietnam	20	89	109	1.07%	14.79%
10	Nepal	35	66	100	1.13%	15.99%

Asia Proportion of EduFinance Demand (ex. China)

Philippines 2%, Thailand 3%, Bangladesh 11%, Malaysia 1%, Myanmar 1%, Vietnam 1%, Others 1%, Pakistan 5%, Indonesia 21%, India 53%

Total market potential: $15.7 billion

Latin American Markets

Finally, the below charts provide an overview of the top ten markets of Latin America. Of a total market of $3.8 billion, Brazil makes up 41% (1.6%) of the total market. However, the population growth of Brazil is slowest of the region, with Central American countries such as Guatemala ($167 million) and Honduras ($49 million) realizing the fastest population growth in the region

(2.0% and 1.7% respectively). Similar to Asia, the largest ten markets make up all but 4% of the total demand.

Latin America Largest EduFinance Markets

	Country	SIL Pot. ($m)	SFL Pot. ($m)	Est. EduFin Pot. ($m)	Pop Growth (%)	% of Population School Age
1	Brazil	276	1,302	1,578	0.82%	20.87%
2	Mexico	123	526	650	1.30%	25.00%
3	Colombia	78	368	446	0.88%	16.12%
4	Peru	91	288	378	1.26%	25.08%
5	Ecuador	38	137	175	1.48%	27.90%
6	Guatemala	48	119	167	2.01%	22.98%
7	Dominican Republic	24	77	101	1.14%	28.85%
8	Paraguay	12	45	57	1.29%	25.43%
9	Nicaragua	9	41	50	1.11%	13.80%
10	Honduras	10	39	49	1.68%	25.82%

Latin America Proportion of EduFinance Demand

Total market potential: $3.8 billion
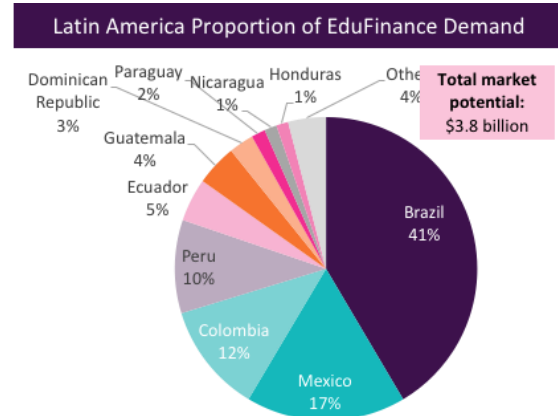
VI. THE FUTURE OF EDUCATION FINANCE

Expanding access to quality education remains essential if the world is going to incorporate the approximately 263 million school-aged children that remain out of school. Children in all countries deserve the opportunity to receive a quality education. And yet, despite even high levels of government spend on education budgets in many low and middle income countries, it is proving inadequate to keep up with education demand. Though on the decline, population growth exceeds 2.8% in aggregate across the African continent, meaning that in many countries the requirements to expand infrastructure are almost all but impossible. To compound challenges, budgeted education funding is often used inefficiently and not allocated to large proportions of the population with the greatest need.

While not a silver bullet, affordable private schools make up a significant piece of the short-medium term solutions to the education gap, if given the opportunity to access necessary capital. In line with this identified opportunity to help increase access to quality education, Opportunity International has facilitated the growth of its Education Finance program.

Opportunity EduFinance Results to Date

Opportunity EduFinance exists to increase access to capital for affordable private schools and their customers.

- 13,700 schools are currently borrowing through 35 local financial institutions that we work with
- 110k parents are currently borrowing for school fees.
- We currently work with 54 financial institutions across 22 countries in Africa, Asia, and Latin America.
- The Education Quality program is currently offered in 8 countries and reaching over 1,700 schools.
- EduFinance is expanding access to financial products by expanding our work to more financial institutions in more countries.

EduFinance is committed to measuring impact and continuing to learn and refine its model to achieve the highest levels of social impact and sustainability. Recent studies demonstrate the real impact of Opportunity's work:

Schools are growing and improving

Schools in Uganda served by Opportunity for at least three years have achieved, on average, 24% enrollment growth, 36% increase in teaching staff, and an increase in income of 63%.

- 39% of schools used Opportunity loans to construct additional classrooms
- 9% invested in WASH facilities—a proven method for keeping girls in school longer, and all students much healthier
- 25% invested their loans in school vans, dormitory beds, and teacher salaries
- 24% purchased land, built dorms or kitchens, purchased cooking stoves or added new technology, such as computers

In Ghana, schools that received loans from Opportunity experienced on average 19% enrollment growth and 20% more teachers.

- The schools also achieved 23% higher marks on the government-advised Ghana Education System quality indicators, meaning the schools are providing students with a better quality education after receiving financing from Opportunity.
- 99% of EduFinance loans are repaid to financial institutions supported by Opportunity's Education Technical Assistance Facility (ETAF).

Additionally, in 2015, the average ETAF-supported financial institution grew its EduFinance customer base by 64%, rapidly accelerating access to finance for educators and parents in marginalized communities.

Students are learning more, especially girls

In 2016, Opportunity conducted an independent evaluation to measure the impact of its services on schools in Uganda. Results demonstrate:

- Students at schools that benefited from a School Improvement Loan increased literacy by 17 words per minute over a control group.
- Enrollment of girls in secondary school increased 17% against control schools.

More teachers and jobs are added in communities

Through a survey of 94 Opportunity-supported schools in Uganda, new jobs were created by School Improvement Loans in 80% of all schools surveyed, averaging 3.9 new full time positions per school.

- Schools hired more teachers (averaging 2 new teachers per loan), as well as other support staff, including cleaners, food workers, nurses, and administrative staff.
- Additionally, 95% of the schools hired construction workers to complete improvements on their schools.
- School owners reported to have hired an average of 7.4 construction workers with their most recent loan, with the construction jobs lasting an average of 2.3 months.

VII. APPENDICES AND TABLES

FIGURE 25. COUNTRY DEMOGRAPHICS (1/2)

Country		Region	Population (m)	Pop Growth (%)	Fertility Rate	Compulsory School Age (m)	% of Population School Age	Out of School Primary	Out of School Secondary	% out of School
Afghanistan	AFG	South Asia	35.6	2.7%	4.8	8.9	25%			
Albania	ALB	Europe	2.9	-0.2%	1.7	0.4	13%	0.0	0.0	11%
Algeria	DZA	MENA	41.3	1.8%	2.8	6.5	16%	0.0		0%
American Samoa	ASM	East Asia	0.1	0.1%		0.0	13%			
Angola	AGO	Africa	29.8	3.4%	5.8	5.1	17%	1.0		19%
Armenia	ARM	Europe	2.9	0.3%	1.6	0.4	15%	0.0		3%
Aruba	ABW	Latin America	0.1	0.5%	1.8	0.0	17%	0.0		0%
Azerbaijan	AZE	Europe	9.9	1.2%	2.0	1.3	14%	0.0	0.0	5%
Bangladesh	BGD	South Asia	164.7	1.1%	2.1	15.7	10%		6.8	44%
Belarus	BLR	Europe	9.5	0.2%	1.7	0.8	9%	0.0	0.0	2%
Belize	BLZ	Latin America	0.4	2.1%	2.5	0.1	16%	0.0	0.0	14%
Benin	BEN	Africa	11.2	2.8%	5.0	1.7	16%	0.1	0.7	43%
Bhutan	BTN	South Asia	0.8	1.3%	2.1	0.1	16%	0.0	0.0	28%
Bolivia	BOL	Latin America	11.1	1.5%	2.9	3.2	29%	0.1	0.2	10%
Bosnia and Herzegovina	BIH	Europe	3.5	0.0%	1.3	1.0	27%	0.0		
Botswana	BWA	Africa	2.3	1.8%	2.8	0.5	21%	0.0		7%
Brazil	BRA	Latin America	209.4	0.8%	1.7	43.7	21%	0.8	2.4	7%
Bulgaria	BGR	Europe	7.1	-0.7%	1.5	0.7	10%	0.0	0.0	8%
Burkina Faso	BFA	Africa	19.2	2.9%	5.4	4.9	26%	0.8	1.7	50%
Burundi	BDI	Africa	10.9	3.1%	5.8	2.2	21%			
Cabo Verde	CPV	Africa	0.5	1.2%	2.4	0.1	20%	0.0	0.0	25%
Cambodia	KHM	East Asia	16.0	1.6%	2.6	2.1	13%	0.1		6%
Cameroon	CMR	Africa	24.1	2.6%	4.8	3.8	16%	0.2	1.4	43%
Central African Republic	CAF	Africa	4.6	1.1%	4.9	1.2	27%	0.2	0.5	58%
Chad	TCD	Africa	14.9	3.1%	6.1	3.9	26%	0.5		12%
Colombia	COL	Latin America	49.1	0.9%	1.9	7.9	16%	0.3	0.4	9%
Comoros	COM	Africa	0.8	2.3%	4.4	0.1	15%	0.0	0.0	53%
Congo, Dem. Rep.	COD	Africa	81.3	3.3%	6.2	13.2	16%			
Congo, Rep.	COG	Africa	5.3	2.6%	4.7	1.3	24%	0.1		7%
Costa Rica	CRI	Latin America	4.9	1.0%	1.8	0.9	19%	0.0	0.0	5%
Cote d'Ivoire	CIV	Africa	24.3	2.5%	5.0	6.0	25%	0.5	2.0	42%
Cuba	CUB	Latin America	11.5	0.1%	1.7	1.1	10%	0.0	0.1	11%
Djibouti	DJI	MENA	1.0	1.6%	2.9	0.2	20%	0.0	0.1	65%
Dominica	DMA	Latin America	0.1	0.5%		0.0	16%	0.0	0.0	3%
Dominican Republic	DOM	Latin America	10.8	1.1%	2.5	3.1	29%	0.2	0.2	12%
Ecuador	ECU	Latin America	16.6	1.5%	2.5	4.6	28%	0.0	0.2	4%
Egypt, Arab Rep.	EGY	MENA	97.6	2.0%	3.3	21.5	22%	0.2	1.5	8%
El Salvador	SLV	Latin America	6.4	0.5%	2.1	1.4	22%	0.1	0.2	19%
Equatorial Guinea	GNQ	Africa	1.3	3.8%	4.8	0.2	12%	0.1		54%
Eritrea	ERI	Africa	4.5	1.9%	4.2	1.0	23%	0.4	0.5	78%
Ethiopia	ETH	Africa	105.0	2.5%	4.3	21.1	20%	2.2	7.9	48%
Fiji	FJI	East Asia	0.9	0.7%	2.5	0.1	13%	0.0	0.0	14%
Gabon	GAB	Africa	2.0	2.5%	3.9	0.4	20%			
Gambia, The	GMB	Africa	2.1	3.0%	5.5	0.5	22%	0.1		17%
Georgia	GEO	Europe	3.7	0.1%	2.0	0.4	11%	0.0	0.0	3%
Ghana	GHA	Africa	28.8	2.2%	4.0	7.4	26%	0.5	1.3	24%
Grenada	GRD	Latin America	0.1	0.5%	2.1	0.0	21%	0.0	0.0	4%
Guatemala	GTM	Latin America	16.9	2.0%	3.0	3.9	23%	0.3	0.7	27%
Guinea	GIN	Africa	12.7	2.5%	4.9	1.9	15%	0.0	1.0	52%
Guinea-Bissau	GNB	Africa	1.9	2.5%	4.7	0.4	22%			
Guyana	GUY	Latin America	0.8	0.6%	2.5	0.1	12%	0.0	0.0	20%
Haiti	HTI	Latin America	11.0	1.3%	3.0	1.4	13%			
Honduras	HND	Latin America	9.3	1.7%	2.5	2.4	26%	0.2	0.4	26%
India	IND	South Asia	1,339.4	1.1%	2.4	203.4	15%	2.9	57.9	30%
Indonesia	IDN	East Asia	264.1	1.1%	2.4	42.5	16%	2.4	5.6	19%
Iran, Islamic Rep.	IRN	MENA	81.2	1.1%	1.7	9.4	12%	0.0	1.6	17%
Iraq	IRQ	MENA	38.3	3.0%	4.4	5.6	15%			
Jamaica	JAM	Latin America	2.9	0.3%	2.0	0.8	26%		0.1	7%
Jordan	JOR	MENA	9.8	3.2%	3.4	1.4	14%		0.3	21%
Kazakhstan	KAZ	Europe	18.1	1.4%	2.7	2.4	13%	0.0	0.0	1%
Kenya	KEN	Africa	49.7	2.6%	3.9	14.7	30%	1.2		8%
Kiribati	KIR	East Asia	0.1	1.8%	3.7	0.0	19%	0.0		1%
Kosovo	XKX	Europe	1.8	0.8%	2.1	0.5	27%			
Kyrgyz Republic	KGZ	Europe	6.2	2.1%	3.2	1.0	17%	0.0	0.1	7%
Lao PDR	LAO	East Asia	6.9	1.4%	2.8	0.7	11%	0.0	0.3	44%
Lebanon	LBN	MENA	6.2	2.6%	1.7	1.0	16%	0.1	0.2	25%
Lesotho	LSO	Africa	2.2	1.3%	3.1	0.3	16%	0.1	0.1	42%
Liberia	LBR	Africa	4.7	2.5%	4.7	0.7	16%	0.4	0.2	83%
Libya	LBY	MENA	6.4	0.9%	2.3	1.0	16%			

FIGURE 26. COUNTRY DEMOGRAPHICS (2/2)

Country		Region	Population (m)	Pop Growth (%)	Fertility Rate	Compulsory School Age (m)	% of Population School Age	Out of School Primary	Out of School Secondary	% out of School
Macedonia, FYR	MKD	Europe	2.1	0.1%	1.5	0.3	15%	0.0		4%
Madagascar	MDG	Africa	25.6	2.7%	4.2	3.3	13%			23%
Malawi	MWI	Africa	18.6	2.9%	4.6	4.0	21%		0.9	23%
Malaysia	MYS	East Asia	31.7	1.5%	2.1	3.0	9%	0.0	0.8	28%
Maldives	MDV	South Asia	0.4	2.0%	2.1	0.1	16%	0.0		1%
Mali	MLI	Africa	18.5	3.0%	6.1	4.3	23%	1.2	1.3	58%
Marshall Islands	MHL	East Asia	0.1	0.1%	4.1	0.0	34%	0.0	0.0	22%
Mauritania	MRT	Africa	4.4	2.8%	4.7	0.9	21%	0.2	0.4	58%
Mauritius	MUS	Africa	1.3	0.1%	1.4	0.2	15%	0.0	0.0	11%
Mexico	MEX	Latin America	129.2	1.3%	2.2	32.3	25%	0.1	2.8	9%
Micronesia, Fed. Sets.	FSM	East Asia	0.1	0.5%	3.2	0.0	13%	0.0		13%
Moldova	MDA	Europe	3.5	-0.1%	1.2	0.3	9%	0.0	0.1	22%
Mongolia	MNG	East Asia	3.1	1.7%	2.8	0.6	18%	0.0	0.0	2%
Morocco	MAR	MENA	35.8	1.4%	2.5	5.5	15%	0.2	1.0	22%
Mozambique	MOZ	Africa	29.7	2.9%	5.3	6.1	21%	0.6	1.8	39%
Myanmar	MMR	East Asia	53.4	0.9%	2.2	4.8	9%	0.2	2.3	53%
Namibia	NAM	Africa	2.5	2.2%	3.5	0.4	16%	0.0		9%
Nepal	NPL	South Asia	29.3	1.1%	2.2	4.7	16%	0.1	0.9	22%
Nicaragua	NIC	Latin America	6.2	1.1%	2.2	0.9	14%			
Niger	NER	Africa	21.5	3.8%	7.3	4.4	21%	1.3	2.2	79%
Nigeria	NGA	Africa	190.9	2.6%	5.6	43.2	23%			
Pakistan	PAK	South Asia	197.1	2.0%	3.6	49.4	25%	4.9	14.9	40%
Papua New Guinea	PNG	East Asia	8.3	2.1%	3.7	1.1	13%	0.2		17%
Paraguay	PRY	Latin America	6.8	1.3%	2.5	1.7	25%	0.1	0.2	14%
Peru	PER	Latin America	32.2	1.3%	2.4	8.1	25%	0.0	0.4	5%
Philippines	PHL	East Asia	104.9	1.6%	3.0	27.7	26%	0.5	0.8	5%
Romania	ROU	Europe	19.6	-0.6%	1.5	2.1	11%	0.0	0.3	13%
Russian Federation	RUS	Europe	144.6	0.2%	1.8	15.2	11%	0.1		1%
Rwanda	RWA	Africa	12.2	2.4%	4.0	1.9	16%	0.1		4%
Samoa	WSM	East Asia	0.2	0.7%	4.0	0.0	20%	0.0	0.0	14%
Sao Tome and Principe	STP	Africa	0.2	2.2%	4.5	0.0	16%	0.0	0.0	19%
Senegal	SEN	Africa	15.9	2.9%	4.8	4.2	26%	0.7		16%
Serbia	SRB	Europe	7.0	-0.5%	1.5	0.6	8%	0.0	0.0	7%
Sierra Leone	SLE	Africa	7.6	2.2%	4.6	1.8	24%	0.0	0.6	36%
Solomon Islands	SLB	East Asia	0.6	2.0%	3.9	0.1	13%	0.0		31%
Somalia	SOM	Africa	14.7	2.9%	6.4	3.0	21%			
South Africa	ZAF	Africa	56.8	1.6%	2.5	9.5	17%	0.9	1.3	23%
South Sudan	SSD	Africa	11.3	4.1%	4.9	2.6	23%	1.3	1.1	93%
Sri Lanka	LKA	South Asia	21.4	1.1%	2.1	3.8	18%	0.0	0.4	10%
St. Lucia	LCA	Latin America	0.2	0.5%	1.5	0.0	18%		0.0	8%
St. Vincent and the Gren.	VCT	Latin America	0.1	0.2%	2.0	0.0	20%	0.0	0.0	4%
Sudan	SDN	Africa	40.5	2.4%	4.6	8.1	20%	2.5		31%
Suriname	SUR	Latin America	0.6	0.9%	2.4	0.1	11%			
Swaziland	SWZ	Africa	1.4	1.8%	3.1	0.2	17%	0.1	0.0	35%
Tajikistan	TJK	Europe	8.9	2.2%	3.4	1.6	18%	0.0	0.2	14%
Tanzania	TZA	Africa	57.3	3.1%	5.1	10.6	18%	2.1		20%
Thailand	THA	East Asia	69.1	0.3%	1.5	7.7	11%	0.5	0.9	18%
Timor-Leste	TLS	East Asia	1.3	2.2%	5.6	0.3	24%	0.0	0.0	26%
Togo	TGO	Africa	7.8	2.5%	4.5	1.9	24%	0.2		8%
Tonga	TON	East Asia	0.1	0.7%	3.7	0.0	35%	0.0	0.0	8%
Tunisia	TUN	MENA	11.5	1.1%	2.2	1.5	13%	0.0		0%
Turkey	TUR	Europe	80.8	1.6%	2.1	16.1	20%	0.3	1.2	9%
Turkmenistan	TKM	Europe	5.8	1.7%	2.9	1.2	20%			
Tuvalu	TUV	East Asia	0.0	0.9%		0.0	14%	0.0	0.0	28%
Uganda	UGA	Africa	42.9	3.3%	5.7	8.7	20%	0.7		8%
Ukraine	UKR	Europe	44.9	-0.3%	1.5	4.5	10%	0.1	0.1	5%
Uzbekistan	UZB	Europe	32.4	1.7%	2.5	6.5	20%	0.1	0.4	7%
Vanuatu	VUT	East Asia	0.3	2.2%	3.3	0.0	13%	0.0	0.0	33%
Vietnam	VNM	East Asia	93.7	1.1%	2.0	13.9	15%	0.1		1%
West Bank and Gaza	PSE	MENA	4.7	2.9%	4.1	1.1	25%	0.0	0.1	16%
Yemen, Rep.	YEM	MENA	28.3	2.5%	4.1	6.1	22%	0.7	1.6	38%
Zambia	ZMB	Africa	17.1	3.0%	5.0	3.2	19%	0.4		11%
Zimbabwe	ZWE	Africa	16.5	2.3%	3.8	2.9	18%	0.0	0.8	26%
South Asia			**1,788.7**	**0.0%**	**0.0**	**286.0**	**16%**	**7.9**	**80.9**	**31%**
East Asia			**902.9**	**0.0%**	**0.0**	**127.6**	**13%**	**4.4**	**11.1**	**12%**
MENA			**445.0**	**0.0%**	**0.0**	**74.1**	**20%**	**2.1**	**8.6**	**14%**
Africa			**1,059.1**	**0.0%**	**0.0**	**218.3**	**21%**	**20.4**	**27.7**	**22%**
Latin America			**644.3**	**0.0%**	**0.0**	**141.8**	**26%**	**2.9**	**9.3**	**9%**
Europe			**917.6**	**0.0%**	**0.0**	**112.8**	**27%**	**1.1**	**3.2**	**4%**
Total			**5,757.7**	**0.0%**	**0.0**	**960.6**	**17%**	**38.9**	**140.8**	**19%**

FIGURE 27. FORECASTS AND ESTIMATES (1/3)

Country		Region	GDP Per Capita $	Gov Spend on Edu (%GDP)	Gov Spend on Edu (% budget)	Private School Children Enrolled (m)					Private School (%)					Est. # Private Schools	SiL Pot. ($m)	SFL Pot. ($m)	Est. EduFin Pot. ($m)
						2005	2010	2015	2017	2023	2005	2010	2015	2017	2023				
Afghanistan	AFG	South Asia	547	3.3%	12.5%	0.1	0.1	0.3	0.4	1.1	1.6%	1.6%	3.2%	4.5%	9.6%	1,901	9	9	18
Albania	ALB	Europe	4,132	3.5%	11.3%	0.0	0.0	0.0	0.0	0.0	4.6%	5.7%	6.9%	7.3%	8.1%	201	1	7	9
Algeria	DZA	MENA	3,847	4.4%	11.4%	0.1	0.1	0.1	0.1	0.2	1.1%	1.0%	1.4%	1.3%	1.4%	513	4	14	18
American Samoa	ASM	East Asia	11,822	0.0%	8.7%	0.0	0.0	0.0	0.0	0.0						0	0	0	0
Angola	AGO	Africa	3,201	3.5%	10.2%	0.1	0.2	0.3	0.3	0.4	2.8%	3.1%	3.9%	3.9%	3.9%	945	7	11	18
Armenia	ARM	Europe	3,605	2.8%	22.9%	0.0	0.0	0.0	0.0	0.0	1.5%	1.7%	2.3%	2.4%	2.8%	43	0	2	2
Aruba	ABW	Latin America	0	6.2%	7.6%	0.0	0.0	0.0	0.0	0.0	83.2%	80.7%	81.2%	81.2%	80.6%	112	1	3	4
Azerbaijan	AZE	Europe	3,832	2.6%	18.1%	0.1	0.1	0.2	0.2	0.2	6.7%	8.5%	8.4%	8.4%	8.2%	1,197	9	25	33
Bangladesh	BGD	South Asia	1,344	1.9%	10.8%	16.9	18.2	23.0	24.6	30.6	61.8%	62.2%	62.7%	63.4%	65.3%	120,261	547	1,181	1,728
Belarus	BLR	Europe	4,977	4.9%	21.2%	0.0	0.0	0.1	0.1	0.1	1.1%	1.2%	0.3%	0.3%	0.0%	21	0	1	1
Belize	BLZ	Latin America	4,647	6.4%	17.5%	0.1	0.1	0.1	0.1	0.1	80.7%	75.7%	73.9%	73.5%	70.4%	369	3	9	12
Benin	BEN	Africa	768	4.4%	25.5%	0.3	0.4	0.7	0.7	1.2	15.4%	15.6%	20.7%	20.7%	25.2%	2,051	15	29	45
Bhutan	BTN	South Asia	2,738	7.4%	16.8%	0.0	0.0	0.0	0.0	0.0	4.0%	6.2%	7.6%	7.4%	9.2%	63	0	1	1
Bolivia	BOL	Latin America	3,059	7.3%	20.5%	0.3	0.3	0.3	0.3	0.4	11.1%	10.5%	11.3%	11.6%	12.0%	1,855	13	35	48
Bosnia and Herzegovina	BIH	Europe	4,808	0.0%	15.7%	0.0	0.0	0.0	0.0	0.0	1.9%	1.9%	2.4%	2.6%	3.5%	60	0	3	3
Botswana	BWA	Africa	6,799	9.6%	11.4%	0.0	0.1	0.1	0.1	0.1	8.5%	9.1%	8.9%	8.9%	9.3%	210	2	4	6
Brazil	BRA	Latin America	8,580	6.0%	18.0%	6.2	6.7	7.3	7.4	7.7	12.9%	14.9%	16.1%	16.1%	15.7%	38,212	276	1,302	1,578
Bulgaria	BGR	Europe	7,522	4.1%	17.2%	0.0	0.0	0.1	0.1	0.0	0.7%	0.9%	2.3%	1.8%	4.2%	96	1	4	4
Burkina Faso	BFA	Africa	609	4.1%	17.9%	0.3	0.5	0.9	1.1	1.8	19.8%	20.8%	25.0%	25.6%	30.3%	3,218	24	39	63
Burundi	BDI	Africa	277	5.4%	9.1%	0.0	0.1	0.1	0.2	0.4	3.1%	2.7%	5.0%	5.1%	8.9%	463	5	5	9
Cabo Verde	CPV	Africa	2,961	5.0%	13.8%	0.0	0.0	0.0	0.0	0.0	13.5%	13.2%	13.2%	13.4%	13.1%	82	1	1	2
Cambodia	KHM	East Asia	1,250	1.9%	7.8%	0.0	0.1	0.1	0.1	0.3	1.1%	2.7%	3.5%	4.4%	7.7%	535	4	17	21
Cameroon	CMR	Africa	1,340	3.0%	12.5%	1.0	1.3	2.0	2.1	2.9	25.5%	26.9%	28.3%	28.2%	30.3%	6,270	47	89	136
Central African Republic	CAF	Africa	378	1.2%	16.0%	0.1	0.1	0.2	0.2	0.3	10.1%	14.5%	14.4%	18.3%	24.1%	394	3	7	10
Chad	TCD	Africa	644	2.8%	15.3%	0.2	0.2	0.4	0.4	0.5	10.3%	10.1%	11.7%	11.7%	12.5%	920	7	12	19
Colombia	COL	Latin America	5,755	4.5%	12.5%	2.4	2.4	2.3	2.3	2.3	22.8%	20.6%	20.3%	21.1%	21.9%	10,772	78	368	446
Comoros	COM	Africa	758	4.3%	10.5%	0.1	0.1	0.1	0.1	0.1	29.6%	31.3%	30.3%	30.3%	29.4%	268	2	2	5
Congo, Dem. Rep.	COD	Africa	393	2.2%	29.0%	2.0	2.3	2.8	2.9	3.7	14.7%	14.7%	14.6%	14.6%	14.9%	9,522	71	96	167
Congo, Rep.	COG	Africa	1,490	6.2%	23.4%	0.2	0.3	0.3	0.3	0.3	21.1%	28.6%	25.3%	25.3%	25.3%	791	6	13	19
Costa Rica	CRI	Latin America	11,705	7.2%	21.2%	0.1	0.1	0.1	0.1	0.1	7.9%	9.2%	9.3%	9.4%	9.4%	703	5	17	22
Cote d'Ivoire	CIV	Africa	1,497	5.0%	12.3%	0.8	0.9	1.3	1.4	2.0	26.1%	24.8%	25.8%	25.6%	26.6%	4,721	35	59	94
Cuba	CUB	Latin America	7,583	12.8%	10.5%	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%	0.0%	0.0%	0.0%	0	0	0	0
Djibouti	DJI	MENA	1,804	4.5%	12.6%	0.0	0.0	0.0	0.0	0.0	18.4%	11.4%	11.1%	11.7%	12.1%	54	0	2	2
Dominica	DMA	Latin America	7,866	0.0%	12.8%	0.0	0.0	0.0	0.0	0.0	39.0%	39.8%	40.4%	41.3%	43.6%	38	0	0	0
Dominican Republic	DOM	Latin America	6,647	0.0%	10.5%	0.5	0.6	0.6	0.6	0.6	22.1%	26.1%	24.9%	24.7%	23.3%	3,254	24	77	101
Ecuador	ECU	Latin America	5,931	5.0%	16.1%	1.0	1.2	1.2	1.1	1.0	31.6%	29.6%	26.4%	24.8%	20.3%	5,241	38	137	175
Egypt, Arab Rep.	EGY	MENA	3,409	6.2%	12.8%	1.3	1.5	1.8	2.0	2.7	7.9%	8.2%	8.8%	9.2%	10.6%	8,656	63	188	251
El Salvador	SLV	Latin America	4,202	3.5%	16.1%	0.2	0.2	0.2	0.2	0.2	13.1%	12.5%	14.9%	15.2%	17.6%	971	7	33	40
Equatorial Guinea	GNQ	Africa	8,423	0.0%		0.1	0.1	0.1	0.1	0.1	43.3%	57.0%	64.0%	64.0%	68.7%	426	3	5	8
Eritrea	ERI	Africa	583	0.0%	5.2%	0.1	0.1	0.1	0.1	0.1	9.2%	9.6%	9.6%	12.4%	16.0%	239	2	4	6
Ethiopia	ETH	Africa	690	4.5%	27.0%	1.4	1.7	1.6	1.7	1.9	11.1%	9.6%	6.7%	6.7%	5.8%	4,309	32	79	111
Fiji	FJI	East Asia	5,195	3.9%	14.0%	0.1	0.1	0.1	0.1	0.1	56.2%	56.3%	8.3%	8.3%	0.4%	89	1	2	3
Gabon	GAB	Africa	7,002	2.7%	10.3%	0.1	0.2	0.2	0.2	0.2	47.6%	47.6%	47.6%	47.6%	47.6%	705	5	11	16
Gambia, The	GMB	Africa	459	2.8%	12.7%	0.1	0.2	0.2	0.2	0.3	28.5%	36.9%	38.2%	39.3%	39.7%	459	3	6	10
Georgia	GEO	Europe	3,863	2.0%	21.0%	0.1	0.1	0.1	0.1	0.1	3.2%	6.6%	8.9%	9.0%	11.6%	498	4	9	12
Ghana	GHA	Africa	1,480	6.2%	23.4%	0.8	1.2	2.0	2.0	2.8	15.4%	17.5%	23.4%	23.5%	27.6%	6,915	52	102	154
Grenada	GRD	Latin America	9,797	0.0%	42.8%	0.0	0.0	0.0	0.0	0.0	65.8%	68.4%	68.2%	69.2%	70.1%	101	1	3	3
Guatemala	GTM	Latin America	4,065	3.0%	12.0%	0.9	1.0	1.1	1.2	1.4	25.7%	23.9%	27.4%	28.2%	32.5%	6,645	48	119	167
Guinea	GIN	Africa	645	3.2%	23.4%	0.4	0.6	0.9	0.9	1.3	23.1%	28.9%	33.5%	33.5%	38.5%	2,678	20	38	58
Guinea-Bissau	GNB	Africa	626	2.2%	16.2%	0.1	0.1	0.1	0.1	0.1	29.4%	29.4%	29.4%	29.4%	29.4%	251	2	4	6

FIGURE 28. FORECASTS AND ESTIMATES (2/3)

Country	Code	Region	GDP Per Capita $	Gov Spend on Edu (% GDP)	Gov Spend on Edu (% budget)	Enrolled (m) 2005	2010	2015	2017	2023	PS% 2005	2010	2015	2017	2023	Est. # Private Schools	SiL Pot. ($m)	SFL Pot. ($m)	Est. EduFin Pot. ($m)
Guyana	GUY	Latin America	4,501	3.2%	10.3%	0.0	0.0	0.0	0.0	0.0	2.3%	5.6%	7.6%	7.6%	7.6%	78	1	2	3
Haiti	HTI	Latin America	730	0.0%	19.9%	0.0	0.0	0.0	0.0	0.0						0	0	0	0
Honduras	HND	Latin America	2,322	5.9%	14.1%	0.3	0.3	0.3	0.3	0.3	15.6%	14.5%	15.2%	15.4%	15.2%	1,404	10	39	49
India	IND	South Asia	1,690	3.8%	14.1%	101.1	107.1	120.1	124.2	144.3	42.1%	42.1%	43.3%	42.7%	43.4%	633,356	2,882	5,410	8,291
Indonesia	IDN	East Asia	3,530	3.6%	20.6%	14.7	17.2	21.0	19.1	19.4	30.7%	31.8%	35.7%	32.1%	30.9%	125,072	904	2,433	3,337
Iran, Islamic Rep.	IRN	MENA	5,160	2.9%	19.3%	1.2	1.3	2.2	2.3	3.2	7.7%	9.5%	15.7%	15.7%	19.9%	8,868	64	407	471
Iraq	IRQ	MENA	4,477	0.0%		0.0	0.0	0.0	0.0	0.0	0.0%	0.0%	0.0%	0.0%	0.0%	0	0	0	0
Jamaica	JAM	Latin America	4,863	5.5%	19.1%	0.2	0.2	0.1	0.1	0.1	24.8%	24.7%	21.2%	18.6%	12.9%	455	3	16	19
Jordan	JOR	MENA	3,962	0.0%	13.5%	0.4	0.5	0.6	0.6	0.8	28.7%	29.8%	30.4%	31.2%	31.5%	3,183	23	56	79
Kazakhstan	KAZ	Europe	7,605	2.8%	13.9%	0.1	0.1	0.2	0.3	0.6	3.5%	4.1%	5.0%	6.6%	11.8%	1,173	8	29	38
Kenya	KEN	Africa	1,419	5.3%	16.7%	1.1	1.9	2.8	3.0	4.7	10.5%	15.4%	18.6%	18.7%	23.3%	9,928	74	154	229
Kiribati	KIR	East Asia	1,560	0.0%	11.5%	0.0	0.0	0.0	0.0	0.0					0.0%	0	0	0	0
Kosovo	XKX	Europe	3,633		16.3%	0.0	0.0	0.0	0.0	0.0						0	0	0	0
Kyrgyz Republic	KGZ	Europe	1,055	2.8%		0.0	0.0	0.0	0.0	0.1	0.6%	1.2%	2.5%	2.4%	4.9%	126	1	3	4
Lao PDR	LAO	East Asia	2,321	3.3%	12.2%	0.0	0.1	0.1	0.1	0.1	3.5%	4.6%	5.5%	5.7%	6.4%	461	3	11	14
Lebanon	LBN	MENA	8,047	2.6%	8.6%	0.6	0.7	0.8	0.8	0.9	64.4%	68.9%	70.6%	68.6%	67.1%	4,993	36	136	172
Lesotho	LSO	Africa	1,026	11.4%	24.7%	0.0	0.0	0.0	0.0	0.0	8.1%	2.6%	3.9%	4.3%	6.9%	73	1	2	2
Liberia	LBR	Africa	444	2.8%	8.1%	0.4	0.5	0.5	0.6	0.6	38.6%	37.1%	34.4%	34.4%	31.8%	1,909	14	24	38
Libya	LBY	MENA	5,463	0.0%		0.1	0.1	0.1	0.1	0.1	3.7%	3.7%	3.7%	3.7%	3.7%	101	1	8	9
Macedonia, FYR	MKD	Europe	5,232		8.6%	0.0	0.0	0.0	0.0	0.0	0.4%	0.7%	0.9%	0.9%	1.2%	17	0	1	1
Madagascar	MDG	Africa	391	2.1%	14.0%	1.1	1.3	1.7	1.8	2.3	25.2%	24.3%	25.8%	25.1%	25.9%	5,453	41	85	126
Malawi	MWI	Africa	292	5.6%	17.2%	0.1	0.2	0.2	0.2	0.4	4.3%	4.3%	3.2%	3.4%	3.9%	568	4	10	14
Malaysia	MYS	East Asia	9,368	5.0%	20.6%	0.4	0.8	1.2	1.1	1.5	6.2%	11.5%	16.8%	16.1%	21.4%	8,217	59	164	224
Maldives	MDV	South Asia	9,918	5.2%	11.1%	0.0	0.0	0.0	0.0	0.0	15.9%	21.5%	27.4%	27.2%	28.1%	226	1	1	2
Mali	MLI	Africa	757	3.7%	18.2%	0.7	1.1	1.3	1.4	1.7	35.6%	38.5%	39.7%	38.9%	39.5%	4,094	31	46	77
Marshall Islands	MHL	East Asia	3,660	0.0%	22.5%	0.0	0.0	0.0	0.0	0.0	20.4%	20.4%	19.0%	15.6%	11.9%		0	0	0
Mauritania	MRT	Africa	1,072	2.9%	9.3%	0.0	0.0	0.1	0.1	0.2	8.8%	14.1%	18.9%	17.2%	19.5%	468	4	6	10
Mauritius	MUS	Africa	9,624	4.9%	20.0%	0.1	0.1	0.1	0.1	0.1	49.4%	48.0%	50.2%	50.0%	52.2%	653	5	19	23
Mexico	MEX	Latin America	8,103	5.3%	19.1%	3.3	3.5	3.7	3.8	4.2	11.2%	11.1%	11.4%	11.5%	12.0%	17,049	123	526	650
Micronesia, Fed. Sets.	FSM	East Asia	3,129		22.4%	0.0	0.0	0.0	0.0	0.0	100.0%	100.0%	3.5%	3.5%	24.8%	3	0	1	0
Moldova	MDA	Europe	1,901	4.6%	18.5%	0.0	0.0	0.0	0.0	0.0	1.2%	0.9%	1.1%	1.2%	1.6%	32	0	1	2
Mongolia	MNG	East Asia	3,633	0.0%	12.8%	0.0	0.0	0.1	0.1	0.1	3.2%	6.1%	8.2%	8.6%	12.1%	328	2	8	10
Morocco	MAR	MENA	2,898	6.5%	17.3%	1.0	1.0	1.3	1.2	1.4	20.2%	22.7%	26.6%	25.9%	28.1%	4,367	32	150	182
Mozambique	MOZ	Africa	371	0.0%	19.0%	0.1	0.2	0.2	0.2	0.3	3.3%	2.8%	3.0%	3.0%	3.2%	626	5	8	13
Myanmar	MMR	East Asia	1,185	0.0%	5.4%	0.1	0.1	0.4	0.8	5.7	1.2%	1.8%	4.8%	8.2%	37.6%	3,517	25	107	132
Namibia	NAM	Africa	4,320	8.3%	26.2%	0.0	0.0	0.0	0.0	0.0	4.9%	5.3%	5.1%	5.1%	4.2%	123	1	2	3
Nepal	NPL	South Asia	721	3.7%	17.0%	1.4	1.1	1.4	1.4	1.7	20.6%	13.3%	17.7%	18.1%	23.3%	7,631	35	66	100
Nicaragua	NIC	Latin America	2,128	4.5%	22.8%	0.3	0.3	0.3	0.3	0.3	18.6%	17.4%	17.4%	17.4%	17.4%	1,236	9	41	50
Niger	NER	Africa	351	6.7%	18.5%	0.1	0.1	0.2	0.2	0.3	5.5%	6.3%	6.6%	6.1%	5.9%	758	6	6	12
Nigeria	NGA	Africa	2,120	0.0%		1.5	4.2	7.2	7.6	9.7	5.0%	12.9%	16.7%	16.7%	16.8%	24,091	181	274	455
Pakistan	PAK	South Asia	1,415	2.6%	12.6%	9.9	10.9	14.5	15.3	21.7	33.3%	31.5%	37.3%	36.6%	41.0%	64,427	293	442	735
Papua New Guinea	PNG	East Asia	2,450	0.0%		0.0	0.0	0.0	0.0	0.0	0.2%	0.2%	0.2%	0.2%	0.2%	16	0	0	0
Paraguay	PRY	Latin America	4,026	5.0%	19.6%	0.3	0.3	0.4	0.4	0.4	19.1%	20.7%	21.3%	21.3%	21.3%	1,709	12	45	57
Peru	PER	Latin America	5,974	4.0%	17.8%	1.5	1.8	2.2	2.3	2.8	19.0%	23.4%	28.9%	28.6%	33.0%	12,527	91	288	378
Philippines	PHL	East Asia	2,906	2.7%	13.2%	2.6	2.9	2.9	3.0	3.0	13.0%	13.3%	12.2%	12.2%	11.0%	13,743	99	311	410
Romania	ROU	Europe	9,573	3.1%	9.2%	0.0	0.0	0.0	0.0	0.0	0.6%	0.9%	1.5%	1.5%	1.5%	200	1	9	10
Russian Federation	RUS	Europe	8,875	3.9%	11.1%	0.2	0.2	0.2	0.2	0.3	0.8%	0.9%	1.5%	1.2%	1.4%	1,182	9	45	54
Rwanda	RWA	Africa	686	3.6%	12.3%	0.3	0.2	0.3	0.3	0.3	11.4%	8.8%	8.3%	9.1%	8.7%	791	6	16	22
Samoa	WSM	East Asia	4,002	0.0%	10.5%	0.0	0.0	0.0	0.0	0.0	29.3%	27.9%	29.8%	29.0%	29.0%	84	1	1	2

FIGURE 29. FORECASTS AND ESTIMATES (3/3)

Country		Region	Region	GDP Per Capita $	Gov Spend on Edu (% GDP)	Gov Spend on Edu (% budget)	Private School Children Enrolled (m)					Private School (%)					Est. # Private Schools	SIL Pot. ($m)	SFL Pot. ($m)	Est. EduFin Pot. ($m)
							2005	2010	2015	2017	2023	2005	2010	2015	2017	2023				
Sao Tome and Principe	STP	Africa	Sub-Saharan Africa	1,678	3.8%	12.3%	0.0	0.0	0.0	0.0	0.0	0.6%	1.1%	2.2%	3.3%	3.7%	9	0	0	0
Senegal	SEN	Africa	Sub-Saharan Africa	926	7.4%	23.8%	0.3	0.5	0.6	0.7	0.9	16.4%	18.0%	20.2%	20.9%	23.3%	2,263	17	28	45
Serbia	SRB	Europe	Europe & Central Asia	5,456	4.2%	9.2%	0.0	0.0	0.0	0.0	0.0	0.1%	0.4%	0.5%	0.8%	1.3%	42	0	2	2
Sierra Leone	SLE	Africa	Sub-Saharan Africa	494	2.7%	12.5%	0.1	0.1	0.1	0.2	0.2	6.0%	6.0%	6.2%	7.5%	8.4%	729	5	7	12
Solomon Islands	SLB	East Asia	East Asia & Pacific	1,966	10.0%	17.5%	0.0	0.0	0.1	0.1	0.1	20.6%	23.3%	25.9%	26.1%	31.1%	252	2	4	6
Somalia	SOM	Africa	Sub-Saharan Africa	422	0.0%		0.0	0.0	0.0	0.0	0.0						0	0	0	0
South Africa	ZAF	Africa	Sub-Saharan Africa	5,201	6.0%	18.1%	0.3	0.4	0.6	0.6	0.7	2.5%	3.6%	4.3%	4.3%	4.7%	2,044	15	49	64
South Sudan	SSD	Africa	Sub-Saharan Africa	798	1.8%	0.8%	0.1	0.1	0.1	0.2	0.3	84.9%	84.9%	53.0%	53.0%	14.0%	466	3	6	10
Sri Lanka	LKA	South Asia	South Asia	3,793	2.2%	17.7%	0.2	0.2	0.3	0.3	0.3	4.7%	4.7%	5.4%	5.4%	5.5%	1,638	7	13	21
St. Lucia	LCA	Latin America	Latin America & Caribbean	9,322		22.4%	0.0	0.0	0.0	0.0	0.0	13.0%	12.0%	12.8%	13.7%	14.4%	24	0	1	1
St. Vincent and the Gren.	VCT	Latin America	Latin America & Caribbean	6,995		20.1%	0.0	0.0	0.0	0.0	0.0	18.7%	22.0%	26.9%	27.4%	29.5%	46	0	1	1
Sudan	SDN	Africa	Sub-Saharan Africa	2,359	0.0%	10.8%	0.5	0.6	0.9	0.9	1.3	9.1%	9.1%	11.8%	11.8%	13.2%	3,984	30	42	72
Suriname	SUR	Latin America	Latin America & Caribbean	5,817	0.0%	24.9%	0.0	0.0	0.0	0.0	0.0	37.1%	1.4%	1.3%	1.4%	1.5%	12	0	0	0
Swaziland	SWZ	Africa	Sub-Saharan Africa	2,721	7.0%		0.0	0.0	0.0	0.0	0.0	6.7%	6.6%	8.3%	8.3%	8.0%	106	1	2	3
Tajikistan	TJK	Europe	Europe & Central Asia	779	5.2%	16.4%	0.0	0.0	0.0	0.0	0.0	0.9%	0.9%	1.2%	1.2%	1.4%	104	1	2	3
Tanzania	TZA	Africa	Sub-Saharan Africa	826	3.5%	17.3%	0.4	0.6	0.8	0.9	1.1	4.3%	5.3%	7.0%	7.0%	8.0%	2,731	20	34	55
Thailand	THA	East Asia	East Asia & Pacific	5,893	4.1%	19.1%	2.1	2.2	2.3	2.3	2.3	16.9%	19.0%	17.1%	17.1%	14.0%	13,846	100	471	571
Timor-Leste	TLS	East Asia	East Asia & Pacific	1,375	7.8%	6.7%	0.0	0.1	0.1	0.1	0.1	17.0%	18.4%	18.0%	18.1%	17.9%	335	2	4	6
Togo	TGO	Africa	Sub-Saharan Africa	564	5.2%	16.0%	0.5	0.6	0.6	0.6	0.8	38.4%	32.1%	26.1%	27.7%	28.6%	1,850	14	28	42
Tonga	TON	East Asia	East Asia & Pacific	3,722	0.0%	18.1%	0.0	0.0	0.0	0.0	0.0	38.1%	39.6%	43.6%	43.6%	46.0%	89	1	1	2
Tunisia	TUN	MENA	Middle East & North Africa	3,647	6.3%	22.9%	0.2	0.2	0.3	0.3	0.5	8.9%	10.1%	13.0%	13.7%	19.1%	1,765	13	46	59
Turkey	TUR	Europe	Europe & Central Asia	10,694	4.8%	13.1%	0.4	0.5	0.8	0.8	1.5	3.0%	3.4%	4.7%	4.7%	6.6%	4,071	29	125	154
Turkmenistan	TKM	Europe	Europe & Central Asia	6,281	3.1%	20.8%	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%	0.0%	0.0%	0.0%	0	0	0	0
Tuvalu	TUV	East Asia	East Asia & Pacific	3,057	0.0%		0.0	0.0	0.0	0.0	0.0	6.5%	6.5%	6.7%	6.7%	6.9%	2	0	0	0
Uganda	UGA	Africa	Sub-Saharan Africa	562	2.2%	10.9%	0.9	1.7	1.9	2.2	3.5	12.5%	19.2%	21.7%	22.9%	32.2%	5,685	43	78	120
Ukraine	UKR	Europe	Europe & Central Asia	2,079	5.9%	13.1%	0.1	0.0	0.0	0.0	0.1	0.9%	0.6%	0.5%	0.6%	0.7%	143	1	6	7
Uzbekistan	UZB	Europe	Europe & Central Asia	2,075	0.0%		0.0	0.0	0.0	0.0	0.0	0.1%	0.1%	0.2%	0.3%	1.2%	73	1	1	3
Vanuatu	VUT	East Asia	East Asia & Pacific	2,800	5.5%	22.3%	0.0	0.0	0.0	0.0	0.0	33.9%	35.4%	21.3%	21.3%	10.4%	79	1	2	2
Vietnam	VNM	East Asia	East Asia & Pacific	2,191	5.7%	18.5%	1.4	1.3	0.5	0.6	0.4	13.5%	13.6%	4.6%	4.8%	3.0%	2,826	20	89	109
West Bank and Gaza	PSE	MENA	Middle East & North Africa	2,861			0.1	0.2	0.2	0.3	0.4	12.1%	14.7%	18.6%	19.0%	23.5%	1,035	7	19	27
Yemen, Rep.	YEM	MENA	Middle East & North Africa	967	0.0%	12.5%	0.1	0.2	0.3	0.3	0.3	2.5%	4.0%	5.4%	4.9%	4.8%	1,039	8	22	29
Zambia	ZMB	Africa	Sub-Saharan Africa	1,233	0.0%	5.7%	0.1	0.1	0.1	0.1	0.3	4.6%	3.2%	3.8%	3.8%	4.0%	362	5	3	8
Zimbabwe	ZWE	Africa	Sub-Saharan Africa	1,006	8.4%	30.0%	2.9	3.3	3.7	3.8	4.4	86.6%	86.6%	86.6%	86.6%	86.6%	11,899	89	203	292
South Asia			South Asia		3.5%	14.2%	129.6	137.6	159.5	166.2	199.6	41.2%	40.7%	42.6%	42.2%	43.8%	829,502	7,122	3,774	10,897
East Asia			East Asia & Pacific		3.9%	18.7%	21.6	25.1	28.8	27.4	33.2	19.2%	20.8%	21.8%	20.3%	21.6%	169,500	1,225	3,626	4,851
MENA			Middle East & North Africa		3.5%	15.3%	5.2	5.8	7.7	8.0	10.4	8.1%	8.8%	10.7%	10.7%	12.1%	34,573	250	1,049	1,299
Africa			Sub-Saharan Africa		5.0%	16.1%	20.0	28.6	38.4	40.8	54.6	12.4%	14.7%	16.0%	16.1%	17.1%	127,499	956	1,754	2,710
Latin America			Latin America & Caribbean		5.7%	17.7%	17.7	19.1	20.4	20.7	21.9	14.9%	15.8%	16.0%	16.7%	17.0%	102,812	743	3,062	3,805
Europe			Europe & Central Asia		4.1%	11.8%	1.0	1.2	1.7	1.8	3.0						9,279	67	275	342
Total					4.4%	15.6%	195.3	217.4	256.5	265.0	322.7	23.1%	24.0%	25.4%	25.2%	26.4%	1,273,165	7,016	16,887	23,903

FIGURE 30. PRIVATE EDUCATION PENETRATION BY REGION

South Asia (ex-high income)

Year	Private	Public
2005	41.2%	58.8%
2010	40.7%	59.3%
2015	42.6%	57.4%
2017	42.2%	57.8%
2023E	43.8%	56.2%

■ South Asia Private ■ South Asia Public

East Asia & Pacific (ex-high income)

Year	Private	Public
2005	19.2%	80.8%
2010	20.8%	79.2%
2015	21.8%	78.2%
2017	20.3%	79.7%
2023E	21.6%	78.4%

■ East Asia & Pacific Private ■ East Asia & Pacific Public

Middle East & North Africa (ex-high income)

Year	Private	Public
2005	8.1%	91.9%
2010	8.8%	91.2%
2015	10.7%	89.3%
2017	10.7%	89.3%
2023E	12.1%	87.9%

■ Middle East & North Africa Public
■ Middle East & North Africa Private

Sub-Saharan Africa (ex-high income)

Year	Private	Public
2005	12.4%	87.6%
2010	14.7%	85.3%
2015	16.0%	84.0%
2017	16.1%	83.9%
2023E	17.1%	82.9%

■ Sub-Saharan Africa Private ■ Sub-Saharan Africa Public

Latin America & Caribbean (ex-high income)

Year	Private	Public
2005	14.9%	85.1%
2010	15.8%	84.2%
2015	16.7%	83.3%
2017	16.7%	83.3%
2023E	17.0%	83.0%

■ Latin America & Caribbean Public
■ Latin America & Caribbean Private

Public vs. Private School Global (ex-high income)

| Year	Private	Public
2005	23.1%	76.9%
2010	24.0%	76.0%
2015	25.4%	74.6%
2017	25.2%	74.8%
2023E	26.4%	73.6%

■ Private Global ■ Public Global

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