



Education Division Documents. No 55

Swedish Education Assistance

***A Statistical Review of Education, Culture and
Public Administration Aid and some Global
Pointers Vol. I 1989/90 - 1991/92***

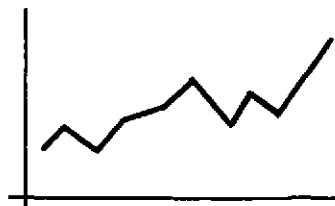


Kinfe Abraham

January 1992

Statistical Digest

Education, Public Administration
and Culture Assistance



FOREWORD

This number of Statistical Digest which is compiled in two volumes is the third in this series. The issue covers the Swedish assistance to education, Public Administration, Culture and Mass Media over the period 1989/90 - 1991/92.

Volume I of the Digest is divided into two sections. The first section provides comparative data in tables and charts in which Swedish aid is presented by Sub-Sector, country, year and purpose. The section consists of 9 tables and illustrations.

The next section of Volume I is devoted to an analysis of global trends in education and education ODA. It contains a feature article and 8 tables which sums up current trends, problems and prospects in the education sector of the main regions of SIDA's program countries and 16 tables with global education indicators. These tables, inter alia, provide data on enrolment, progression and attrition and expenditure by region, sector, level, purpose and period.

Volume II takes the form of a more detailed annex and contains country profiles dwelling on the performance of the education sector in 13 countries which receive bilateral Swedish aid. Each country profile comprises 10 tables devoted to general country indicators on the performance of human resources development and trends in enrolments, progression and attrition, graduation and expenditure. It also provides data on the volume and type of Swedish aid by level, year, purpose of expenditure and important outputs, there-off. This volume which is 148 pages in length contains a total of 130 tables and can be made available on request from the Education Division of SIDA.

Inasmuch as the data presented in the 154 tables is drawn from a variety of international sources and various SIDA reports and Joint Annual Sector Reviews (over 100 in total) the Digest does not purport to be perfect. All views and comments are therefore welcome.

Comments and views may be communicated to Kinfe Abraham, (Higher Administrative Officer, Education Division, SIDA), who is in charge of statistics and manpower issues and responsible for the research and analysis of the data presented in this as well as previous issues of the Digest.

Ingemar Gustafsson
Head, Education Division
SIDA

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EXPLANATORY NOTES

Compulsory Education - refers to the age bracket and number of years (duration) during which education is compulsory. For instance, in the Tanzanian education system the duration of Compulsory Education is 7 years, and takes place in the age bracket 7 - 14.

The percentages - total literate, male and female population correspond to the total population over 15, total male population over 15 and total female population over 15, respectively, unless indicated otherwise.

School Enrolment Ratio - refers to the population of children in a given age bracket, eg., 7 - 13, enrolled at the primary school level.

The gross enrolment ratio is the total enrolment of all ages divided by the population of the specific age groups which correspond to the age groups of primary and secondary schooling. The net enrolment ratio is calculated by using that part of the enrolment ratio which corresponds to the age groups of primary and secondary schooling.

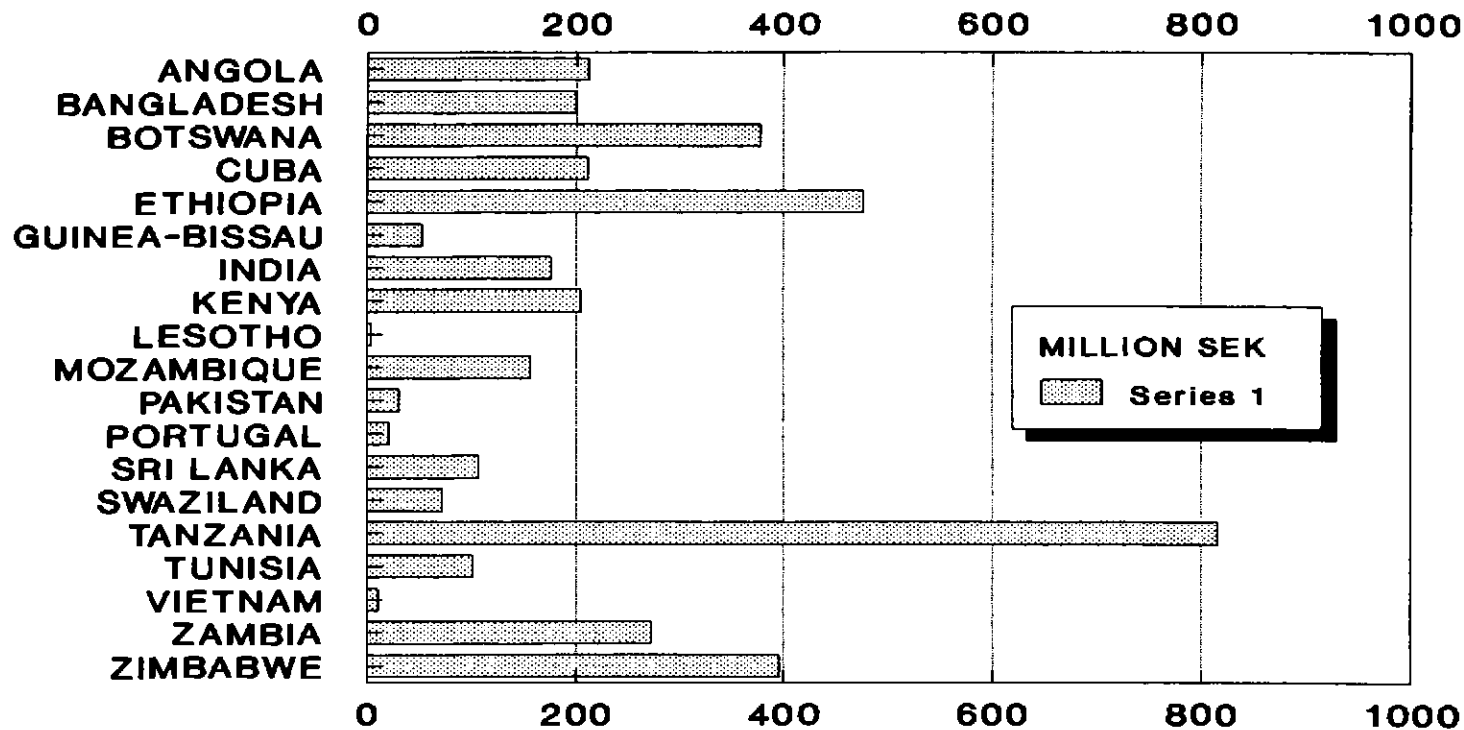
Percentage distribution by grades calculated on the basis of the duration of education at first or second level as shown for each country in Table 2 on National Education System.

- . Education includes Education Science, Teacher Training, Religion, Theology and Fine and Applied Arts.
- . Social Science includes Law, Social and Behavioral Sciences, Commerce and Business Administration, Mass Communication, documentation and Home Economics.
- . Engineering covers Architecture, Town-Planning, Trade, Craft and Industrial PGMS.
- . Medical Science covers other health related fields like Nursing.
- . Other covers Natural Science, Mathematics, Computer Science, Transport, Communication, Agriculture, Forestry, Fishery and other not specified.

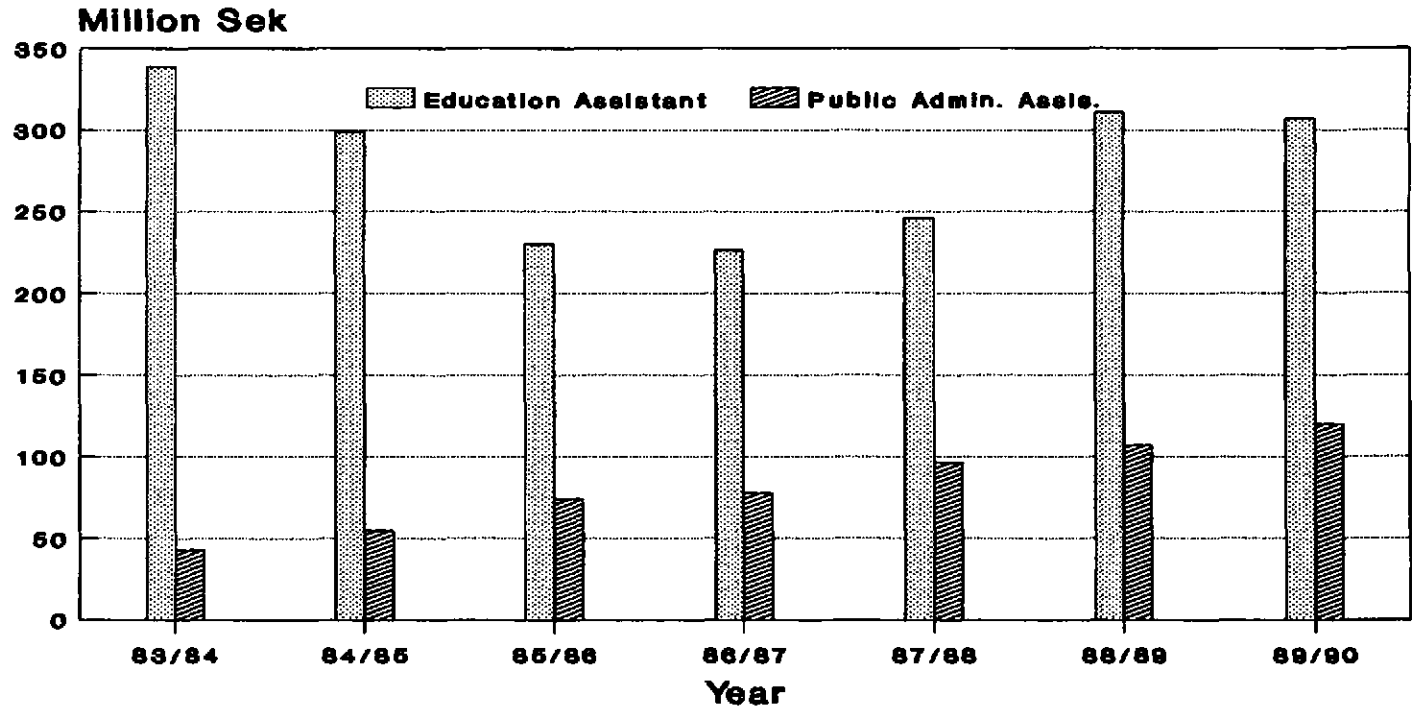
Swedish Education ODA

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Total Education ODA To Programme Countries up to 1989/90



Trends in the Annual Funding of Bilateral Education and Public Administration Assistance

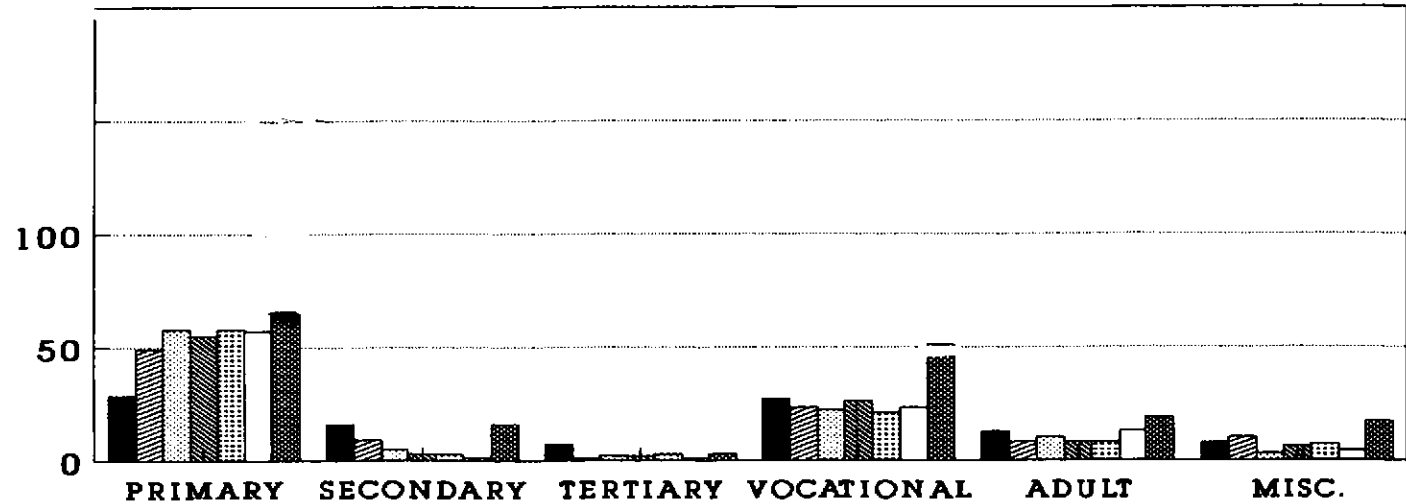


FUNDING OF EDUCATION BY SUB-SECTOR/LEVEL

UP TO 1989/90

8

PERCENT



1983/84

1984/85

1985/86

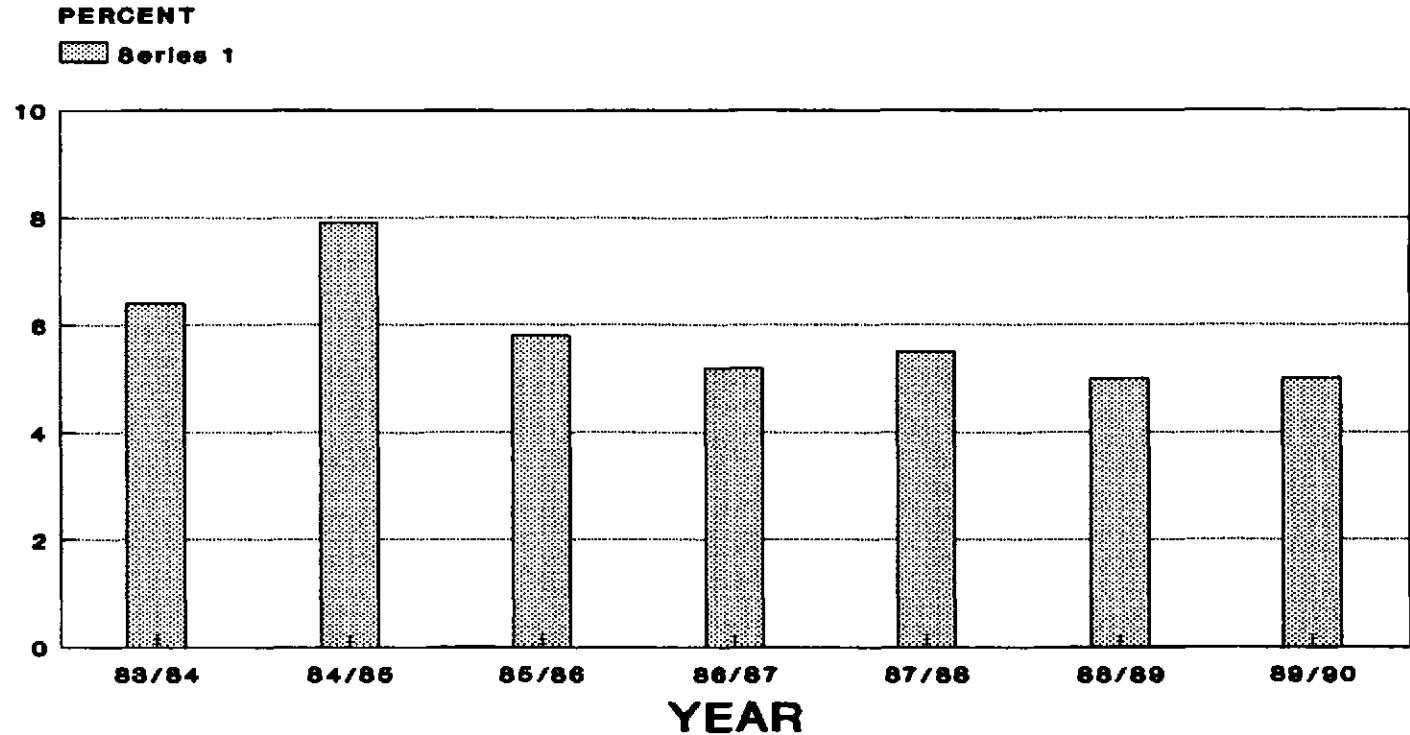
1986/87

1987/88

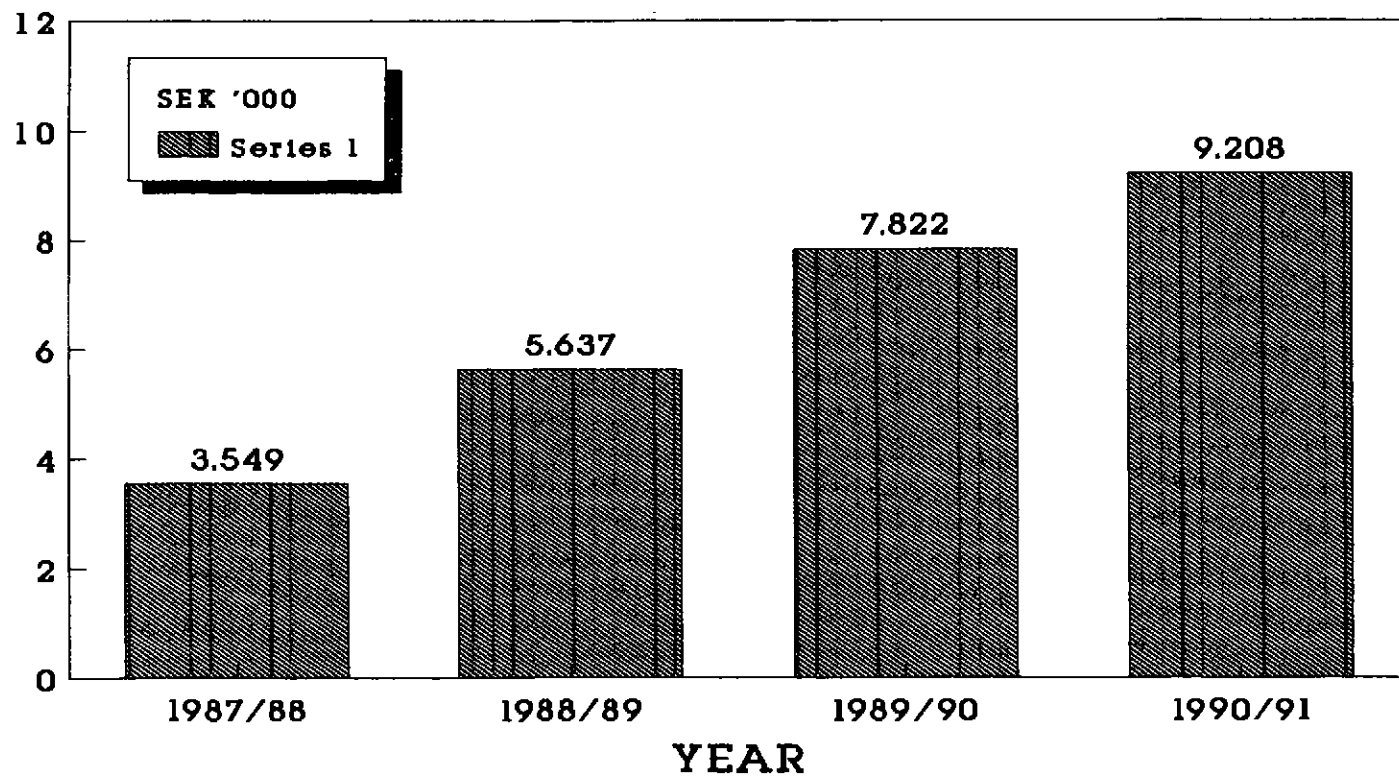
1988/89

1989/90

SHARE OF EDUCATION ASSISTANCE IN TOTAL BILATERAL ASSISTANCE



SUPPORT TO CULTURE AND MASS-MEDIA 1987-1991



Development assistance to main recipient countries

BILATERAL ODA IN M\$K

	1990/91	1990/91	1991/92	1992/93
Angola	200	155	200	220
Bangladesh	145	81	145	145
Botswana	95	89	95	95
Etiopien	145	116	100	130
Guinea-Bissau	90	64	95	95
Indien	400	313	400	440
Kap Verde	70	82	75	80
Kenya	150	126	135	135
Laos	100	103	110	120
Lesotho	35	36	35	35
Moçambique	445	488	475	520
Namibia	100	44	110	120
Nicaragua	270	217	280	310
Sri Lanka	70	69	0	50
Tanzania	550	532	585	615
Uganda	(90)		110	125
Vietnam	300	355	325	325
Zambia	240	363	260	285
Zimbabwe	200	151	220	250

COUNTRY COMPARISON OF EDUCATION ODA TO PROGRAMME COUNTRIES
DISBURSEMENTS UP TO FISCAL YEAR 1989-90*

Country	83/84	84/85	85/86	86/87	87/88	88/89	89/90	90/91
Angola	103.6	20.9	21.5	21.7	22.1	25.3	19.6	
Bangladesh	104.2	27.1	22.8	13.0	12.9	15.3	8.5	
Botswana	246.0	27.9	22.9	32.8	23.1	25.6	37.5	
Ethiopia	319.8	33.4	27.4	30.2	44.6	40.5	32.3	
Guinea-B	25.5	4.2	4.7	4.4	4.5	9.6	9.7	
India	167.2	-	-	2.5	5.4	2.1	6.0	
Kenya	205.3	-	-	-	-	-	-	
Mozambique	47.4	12.3	19.1	15.0	23.2	39.2	30.8	
Namibia	-	-	-	-	-	9.9	12.3	
Sri Lanka	60.0	6.8	4.4	11.9	13.2	10.4	28.7	
Swaziland	67.4	4.2	0.3	-	-	-	-	
Tanzania	580.8	39.9	50.5	47.4	51.5	70.3	74.0	
Vietnam	10.4	*)	*)	*)	*)	*)	*)	
Zambia	165.3	13.4	13.4	19.2	32.7	31.1	30.3	
Zimbabwe	193.3	39.9	39.6	46.7	37.2	39.7	54.4	
Total	2296.2	230.0	226.6	244.8	270.4	319.0		

*) Administered by Industry Division.

**) Countries that have not received any assistance from 1983/84 are not included.

Total	2364.7	299.2	230.0	226.6	246.0	270.4	255.6
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*) Administered by Industry Division

EDUCATION ASSISTANCE 1984/85-1989/90
DISBURSEMENTS IN MSEK AND IN PERCENT OF TOTAL

EDUCATION ASSISTANCE 1983/84 - 1988/89: DISBURSEMENTS IN MSEK AND IN PER CENT OF TOTAL BILATERAL ASSISTANCE

	85/86	86/87	87/88	88/89	89/90
To Programme Countries	230.0	226.6	246.0	270.4	319.0
Education Oriented Activ.	20.0	16.3	17.6	16.0	
Culture			12.7	24.9	
Education Assist. Total	250.0	242.9	276.3	311.3	
Bilateral Assist. Total	4283.4	4649.5	5045.3	6190.0	6527.9
Sector-Oriented Assistance					
Total	1934.2	1846.0	1988.0	2606.0	*
Share of Education Assistance as per cent of Total Bilateral Assistance	5.8	5.2	5.5	5.0	*
Share of Education as per cent of Sector-Oriented Assistance	13.0	13.0	13.9	11.0	*

PUBLIC ADMINISTRATION SUPPORT 1984/85-1989/90
DISBURSEMENTS

	85/86	86/87	87/88	88/89	89/90
Angola	2.0*	1.4*	2.0*	3.8*	2.3*
Botswana	15.9**	14.4**	24.8**	16.9**	26.9**
Kenya	4.2	1.9	1.7	5.8	6.3
Laos	0.5*	-	-	-	-
Lesotho	5.5	12.1	15.3	17.0	17.2
Mozambique	0.7*	3.1*	3.7*	14.5*	18.1*
Namibia	-	-	-	-	-
Nicaragua	1.0	0.8	0.4	-	0.1
Tanzania	24.9	23.0	23.0	21.3	23.4
Vietnam	-	-	-	-	-
Zambia	-	-	0.2	0.6	1.7
Zimbabwe	19.8	20.1	23.6	23.4	30.3
Regional	-	1.1	1.4	4.4	7.9
TOTAL	74.5	77.9	96.1	107.7	134.2

* Includes training in import management

** Includes the District Development Programme

CONSULTANCIES WITHIN PUBLIC ADMINISTRATION

Long-term Consultants 1990

No of consultants 38

Short-term Consultancies 1990

No of consultancies 179

Contract employees

No of SIDA contracted personnel 4

No of Bilateral Associate Experts 1

FUNDING OF EDUCATION BY SUB-SECTOR/LEVEL 1989/90 MSEK
DISBURSEMENTS UP TO FISCAL YEAR 1989/90

EDUCATION ASSISTANCE 1989/90 BY COUNTRY AND SUB-SECTOR *)
(DISBURSEMENTS IN MSEK)

	Primary	Second	Tertiary	Vocational	Adult	Misc.	Total
Angola	-	-	-	25.3	-	-	25.3
Bangladesh	13.3	-	-	2.0	-	-	15.3
Botswana	3.1	-	-	4.1	7.9	10.5	25.6
Ethiopia	35.8	-	-	-	4.7	-	40.5
Guinea-B	9.6	-	-	-	-	-	9.6
India	2.1	-	-	-	-	-	2.1
Mozambique	22.1	-	-	14.7	2.2	0.2	39.2
Namibia	3.8	-	-	0.6	-	5.5	9.9
Sri Lanka	10.4	-	-	-	-	-	10.4
Tanzania	37.0	-	-	24.2	9.1	-	70.3
Zambia	22.4	-	4.7	4.0	-	-	31.1
Zimbabwe	20.1	7.4	2.6	-	8.2	1.4	39.7
Total	179.7	7.4	7.3	74.9	32.1	17.6	319.0

*) For those countries where support covers more than one sub-sector the division in sub-sectors has been approximated.

EDUCATION ASSISTANCE SHOWN BY SUB-SECTORS 1983/84 - 1989/90 (PER CENT OF TOTAL)

	84/85	85/86	86/87	87/88	88/89	89/90
Primary Education	49	58	55	58	57	56
Secondary Education	9	5	3	3	1	2
Tertiary Education	1	2	2	3	2	2
Vocational Training	23	22	26	21	23	24
Adult Education	8	10	8	8	13	10
Miscellaneous	10	3	6	7	4	6
	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>

EDUCATION ASSISTANCE TO PROGRAMME COUNTRIES-DISBURSEMENTS
UP TO FISCAL YEAR 1989/90

Country	83/84	84/85	85/86	86/87	87/88	88/89	89/90	90/91
Angola	103.6	20.9	21.5	21.7	22.1	25.3	19.6	
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Ethiopia	319.8	33.4	27.4	30.2	44.6	40.5	32.3	
Guinea-B	25.5	4.2	4.7	4.4	4.5	9.6	9.7	
India	167.2	-	-	2.5	5.4	2.1	6.0	
Kenya	205.3	-	-	-	-	-	-	
Mozambique	47.4	12.3	19.1	15.0	23.2	39.2	30.8	
Namibia	-	-	-	-	-	9.9	12.3	
Sri Lanka	60.0	6.8	4.4	11.9	13.2	10.4	28.7	
Swaziland	67.4	4.2	0.3	-	-	-	-	
Tanzania	580.8	39.9	50.5	47.4	51.5	70.3	74.0	
Vietnam	10.4	*)	*)	*)	*)	*)	*)	
Zambia	165.3	13.4	13.4	19.2	32.7	31.1	30.3	
Zimbabwe	193.3	39.9	39.6	46.7	37.2	39.7	54.4	
Total	2296.2	230.0	226.6	244.8	270.4	319.0		

*) Administered by Industry Division.

**) Countries that have not received any assistance from 1983/84 are not included.

Total	2364.7	299.2	230.0	226.6	246.0	270.4	255.6
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*) Administered by Industry Division

SUPPORT TO CULTURE AND MASS-MEDIA
1987/88, 1988/89, 1989/90, 1990/91

Disbursements in SEK '000	1987/88	1988/89	1989/90	1990/91
Angola	50.0	175.0	400.0	200.0
Botswana	183.0	422.0	318.0	115.0
Ethiopia	202.9	277.9	208.0	
Gambia	-	60.0	25.0	
Ghana	-	30.0	-	
Guinea Bissau	260.0	358.0	135.0	40.0
Kenya	451.0	598.3	1,389.0	947.0
Leshoto	-	10.0	72.0	40.0
Mali	-	69.0	100.0	65.0
Mozambique	266.0	725.0	538.2	218.0
Nigeria	-	-	110.0	72.0
Tanzania	855.5	1,054.0	1,931.0	1,401.2
Uganda	-	-	100.0	
Zambia	926.2	956.0	1,110.3	
Zimbabwe	153.5	702.0		
Total	3,548.7(1)	5,636.7(2)	7,822.3	9,207.8
Total Africa	5,929,352	9,292.0(3)	7,822.3(4)	9,207.8
Total Asia	194,750	1,936.6	2,841.0	2,939.5
Total Latin America	2,340,600	2,825.3	2,130.6	3,204.6
Other	8,193,000	8,891.5	12,825.6	
Grand Total	16,675,702	22,945.5	25,619.6	33,143.7(5)

- (1) Total Programme Countries
 (2) Total Africa by Country
 (3) Total Africa including Southern Africa
 (4) Includes Southern Africa and Africa General
 (5) Up to 1990-08-17

SIDA Support to Higher Education

a) Via Education - March 1991

Country	Type of input	Output
Zambia	Inter - institutional Cooperation in	B.S.C graduates in surveying
Zimbabwe	Funds for teacher ed. in a Zimbabwean University	B.Ed graduates
Mozambique	Inter - institutional cooperation	20 People participated in courses in Ed. planning.
Guinea B.	Funds for research and guidance	Studies by Guinea Bissau researchers
Other	Funds for dissemination of information	Research network

b) Via Management Section

Mozambique	Support to studies in finance and Economics	20 Trained as Economists 20 still pursuing MA. Programmes
Tanzania	Funds for inter-institutional cooperation, between Lund and Daresalam Universities Equipment	4 Doctoral Graduate 20 Doctoral Researcher
Other	Funds for doctoral researchers from Kenya, Zambia, Zimbabwe, Nicaragua and Peru.	Doctoral Graduates

C) Environment Education

Vietnam, Laos	Support to studies in Environmental Engineering and Inter disciplinary Natural Resource Dev't. courses	10 students pursue studies at the Asia Institute of Technology.
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D) Via Other Divisions of SIDA (Examples)

Ethiopia (Infra)	Funds Civil Engineering ed. in India (water)	200 Graduates
Tanzania (Infra)	Funds for training of Engineers in India	180 Trained
Costa Rica Chile and Nicaragua (Infra)	Funds for institutional strengthening and training in telecommunications	Several Trained
General Industrial (Industry)	Funds for short courses	A few Trained
Zambia (Afri)	Funds for research in agriculture related themes.	Group of doctoral researches being trained.
Ethiopia (Forestry)	Funds for the Sandwich-model education	MA Candidates

INPUTS OF INTERNAL ADVISOR - CAPACITY BUILDING
TRAINING COMPONENTS IN OTHER SECTORS (SEPT 87 -
JAN 91)

Country/Period Contact person	Field of Support/ Type of Input	Output/Comments
Kenya, Sept 87 Cost of Input SEK 45.000	Review of the support to the Kenya Water Resources Institute Type of Input Advisor	Proposal on a new Training approach for KEWI instructor Document : Report
Mozambique Oct 87 SEK 45.000	Review of the Training Component of Electricidade de Moz. Type of Input Advisor	Improvement of the training leading professionalism Document : Report
South East-Asia Dec 87 SEK50.000	generation Type of Input SIDA staff, Consultants, Advisor	identification of areas of improvement and preparation a plan of action. Document : Report
Laos, Feb. 88 SEK 120.000	Assessment of Human Resources and Training Component Forestry project Type of input 2 Consultants + Advisor	Recommendations to SIDA on how to adapt to recipients capabilities Document : Evaluation
Tanzania, April 88 SEK 35.000	Study visit to review the transfer of know- how in SIDA supported project	Recommendations based weak and strong point analysis
May 88 SEK 95.000	Seminar on Skill transfer for telecommunication technician	Discussions on Skills transfer techniques policy draft on competence dev't

Continued

**INPUTS OF INTERNAL ADVISOR - CAPACITY BUILDING
TRAINING COMPONENTS IN OTHER SECTORS (SEPT 87 -
JAN 91)**

21

Continued

Country/Period Contact person	Field of Support/ Type of Input	Output/Comments
Vienna, Geneva, Turin & London Visit of UNIDO, ITV, ILO and ORT, May 88 SEK 25.000	Study of the planning and development of the training materials	Exchange of views on classification, storage accessibility of IBE, training material, and of top-desk publishing
Brazil, August 88	Visit to FUNDAP, CESP TELESRAS	Exploration of support to similar training
Mozambique Sept 88	Evaluation of transfer of knowledge in 3 Industrial Rehabilitation Projects	Modification of a plan for a phase of a project
Bangladesh Nov 88 SEK 45.000	Review of the Staff Component of RESP (Rural Employment Sector Programme)	Recommendation on future Swedish aid
Mozambique Jan 89 SEK 25.000	Advisor to Ministry of Industry & Energy	Participation in the selection of consultant for Centro de Formacao Industrial Document: Report
Ethiopia 89 SEK 75.000	Review of support to EMI via Consultants Type of Input Consultant + Advisor	Proposals on the training training of management trainers. Document : Report
Mozambique 89 SEK 90.000	Prefeasibility on the the rehabilitation ERMOTO	Analysis of the viability of the project
Laos March 89 SEK 120.000	Programming of the training of xest	Training programme for 1989 - 91

Continued

INPUTS OF INTERNAL ADVISOR - CAPACITY BUILDING
TRAINING COMPONENTS IN OTHER SECTORS (SEPT 87 -
JAN 91)

Continued

Country/Period Contact person	Field of Support/ Type of Input	Output/Comments
Sweden April 89 SEK 20.000	Proposal for a plan of action of maintenance programmes.	Rectification strategy
Mozambique Sep 89 SEK 30.000	Mid-term Review of the Beira Container Terminal Project for FINNIDA	Recommendations on a new phase of support to human resources
Tanzania	Management and Man-power development assistance to the Tanzania Post and Telecom. (TP & TC)	Proposals on better better routines
Vietnam Nov. 1990	Competence development in the forestry sector	Seminar in LAO PDR
Zimbabwe April 1990 SEK 60.000	Training appraisal of Ministry of Transport Technicians.	Proposal on Improved Training for road
Laos Nov. 1990	Participant centred seminar involving group dynamics	Proposals on improved Management practice practice
Namibia	Consultancy report on the Namibian telecommunication	Study of the training and human resource aspects of the Namibian telecom agency

Review

TREND POINTERS

Education and the Resource Dilemma

The era of the benevolent state seems overdue. Today statements like educate a mother and you educate a nation and educate a child and you have covered on insurance policy for the future are no longer tenable. In fact, regrettably enough, a more pertinent question now seems: what do you do if you do not have enough resources to do a good job of either? This is the harsh reality of economic exigency which Africa and many Third World countries are faced with.

The above was also the key theme of the International Symposium of Education for All which brought together 130 nations and 1300 delegates at Jomtein, Thailand March 5-9, 1990. But why education for all now? And how different is this call from the one made more than 40 years ago asserting the right of everyone to education. The purpose is the same, but new facts which make the problem more pressing have emerged in recent years. Globally

- 1) More than 100 million children have no access to primary schooling.
- 2) More than 960 million adults, two-thirds of whom are women, are illiterate, and functional illiteracy is a significant problem in all countries:
- 3) More than one-third of the world adults have no access to the printed knowledge, new skills and technologies that could improve the quality of their lives and help them shape and adapt to, social and cultural change and
- 4) More than 100 million children and countless adults fail to complete basic education programmes: millions more satisfy the attendance requirements but do not acquire essential knowledge and skills.

Large numbers of these are in the Low Income Countries (LIC) where expenditure on education is 3.2% of the GNP as against 3.9% in the Middle Income Countries (MIC) and 5.8% in the High Income Countries (HIC). The question is: can the LIC provide education to all just by depressing costs? This is not plausible because the expenditure per child in the LIC had dropped from 20 times in 1965 to 27 times in 1975 and 50 times in 1988. More resources are needed This was the message at Jomtein

The African Setting of the Education Crisis

Not only was the decline precipitous in Africa it is also obvious that Africa in relation to other developing countries had had much less to spend on education. For instance, the expenditure per inhabitant in 1986 was 2.5% that of rich countries, 9% of all world, 25% of Latin America and about half that of Asia. The decline is equally conspicuous among the poor African and Asian countries themselves, especially those which had a low-take-off point in the 1960s and were exposed to the shocks of the oil crisis of 1973 and 1979 and the mounting burden of international debt which brought most of them to the brink of insolvency.

The effect of the fall in expenditure is also evident in many areas but more especially in enrollments and the resources available for the teaching profession. Here again the gap in decline is quite alarming especially in Africa but even among the developing countries.

Average Annual Growth Rate of Enrolment in Primary Education 1960 - 86

Countries	1960-80	1970-80	1980-87
Africa	8.2	3.7	1.0
Asia	2.9	3.1	1.1
Arab States	5.0	5.0	4.1
Latin America	3.3	3.2	1.6

Source: UNESCO STATISTICAL YEAR BOOK, -1990

The squeeze on expenditure is equally obvious in the steady decline of teacher salaries at the first and second levels of education at large. This can be observed in the following table which shows expenditure fluctuations in a selected group of countries from Africa, Asia and Latin America.

Average Teachers' Salaries Expressed and Percentage of GDP
Vs Expenditure on Education as %

	Primary (1)			Secondary (2)			Expenditure on Education (3)	
	1970	1980	1985	1970	1980	1985	1972	1988
Togo	17.9	12.0	11.0	29.4	19.6	18.0	-	11.1
Zambia	4.6	4.4	3.5	8.6	8.0	5.0	19.0	8.3
Ivory cost	-	10.3	9.9	-	13.7	13.2	-	-
Congo	12.2	3.4	1.6	16.1	4.4	2.0	-	-
Colombia	3.0	2.1	2.4	3.0	2.1	2.4	-	-
Mexico (1)	-	1.3	1.2	-	2.6	1.6	19.2	17.0
Indonesia	-	1.5	2.0	-	2.0	2.8	7.4	10.0

1. Most highly qualified primary teachers
2. Qualified teachers of upper secondary
3. Expenditure on Education as % of total Government Expenditure

Source: 1 & 2 C. Tibi, Les salaires et les enseignants, Paris UNESCO: IIEP, 1989, (IIEP/PRG.CT/89.97), Quoted in Investing in the future, 1989.

- 3 World Development Report 1990.

The Magnitude of the problem in Africa

The disparity in expenditure is more glaring in poorer African and Asian LIC which already had a low take - off point in the 1960 and became adversely affected by the Shocks of the oil Crises of 1973 and 1979 which exposed them to the daunting problems of international debt which speeded up economic stagnation bringing many of them to the brink of insolvency.

In Africa as a whole the seriousness of this dilemma became increasingly apparent in the 1980's when State expenditure education as a percentage of total government budget began to fall sharply. For instance in Kenya it went down from 19 per cent in 1975 to 13.8 in 1985/86; in Lesotho from 23.5 in 1975 to 14.8 in 1984; in Angola from 18.8 in 1982 to 16.7 in 1984; and in Ethiopia from 13.4 in 1976 to 8 percent in 1988.

Such economic cutbacks are in turn causing declining school enrolments in countries such as Angola, Malawi, Zaire and Zambia. In Mozambique, primary school enrolment dropped from 1.32 million in 1984 to 1.26 million in 1986. The decline in Angola was alarming down from 1.7 million in 1980 to 930,000 in 1985.

As the crisis deepens, parents are increasingly funding education through contributing to self-help schemes, classroom building and through increased levies. School fees at primary and secondary levels have either been introduced or are being seriously contemplated in many countries.

In 1987, parents in Mozambique spent around 2,000 meticaïs per primary school child on education materials alone, while they paid fees from 600 to 1,000 meticaïs for day students at the secondary school level. Fees for adult students were between 1,000 and 3,000 meticaïs per year and school boarders paid between 100 and 300 meticaïs per month (US\$1=808 meticaïs).

An inevitable outcome of the inadequacy of the resources needed to expand educational facilities is also that as a result the quality of education suffers. To cope with the pressure of growing enrolments by using existing physical and human resources shifts in day schools and evening classes are introduced. The quality of education is also drastically compromised in favour of equity which gives priority to the democratisation of education thorough the construction of more schools in rural areas. These are aimed to redress the rural - urban imbalance and create a more equitable gender parity.

There was and there still is a rationale for the concern over gender balance because as recently as 1986 only 4 of 37 less developed countries had women attained a level of enrolment of 90 percent, while male enrolment had attained that level in 11 of them. Women on top of that are faced with routine disabilities associated with household chores, pregnancy, child birth and the like. Few women are attended at child birth -5% in Burkina Faso, 15% in Burundi, 8% in Guinea Bissau, 8% in Malawi and 12% in Niger. Only Botswana and Tanzania among the African nations have attained a level of 62 and 51 per cent respectively.

Working women are besides poorly represented and discriminated against by the labour market. The representation of women in technical and administrative posts in Mali in 1986 were for instance 25 and 7 percent respectively. The corresponding figures for Guinea Bissau, Rwanda, and Tanzania were 28 and 8, 28 and 2 and 37 and 8 percent respectively. Besides, on average women constituted only 20% of the employed labour force and were concentrated mainly in low and middle level professions such as teaching, nursing and clerical jobs. Furthermore their effort at income generated self employment is hampered by tradition, the lack of entrepreneurial skills and capital.

Yet another cause of Africa's educational malaise is that investment in higher education is high in relation to education spending at other levels. It is also generally felt that the educational system produces the wrong types of skills. During the early years of the post-colonial period in particular universities in several African countries tended to overlook such subjects as agriculture in favour of less relevant disciplines.

At Dakar University there was no faculty of agriculture while the study of French literature and culture was accorded high prestige and priority. It was not until 1979, 19 years after the independence of Senegal that the first school of agriculture was established.

The per capita cost of education at degree level is high, and for students going abroad it is often exorbitant. The cost of a Master programme in the US in 1988 was estimated at US\$ 37,000. Costs such as these create a heavy strain on the dwindling allocations to education.

Yet the output of higher education is low. In 1988, the number of graduates per 100,000 inhabitants was 130 in Botswana, 10 in Mozambique, 26 in Tanzania and 132 in Zambia. This contrasts sharply with the equivalent figures

of 2,341 for France, 2,792 for the Netherlands, 2,124 for Norway, 1,806 for the UK and 2,648 for Sweden.

The heavy investment in higher education is undermined by the brain drain, which robs Africa of its best qualified graduates. Already as a result planning for Africa's manpower development is being jammed in many countries.

Whatever the causes of the flight of human capital most subsharan African states ill-afford the loss of the small stock of qualified manpower. Even in the context of Third World few countries like North Yemen, Jordan, Pakistan and Egypt which receive very large remittances amounting to 2541%, 144%, 107% and 66% of their export revenues respectively from nationals who work abroad can afford this. But, the same can hardly be said about the benefits accrued by other African or Third World states. Among the subsharan states only Mali and the Sudan received remittances amounting to 27% and 26% of their total export revenue respectively in 1984. This was largely because of their close affiliation with the OPEC countries. Two other countries which received much less significant sums were Tanzania and Rwanda whose remittances amounted to 2% and 1% of their export revenues respectively.

Economic Causes of the Dilemma

The decline or stagnation has been due to factors stemming from the poor performance of the economic sector. Several factors bear this out. One reason is that the wealth gap and consequently the gap in the quality of life of the populations in the rich and poor nations has continued to widen. The poor nations of the 1960s are thus poorer today and the rich considerably richer.

To illustrate this, let us look at the discrepancy in income between Zaire and the US which represent two extreme cases. Their income gap widened from seventy-fold in 1968 to almost two-hundred fold in 1985. The average income of Zaire progressively worsened from US\$ 210 in 1960 to US\$ 215 in 1980 and US\$150 in 1987.

In contrast to Zaire and other Least Developed Countries (LDCs), the increase in Gross Domestic Product (GDP) per capita over the same period in the case of the US, other industrialized nations or even middle-income developing countries was both progressive and significant.

The economies of the poor developing countries (with per capita income of US\$ 400 and below) grew by 0,8% except for China and India which grew by 2,8% and nearly all Sub-

Saharan African countries belong to this category. Countries in the lower-middle income category (US\$ 400-1600) grew by 2,6% and only a few Sub-saharan African countries such as Ghana and Zimbabwe belong to this group. In contrast to the above, the upper middle income countries (US\$ 1600-7400) and the rich countries (US\$ 7400 and above) increased their level of per capita income by several-fold. Besides, the new International Division of Labour has almost excluded the poor nations as unattractive for investment.

Several factors have contributed to the decline in income. One explanation is that the growth of population has exceeded that of production. The annual rate of population growth in the mid-1950s was 2,1%. By the late 1970s, it had risen to 2.7% and rose precipitously in the 1980s to reach an average growth rate of 3% in 1989. In contrast, production grew by 1,8%.

Although agriculture is still the mainstay of most African economies, its contribution to Gross National Products (GNP) has not changed much over the period 1965 and 1989. The share of agriculture in the GNP has instead continued to decline in most Sub-Saharan African states. For instance, in the case of Ethiopia, Niger, Sudan, Benin and Malawi, it had declined from 51 to 42, 68 to 24, 54 to 37, 59 to 36 and 50 to 37 percent in 1965 and 1987 respectively. The declining share of agriculture, has besides been generally offset by the growth of the service sector and not the industrial branch which is more crucial from the point of view of diversification and the improvement of export potential.

Further, due to the combined effect of the decline in agricultural productivity and the stagnation or slow growth of the industrial sector, both the performance of the domestic economy and the external sector has been very slow. This can be discerned from the low real GDP growth, slow growth of exports and the negative current account balance. Inevitably education has been affected by these unfavourable trends.

Africa also suffers from a disproportionate loss of revenue and a resultant dependence because of its trade links with the rich nations. This disequilibrium mainly stems from the unequal basis on which their relationships is founded. There are several reasons for this. First, Africa is an exporter of primary products for which she is paid very poorly. Second, due to limited earnings and a vulnerable economics position in international markets Africa has limited say in determining the price of its products. Third, a weak lobbying power and the lack of cohesiveness

among the different nations hamper Africa from selling her products and buying Western technology and services at fair prices.

Another problem is that Africa is a victim of inequities inherited from the colonial period. On gaining independence from colonial rule, the African nations found themselves in an international economic organisation in which their role was predetermined. There were well defined rules and procedures of commerce to be followed and any attempt to disrupt these procedures was not easy.

African nations were also geared towards the production of specific commodities. This was maintained even during the post-colonial period. Such a crude internal division of labour had slated some African countries to the production of vital minerals which were exported to the point of depletion, while other countries produced particular types of cash crops such as coffee, tea, cocoa, cotton, rubber, jute and sisal, often at the expense of vital staple crops. Besides, such production was limited to one or two items.

Despite the relatively encouraging growth of the industrial sector witnessed between 1960 and 1975, in some developing countries, industrial exports have increasingly become the target of protectionist measures. The penetration of Third World products was slowed down considerably, particularly after 1975. The slow evolution of the industrial sector is, nevertheless, due to lack of skilled manpower.

The reasons for these protectionist tendencies are several. These include the fact that poor developing countries which concentrate on products such as clothing and shoes, produce goods which are of lower quality and considerably cheaply. Although they can compete in terms of price, their poor quality render them less competitive. This is further compounded by competition among the developing countries themselves. In the struggle for the conquest of markets, usually the poorer developing countries such as those of Sub-Saharan Africa fair poorly.

The Sub-Saharan African and poor Third World countries are also hampered from improving their output in terms of volume and quality due to the acute shortage of foreign exchange for importing vital machinery spare-parts chemicals and other industrial inputs.

This is further compounded by austerity measures introduced to cope with debt burden which also adversely affects education. Debt in several African countries has become unsustainable, leading to defaulting as in the case of Zambia, Tanzania, Madagascar and Somalia had debts equal to

943, 813 and 2 000% of their export revenues respectively in 1988/89. Even relatively better performing economies such as Kenya and countries with small populations like Djibouti are too heavily indebted to extricate themselves from the debt trap.

Lingering uncertainties caused by the adverse trends of the 1970s and the first half of the 1980s also cloud economic prospects because the positive trend of the second half of the 1980s which will, hopefully, continue in the 1990s is being diminished by the growth of population which at present runs at 3% a year. Unless measures are taken to bring down fertility rates, many African countries will soon approach 4%.

The slow development of trade and agriculture is also aggravated by the poor physical infrastructure. Most African states have mountainous terrain which makes the construction of roads exceedingly difficult and costly. Moreover, distance to major cities, markets and to export outlets make goods expensive and less competitive. Roads are not always all-weather and countries such as Botswana and Malawi have access to the sea via other countries. In Botswana, the Central African Republic and Chad, goods have to be transported some 1 400, 1,800 and 2 000 kms respectively by rail and sea before being shipped to their market destinations.

Another road-block to Africa's accelerated development is that many governments run factories like military barracks. The rigid control of the public sector also spills over to the private sector and affects the profitability of state-run enterprises. Moreover, local entrepreneurship is discouraged by ill-advised government policies.

In general, economic performance is also marred by drought, environment degradation and civil wars. For instance, Sudan's GDP fell by almost 2% in 1988 as a result of the combined effect of the civil war and flood disaster which left some 2 million people homeless. Civil war also disrupted both production and export in Somalia and Mozambique. In Rwanda, the sluggish agricultural growth of 1986 resulted in a visible decline in per capita income. In Zaire, the failure of the government to curtail expenditure resulted in runaway inflation which continued to hamper economic growth in 1988/89.

The impact of inflation in turn is felt in many areas of expenditure such as teacher salaries and this has direct bearing on the motivation and efficiency of teachers and consequently the quality of teaching.

Aid to sub - Saharan Africa

Under the prevailing critical economic situation in Africa governments operate on shoe - string budget. The exigency of resources has also made austerity the order of the day. This in turn has elevated the importance of external funding to an exaggerated level making sub-Saharan Africa a claimant as well as a beneficiary of substantial amount of education ODA.

In the early 1980s sub-Saharan Africa's share in the global education ODA was 22% of the total. This was high considering its share of 11 percent in world population but by no means overwhelming within the context its under-development and enormous developmental needs. In per capita terms the education ODA amounted to US\$ 19 which is impressive compared with the average of US\$ 8 for the LDCs. The allocation to Africa as a whole was, however, roughly the same as elsewhere at 10 percent although one third of the African states received above 15 percent.

The average education ODA in the early 1980s was US\$ 1.3 billion per annum which approximated to 15 percent of the African domestic public expenditure. While this seems impressive, however, its distribution was uneven because 25 percent of the low-income countries received US\$ 2.90 per inhabitant. This pattern which is also reflected in the distribution of overall ODA is unjustifiable on the basis of the level of development (growth of GNP per capita) or the development needs of the poor African nations. The main beneficiaries in per capita terms were the relatively well-off countries and countries with small populations.

Again the distribution of the aid by level of education was skewed in favour of higher education to the detriment of basic and primary levels. 34% of the ODA went to higher education and the allocation of US\$ 578 per third level student was 500 times higher than at the primary school level which was US\$ 1.10 and considerably higher than the per capita allocation of US\$ 11.00 at secondary school level, US\$ 78 for teacher trainees and US\$ 182 per student at technical schools.

Direct Education Aid by Level and Source, 1981-1983 Average

	Percent of bilateral aid (\$507 million)	Percent of multilateral aid (\$250 million)	Percent of all direct aid (\$757 million)
Primary	3.4	15.7	7.4
Secondary			
General	20.9	6.1	16.0
Teacher Training	3.0	12.7	6.2
Vocational/Technical	14.9	20.9	16.9
Tertiary	42.4	17.5	34.2
	15.4	27.1	19.3

Source: world Bank, Education is SSA, 1988.

Allocation of Direct Education Aid by Expenditure Category and Source, 1981 - 1983

	Percent of bilateral aid (\$507 million)	Percent of multilateral (\$250 million)	Percent of all direct aid (\$757 million)
Capital	7.4	64.9	26.4
Recurrent			
Technical Assistance <u>a/</u>	57.5	17.4	44.3
Fellowships	20.5	9.6	16.9
Operational Costs <u>b/</u>	12.7	7.2	10.9
Other	1.9	0.9	1.5

Note: Based on Annex Table A.27.

a/ Includes provision of teachers as well as other foreign experts.

b/ Includes salary support for nationals, utilities and supplies, and instructional materials.

The main sources of education assistance were France, Britain, the US and Belgium. France accounted for 25 percent, the UK and US 20% each while the remaining 33% came from other donors. In the unspecified category donors like Sweden, Norway, Denmark, the Netherlands and Italy figure prominently. SADCC countries like Tanzania, Mozambique, Zambia and Zimbabwe particularly benefit from aid given by Nordic countries and the Netherlands.

It is noteworthy that among the major areas of allocation technical assistance which is the major component in the support to recurrent expenditure still holds a commanding rank with an allocation of 44.5 percent of the total education ODA. This underlines that African's dependence on foreign expertise, whether by choice, necessity or conditionality is still high. Next comes capital expenditure with 26.6% of the total direct education aid in the early 1980s. The allocation to this sector underlines the state of domestic resource deficiency which has made reliance on foreign aid and community participation increasingly crucial for the expansion of educational facilities through the construction of schools, the supply of teachers and furniture. The need of investment in this vital sub sector is also reinforced the rapid demographic changes which have resulted in high school-age dependency ratios in many sub-Saharan African states.

Despite the discrepancies in the distribution of education, aid and other flaws associated with it, however, SS African's share in the total education ODA is reasonably high. But it still cannot be significant enough due to the relatively small share of education aid in the global ODA. This is reinforced by recent disbursement figures.

Aid by Major Purposes (Commitments), 1988

	Nether- lands	New Zealand	Sweden	Norway	Switzer land	United Kingdom	United States	Total DAC
Social and administrative infrastructure	18.9	60.6	36.7	23.7	23.0	18.1	23.4	24.9
Education	5.0	52.6	6.6	7.5	10.3	4.9	11.0	
Health and Population	3.3	1.7	10.5	5.4	4.5	2.5	9.1	5.3
Plan. & Public Admin.	1.2	3.2	-	7.2	-	1.9	3.7	2.6
Other (including water supply)	9.4	3.1	16.1	4.5	11.0	3.4	5.7	6.0
Economic infrastructure	17.0	2.9	16.7	7.7	6.4	17.0	4.8	21.7
Production	30.1	14.1	25.0	12.1	27.2	25.8	13.0	17.9
Agriculture	23.3	6.8	13.0	6.8	21.4	9.1	8.9	10.8
Multi sector	2.1	0.2	6.0	1.9	2.8	-	0.1	2.8
Programme assistance	12.4	13.3	9.0	16.2	11.6	14.4	32.5	15.1
Debt relief	1.8	-	-	-	-	3.0	0.6	2.0
Food aid	1.7	0.2	1.3	3.0	4.5	1.3	16.4	5.3
Emergency aid (other than food aid)	1.6	0.6	4.8	11.2	7.3	1.5	1.5	1.3
Administrative expenses	4.1	5.4	-	5.6	-	4.5	6.6	3.9
Unspecified	10.3	2.6	0.5	18.6	16.1	14.3	1.1	5.1
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
of which								
Technical assistance	31.8	24.4	(21.0)	20.5	(16.2)	32.2	16.6	24.6
Students and trainees	1.3	(17.5)	"	0.1	"	7.5	1.4	3.8
Contributions to NGOs*	(8.0)	(1.3)	(14.2)	8.4	17.0	0.4	9.0	"

Multilateral ODA to Education Total 4.3%; EEC 3.8%; IBRD 4.9%; UN 2.6%

Source: DAC Report, 1990

According to a recent article (Hallak, 1989) the share of education in total development assistance has remained modest at 5% of multilateral aid and 11% of bilateral financing. Equally disturbing is the trend that the share of education in loans from multilateral agencies which transfer resources without fees has fallen significantly, from 6.9% to 3.4% of UNDP disbursements and from 20.8% to 12.3% in the case of UNICEF.

Likewise, as Hallak further observes although education aid from non - governmental organization has been rising its distribution is marked by an unevenness which will prove detrimental to basic and primary education. The

discrepancies pointed out in the same study bear this out:-

- Less than 5 percent of all financial assistance to education went to the primary level during the 1980s (about US\$ 180 million per year) in spite of the fact that the international donor community considers it imperative that primary education should receive priority in educational financing.
- Secondary education and training took a larger share of the "foreign aid cake": 15-17 percent of the total external aid received by sub-Saharan African since 1980 for education has been directed towards the secondary level.
- By far the largest part of this goes to vocational and technical education. Between 1980 and 1986, general secondary education in the sub-Saharan received US\$ 10 per student annually; for vocational/technical it was US\$ 200 per student.
- Higher education is the privileged sector from the point of view of assistance. Without indirect subsidies, the sub-Sahara receives US\$ 400 yearly for each students; with subsidies (for registration fees, etc.) it hits US\$ 1.000 per student compared to about US\$ 1 per pupil at primary level.

The causes of the dilemma of education are several. One problem is poor management and in some cases the non existence of planning in projects and programmes supported by external aid. But this again more often than not is due to resource constraints: some of the reasons for this are:-

- Liquidity problems on the part of funding agencies, due to irregularity in the flow of contributions from Member States.
- Difficulties on the part of the receiving country in meeting the recurrent costs of new educational facilities or services initiated by externally funded projects. Waste of resources and frustration have been suffered by both the supporting organizations and the countries assisted -- a high price to pay.

Yet another problem relates to the conditionally of aid:-

- Bilateral assistance for education is also partly loans and credits, at more or less preferential rates of interests. Grants to educational projects are usually earmarked, restricting the receiving country's choice of equipment experts, etc. to those selected in advance by the donor country.

Education aid, indeed aid in general, have also suffered because of fluctuations in dollar rates.

The effect of this was very significant because while the value of the dollar doubled between 1981 and 1984 its steady decline since 1985 has led to drastic reductions in the purchasing power of the aid funds. The shocks of a sharp rise and precipitous fall produce an unmitigated effect of budgetary dislocation especially in the poor countries.

Aid and the Goal of Schooling for All (SFA)-1990-2000

Current predictions of economic growth show that in the 1990s the world economy will get worse before it gets better. This largely stems from the monetarist policies of industrialized nations which tend to suppress growth, the demand for import from developing countries and increase their debt burden. As a result, the optimism of the 1960s has given way to pessimism. The reality today is that governments have to operate on shoestring budgets which call for massive trimming of expenditure. Inevitably, this squeeze on expenditure is bound to be felt in the education sector even more.

The threat to expenditure on education is real because social spending will continue to suffer disproportionately due to the large number of human development programmes which are publicly funded. As indicate earlier this risk will be further aggravated by demographic changes which are likely to hamper the growth of spending in real terms in the Third World. Even the oil exporting developing countries which managed to escape the real effect of the recession of 1979, have since 1982 been forced to compromise their plans drastically and review their priorities with unaccustomed austerity.

Against the above backdrop the goal of achieving schooling for all (SFA) by the year 2000 will present a very formidable challenge both to African governments and international donors in the 1990s. One reason for this is that given the nature of the current crisis the trend of the 1980s is likely to extend up to the year 2000 and beyond. This would mean that hundreds of millions will continue to experience falls in income.

The squeeze on education in Sub-Saharan Africa in particular will be even harsher due to the combined effect of economic stagnation and a relatively higher rate of population growth which tend to inflate the demand for resources. Christopher Colclough and Keith Lewin have underlined this point in a recent study - schooling for all: A challenge for the 1990s. (1989) They argue that the transfer of larger ODA resources is imperative because "Sub - Saharan Africa, as a region is singularly disadvantaged. Very few of its constituent countries will be able to achieve SFA from domestic resources alone."

According to the Colclough - Lewin study the minimum estimate for the amount of financial aid needed to achieve SFA in Sub - Saharan Africa over 1990-2000 is \$5 billions. But they add, this is contingent upon " \$4 billions being redirected from military budgets which, given the present extent of intra - regional conflict may prove difficult. "They go on "if such cuts proved impossible, total external resources required would amount to some \$9 billions". Secondly, "if per capita incomes in Africa continued to fall, with consequential implications for tax revenues." The external resource needs would vary between \$10 billions to \$17 billions depending upon "whether some, all or none of the educational policy reforms were introduced."

The importance of the goal of schooling for all has been endorsed by donors and recipients alike, but this cannot have practical effect without the commitment of donors to mobilize sufficient international resources for it. This was underlined by Ingemar Gustafsson, Director of Education at the Swedish international aid agency, SIDA. He writes in the Annual Review of the Education sector support of 1989:

The mobilization of worldwide support and resources, necessary, for the achievement of Education for All, is particularly important in view of the current severe economic constraints facing the poorest countries. An important challenge for donors and the concerned states themselves is to discuss how the overall allocation of resources for basic education can be increased within the framework of efforts to create conditions for economic growth. In order to meet the present crisis of decreasing education budgets and deteriorating teaching conditions, new approaches to the financing of recurrent costs of teachers' salaries and basic teaching materials are urgently called for. SIDA

does not have the answer to this major challenge, but contends that a prerequisite is that the context of each case be carefully analyzed. Policy issues will be a constant process of discussion between all involved partners. Donor support is, nonetheless, increasingly needed for long-term capacity and institution building as well as for financing of heavy cost items, such as basic teaching equipment, school meals, teacher's houses and teacher training.

Role of Swedish Aid in African Education

The role of Sweden in African education is intimately linked with the overall evolution of the assistance to education and human resource development which has been a running thread particularly in the assistance to the early recipients like Ethiopia and Tanzania in whose ODA education has a substantial share.

Education aid began with the official Swedish assistance which was launched in the late 1940s but this was confined to contributions to U.N. assistance programmes. In 1952 Swedish bilateral official assistance begun in earnest with the formation of the agency- The Central Committee for Swedish Technical assistance to less developed countries (CK) which embraced some 45 nongovernmental organizations. In 1962 a comprehensive bill on the formulation of Swedish development assistance was presented to parliament subsequently paving the way to the formation of The Agency for International Assistance (NIB) the same year. Three years later, in 1965, the present aid agency - SIDA was established. Swedish bilateral education aid has ever since tended to focus on a selected recipient countries.

Since the establishment of SIDA the bulk of the aid resources to education have been transferred to African states. For instance of the total education ODA of 3.5 billion crowns disbursed up to 1989/90 only SEK 4 90 million was transferred to developing countries outside Africa like Bangladesh, India and Sri Lanka. The balance of SEK 3.0 billion was provided to Africa.

Swedish Education ODA to Africa up to 89/90
(SEK million)

	Total Up to					
	88/89	85/86	87/88	88/89	89/90	(MSEK) Total
Angola	189.8	20.9	21.7	22.1	22.8	212.6
Botswana	352.7	27.9	32.8	23.1	25.6	378.3
Ethiopia	455.4	33.4	30.2	44.6	21.1	476.8
Guinea - B	43.3	4.2	4.4	4.5	9.6	56.9
Kenya	205.3	-	-	-	-	205.3
Mozambique	117.0	12.3	15.0	23.2	39.4	156.6
Swaziland	71.9	4.2	-	-	-	71.9
Tanzania	770.1	39.9	47.4	51.5	46.1	816.2
Zambia	244.0	13.4	19.2	32.7	29.1	273.1
Zimbabwe	356.7	39.9	46.7	37.2	39.7	396.3
Total	2,818.9	196.1	208.6	238.9	233.4	3044

While the volume of Swedish aid seems impressive, however, its share in the total bilateral ODA has been modest i.e at the level 5% as in the case of other DAC donors. Moreover, it declined from 6.4% in 1983/84 and 7.9% in 1984/85 to 5.5% in 1987/88 and 5.0% in 1988/89. However its share in the context of sector assistance seemed somewhat higher at 12% in 1983/84, 13.9% in 1987/88 and 11% in 1988/89.

Swedish education ODA is also extended to culture oriented activities with programme countries and to sector - oriented activities outside it.

Education Assistance 1983/84 - 1989/90 Disbursements in
MESK and in percent of total bilateral assistance

	83/84	85/86	87/88	88/89	89/90
To Programme Countries	235.8	230.0	246.0	270.4	255.6
Culture - Oriented Activ.	10.4	20.0	17.6	16.0	25.6
Total Education Assist.	246.2	250.0	276.3	311.3	307.2
Total Bilateral Assist.	3,806.3	4,283.4	5,045.3	6,190.0	6,190.0
Sector - Oriented Assistance	2,029.0	19,342.0	1,988.0	2,606.0	6,778.4

Global ODA and some Pointers

Indicators on the Performance of Education in SIDA's

Programme Countries

		Angola	Bang.	Bot.	Eth.	G.B	India	Kenya
1	Total Expenditure as % of GNP	-	2	9.3	4.2	2.8	-	7.1
2	Current expenditure as % of current government expenditure	14.2	13.7	18.7	13.1	-	-	21.3
3	Current expenditure for pre - primary + first + second level of education as % of the total current expenditure	86.8	88.7	80.6	80.4	-	-	79.2
4	Number of Scientist & Engineer per 100,000 inhabitants	-	-	-	-	-	11	-
5	Number of technician per Scientist or engineer	-	-	-	-	-	0.8	-
6	R & D expenditure as % of GNP	-	-	-	-	-	0.9	-
7	Books - number of titles published	14	1209	-	560	-	14408	-
8	Dialy newspaper circulation number of copies per 1,000 inhabitants	11	7	16	0.9	7.0	28	13
9	Newsprint consumption-kgs per 1,000 inhabitants	53	282	-	38	211	617	520
10	Consumption of printing and writing paper - kgs per 1,000 inhabitants	422	417	-	327	-	1405	1521
11	Cinema attendance - annual average per inhabitants	0.4	3	-	-	-	6	-
12	Radio receivers - number per 1,000 inhabitants	50	41	134	193	38	78	91
13	Television receivers - number per 1,000 inhabitants	6	4	7	2	-	7	6
14	Public libraries - number of volumes per 1,000 inhabitants	-	4	-	3	-	-	-
15	Total population in millions	9.5	109.7	1.196	44.9	.947	18642	23
16	Population aged 0 - 24 in millions	6.02	71.2	.809	28.2	.559	61125	16190
17	GNP per capita in US dollars (current price)	-	170	1030	120	190	340	360
18	Population economically active (in percent)	-	30.2	37.0	43.7	30	-	-

**Indicators on the Performance of Education in SIDA's
Programme Countries (Continued)**

		Lesotho	Moz.	Srilanka	Tan.	Zambia	Zimbabwe
1	Total expenditure as % of GNP	4.0	-	3.1	3.7	-	8.9
2	Current expenditure as % of current government expenditure	4.0	-	12.0	10.1	-	-
3	Current expenditure for pre-primary + first + second level of educational as % of total current expenditure	76.0	-	99.8	84.6	-	85.4
4	Number of scientists & engineer per 100,000 inhabitants	-	-	17	-	-	-
5	Number of technicians per scientist or engineer	-	-	0.2	-	-	-
6	R & D expenditure as % of GNP	-	-	-	-	-	-
7	Books-number of titles published	-	-	2,368	-	-	-
8	Daily newspaper circulation - number of copies per 1,000 inhabitants	29	6	31	4	14	195
9	Newsprint consumption - kgs per 1,000 inhabitants	-	7	596	453	-	2114
10	Consumption of printing & writing paper-kgs per 1,000 inhabitants	-	7	1501	402	-	11
11	Cinema attendance-annual average per inhabitants	-	0.	2	0.1	-	0.7
12	Radio receivers - number per 1,000 inhabitants	68	39	191	20	74	85
13	Television receivers - number 1,000 inhabitants	0.	1	32	0.6	15	22
14	Public libraries-number of volumes per 1,000 inhabitants	-	-	-	-	-	-
15	Total population in millions	1.6	5 14.	48 16.7	6 25.	87 7.8	4 9.128
16	Population aged 0-24 in million	1.0	6 9.	27 8.7	14.	91 53.6	6.05
17	GNP per capita in US dollars (current price)	4 0		00 42		00 3 0	660
18	Population economically active (in percent)			- -		-	-

Table 2

**Total, Current & Capital Expenditure
on Education as % of GNP and Government Expenditure ('000'000)**

Currency/ year	Total Education Expenditure			Current Education Expenditure				
	Amount total	% of GNP	% of Gov't EXP	Amount	% of Total	% of GNP	% of Gov't EXP	Capital EXP.
Angola Kwansa, 1987	11851.0	-	12.7	10564.0	891	-	14.2	1,287.0
Ethiopia Birr, 1988	484.8	4.	9.4	405.4	836	3.6	13.1	79.3
Botswana Pula, 1988	204.3	9.3	-	147.7	72.3	6.7	-	50.6
Guinea B. Peso, 1988	2533	2.8	-	2473.2	97.6	2.8	-	59.9
Kenya Shilling, 1987	8935.0	7.1	22.7	8,271.0	92.6	6.6	25.3	664.0
Lesotho Maloti, 1988	6326.0	4.0	-	60.9	91.6	3.6	-	5.7
Tanzania Shilling, 1988	10620.0	3.7	8.5	9605.0	9.4	3.3	10.1	-
Zambia 1984	246.7	5.5	16.3	230.7	9.5	5.2	17.5	1015.0
Zimbabwe Dollar, 1987	833.7	8.9	-	824.3	9.9	8.8	-	9.5
Bangladesh Taka 1988	12,266.0 00	2.0	10.3	9485.0	77.3	1.6	13.7	2791.0
India Rupec, 1987	106434.0	3.3	8.5	104807.0	98.5	3.2	9.9	1627.0
Srilanka Rupec, 1988	6719.0	3.1	7.9	5027.0	74.8	2.3	12.0	1692.0

Table 3

Public Current Expenditure on Education
Distribution by Level (000,000) National Currency

Country Currency	First Level %	Third Level %	Other Not Dist.	Year
Angola Kwansa	88.6	5	8.2	1985
Botswana Pula	39.0	14.1	4.4	1988
Ethiopia Birr	52.8	13.3	6.3	1988
Guinea B. Peso	67.2 (1.5)	1.5	0.9	1982
Kenya Shilling	61.9 (0.1)	12.5	9.4	1988
Lesotho Maloti	42.1	18.3	5.7	1988
Tanzania Shilling	57.8	12.2	3.2	1988
Zambia Kwacha	44.2	12.1	7.6	1984
Zimbabwe Dollar	56.0	8.7	5.9	1988
Bangladesh Taka	46.4	8.7	2.6	1988
India Rupec	41.1	17.0	12.1	1988
Srilanka	-	-	-	1988

Figure in Bracket refers to Pre - Primary.

T.T: Teacher Training

V.T: Vocational Training

Table 4. Growth Rate of Enrolment

Region	1970 - 87	1980 - 87
Developing Countries	7.0	3.4
S.S Africa	12.4	8.3
Latin America	8.4	4.1

Table 5. Gender Balance % of Female in Education
at I and II levels 1980 - 87

Region/year Level	1970 I II	1980 I II	1985 I II	1987 I II
SS Africa	39 31	43 34	44 33	45 32
Latin America	49 48	49 50	48 51	48 51
South Africa	36 28	38 33	40 33	40 34
Dev. countries	49 49	49 50	49 49	49 49

Table 6. Enrolment by Type of Education (%)

Type/Year	1970 SSA SA	1980 SSA SA	1987 SSA SA
General Ed.	86 99	87 98	89 98
Teacher T.	6 0	7 0	5 0
Vocation T.	8 1	6 2	6 2

.B SSA Sub - Saharan Africa

SA South Asia

Table 7. Government Expenditure on Education vs GNP

Country	Government Expenditure as % of		
	GNP	Current Govt. Exp.	As % Exp. on PP levels
Angola	-	14.2	86.8
Bangladesh	2	13.0	86.7
Botswana	9.3	18.7	80.6
Ethiopia	4.2	13.1	18.2
Guinea B	2.8	-	-
Lesotho	4.0	-	76.0
Srilanka	3.1	12.0	91.8
Tanzania	3.7	10.0	84.6
Zimbabwe	8.9	-	85.4

PP: Pre - Primary I: 1st Level II: Second Level

Table 8 Distribution of Government Expenditure by Sectors

Country	Defence		Education		Health		Housing	
	1972	1988	1972	1988	1972	1988	1972	1988
Botswana	1000	12.1	10.0	18.1	6.0	7.4	21.0	11.0
Burkina Faso	11.7	17.9	20.6	14.0	8.2	5.2	6.6	-
Ethiopia	14.4	50	14.4	10.6	5.7	3.6	4.4	9.3
Kenya	6	9.2	21.9	21.5	7.9	6.1	3.9	3.9
Malawi	3.1	5.6	15.8	10.0	5.9	5.8	5.8	9.0
Nigeria	40.2	2.8	4.5	2.8	3.6	0.8	0.8	1.5
Tanzania	11.9	13.8	17.3	7.2	7.2	4.9	2.1	-
Uganda	23.1	26.5	15.3	15.0	5.3	2.4	7.3	2.9
Ghana	7.9	3.2	20.1	25.7	6.3	9.0	4.1	11.9

Table 9.

Comparative Global ProfileAverage annual growth rates of enrolment (%)

World Total	4.4	2.4
Developing Countries	7.0	3.4
Sub - Saharan Africa	12.4	8.3
Latin America and the Caribbean	8.9	4.1
South Asia	4.4	5.8
Developed Countries	1.2	0.4

Education Preceding the First Level
And First and Second Levels

Table 10.

Adjusted Gross Enrolment ratios by Sex (%)

	Level	0	I	II	0	I	II	0	I	II
Developing Countries of which	1975	6.6	84	24	6.9	93	30	6.3	36	18
	1980	12.1	95	35	12.5	104	42	11.6	67	29
	1987	19.6	99	40	20.3	107	47	19.0	64	33
Sub Sharan Africa	1975	1.8	46	7	2.0	57	10	1.6	46	4
	1980	4.8	77	17	5.3	87	22	4.3	67	11
	1987	4.9	72	24	5.0	80	32	4.8	72	15
Latin America and the Caribbean	1975	13.1	91	26	13.0	92	26	13.1	89	25
	1980	20.6	105	45	20.5	106	44	20.7	103	45
	1987	37.1	108	54	36.9	110	52	37.4	106	56
Southern Asia	1975	3.0	71	22	3.4	87	31	2.5	53	13
	1980	4.5	77	27	4.9	92	35	4.1	61	18
	1987	8.7	86	35	9.9	99	44	7.5	72	25
Developed Countries	1975	56.1	104	77	55.9	104	77	56.3	104	73
	1980	60.5	101	84	60.5	102	83	60.5	101	86
	1987	65.8	102	91	65.8	102	91	65.8	101	92

Pre School Figures refer to 1970 and 1987

Table 11.

Adult Illiterate Population

	Adult Illitrate (in millions)			Illiteracy Rates (%)			Decrease 1985-2000 % points
	1985	1990	2000	1985	1990	2000	
World Total	965.1	962.6	942.0	29.9	26.9	22.0	-7.9
Developing Countries of which	908.1	920.6	918.5	39.4	35.1	28.1	-11.3
Sub Saharan Africa	133.6	138.8	146.8	59.1	52.7	40.3	-18.8
Arab States	58.6	61.1	65.8	54.5	48.7	38.1	-16.4
Latin America/Caribbean	58.6	61.1	65.8	54.5	48.7	38.1	-16.4
Eastern Asia	297.3	281.0	233.7	28.7	24.0	17.0	-11.8
Southern Asia	374.1	397.3	437.0	57.7	53.8	45.9	-11.8
Developed Countries	57.0	42.0	23.5	6.2	4.4	2.3	-3.9

Table 12.

Enrolment by level of Education

	Pre-I level			I level		II level	
	Year	MF	%F	MF	%F	MF	%F
Sub Sharan Africa	1970	220	44	20672	39	2543	31
	1980	1515	45	47499	43	8175	34
	1985	1727	48	51881	44	11576	33
	1987	1951	49	56447	45	14201	32
Latin America/Caribbean	1970	1727	50	47050	49	7502	48
	1980	4748	50	64770	49	17572	50
	1985	8262	50	69558	48	21364	51
	1987	9341	50	72173	48	23286	51
Southern Asia	1970	848	38	?	45	37771	41
	1980	2284	44	96251	38	39783	33
	1985	4252	40	113474	40	54005	33
	1987	5032	41	120541	40	59029	34
Developed Countries	1970	24144	49	123267	49	78749	49
	1980	32539	49	110392	49	88290	50
	1985	34369	49	108940	49	89103	49
	1987	35448	49	108910	49	90587	49

Table 13. Percentage of Private Enrolment in General Education

	1975	1980	1985
World Total			
Developing Countries	11.8	10.7	12.8
Sub - Saharan Africa	20.9	18.3	24.1
Latin America and the Caribbean	27.1	22.8	20.1
Southern Asia	47.9	39.2	37.1
Developed Countries	9.1	9.6	10.2

Table 14. Public Expenditure on Education as a Percentage of GNP

	1970	1975	1980	1985	1986	1987
World Total	5.5	5.8	5.5	5.6	5.6	5.6
Developing Countries	2.9	3.6	3.8	4.0	4.2	4.2
Sub-Saharan Africa	3.1	3.9	4.8	4.4	4.8	4.9
Arab States	5.0	5.9	4.4	6.2	6.7	6.6
Latin America/Caribbean	3.3	3.6	3.9	4.1	4.3	4.3
Eastern Asia	1.9	2.2	2.7	3.2	3.2	3.1
Southern Asia	2.6	3.1	4.0	3.3	3.4	3.5
Oceania	7.0	7.7	6.0	6.7	6.6	6.5
Developed Countries	6.0	6.3	6.0	6.0	5.9	5.9

Table 15. Public Expenditure on Education per Student
in US\$ by Level of Education 1987

	All Levels		PP + I Levels		II Levels		III Levels	
	SSA	SA	SSA	SA	SSA	SA	SSA	SA
1970	57	19	27	81	95	29	1701	128
1975	101	32	49	17	251	34	2469	116
1980	133	83	70	50	296	96	3521	195
1987	99	99	54	60	195	103	2043	304

Table 16. Public Current Expenditure (1987)
in Units of GNP per Capita

Level Region	All Levels		PP+I Levels		II Levles		III Levels	
	SSA	SA	SSA	SA	SSA	SA	SSA	SA
1970	0.45	0.17	0.21	0.07	1.54	0.26	13.4	0.7
1975	0.44	0.17	0.21	0.09	1.09	0.18	10.7	0.6
1980	0.32	0.24	0.17	0.15	0.72	0.28	8.5	0.6
1987	0.36	0.19	0.19	0.12	0.70	0.20	7.4	0.5

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