



ANNEX



## Annex 1.1 | GPE fragile and conflict-affected country partners <sup>1</sup>

Country	Year joined the partnership	Fragile context list 2013/14, World Bank	Conflict-affected list, 2002–13, UNESCO
Afghanistan	2011	✓	✓
Burundi	2012	✓	✓
Central African Republic	2008	✓	✓
Chad	2012	✓	✓
Comoros	2013	✓	
Congo, Dem. Rep.	2012	✓	✓
Côte d'Ivoire	2010	✓	✓
Eritrea	2013	✓	
Ethiopia	2004		✓
Guinea-Bissau	2010	✓	
Haiti	2008	✓	
Liberia	2007	✓	✓
Madagascar	2005	✓	
Malawi	2009	✓	
Mali	2006	✓	✓
Nepal	2009	✓	✓
Niger	2002		✓
Nigeria	2012		✓
Pakistan	2012		✓
Sierra Leone	2007	✓	
Somalia	2012	✓	✓
South Sudan	2012	✓	
Sudan	2012	✓	✓
Timor-Leste	2005	✓	
Togo	2010	✓	
Uganda	2011		✓
Yemen, Rep.	2003	✓	✓
Zimbabwe	2013	✓	
<b>Total</b>	<b>28</b>	<b>23</b>	<b>17</b>

Sources: GPE Secretariat; UNESCO 2013a, 12013b; "Harmonized List of Fragile Situations FY13," World Bank, Washington, DC, <http://siteresources.worldbank.org/EXTLICUS/Resources/511777-1269623894864/FCSHarmonizedListFY13.pdf>.

<sup>1</sup> Based on the World Bank Fiscal Year 2014 list of fragile countries and Education For All Global Monitoring Report list of conflict affected countries.

## Annex 1.2 | Key education indicators for GPE developing country partners, primary education

Primary gross enrollment ratio (%)

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Total	81	83	86	88	91	93	95	96	97	98	99	99	100
Boys	89	90	93	96	98	99	101	101	102	103	103	103	104
Girls	73	75	78	81	83	86	89	90	92	94	95	95	96
FCACs	77	79	82	85	87	90	92	92	94	95	96	97	98

Primary gross intake ratio (%)

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Total	100	102	105	106	107	109	110	112	115	114	114	115	116
Boys	108	111	114	114	114	115	116	117	120	118	119	120	120
Girls	91	94	97	99	100	103	105	107	110	109	109	111	112
FCACs	100	103	105	106	107	111	111	112	116	115	115	117	117

Primary completion rate (%)

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Total	60	62	63	63	64	65	68	67	68	70	71	72	73
Boys	66	68	69	70	70	72	74	73	73	74	75	76	77
Girls	54	55	56	57	57	59	61	62	63	65	67	67	69
FCACs	55	57	57	58	59	61	63	62	61	63	66	66	68

Share of primary-school-age children out of school (%)

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Total	39	37	36	33	31	30	28	26	25	24	23	22	22
Boys	34	32	31	29	27	26	25	22	21	21	20	19	19
Girls	44	43	40	38	36	34	32	30	29	27	26	26	25
FCACs	44	43	41	39	37	35	34	31	30	29	28	27	26

Number of primary-school-age children out of school (thousands)

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Total	58,293	57,353	55,555	53,110	50,859	48,997	47,229	43,442	42,888	42,132	41,308	40,821	40,982
Boys	25,606	25,158	24,354	23,286	22,276	21,435	20,935	18,635	18,632	18,337	17,972	17,828	17,943
Girls	32,687	32,195	31,200	29,825	28,582	27,561	26,294	24,808	24,256	23,794	23,336	22,993	23,039
FCACs	44,301	43,922	42,674	41,798	40,369	39,385	38,340	35,976	35,827	34,846	33,933	33,760	33,515

## Annex 2.1

Percentage of GPE developing country partners missing data in key outcome, service delivery and financing indicators in data published by UIS<sup>2</sup>

Key indicators	2008	2009	2010	2011
<b>Outcome indicators</b>				
Pre-primary gross enrollment ratio	32	41	37	42
Primary gross intake rate	25	29	25	22
Primary gross enrollment ratio	14	20	24	19
Primary completion rate	25	31	27	36
Lower secondary completion rate	37	41	41	39
<b>Average outcome indicators</b>	<b>27</b>	<b>32</b>	<b>31</b>	<b>32</b>
<b>Service delivery</b>				
% of primary teachers trained (pre/in-service)	42	47	51	37
% of lower secondary teachers trained (pre/in-service)	68	80	88	76
Pupil-teacher ratio, primary education	20	22	25	20
Pupil-teacher ratio, lower secondary education	53	59	69	54
<b>Average service delivery</b>	<b>46</b>	<b>52</b>	<b>58</b>	<b>47</b>
<b>Domestic financing</b>				
Public expenditure on education as % of GDP	41	51	37	56
Public expenditure on education as % of total government expenditure	47	53	39	58
Educational expenditure in primary as % of total educational expenditure	63	64	51	66
<b>Average domestic financing</b>	<b>50</b>	<b>56</b>	<b>42</b>	<b>60</b>
<b>Global average</b>	<b>41</b>	<b>46</b>	<b>43</b>	<b>46</b>

Source: GPE compilation based on data of the UNESCO Institute for Statistics (database), Montreal, <http://www.uis.unesco.org>.

<sup>2</sup> Data were published in January 2014.

## Annex 2.2 | Key education indicators for GPE developing country partners, pre-primary and lower secondary education<sup>3</sup>

### Pre-primary gross enrollment ratio (%)

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Total	18	17	17	17	18	19	22	23	24	25	25	25	27
Boys	19	18	17	17	18	20	23	24	25	26	25	26	28
Girls	16	16	16	16	17	19	21	22	24	24	24	24	26
FCACs	15	14	13	12	13	15	18	19	20	20	20	20	22

### Transition rate from primary to lower secondary education (%)

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Total	75	76	76	77	78	79	80	80	79	79	79	80
Boys	75	76	76	77	77	78	79	79	78	78	78	79
Girls	75	76	76	78	79	79	81	81	79	80	80	81
FCACs	-	-	-	74	76	76	79	78	78	80	79	81

### Lower secondary completion rate (%)

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Total	29	32	33	34	35	36	37	39	40	41	41	41	42
Boys	33	36	37	38	39	41	42	43	45	45	45	45	46
Girls	25	27	29	30	30	32	33	34	35	36	37	37	38
FCACs	-	-	-	28	29	30	31	33	34	35	35	36	37

### Share of lower-secondary-school-age children out of school (%)

	2004	2005	2006	2007	2008	2009	2010	2011	2012
Total	39	38	37	37	36	35	34	34	33
Boys	35	34	34	33	33	32	31	31	30
Girls	43	42	41	41	40	39	37	37	36
FCACs	45	45	44	44	43	41	40	39	38

### Number of lower-secondary-school-age children out of school (thousands)

	2004	2005	2006	2007	2008	2009	2010	2011	2012
Total	32,569	32,531	32,259	32,586	32,410	31,943	31,092	31,242	30,820
Boys	14,820	14,771	14,755	14,717	14,879	14,805	14,417	14,465	14,278
Girls	17,750	17,759	17,504	17,869	17,531	17,138	16,676	16,777	16,542
FCACs	23,447	23,794	23,852	24,498	24,457	24,130	23,606	23,694	23,349

<sup>3</sup> Source: Estimates by the UNESCO Institute for Statistics.

## Annex 2.3 | Highest level of education attained in population aged 5-15 years (%)<sup>4</sup>

Afghanistan, 2011

	Never attended	Pre-primary	Primary	Secondary
<b>Total</b>	<b>55.2</b>	<b>0.9</b>	<b>38.7</b>	<b>5.2</b>
<b>Gender</b>				
Girls	62.4	0.8	32.7	4.0
Boys	48.6	0.9	44.2	6.3
<b>Area of residence</b>				
Rural	59.1	0.7	36.1	4.1
Urban	36.1	1.9	51.4	10.6
<b>Household wealth</b>				
Poorest	67.3	0.7	30.1	1.9
Richest	34.7	1.8	52.3	11.3

Bhutan, 2010

	Never attended	Non-formal/Monastic Education	Pre-primary	Primary	Secondary Education
<b>Total</b>	<b>10.8</b>	<b>1.8</b>	<b>0.4</b>	<b>73.0</b>	<b>14.0</b>
<b>Gender</b>					
Girls	11.8	1.5	0.4	71.1	15.1
Boys	9.7	2.0	0.4	75.0	12.9
<b>Area of residence</b>					
Rural	12.4	2.3	0.3	74.3	10.8
Urban	6.8	0.5	0.7	69.9	22.1
<b>Household wealth</b>					
Poorest	18.2	4.0	0.2	72.1	5.6
Richest	4.2	0.2	0.4	67.2	28.0

Nigeria, 2011

	Never attended	Non-formal	Pre-primary	Primary	Secondary Education
<b>Total</b>	<b>21.0</b>	<b>3.6</b>	<b>7.9</b>	<b>51.3</b>	<b>16.2</b>
<b>Gender</b>					
Girls	22.8	3.5	7.5	49.5	15.3
Boys	19.1	3.7	8.4	53.1	17.0
<b>Area of residence</b>					
Rural	27.8	4.7	7.1	48.3	12.1
Urban	6.6	1.2	9.7	57.7	24.7
<b>Household wealth</b>					
Poorest	54.8	8.3	2.7	30.5	3.6
Richest	1.6	0.3	10.6	57.4	30.1

<sup>4</sup> Source: GPE compilation based on MICS household survey data.

Central African Republic,  
2010

	Never attended	Pre-primary	Primary	Secondary
<b>Total</b>	<b>32.0</b>	<b>2.1</b>	<b>62.9</b>	<b>3.0</b>
<b>Gender</b>				
Girls	36.1	2.3	58.9	2.7
Boys	27.9	1.9	66.8	3.3
<b>Area of residence</b>				
Rural	39.6	1.2	58.3	0.8
Urban	19.7	3.5	70.3	6.5
<b>Household wealth</b>				
Poorest	46.9	0.9	52.0	0.2
Richest	13.3	4.7	72.6	9.2

Chad, 2010

	Never attended	Pre-primary	Primary	Secondary
<b>Total</b>	<b>50.4</b>	<b>1.3</b>	<b>45.5</b>	<b>2.7</b>
<b>Gender</b>				
Girls	54.4	1.1	42.4	2.0
Boys	46.4	1.5	48.6	3.4
<b>Area of residence</b>				
Rural	55.8	1.0	41.5	1.6
Urban	29.6	2.3	60.9	7.0
<b>Household wealth</b>				
Poorest	61.8	0.7	36.3	1.0
Richest	26.1	2.4	63.3	7.9

Democratic Republic  
of Congo, 2010

	Never attended	Pre-primary	Primary	Secondary
<b>Total</b>	<b>26.2</b>	<b>1.3</b>	<b>66.0</b>	<b>6.4</b>
<b>Gender</b>				
Girls	28.6	1.2	64.0	6.1
Boys	23.8	1.5	68.1	6.6
<b>Area of residence</b>				
Rural	31.4	0.7	64.3	3.6
Urban	13.9	3.0	70.3	12.8
<b>Household wealth</b>				
Poorest	36.2	0.6	60.7	2.5
Richest	9.4	3.6	70.7	16.2

Sierra Leone, 2010

	Never attended	Pre-primary	Primary	Secondary
<b>Total</b>	<b>23.8</b>	<b>3.4</b>	<b>62.6</b>	<b>10.1</b>
<b>Gender</b>				
Girls	22.9	3.5	63.7	9.9
Boys	24.8	3.4	61.5	10.4
<b>Area of residence</b>				
Rural	26.9	3.0	62.1	8.0
Urban	16.7	4.4	63.7	15.1
<b>Household wealth</b>				
Poorest	42.1	2.4	50.7	4.9
Richest	6.8	5.7	67.0	20.5

Togo, 2010

	Never attended	Pre-primary	Primary	Secondary
<b>Total</b>	<b>12.2</b>	<b>1.1</b>	<b>73.0</b>	<b>13.6</b>
<b>Gender</b>				
Girls	13.7	1.1	72.2	12.9
Boys	10.8	1.1	73.8	14.3
<b>Area of residence</b>				
Rural	15.5	1.0	74.8	8.8
Urban	4.9	1.4	69.2	24.4
<b>Household wealth</b>				
Poorest	22.1	0.5	72.9	4.4
Richest	2.9	1.3	66.6	29.2

Vietnam, 2011

	Never attended	Pre-primary	Primary	Secondary
<b>Total</b>	<b>1.6</b>	<b>8.9</b>	<b>46.9</b>	<b>42.5</b>
<b>Gender</b>				
Girls	1.5	9.0	46.9	42.5
Boys	1.8	8.9	46.9	42.4
<b>Area of residence</b>				
Rural	1.9	8.7	46.8	42.6
Urban	1.0	9.6	47.2	42.2
<b>Household wealth</b>				
Poorest	3.6	9.0	51.0	36.3
Richest	0.5	9.1	45.8	44.5



## Annex 2.4 | Most and least advantaged categories (gender, income and urban/rural) in 18 GPE developing country partners (DHS and MICS data for 2010 and later)

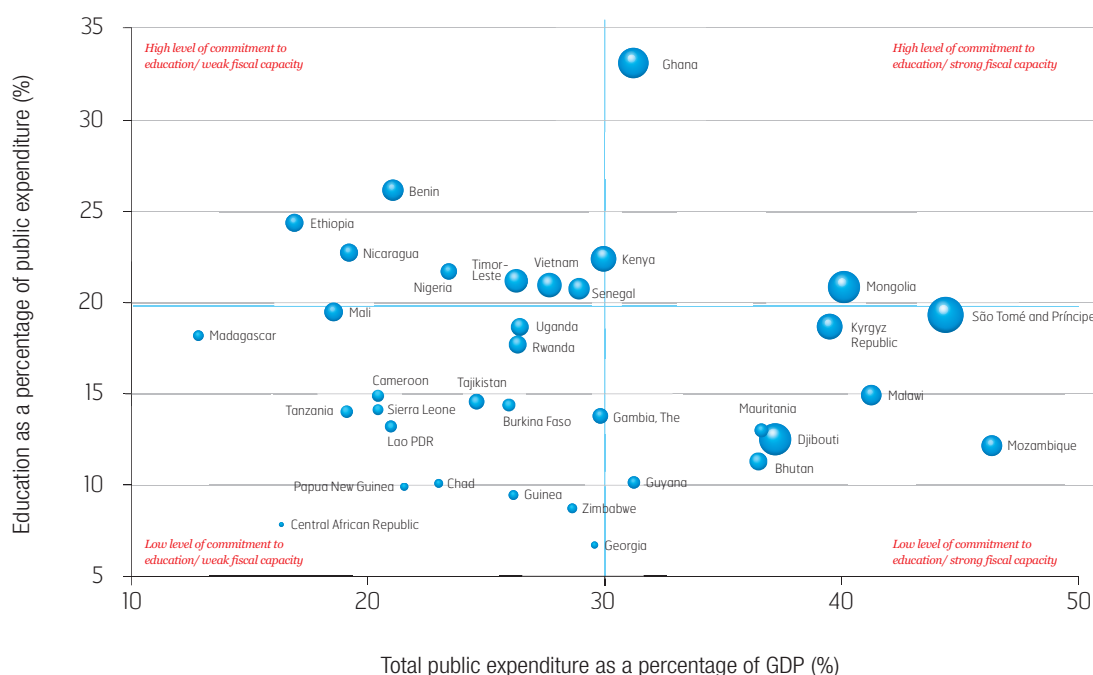
Country	Least advantaged category	PCR (%)	Most advantaged category	PCR (%)	Ratio (highest / lowest)	Survey
Mozambique	Female Rural Poorest	5	Male Urban Richest	79	14.5	DHS 2011
Afghanistan	Female Rural Poorest	6	Male Urban Richest	78	14.1	MICS 2010
Burkina Faso	Female Rural Poorest	6	Male Urban Richest	71	11.3	DHS 2010
Senegal	Female Rural Poorest	10	Male Urban Richest	66	6.7	DHS 2010
Ethiopia	Female Rural Poorest	13	Male Urban Richest	85	6.6	DHS 2011
Côte d'Ivoire	Female Rural Poorest	15	Male Urban Richest	85	5.6	DHS 2011
Uganda	Female Rural Poorest	14	Female Urban Richest	78	5.4	DHS 2011
Haiti	Male Rural Poorest	15	Male Urban Richest	83	5.4	DHS 2012
Congo, Dem Rep. of	Female Rural Poorest	14	Male Urban Richest	75	5.3	MICS 2010
Rwanda	Female Rural Poorest	14	Female Urban Richest	59	4.1	DHS 2010
Togo	Female Rural Poorest	23	Male Urban Richest	90	4.0	MICS 2010
Lao PDR	Female Rural Poorest	26	Female Urban Richest	98	3.8	MICS 2011
Burundi	Female Rural Poorest	18	Female Urban Richest	66	3.6	DHS 2010
Nigeria	Female Rural Poorest	29	Male Urban Richest	98	3.4	MICS 2011
Bhutan	Female Rural Poorest	28	Male Urban Richest	94	3.3	MICS 2010
Tanzania	Female Rural Poorest	41	Male Urban Richest	97	2.4	DHS 2010
Ghana	Male Rural Poorest	41	Male Urban Richest	92	2.3	MICS 2011
Malawi	Male Rural Poorest	44	Female Urban Richest	93	2.1	DHS 2010

Source: GPE compilation based on World Inequality Database in Education <http://www.education-inequalities.org/>.

## Annex 3.1 | Commitment to education and fiscal capacity

The strength of the commitment to education not only depends on the level of national wealth, but also on a country's capacity to collect revenue and the allocation of a significant part of the collected revenue to education. Figure A.3.1 is a graphical representation of this relationship. The horizontal axis shows total government expenditure as a percentage of GDP and the vertical axis presents the total public education expenditure as a percentage of government expenditure. The size of the data point represents public education expenditure as a percentage of GDP.

Figure A.3.1 Commitment to education and fiscal capacity, 2012 or most recent year



Source: GPE compilation based on UNESCO Institute for Statistics (database), Montreal, [http://data.uis.unesco.org/?IF\\_ActivePath=P,50](http://data.uis.unesco.org/?IF_ActivePath=P,50) and World Development Indicators (database), World Bank, Washington, DC, <http://data.worldbank.org/data-catalog/world-development-indicators>.

The relationship between fiscal capacity and commitment to education – and resulting investment in education – shows an interesting contrast among developing country partners. Figure A.3.1 divides countries into four different groups according to this relationship:

- High level of commitment to education and strong fiscal capacity (quadrant 1)
- High level of commitment to education and weak fiscal capacity (quadrant 2)
- Low level of commitment to education and strong fiscal capacity (quadrant 3)
- Low level of commitment to education and weak fiscal capacity (quadrant 4)

## Annex 3.2 | Free Disposable Hull

The methodology to estimate efficiency in this chapter is the Free Disposable Hull (FDH).<sup>5</sup> This approach provides a framework for analyzing efficiency through comparison of country performance relative to the production frontier that reflects “best practices” within the sample of countries. The FDH methodology identifies the most efficient country within a sample in terms of using fewer inputs to produce a certain amount of outputs. This is an estimation of input-oriented efficiency. Thereafter, the relative efficiency is given by scores that estimate the distance of individual countries from the efficiency frontier. The scores range from 0 (least efficient) to 1 (most efficient).

Input-oriented efficiency is estimated because of two reasons. First, governments tend to have direct control over their inputs as opposed to their outputs. Second, government expenditure on education is considered an input to the process of providing educational services to children. The sample for this exercise consists of 48 developing country partners over the period 2000-2012. The single input is per capita public expenditure on education and the outputs of interest are primary completion rates.

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<sup>5</sup> This approach imposes the least amount of restrictions on the data, as it assumes free availability of resources.

## Annex 3.3

### Estimation of additionality of the Global Partnership

The sample for this exercise consists of 86 low and lower middle income countries,<sup>6</sup> including the 59 GPE developing country partners with available data. The period of reference for the analysis is 2000-2012 to have a before and after comparison and examine the potential effects of the partnership over time.

The estimation of additionality of the Global Partnership on the domestic flow of resources at the country level is estimated with the following equation:

$$\frac{Education}{GDP}_{it} = \beta_o + \beta_1 GPE_i + \beta_2 Funding + \beta_5 GDP_{it} + \varepsilon_{it}$$

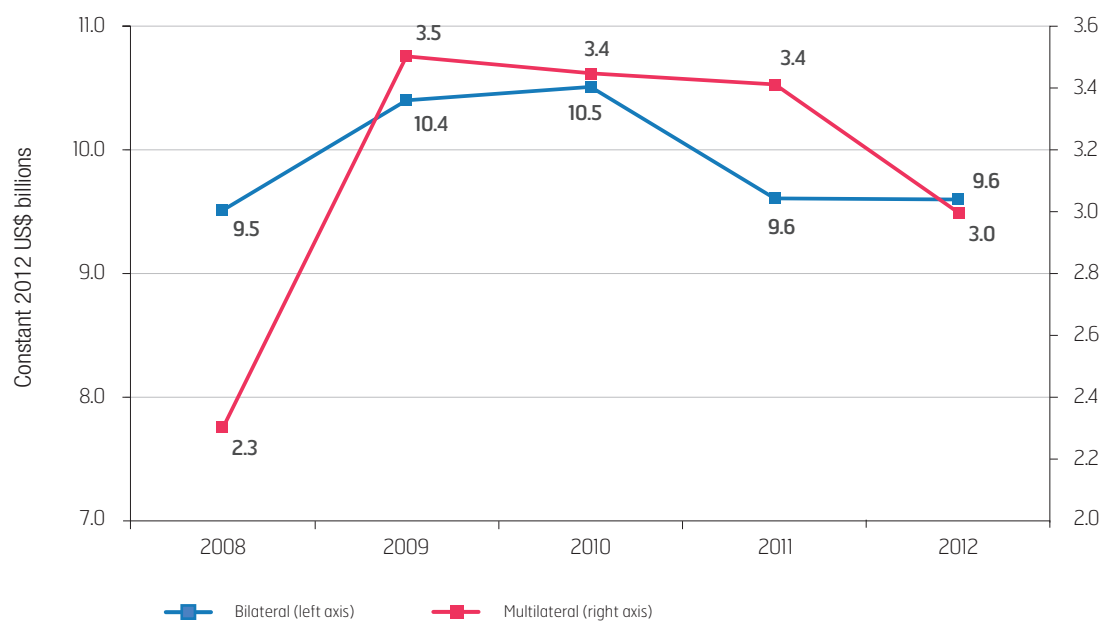
$$i = 1, 2, \dots, 86; \quad t = 1, 2, \dots, 11$$

Where  $\frac{Education}{GDP}$  represents the share of GDP allocated to education by country  $i$  in year  $t$ ;  $GPE$  is a dummy variable that takes the value of 1 for developing country partners and 0 otherwise;  $Funding$  is a dummy variable that takes the value of 1 if the country received GPE funding and 0 otherwise; and  $GDP$  is the Gross Domestic Product of the country  $i$  in year  $t$ .  $\beta_o$  represents the constant and  $\varepsilon$  is the error term. The equation is estimated using a pooled Ordinary Least Squared (OLS) regression.

<sup>6</sup> Countries are classified according to 2012 GNI per capita, calculated using the World Bank Atlas method. The groups are: low income, \$1,035 or less and lower middle income, \$1,036 - \$4,085.

## Annex 3.4 | Multilateral and bilateral aid disbursements to education

Figure A.3.2 Multilateral and bilateral aid disbursements to education



Source: GPE compilation based on OECD Data Lab (database), Development Assistance Committee, Organisation for Economic Co-operation and Development, Paris, <http://www.oecd.org/statistics/>.



## Annex 4.1 | Education Plan Development Grants approved, 2012 to June 2014

Country	Grant Amount (US\$)	GPE Secretariat Approval Date	Partner Agency
Benin	56,200	7/9/2012	World Bank
Cambodia	226,682	2/4/2013	UNESCO
Cameroon	200,000	7/30/2012	World Bank
Central African Republic	126,600	7/30/2012	World Bank
Comoros	150,000	8/6/2012	UNICEF
Congo, Dem. Rep. of	250,000	5/2/2014	UNICEF
Djibouti	161,534	4/1/2013	UNICEF
Eritrea	115,000	2/11/2013	UNICEF
Gambia, The	250,000	7/30/2012	World Bank
Guinea	250,000	10/22/2012	World Bank
Guyana	250,000	7/29/2013	World Bank
Haiti	169,000	3/11/2013	World Bank
Kenya	250,000	7/29/2013	World Bank
Lao PDR	249,100	12/6/2012	World Bank
Liberia	250,000	11/15/2013	World Bank
Madagascar	250,000	5/8/2012	World Bank
Malawi	250,000	10/7/2013	World Bank
Niger	249,650	3/4/2013	UNICEF
Nigeria	249,900	2/4/2013	World Bank
Pakistan	250,000	7/30/2012	UNICEF
Sierra Leone	250,000	7/30/2012	World Bank
Somalia (Somaliland and Puntland)	250,000	7/24/2012	UNICEF
Somalia (South Central)	120,263	7/29/2013	UNICEF
Tajikistan	250,000	10/7/2013	UNICEF
Togo	250,000	1/23/2013	UNICEF
Uganda	250,000	3/4/2013	World Bank
Uzbekistan	250,000	4/27/2012	UNICEF
Zimbabwe	250,000	4/27/2012	World Bank

Source: Grant documents compiled by the GPE Secretariat.

## Annex 4.2 | Education Plan Development Grants by activity <sup>7</sup> (US\$ thousands)

	Studies and analyses	Education Plan Documents	Education Plan Appraisal	Financial Simulations	Other activities	Total	% of total
Data collection and document drafting	1,486.5	1,963.4	604.1	451.1	169.6	4,674.7	77.6
Consultations, dialogue	161.7	684.2	33.0	7.6	138.8	1,025.3	17.0
Capacity building	1.1	139.5	0.0	5.0	111.3	256.8	4.3
Other: translation, printing, etc.	7.7	31.0	0.0	0.0	30.7	69.4	1.2
Total	1,656.9	2,818.2*	637.1	463.6	450.3	6,026.2	100.0
% of total	27.5	46.8	10.6	7.7	7.5	100.0	---

Source: Grant documents compiled by the GPE Secretariat.

\* Includes development of M&E framework for US\$295,621.

<sup>7</sup> Studies and analyses refer to analytical work undertaken to support improved decision-making. Education plan documents relate to the drafting of ESPs and implementation plans, exclusive of the development of financial simulations but inclusive of all other steps (stakeholder discussions, strategy identification, development of a monitoring and evaluation framework, drafting, printing, etc.). Financial simulations relate to work to calculate the costs of different policy choices, but exclude work to identify funding sources. Education plan appraisal includes all activities to evaluate/appraise the quality of the national plan.

## Annex 4.3 | Program Development Grants approved per country, 2012 and June 2014

Country	Grant Amount (US\$)	GPE Secretariat Approval Date	Partner Agency
Burkina Faso	44,885	12/10/2012	AFD
Cambodia	200,000	1/23/2013	World Bank
Cameroon	190,650	12/10/2012	World Bank
Central African Republic	196,000	10/1/2012	World Bank
Chad	143,213	6/17/2014	UNICEF
Djibouti	200,000	3/25/2013	World Bank
Eritrea	169,250	1/7/2013	UNICEF
Gambia, The	197,500	1/7/2013	World Bank
Guinea	150,000	6/17/2014	World Bank
Guyana	200,000	6/3/2013	World Bank
Haiti	120,200	10/1/2012	World Bank
Kenya	243,488	1/28/2014	World Bank
Kyrgyz Republic	200,000	1/28/2013	World Bank
Lao PDR	200,000	7/29/2013	World Bank
Madagascar	200,000	11/12/2012	World Bank
Mali	200,000	8/30/2012	World Bank
Mauritania	170,000	8/21/2012	World Bank
Niger	124,440	12/17/2012	World Bank
Nigeria	398,500	2/4/2013	World Bank
Nigeria	81,500	1/7/2014	World Bank
Pakistan (Sindh)	190,000	10/7/2013	World Bank
São Tomé and Príncipe	200,000	8/30/2012	World Bank
Senegal	200,000	1/23/2013	World Bank
Sierra Leone	207,567	9/27/2012	World Bank
Somalia	200,000	12/3/2012	UNICEF
Tajikistan	200,000	2/26/2013	World Bank
Togo	200,000	6/3/2013	World Bank
Uganda	300,000	3/11/2013	World Bank
Uzbekistan	238,050	2/4/2013 (5/2/2014 for an additional \$40,000)	World Bank

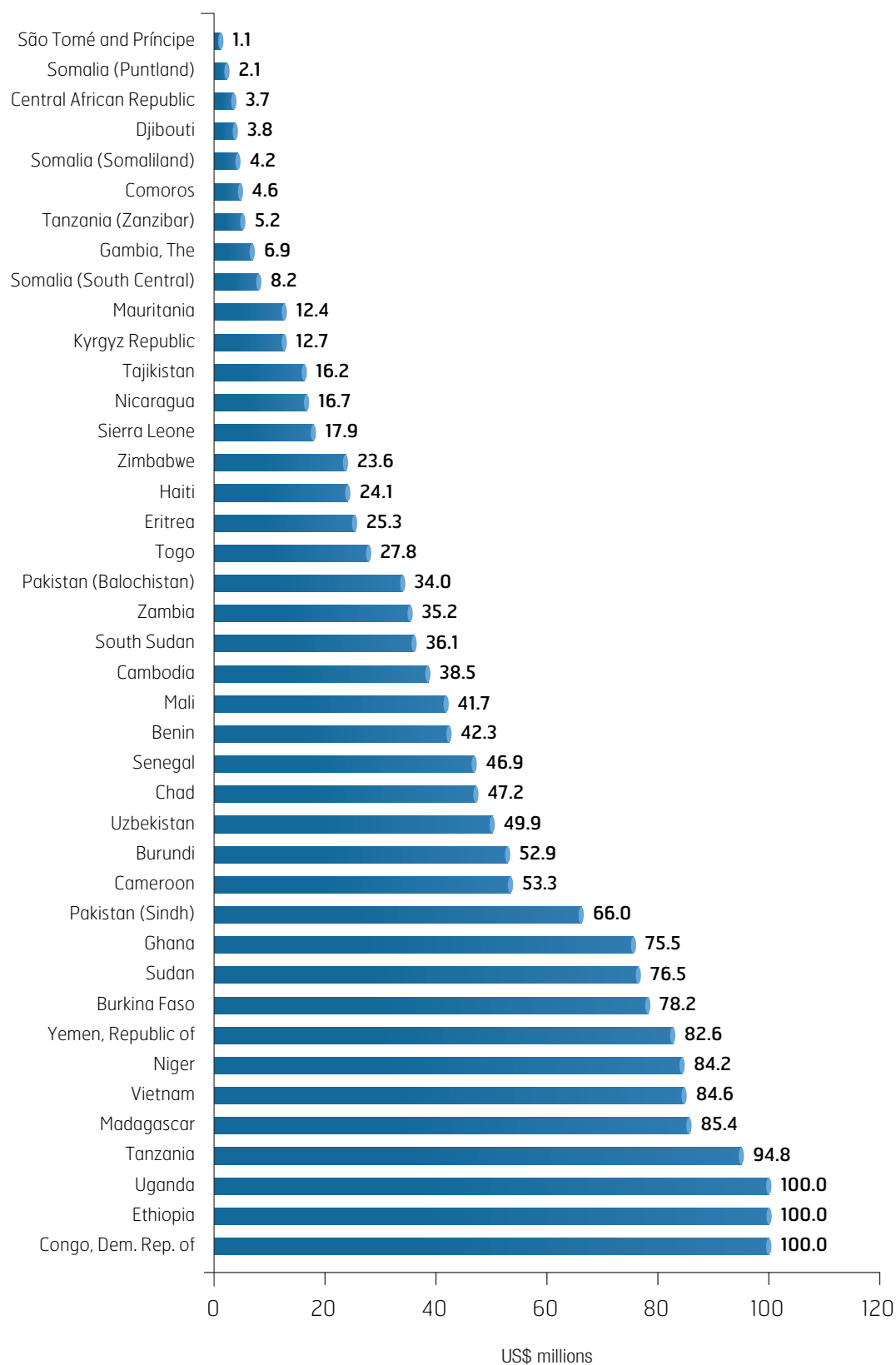
Source: Grant documents compiled by the GPE Secretariat.

## Annex 4.4 | Program Implementation Grants by country

Country	Total approved as of 30 June 2014 (US\$)	Total disbursed as of 30 June 2014 (US\$)	Partner agency
Afghanistan	55,700,000	31,483,751	UNICEF
Benin	117,408,025	75,108,025	World Bank
Burkina Faso	180,200,000	130,000,000	AFD, World Bank
Burundi	52,900,000	28,600,000	Belgium
Cambodia	95,860,856	57,360,856	World Bank
Cameroon	100,364,100	49,156,150	World Bank
Central African Republic	41,490,000	39,460,333	UNICEF, World Bank
Chad	47,200,000	28,759,881	UNESCO, UNICEF
Comoros	4,600,000	1,828,751	UNICEF
Congo, Dem. Rep. of	100,000,000	20,896,616	World Bank
Côte d'Ivoire	41,400,000	10,036,454	World Bank
Djibouti	15,800,000	11,998,073	World Bank
Eritrea	25,300,000	15,340,029	UNICEF
Ethiopia	267,364,307	167,364,307	World Bank
Gambia, The	48,298,912	41,398,912	World Bank
Ghana	94,500,000	59,456,589	World Bank
Guinea	64,000,000	64,000,000	UNICEF, World Bank
Guinea-Bissau	12,000,000	2,560,107	UNICEF
Guyana	32,919,857	32,919,857	World Bank
Haiti	46,100,000	20,539,258	World Bank
Kenya	121,000,000	121,000,000	World Bank
Kyrgyz Republic	27,599,008	14,899,008	World Bank
Lao PDR	30,000,000	27,093,866	World Bank
Lesotho	31,671,512	26,037,440	World Bank
Liberia	40,000,000	18,507,417	World Bank
Madagascar	209,400,000	136,875,918	UNICEF, World Bank
Mozambique	169,000,000	169,000,000	World Bank
Nepal	120,000,000	117,790,394	World Bank
Nicaragua	40,700,000	26,115,367	World Bank
Niger	104,715,736	20,515,736	World Bank
Pakistan (Baluchistan)	34,000,000	0	World Bank
Pakistan (Sindh)	66,000,000	0	World Bank
Papua New Guinea	19,200,000	11,251,413	World Bank
Rwanda	175,000,000	175,000,000	DFID, World Bank
São Tomé and Príncipe	4,700,000	3,600,000	World Bank
Senegal	128,400,000	75,612,065	World Bank
Sierra Leone	29,591,405	11,691,406	World Bank
Somalia (Puntland)	2,100,000	685,582	UNICEF
Somalia (Somaliland)	4,200,000	2,280,645	UNICEF
Somalia (South Central)	8,200,000	4,201,800	UNICEF
South Sudan	36,100,000	11,060,200	UNICEF
Sudan	76,500,000	4,522,279	World Bank
Tajikistan	47,950,293	32,750,294	World Bank
Tanzania	94,800,000	28,404,556	SIDA
Tanzania (Zanzibar)	5,200,000	2,494,002	SIDA
Timor-Leste	15,849,523	14,100,523	World Bank
Togo	72,800,000	43,450,339	World Bank
Uganda	100,000,000	0	World Bank
Uzbekistan	49,900,000	0	World Bank
Vietnam	84,600,000	44,892,103	World Bank
Yemen, Republic of	122,366,772	70,766,772	UNICEF, World Bank
Zambia	95,400,000	60,200,000	Netherlands, DFID
Zimbabwe	23,600,000	6,300,212	UNICEF
<b>Total</b>	<b>3,860,170,308</b>	<b>2,330,693,426</b>	

Source: Grant documents compiled by the GPE Secretariat.

## Annex 4.5 | Program Implementation Grants approved between 1 January 2012 and 30 June 2014

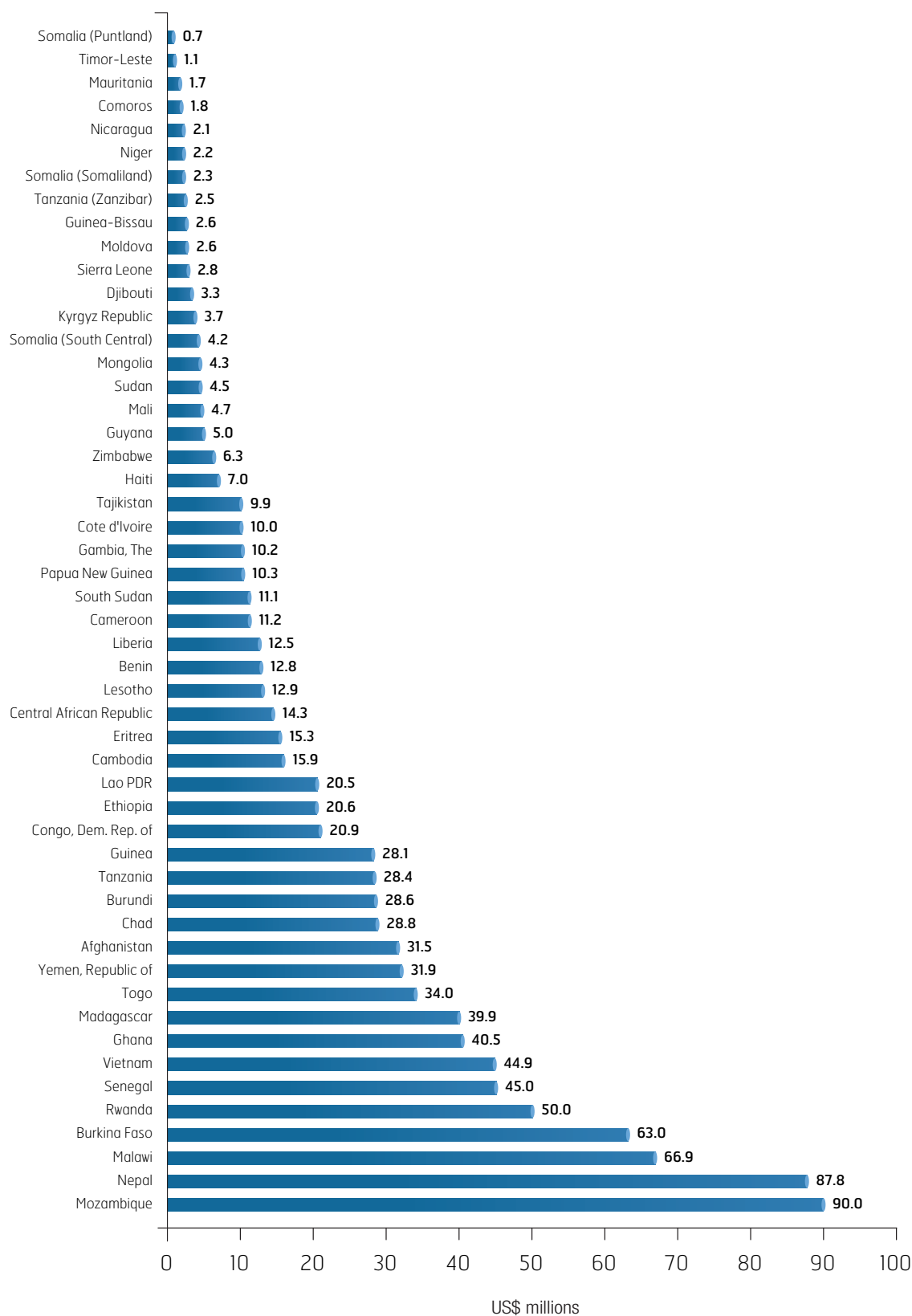


Source: Grant documents compiled by the GPE Secretariat.



## Annex 4.6

### Program Implementation Grant amounts disbursed between 1 January 2012 and 30 June 2014



Source: Grant documents compiled by the GPE Secretariat.

Organization	Role	Grant country
<b>1. General budget support</b>		
World Bank	Supervising entity	Burkina Faso
<b>2. Sector budget support</b>		
U.K. Department for International Development	Supervising entity	Zambia
World Bank	Supervising entity	Rwanda
<b>3. Pooled funds</b>		
World Bank	Supervising entity	Benin, Ethiopia, Kenya, Lesotho, Malawi, Mozambique, Niger, Sierra Leone
U.K. Department for International Development	Supervising entity	Rwanda
Ministry of Foreign Affairs, Netherlands	Supervising entity	Zambia
Belgian Technical Cooperation	Supervising entity	Burundi
Agence Française de Développement	Supervising entity	Burkina Faso
<b>4. Project support</b>		
World Bank	Supervising entity	Cambodia; Cameroon; Central African Republic; Côte d'Ivoire; Congo, Dem. Rep. of; Djibouti; Gambia, The; Ghana; Guinea; Guyana; Haiti; Kyrgyz Republic; Lao PDR; Liberia; Madagascar; Mali; Mauritania; Moldova; Mongolia; Nepal; Nicaragua; Niger; Pakistan (Baluchistan); Pakistan (Sindh); Papua New Guinea; Rwanda; São Tomé and Príncipe; Senegal; Sierra Leone; Sudan; Tajikistan; Timor-Leste; Togo; Uganda; Uzbekistan; Vietnam; Yemen, Republic of.
UNICEF	Supervising entity	Afghanistan
	Managing entity	Central African Republic; Chad; Comoros; Eritrea; Guinea; Guinea-Bissau; Madagascar; Puntland (Somalia); Somaliland (Somalia); Somalia (South Central); South Sudan; Yemen, Republic of; Zimbabwe
UNESCO	Managing entity	Chad
Swedish International Development Cooperation Agency	Supervising entity	Tanzania (Zanzibar) Tanzania (Mainland)

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