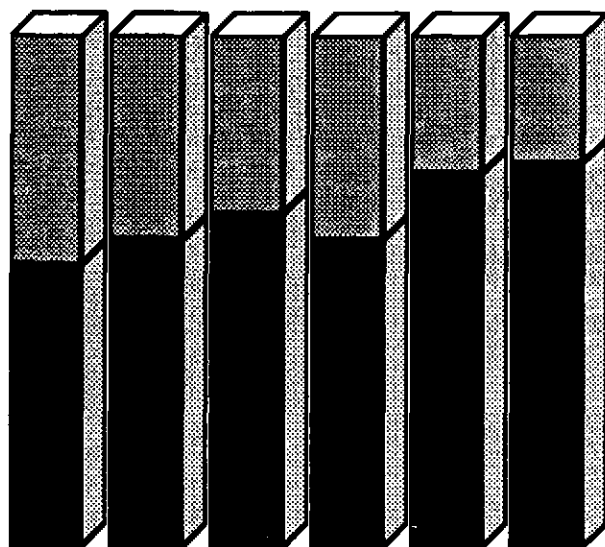




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Swedish Education Assistance

***A Statistical Review of Education, Culture
and Mass Media Aid and some Global
Pointers Vol. 1 1991/92 - 1993/94***



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Foreword

This *Statistical Digest* (review) has three goals. First, it aims to highlight the inputs and outputs of Swedish aid in seventeen SIDA's programme countries. Second, it tries to show the performance of education in the said countries in a comparative country-by-country and global context. Third, it provides data on global/regional trends in the development of human capital, culture and mass media.

Naturally, your views and comments will be well received by the author and the education division. Comments may be passed on to Kinfe Abraham (Project Manager, Education Division, SIDA) who is in charge of human resource development research, employment and statistics.

Ingemar Gustafsson
Head, Education Division

SIDA, May, 1994

Introduction

The broad areas covered in this issue include:

- 1 an introductory part (Review) which puts education assistance in a global economic setting and
- 2 a second section which presents detailed statistical analyses of the inputs and outputs of Swedish aid to education, culture and mass media.

The first two important sections are followed by seven other sections in which data by country and region is presented on:

- 1 international trends in aid to education
- 2 enrollment, progression and graduation at I, II and III levels
- 3 public expenditure on education including international aid
- 4 women education and the question of gender equity
- 5 culture and print media indicators
- 6 comparative regional profiles on the performance of education by level, sector, purpose and period; and
- 7 science and technology indicators.

All in all, this study contains 68 tables, which will be supplemented by another volume which provides country profiles on each of the seventeen programme countries. It will be released later in 1994.

Kinfe Abraham

Project Manager,

Human resource development research,
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Review

Education Assistance in the Global Economic Context

1.0 General Economic Indicators

1.1 Widening Income Gap

As the income and wealth gap between rich and poor nations continues to widen the moral and political imperative for aid is becoming more and more obvious. In 1960 the richest of 20 percent of the world's population had incomes 30 times greater than the poorest 20 percent, in 1990 the richest were getting 60 times more.

According to 1991 Human Development Report published by the UNDP even this is optimistic as it is based on the comparison between rich and poor countries. The maldistribution is worse within countries, the richest 20 percent of the people of the world get at least 150 times more than the poorest 20 percent.

In extreme cases the gap is even more alarming. For instance, the average U.S. citizen earns US.\$ 21,000 or 262.5 times that of a Mozambiquan who earns US.\$ 80 per annum.

Optimistic and pessimistic Scenarios in AID

The optimistic scenario about aid in 1991 was that assistance rose at twice the pace for all developing countries. According to OECD figures aid from members of the Development Committee (DAC) rose by 2.1 percent to a total of US\$ 58.2 bn. However in relation to GNP, DAC aid remained unchanged at 0.34 percent.

Norway still leads DAC donors with 1.14 percent of its GNP followed sweden Denmark and the Netherlands. The largest

increase in aid the allocation however came from the U.K whose ODA rose by 16 percent to US\$ 32 bn The raised the aid from 0.27 to 0.32 percent of its GNP. In contrast, Italian aid dropped by 2,3 percent from 0.42 to 0.32 percent of the GNP.

In dollar terms the U.S. remained the largest donor at US.\$ 11.5 bn but in relation GNP US aid remains among the lowest at around .20 percent. Japan is still a rising star in the donor horizon. Japanese aid rose by 10 percent in 1991 in contrast to US aid which include \$ 1.85 bn in military aid and debt cancellation to Egypt. In this context, U.S. aid shod at US\$ 9.65 bn (less than .20 percent of its GNP) behind the Japanese ODA which rose to US\$ 11.0 bn or 0.32 of its GNP. Modest increases in international aid were also made by other DAC donors. For instance, French aid went up by 1.8 percent to US\$ 6.7 bn while German aid rose by 0.4 percent to US\$ 6.8 bn.

Despite the encouraging trends in Japanese and U.K aid and the rhetoric about the transfer of large aid resources to the poor nations, the plain truth is that few of the OECD nations exceeded the 1% of the GNP target as aid. Rich and powerful nations like the U.S., Britain and Italy in particular trail for behind in smaller nations like company Belgium, Austria and Canada.

Compounding the above situation is that a substantial proportion of the aid to Africa goes to relatively better off economies like Mauritius and Botswana while poorer nations like Tanzania and Ethiopia are neglected. For instance, per capita aid to Ethiopia and Tanzania in 19/91 was US \$ 14.2 and US \$ 32.

BASIC INDICATORS

No.	Low-income economies	GNP per capita			Urban population	
		Population (millions)		Dollars	Percentage of total population	
		1990	2000	1990	1965	1990
1.	Mozambique	16	21	80	5	27
2.	Tanzania	25	33	110	5	33
3.	Ethiopia	51	71	120	8	13
4.	Bangladesh	107	128	210	6	16
5.	Uganda	16	23	220	7	10
6.	India	850	1,006	350	19	287
7.	Kenya	24	34	370	9	24
8.	Zambia	8	11	420	23	50
9.	Sri Lanka	17	19	470	20	21
10.	Lesotho	2	2	530	6	20
11.	ZIMBABWE	10	12	640	14	28
12.	BOTSWANA	1	2	2040		
13.	ANGOLA	10	13	-		
14.	NAMIBIA	2	2	-		
15.	SOUTH AFRICA	22	36	2530		
16.	BOLIVIA	7	9	630		
17.	CHILE	13	15	2040		

INTERNATIONAL AID RECEIPTS

No.	Low-income economies	1988	1989	1990	Aid per Capita	Aid as % of GNP	Inter-national
							1990
1.	Mozambique	893	772	946	60.2	65.7	430
2.	Tanzania	982	920	1155	47.1	48.2	80
3.	Ethiopia	970	752	888	17.4	14.6	1,053
4.	Uganda	363	403	557	34.1	18.4	1,326
5.	India	2097	1895	1586	1.9	0.6	16,532
6.	Kenya	808	967	1000	41.4	11.4	4,784
7.	Zambia	478	392	438	54.0	14.0	44,974
8.	Sri Lanka	598	547	665	39.1	8.2	34,242
9.	Lesotho	108	127	138	78.0	24.5	-
10.	Viet Nam	148	129	190	2.9	2.1	10,339
11.	Bolivia	394	440	491	68.4	10.9	24,316
12.	Zimbabwe	273	265	343	35.0	5.5	9,564
13.	Chile	44	61	94	7.1	0.3	16,107
14.	Botswana	151	160	148	118.2	5.5	46,146
15.	Angola	159	148	212	21.2	-	5,040
16.	Namibia	22	59	57	32.0	-	76,204
17.	South Africa	-	-	-	-	-	24,643

1.2 The Debt Trap

The sluggish flow of aid and the vacillating donor commitment is even more disturbing when one considers the high debt profile of the poor nations. Tanzania total debt of over 4.5 bn was nearly 1000% of its export revenue in 1990 while, Mozambique debt/export ratio stood at 1573 percent in 1990/91.

Even relatively better off economies like Kenya and Nigeria and countries with small populations like Djibouti and Mauritius are now, heavily indebted. In none of the poor African countries is the debt/export income ratio lower than 150%. This means that few of these countries can hope to extricate themselves from the debt trap in the short or medium term.

1.3 Trade and Investment

Besides in global trade there is little evidence of change of heart of the rich nations. The net flow of resources over the period 1986-90 had fallen from U.S. 24.6 bn in 1986 to US \$ 23.3 bn in 1990. Africa was especially bypassed by foreign investors. For instance, 42 of the least developed countries (LDCs) which are mostly found in Africa received 0.7% of the total investment in developing countries. This corresponded to US \$ 200 mn out of a total of US \$ 30 bn invested in the Third World.

According to the world Bank if Africa is to achieve a 5% growth of the GDP it would require an extra \$ 20-30 bn annually in gross external financing. This amount will be enough to foot its oil bill and to enable it service its debts. But even on this optimistic scenario a shortfall of \$ 3.5 bn per year is expected.

This still leaves Africa out in the cold. Yet, when the poor African states switched over to Adam Smith's *laissez faire*

economics in the second half of the 1980s many had hoped that this might bail them out of their economic woes. They had also counted on an enhanced flow of resources from the IMF and Western donors. But since then they have seen little evidence to which corroborate their optimism with. Paradoxically, they are now puzzled by the large resources bang pumped to the former USSR and East bloc states.

The UN has called on western leaders to restimulate their economics in the interest of faster economic growth which is needed to reverse the falling per capital incomes in the developing world. But the western leaders who met in Munich and Tokyo in did not even pay the usual lip-service to Africa's economic misery. Instead, they continued to give emphasis to their own trade deficits and to ways of tacking inflation. Their final communique did not eve make mention of aid and was silent on the debt issue.

With U.S. and western Europe now bogged down in an UNCTAD trade war an optimistic scenario is not insight. Even the emergence of a new president in the U.S. has not altered the picture much.

2.0 Development of Human Capital

The fastest regional growth rate of population is in sub saharan Africa (3.25 percent) followed by the Arab states (2.92 percent) and Southern Asia (2.02 percent). Nearly seven out of eight children under the age of fifteen live in the developing world and in sub-saharan Africa nearly half of the total population is under the age of 15. This has dire implications on the demand for teachers, schools, books and other teaching resources. It has also enormous claim on the time of the working population. If all children aged 6-14 were to be admitted to school (at a teacher pupil ratio of 1:40), it is estimated that one out of every 80 working adults should be a full-time teacher. This high school age dependency ratio has implications on the realisation of the goal of schooling for all by the year 2000.

2.1 Trends in Education Expenditure

During the 1980s the strain of economic decline was felt most in the social sectors like education, Thus although regional averages show a constant or even rising share of education expenditure in relation to GNP the reality is different. During the period 1975-85 in nearly half the countries for which data is available public expenditure on education had declined. The decline was even precipitous during the period 1985-90. This has meant a general decline in the standard of services provided as can be discerned from the table below.

**Government expenditures for education
as % of GDP, 1975, 1980, 1985-90**

Region or Group	Education			Number of countries with Declining expenditures,	(2)
	1975	1980	1985	1985-90	
Industrial countries	60	5.9	5.5	12	(13)
Central and West Asia	3.9	4.1	4.4	4	(4)
South Asia	2.0	2.4	3.1	0	(9)
East Asia	2.8	2.9	3.1	0	(5)
North Africa	6.0	5.7	6.9	1	(23)
Sub-Saharan Africa	4.2	4.6	5.0	13	(24)
Latin America and the Caribbean	4.2	4.6	4.4	13	(7)
Eastern Europe	4.9	4.8	4.7	4	(16)
Total				47	

Source World Bank

2.2 The Role of International Aid to Education

According to the world Bank in the 1980s, the share of education in bilateral aid to developing countries fell from 18 percent to 16.3 percent, and in multilateral aid from 14 percent in 1985 to 12 percent in 1988. Nearly 10 percent of bilateral aid and 5 percent of multilateral aid were allocated to education, which represented an average annual funding of \$4.3 billion. The world bank also notes that aid was not allocated to priority areas. More than 95 percent of the education assistance was allocated to the secondary and higher education, rather than to the primary level. Moreover, the bulk of aid given to primary education was not allocated to increasing the supply of critical resources such as teaching materials and teacher training which are considered cost-effective. In low-income countries, quantitative expansion has been the focus; buildings, furniture, and equipment accounted for 57.8 percent of all aid. Box table 3.6 International aid for the social sectors, 1980-88

International Aid to the Social Sectors 1980-88
(percent)

Source and type of aid	1980-81 ^a	1983-84	1985-86	1987	1988
Bilateral^b					
Education	12.7	11.9	10.9	10.6	11.0
Health and Population	5.5	5.1	5.1	5.2	5.3
Total	18.2	17.0	16.2	15.8	16.3
Multilateral^c					
Education	"	"	5.0	4.3	4.3
Health and Population	"	"	8.0	7.8	7.8
Total	"	"	13.9	12.1	12.1

a. Data not available for 1982.

b. Bilateral aid, which accounts for about three-fourths of total aid for the period 1980-88, includes aid from member countries of the Development Assistance Committee of the OECD.

c. Source: OECD 1980 through 1989.

INTERNATIONAL TRENDS IN AID TO EDUCATION AND BASIC EDUCATION BY DONORS

DONOR COMPARISON OF AID DISBURSED TO EDUCATION AND BASIC EDUCATION (1990) (US MILLION OF DOLLARS)

Country	Aid to Education \$M	As % of All Aid	Aid to Basic \$M	As % of Aid to Education
DAC MEMBERS (1990 Data)				
Australia	393.3	26.6	19.8	5.0
Canada	136.4	20.7	6.1	4.5
Denmark	35.5	5.0	NA	NA
Finland	31.2	3.7	2.5	8.0
France	278.8	NA	NA	NA
Germany	1 033.5	22.8	23.4	2.3
Italy	89.1	NA	NA	NA
Japan(1991)	699.1	6.7	0.0	0.0
Netherlands	316.5	9.6	52.0	16.4
New Zealand(1991)	32.8	34.3	20.8	63.3
Norway	58.7	4.8	NA	NA
Sweden (1991)	111.7	8.5	59.8	53.5
Switzerland	56.5	9.2	13.0	23.0
U.K.	176.8	6.9	7.8	4.6
U.S.A. (1991)	529.7	9.5	224.9	42.5
MULTILATERALS(1991 Data)				
Asian DB	132.0	4.2	8.9	6.7
UNESCO	75.3	NA	26.2	34.8
UNFPA(1990)	29.3	13.2	NA	NA
UNICEF	48.0	8.1	48.4	100.0
World Bank	2 252.0	9.9	849.0	37.6

Indicators on the Performance of Education in SIDA's Programme Countries 1989

		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	Daily 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	-

continued...

Indicators on the Performance of Education in SIDA's Programme Countries 1989

		Angola	Bang.	Bot.	Eth.	G.B	India	Kenya
12	Radio receivers - number per ,000 inhabitants	50	41	34	93	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 .02	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	-	-

Future Trends

The reality today is that governments 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 development programmes which are publicly funded. As indicated 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 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.

3.0 Learning from the Experience of others

In the 1960s and early 1970s the benevolent state was able to make budgetary provisions to make education available at least to those who were willing to send their children to school. But this no longer tenable. Yet, even today it makes sense to shutter social programs for the sake of long - term gains. Investment in education is crucial to develop a solid social infrastructure. It can accrue enormous benefits in the long-term. In this respect developing countries can draw on the experience of Japan whose penchant for education has turned it into a leading industrial nation. The following excerpt is revealing.

Meiji Japan's penchant for education

Countries with a longstanding commitment to educating their populations have the most advanced economies today. The policy change associated with the restoration of the Meiji emperor in Japan in 1868 are a case in point. Japan had been

isolated from global technological developments for more than two centuries, and was agricultural and largely feudal. In the mid-1800s, it came under intense pressure from European and U.S. traders to open its ports and, more generally, to match the economic and military prowess of the West. A revolution brought a new, technocratic government to power. The government's initiatives to import technology are by now legendary: missions were sent abroad to learn about science, technology, and administration; machinery was imported; legions of foreign advisers were hired; and model factories were established in textiles, glass, cement making, and machine tools. The salaries of hired foreigners who accompanied imported new machinery between 1870 and 1885 averaged 42 percent of total annual expenditures of the Ministry of Industrial Affairs. Engineers and technicians accounted for 40 percent of all foreigners employed by the government and private firms.

What is less well-known, but probably more important for Japan's sustained success, is that extraordinary change were made in the educational system. At the beginning of the Meijiera, literacy was only 15 percent, but by 1872 a universal and compulsory system of elementary education had been introduced and the foundations for secondary education had been laid. On the basis of careful investigation, the education system was patterned on the French system of school districts; the university system was patterned on that of the United States. Primary school attendance rates grew from less than 30 percent in 1873 to more than 90 percent in 1907. the number of secondary schools expanded tenfold during the period 1885-1915. Japan became one of the world's most educated and most education-conscious nations. Achieving this required a strong commitment. Japan consistently expended a greater share of its real domestic product on education than any European or other Asian nation.

Source WDR 1991.

3.1 The Role of Good Policy

The climate for human resource development does not depend solely on the policies of education ministries. Other enabling policies are also important. Expanding work opportunities for women and providing day care services for mothers create incentives for women to stay in school longer. Economic growth is also crucial. Countries with high growth rates between 1975 and 1985 had infant mortality rates that are 15 percent lower than countries that had an average annual growth rate lower than 5 percent. The overall stance of policy also influences the productivity of social investments. Policies that encourage innovation and investment and that increase the demand for workers who are better educated and better trained provide the crucial conditions for development. According to the World Bank in India, returns on investments in schooling were higher in areas that were able to adopt the modern high-yielding grain varieties of the green revolution.

Poor macroeconomic conditions (high inflation and interest rates that discourage investments) and restrictive labour market policies discourage innovation and entrepreneurship. Rigid labour markets and restricted wage differentials have, led labour to be allocated inefficiently and investments in skills to be wasted. The established systems for training and education cannot respond to the new demands.

Greater mobility in the domestic labour market, by increasing the rate of return for the most highly educated and trained technicians and scientists, promotes efficient transfers of technology and skills and reduces the "brain drain." According to the World Bank labour exchanges have placed more than 6 million workers in new enterprises in China since 1988; this will improve labour mobility and lead to better allocation of investments in skills. A national social security system that does not tie workers to a specific place of employment will further encourage mobility.

3.2 The Importance of the Private Sector

A careful balancing of the roles of the government and the private sector across a broad range of policies is important to reduce social spending. There are large, and largely unexploited, opportunities for a more successful partnership between public and private providers. But in this area, more than in any other except macro economic policy, the state usually is cast in a the leading role. Governments need to show greater commitment to this task, and put it among their top priorities.

3.3 The Role of Non-Governmental Organisations (NGOs)

As the state's financial constraints continue to intensify it has become imperative to involve NGOs in the economic and social sectors. Hence it is always imperative to ask whether governments have the capacity to implement their social programs. Large and heavy cost programs could overextend the government's planning capacity and administrative resources. Relying for some services on non-governmental organizations, nonprofit and profit, can create ways of broadening access to adequate schooling and health care. Private, nonprofit NGOs tend to be smaller and more flexible in their planning and budgeting as opposed to governments constrained by civil service laws and employees' unions, which are reluctant to change ineffective programs. Allowing private organizations to provide services under controversial programs such as family planning in some Latin American countries has enabled governments to keep their distance while still ensuring that services are available.

Strengthening the Cooperation between the public and private sectors is crucial especially if nongovernmental providers are experienced and efficient and if the government has been unable to expand services rapidly enough to satisfy demand. In Rwanda, religious missions, which have traditionally provided most health care services, are reimbursed by the government

for 86 percent of staff salaries. The missions provide 40 percent of health services. The governments of Zambia and Zimbabwe also cover a substantial part of mission expenditures on health services. As with other goods and services, competition among profit making providers in the social sectors is important to ensure efficiency in the delivery of services. Any public subsidies to the profit making sector (whether in the form of tax-beaks or import subsidies) are best linked to the quality of services provided.

In some countries increases in illiteracy, numeracy, and technical skills have been achieved not only through formal schooling, but also in many other ways. These include: village literacy projects, national campaigns, agricultural extension services and firm-based training and technical assistance. All these lend themselves to community support and private sector provision.

In many other African and international NGOs also carry out activities that run the gamut from traditional direct provision of social services to the initiation of innovative enterprise development projects. Some PDAS NGOs have even conducted experimental projects against conventional wisdom and sometimes ignoring close collaboration with government or business. Large-scale PDAs have also served as alternatives to public enterprises by running private hospitals, schools, health clinics and specialized training programs. They have also served as alternatives to public enterprises by running private hospitals, schools, health clinics and specialized training programs. They also provide examples of collaboration between individuals and the state. The Aga Khan High School in Mombasa, Kenya, is an interesting example of an indigenous PDA that is privately run but partially funded by the government. The Kenyan government meets part of the teachers' salaries and ensures that quality is maintained through its representation on the school board.

The growing social role which NGOs play today is also underlined by the growth of their financial turnover. In the mid

1980s international NGOS provided about \$1 billion annually in development and relief assistance to Africa. CARE, a US-head quartered PDA that works in Africa as well as other third-world regions, had an annual operating budget of about \$ 350 million, about the equivalent of the ODA of the government of Switzerland. Two German PDAs, Misericord and Bread for the World, had annual budgets of about \$ 140 million, each most of which was spent in Africa.

In some African countries, NGOs generated assistance represents a major percentage of all aid received. For instance, 13% of all aid to Burkina Faso comes from international PDAs. In Kenya, 40% of all health care is provided through PDAs. In Malawi, one large PDA entity, the Christian Services Committee of the Churches of Malawi, provides 40% of all health services.

According to conservative estimates 14% of the total ODA inflow to Africa comes through PDAs. At present many donor agencies are also making efforts to channel an increasing proportion of their ODA through PDAs. In its 1986 fiscal year, for example, the US Agency for International Development channelled \$650 million through PDAs, with the bulk going to Africa. In the same year, the Overseas Development Administration of the United Kingdom provided 32, 5 million to PDAs. The World Bank has also stated that while PDAs currently play a small role in Bank-assisted projects in Africa "the Bank experience with PDAs is growing and, in the main, positive."

3.4 NGOs and the state

The constructive role which NGOs play is also changing the attitude of African governments toward African PDAs. They now recognize their importance as a pluralizing force in settings often characterized by single party control of patronage. But the PDA movement warrants even greater attention via (1) reforms which simplify operational procedures (2) Guidelines for their activities (3) framework of

agreement on mutually agreed targets and (4) public recognition of the role indigenous and international agencies can play in society.

The critical importance of the legal, procedural and institutional measures and incentives for PDAs is underlined by several emergent problems such as the economic debacle in Africa which has led to drastic cuts on social spending including that of education and a growing popular consciousness which demands more efficient services than those previously provided.

Given these constraints PDAs can undoubtedly relieve the government of part of the growing Burden of Social responsibility by operating schools and nursing homes at low cost. They can also run high quality service establishments which can prove just as useful because of the quality and integrity of their services. Indeed PDAs can also play an intermediary role by helping governments distinguish between high quality, fee charging institutions and institutions which provide poor service.

Even in the Context of the current crisis, given the right incentives, PDAs can expand the scope of their activities and contribute to the development of the economy. They can, inter alia, contribute to good resource allocation through cost-effective decentralization of services, wider transfer of new technologies and delivery of appropriate training and technical assistance at the grassroots.

PDAs can also be links to business. International PDAs presently have ties with multinational businesses that provide help through tax-deductible gifts, in-kind assistance and training. At present bilateral and also multilateral aid agencies and African governments are also channelling more and more funds through NGOs, because as said earlier they are effective and flexible mechanisms for reaching the common man.

3.5 Companies and Other PDAS

The Ultimate aim being to make PDAs contribute toward an enabling environment it is also crucial that they work closely with the business community. To date the extent of the collaboration which takes place in this sphere is difficult to determine due to lack of documented data. Nevertheless, current evidence of cases of successful collaboration gathered from several countries seems convincing. For instance, in Senegal commercial fishermen donated tons of their catch to help the hungry. In Ghana, a professional association of women entrepreneurs has established the Zonta Club, which designs projects to ensure better living standards in rural areas. The club also provides financial assistance to self-help projects, and provides a mobile health clinic service to villages not within easy reach of medical facilities. In Kenya, Del Monte Corporation, a U S-based multinational business, provides housing in eight separate villages for 12.000 people, a nursery, primary schools, and a top-quality secondary school. In Zimbabwe, town councils now permit PDAs unrestricted permission to raise funds from local businesses, which was earlier illegal without express permission on each occasion.

Similarly in Nigeria, the Pan-Africa Relief Foundation directed by a handful of business and professional men and women together with a Nigerian commercial bank sponsors a team which assesses the relief needs in Ethiopia. The Nigerian Integrated Rural Accelerated Development Organization, a non-profit group of volunteers, besides provides funding and knowhow to assist rural communities.

In Zimbabwe, Ciba-Geigy, a Swiss manufacturer, participates in an integrated scheme to improve the productivity of the country's small-scale farmers, a project designed in conjunction with Zimbabwe's Department of Agriculture. A PDA in Mali supported by the General Electric Foundation, provides funds for a pilot project set up to study how PDA resources can be pooled together. likewise in Zimbabwe six US based multinationals are funding a clinic near the Mozambique

boarder and a hospital in Zimbabwe.

Finally the role which PDAs in general and indigenous PDAs in particular can play in the social sphere hinges on how effectively they succeed in promoting entrepreneurship in Africa. In this respect both government and aid agencies have a paramount role to play. Government should, *inter alia*, provide incentives, institutional facilities and other resources while aid agencies ought to strengthen the matching grants scheme by supplementing private funds raised by local PADs and channelling more funds aimed to boost the social role of PADAs in education, health services and the like.

The agenda for Education at this juncture is how to contribute toward the formulation of policy reform which can make PDAs and the business community work closely and to provide public education on the reform movement itself. To achieve this it is important to start by drawing on the experience of successful PDAs.

Alternative means of Innovative Financing

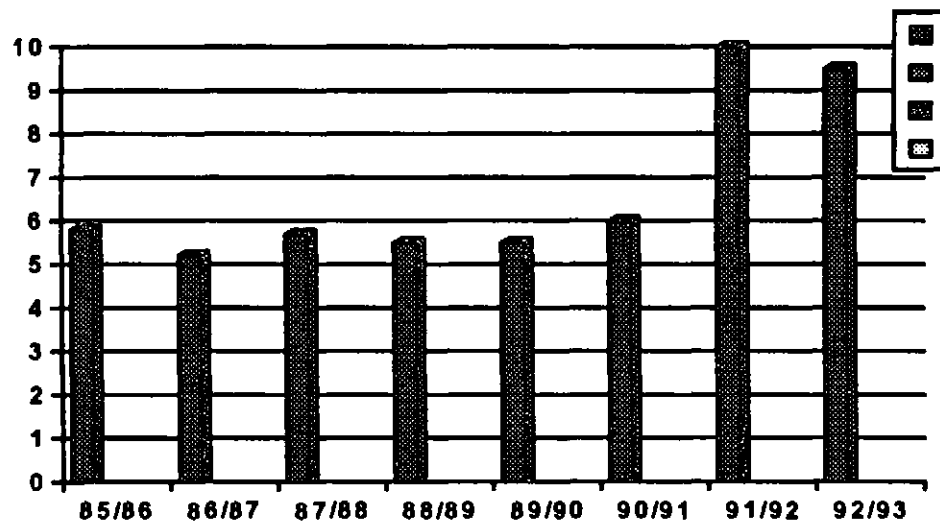
Another way is the introduction of user fees. While maintaining a safety net for the poor such measures will not only conserve public funds but will also make education need responsive and cost effective. The ultimate aim of this would be to make the provided education utility or purpose oriented. The success story of Zimbabwe in the 1980s which was predicated on a strong partnership between the public and private sectors is one vivid illustration.

Other innovative approaches which have been successfully implemented include: community participation in school construction through inputs of labour, construction materials and funds for teacher recruitment and the acquisition of books and other teaching resources.

Inputs and Outputs of Swedish Aid

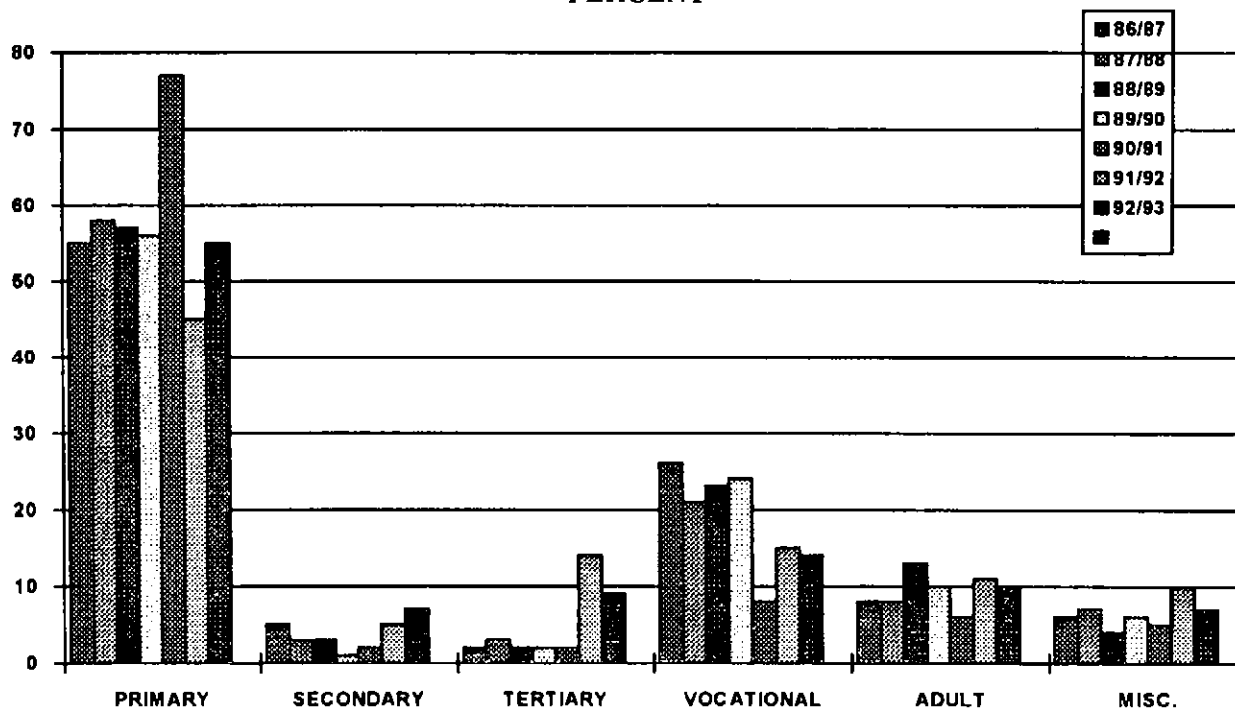
by country

**SHARE OF EDUCATION ASSISTANCE
IN TOTAL BILATERAL ASSISTANCE
PERCENT UP TO 1992/93**

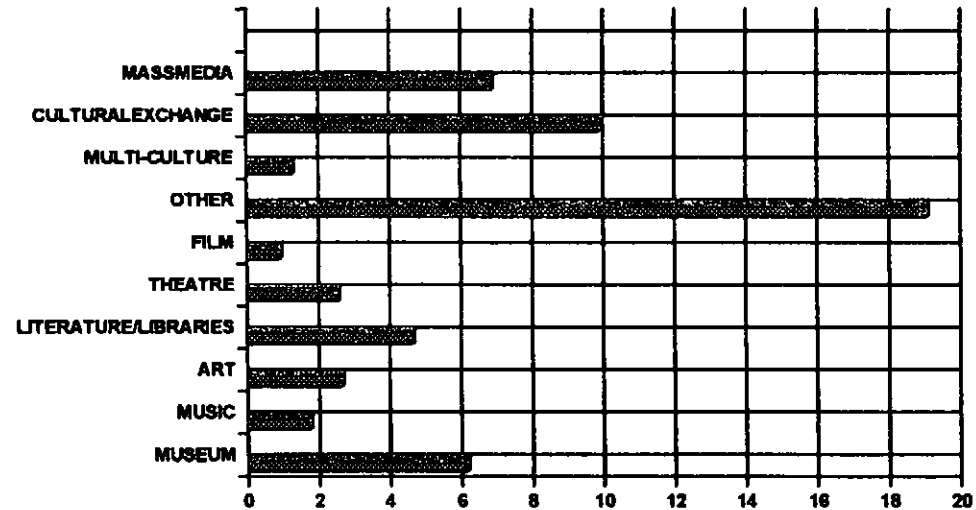


YEAR

FUNDING OF EDUCATION BY SUB-SECTOR/LEVEL **UP TO 1992/93** **PERCENT**

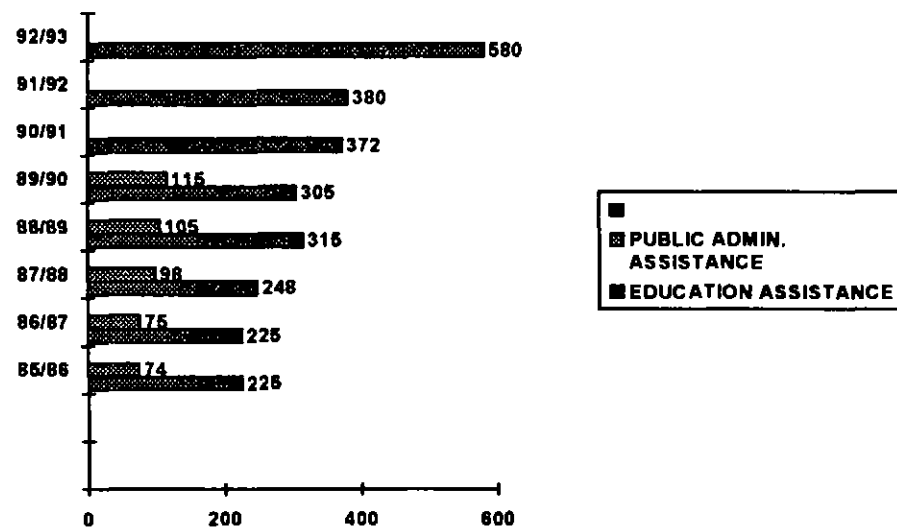


**SUPPORT TO CULTURE AND MASS MEDIA
BY SUB-SECTOR 1991-92
IN MSEK**



TRENDS IN THE ANNUAL FUNDING — BILATERAL EDUCATION AND PUBLIC ADMINISTRATION ASSISTANCE

**1985/86 - 1992/93
(IN MILLIONS SEK)**



N.B. Public Administration Assistance is included in the period up to 1989/90.

EDUCATION ASSISTANCE 1985/86 - 1992/93

DISBURSEMENTS IN MSEK AND IN PERCENT OF TOTAL

Education assistance 1983/84 - 1988/89 : Disbursements in MSEK percent of total bilateral assistance

	85/86	86/87	87/88	88/89	89/90	90/91	91/92	92/93
To programme countries	230.0	226.6	246.0	270.4	319.0	378.0	380.8	570.1
Education-oriented activity	20.	16.	17.	16.			-	-
Culture			12.	24.			-	-
Education assistance total	250.0	242.9	276.3	311.3			-	-
Bilateral assistance total	4283.4	4649.5	5045.3	6190.0	6527.9	6190.0	6787.0	7507.0
Sector-oriented assistance total	1934.2	1846.0	1988.0	2606.0			1924.0	-
Share of education assistance as percent of total bilateral assistance	5	5	5	5			8.5	11
Share of education as percent of sector-oriented	13.	13.	13.	11.			10.0	11

Source: International Aid to Basic Education, OECD Meeting on Basic Education, Paris 10-12 June, 1992

SWEDISH COMMITMENT TO EDUCATION: DIRECT FUNDING ONLY 1987-1993

(i) All countries Millions SEK

	1987/88	1988/89	1989/90	1990/91	1991/92	1992/93
Basic Education of which						
Primary Education	160.7	17	21	22	258.0	408.9
Adult literacy	25.8				28.5	37.0
Secondary education	-					6.6
Technical and vocational education excluding higher	78.1				71.7	66.2
Higher education	10.6				31.2	25.0

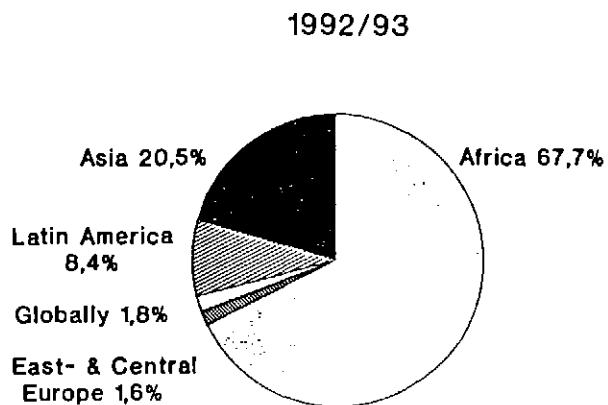
EDUCATION ASSISTANCE TO PROGRAMME COUNTRIES
DISBURSEMENTS UP TO FISCAL YEAR 1990/91

COUNTRY	84/85	85/86	86/87	87/88	88/89	89/90	90/91	91/92
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 Bissau	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	23	22	224.8	270.4	319.0	378.2	380.8

92/93

570.1

Educational Assistance by Region



The diagram includes support disbursed under education sector support (68%, including support through local NGOs and popular movements in South Africa), and support to through Swedish NGOs and popular movements (32%). It excludes support to environmental education.

SUPPORT TO CULTURE AND MASS-MEDIA
1987/88 - 1991/92

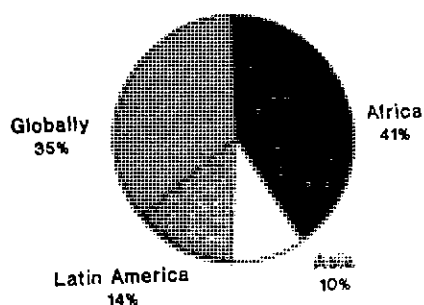
Disbursements in SEK '000	1987/88	1988/89	1989/90	1990/91	1991/92
Angola	50.0	17	40	20	168.0
Botswana	183.0	42	31	11	243.0
Ethiopia	202.9	27	20		408.0
Gambia	-				
Ghana	-				
Guinea Bissau	260.0	35	13		143.0
Kenya	451.0	59	1,389.	94	1606.0
Leshoto	-				24.0
Mali	-		10		
Mozambique	266.0	72	53	21	953.0
Namibia	-				1225.0
Nigeria	-		11		541.0
Tanzania	855.5	1,054.	1,931.	1,401.	
Senegal	-				200.0
Uganda	-		10		
Zambia	926.2	95	1,110		929.0
Zimbabwe	153.5	70			1231.0
Total	3,548.7(1)	5,636.7(2)	7,822.	9,207.	17,730.0
Total Africa	5,929,352	9,292.0(3)	7,822.3(4)	9,207.	17,730.0
Total Asia	194,750	1,936.	2,841.	2,939.	3,381.0
Total Latin America	2,340,600	2,825.	2,130.	12,806.0	
Other	8,193,000	8,891.	12,825.6		8,597.0
East Europe	-				4,375.0
Grand Total	16,675,702	22,945.5	25,619.6	33,143.7(5)	29,000.0

- (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

NOTE: In addition a sum of MSEK 24,300.0 was allocated to human rights and humanitarian organizations. This brought the total aid to culture, mass media and the rest to a total of MSEK 53.8 m 1991/1992.

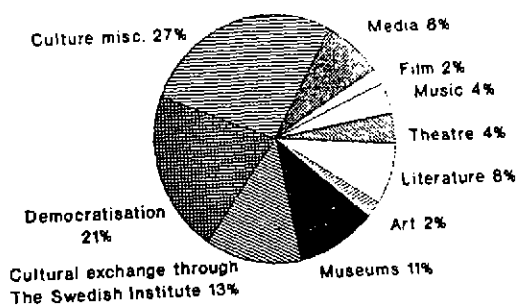
SUPPORT TO CULTURE AND MASS MEDIA **Assistance by Region**

1992/93



BY SUB-SECTOR 1991-92 **IN MSEK**

1992/93



Support to culture and media is mainly financed through the post Special Programs (50%). It is also financed through Regional activities in Africa (6%), support to Democracy, Human rights and Humanitarian activities (21%), Development cooperation South America (Chile) and Central America and for East Europe (10%). The support is also financed through the country frames for Laos, Mocambique and Nicaragua (13%).

**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.	2.3*
Botswana	15.9**	14.4**	24.8**	16.9	26.9**
Kenya	4.2	1.9	1.9	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*
Nicaragua	1.0	0.8	0.4	-	-
Tanzania	24.9	23.0	23.0	21.3	23.4
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

* Refers to training in import management

** Includes the entire District Development Programme

*** Channelled via the Public Administration Division after 1989/90

CONSULTANCIES WITHIN PUBLIC ADMINISTRATION

Long-term Consultancies 1990

No. of Consultancies 38

Short-term Consultancies 1990

No. of consultantancies 179

Contract Employees

No of SIDA contracted personnel 4

No. of Bilateral Associate Experts 1

SIDA SUPPORT TO HIGHER EDUCATION

A. VIA EDUCATION - MARCH 1991

<u>Country</u>	<u>Type of input</u>	<u>Output</u>
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 Dareselam Universities Equipment	4 Doctoral Graduates 20 Doctoral Researcher
Other	Funds for doctoral researchers from Kenya, Zambia, Zimbabwe, Nicaragua and Peru	Doctoral graduates

C. ENVIRONMENT EDUCATION

<u>Country</u>	<u>Type of input</u>	<u>Output</u>
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.

D. VIA OTHER DIVISIONS OF SIDA (Examples)

<u>Country</u>	<u>Type of input</u>	<u>Output</u>
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

**INPUT OF INTERNAL ADVISOR - CAPACITY BUILDING
TRAINING COMPONENTS IN OTHER SECTORS
(SEPTEMBER 87 - JANUARY 91)**

COUNTRY/PERIOD CONTACT PERSON	FIELD OF SUPPORT / TYPE OF INPUT	OUTPUT/ COMMENTS
Kenya, Sept 87	Review of the support to the Kenya Water Resources Institute	Proposal on a new training approach for KEWI instructor
Cost of input - SEK 45,000	Type of input Advisor	Document : Report
Mozambique Oct. 87 SEK 45,000	Review of the training component of Electricidade de Moz.	Improvement of the training leading professionalism
	Type of input Advisor	Document : Report
South-East Asia Dec. 87 SEK 50,000	Generation	Identification of areas of improvement and preparation a plan of action
	Type of input SIDA staff, Consultants, advisor	Document : report
Laos Feb. 88 SEK 120,000	Assessment of human resources and training component forestry project	Recommendations to SIDA on how to adapt to recipients capabilities
	Type of input 2 consultants + advisor	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

CONTINUED...

**INPUT OF INTERNAL ADVISOR - CAPACITY BUILDING
TRAINING COMPONENTS IN OTHER SECTORS
(SEPTEMBER 87 - JANUARY 91)**

COUNTRY/PERIOD CONTACT PERSON	FIELD OF SUPPORT / TYPE OF INPUT	OUTPUT/ COMMENTS
May 88 SEK 95,000 Vienna, Geneva, Turin & London Visit of UNIDO, ITV, ILO and ORT, May 88 SEK 25,000	Seminar on skill transfer for telecommunication technician Study of the planning and development of the training materials Visit to FUNDAP, CESP TELESRAS	Discussion on skills transfer techniques policy draft on competence dev't Exchange of views on classification on storage accessibility of IBE, training material and of desk-top publishing Exploration of support to a 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 (<i>Rural Employment Sector Programme</i>)	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

CONTINUED...

**INPUT OF INTERNAL ADVISOR - CAPACITY BUILDING
TRAINING COMPONENTS IN OTHER SECTORS
(SEPTEMBER 87 - JANUARY 91)**

COUNTRY/PERIOD CONTACT PERSON	FIELD OF SUPPORT / TYPE OF INPUT	OUTPUT/ COMMENTS
Ethiopia 89 SEK 75,000	Review of support to EMI via consultants Type of input Consultant + advisor	Proposals on the training of management trainers Document : Report
Mozambique 89 SEK 90,000	Prefeasibility on 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
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 of FINNIDA	Recommendations on a new phase of support to human resources
Tanzania	Management and manpower development assistance to the Tanzania Post and Telecom. (TP & TC)	Proposals on better routines
Vietnam Nov. 1990	Competence development in the forestry sector	Seminar in Lao PDR

CONTINUED...

**INPUT OF INTERNAL ADVISOR - CAPACITY BUILDING
TRAINING COMPONENTS IN OTHER SECTORS
(SEPTEMBER 87 - JANUARY 91)**

COUNTRY/PERIOD CONTACT PERSON	FIELD OF SUPPORT / TYPE OF INPUT	OUTPUT/ COMMENTS
Zimbabwe April 1990 SEK 60,000	training appraisal of Ministry of Transport technicians	Proposal on improved training for road
Laos Nov. 1990	Participant centered seminar involving group dynamics	Proposals on improved management practice
Namibia	Consultancy report on the Namibian tele-communication	Study of the training and human resource aspects of the Namibian telecom agency

**INPUTS OF EDUCATION DIVISION'S SENIOR HUMAN
RESOURCES DEVELOPMENT ADVISOR FOR CAPACITY
BUILDING AND TRAINING COMPONENTS IN OTHER
SECTORS. (SEPT 90-JAN 94)**

In addition to daily counselling on the development of competence and capacity inside SIDA and to consultants the Division's Senior Human Resources Development Adviser has made the following major inputs.

1. Studies, Appraisals and Evaluations.

Laos, Sept 90, Seminar on competence development in the road sector.

Resulted in the first efforts to build up a comprehensive HRD policy. Work is now in progress with Swedish support.

Laos, Nov 90, Seminar on competence development in the forestry sector. To open up a dialogue about a comprehensive approach to competence development in the forestry sector.

Great changes are now taking place in this respect in the forestry sector. This is now also supported by other donors.

Guinea-Bissau, Dec 90, First appraisal mission on rural development programme in Bula.

Followed up with further seminars and workshops on HRD aspects.

Tanzania, March 91, Organised a Project Preparation Workshop for National Vocational Training Division to assist the NVTD management to design a Management Development Programme to be supported by SIDA.

During the workshop NVTD management worked out a proposal for Swedish support which could then be used with small modifications as a tender document.

Vietnam, Sept 91, Organized Management Development Workshop, where some 30 of the country's high-level managers in the energy sector discussed and decided about a possible Swedish support to their own management development.

The managers' proposal could with few modifications be utilized as a tender document for the programme. The Adviser later led a group of Vietnamese managers to study alternatives for management training in Singapore and Thailand.

Laos, Nov 91, led a Role Seminar for the Lao-Swedish Road Programme to help the different parties involved on both sides to clarify roles and responsibilities.

Seminar resulted in a clearer distribution of roles and less friction within the programme.

Mocambique, January 92, Appraisal of the the Swedish support to human resources development to Electricidade de Mocambique, EDM.

Two Nordic donors had different approaches to HRD in EDM. Critical report resulted in agreement on closer cooperation and that one donor took over the support to this area.

Vietnam and Thailand, March 92, First participation in Monitoring Team for Forestry Cooperation Programme in Vietnam.

Monitoring Team shall follow the programme as an independant observer for three years and comment on progress and problems and propose modifications to the partners.

First discussions with AIT on a broader cooperation programme with SIDA.

Thailand, Sept 92, Study of the possibilities for a closer cooperation between SIDA and Asian Institute of Technology in Bangkok to enhance regional capacity building and cooperation.

Report resulted in a cooperation agreement between AIT and SIDA.

Tanzania, Oct 92, Prestudy for Graphic School within National Vocational Training Division. Although the need for such a School was great the preconditions for the School was considered to be weak.

Report resulted in SIDA's withdrawal from project. NVTD has since improved project preparations and is approaching other donors.

Vietnam, Nov 92, First participation in Monitoring Team, Forestry Cooperation Programme. Organized and ran Seminar on Competence Development for Project Directors in the Programme.

Report from seminar including all group-work reports produced in English-Vietnamese together with consultant. The report was then widely distributed in the Programme to enhance knowledge and understanding of human resources development aspects.

Guinea-Bissau, March 93, Appraisal of project proposal for an Agriculture Technician School.

Although agreeing to the great needs for this kind of education in the country the mission reluctantly endorsed the proposal. The report stressed the very low national capacity to undertake such a project and advocated that in case it would be accepted, SIDA would have to take a great responsibility for the whole build up and running of the project. This made SIDA withdraw. Other alternatives are now being discussed.

Vietnam-Thailand, April-May 93, Participation in Monitoring Team, Forestry Cooperation Programme. Sponsored seminar on English language learning in South-East Asia at AIT to enhance efforts in this respect.

The monitoring report pointed out that the Vietnamese counterpart organisation is still to a great extent unclear which hampers a planned human resources development. The training component, although rather well run is still "hanging in the air."

The English seminar at AIT gathered some 250 persons involved in language training from the whole region. They discussed issues of common interest for one week. Demonstrations were held, tips were exchanged, a final report was made. Seminar enhanced interest for English language in the region. SIDA only had to pay a small share of what it had guaranteed for the seminar.

Laos, Sept 93, Participation in Monitoring Team for the Lao-Swedish Forestry Cooperation Programme. Team made study of issues which should be discussed during the Annual Review.

The Team's first report was ready in October.

Vietnam, Nov 93, Third monitoring review of Forestry Cooperation Programme.

Discussions have now become more open and positive. Monitoring Team is now no longer seen as only SIDA's instrument for supervision and control.

2. Training.

The Division's HRD Adviser, in close cooperation with the Human Resources Development Division, has organised a number of seminars and workshops on competence development, capacity building and maintenance management for consultants and SIDA staff and participated in other seminars and courses in Sweden and abroad, arranged by institutional consultants.

3. Materials' Production.

During this period a number of training materials have been produced which can be used in competence development work.

The Toolbox, is a practical handbook for competence development. It is available in three languages, Swedish, English and Portuguese. It is a handbook for the individual aid worker, giving advice and tips for the practical work.

The English and Portuguese versions also give Swedish personnel the competence development vocabulary in the working language. It can also be used as a basic document for discussions to reach a common agreement with counterparts on how this part of the work shall be developed. The Toolbox is distributed to all course participants in SIDA's preparatory training courses.

Office Administration Manual is a training material for the often in aid neglected middle management staff, secretaries, archivists and general administrators that are the real bearers of corporate culture and administrative competence, not the least when management is away on aid-sponsored training abroad!

The material consists of two parts, one Training Manual for the students and one Teachers' Manual, since it is the main objective to promote the material in a way that will enable national expertise to make use of it.

MAS, Maintenance Auditing System, is a training material which is at the same time a check-list on the preconditions for maintenance in development cooperation programmes and projects.

The two later materials will be tried out and taken into more regular use during 1994.

4. Human Resources Development.

During this period the Division's HRD Adviser has screened and supported with good results a number of possible candidates for this kind of work. All of them are now working in development cooperation or in commercial projects in developing countries for Swedish export industry.

With funds from the Capacity Building and Competence Development Project SIDA is furthermore supporting the international economics students' association AISEC in its development assistance programme, ASTA, which aims at establishing AISEC organisations in developing countries.

5. Costs.

During the three year period the yearly budget for the above work has amounted to SEK one million, the HRD Adviser's travels included.

International Trends in Aid to Education

AID BY MAJOR PURPOSES AND SELECTED 1990

Purposes of Commitments	Percent of total						
	Belgium	Canada	France	Germany	Italy	Japan	Nether- Lands
Social and administrative infrastructure	34.0	18.3	42.4	24.7	21.7	20.1	29.4
Education ^{a)}	17.1	11.2	28.1	14.2	6.9	6.9	12.7
Health and population	11.6	2.3	6.1	1.3	5.2	2.1	4.0
Planning and other(including water supply)	4.4	1.6	5.6	2.8	0.4	1.2	0.9
Economic infrastructure							
Production	1.0	3.2	2.7	6.3	9.2	9.9	11.7
Multisector	6.1	13.4	16.9	22.8	19.5	32.0	8.7
Programme assistance	15.9	12.0	10.1	15.8	20.3	17.4	21.4
Debt relief ^{b)}	21.2	0.9	12.7	1.2	7.6	0.7	3.6
Food aid	9.3	6.2	5.2	13.0	3.3	17.7	12.6
Emergency aid	-	0.2	4.3	8.1	11.7	4.3	5.9
(other than food aid)	3.1	9.6	0.2	2.4	4.9	0.4	2.3
Administrative expenses							
Unspecified+Support to Private	0.8	2.5	-	0.8	5.0	2.4	2.9
Vol. Agencies	6.2	9.7	1.6	2.8	5.6	3.0	4.0
Total.....	3.4	27.1	6.5	8.4	0.4	2.1	9.3
	100.0	100.0	100.0	100.0	100.0	100.0	100.0

a) Including students and trainees.

b) Including forgiveness of non-OOA debt.

Source: Development Cooperation, 1992

DONOR COMPARISON OF BILATERAL AID TO EDUCATION SECTOR¹ VIA NGOs (1990)

Country	Total Aid to NGOs \$M	As % of All Aid	Total Aid to Education via NGOs \$M	As % of All Aid Education	Total Aid to BE via NGOs \$M	As % of All Aid to BE
DAC MEMBERS						
Germany	NA	NA	188.9	17.1	NA	NA
Japan	0.8	0.01	NA	NA	0.05	0.01
Netherlands	258.1	7.8	63.5	20.1	30.8	59.2
New Zealand	1.7	1.9	NA	NA	0.2	0.5
Norway	194.5	2.6	12.5	21.2	NA	NA
Sweden	111.7	8.5	40.1	35.9	8.6	14.4
Switzerland	106.8	26.8	NA	NA	NA	NA
U.K.	149.6	5.9	NA	NA	NA	NA

1. As Note 1, Table 1.

2. The Aid - via NGO figure is intended to be included in the All Aid figures (whether all ODA, all education aid or all basic education aid).

3. New Zealand Primary only.

Source : International Aid to Basic Education, June, 1992.

BREAKDOWN OF AID TO BASIC EDUCATION SECTOR¹ (1990)

Country	<u>Primary</u>	<u>Adult Literacy</u>	<u>Other</u>
	\$M	\$M	\$M
DAC MEMBERS²			
Canada	1.1	5.0	5.0
Finland	1.2	0.1	1.2
Germany	14.4	9.1	9.1
Netherlands	4.4	2.9	44.7
New Zealand	1.0	19.8	19.8
Sweden	55.5	4.0	0.2
Switzerland	4.7	1.9	6.8
U.K.	3.6		NA
U.S.A.	178.9	26.5	19.5
MULTILATERALS²			
Asian DB	8.9	0.0	0.0
UNICEF ³	29.5	3.0	3.7
World Bank	849.0	0	0

NOTES

1. As Note 1, Table 1
2. Of those reporting Basic Education expenditures, Australia, UNESCO, UNFPA did not provide a breakdown; Japan reported no expenditures.
3. Part of UNICEF's aid reported in Table 1 is unallocated.

Enrollments

I, II and III Levels

ENROLLMENTS I, II, AND III LEVELS (%)

PERCENTAGE OF AGE GROUP ENROLLED IN EDUCATION														
	Primary				Secondary				Tertiary		Primary net enrolment (percent)		Primary pupil teacher rate	
	Total		Female		Total		Female		(total)		1975	1989	1965	1989
	1965	1989	1965	1989	1965	1989	1965	1989	1965	1989				
Low-income economies	73	105	..	98	20	38	..	31	2	..	..	..	37	38
1 Mozambique	37	68	26	59	3	5	2	4	0	0	..	45	78	..
2 Tanzania	32	63	25	63	2	4	1	4	0	0	..	48	52	33
3 Ethiopia	11	38	6	30	2	15	1	12	0	1	..	28	41	43
4 Kenya	54	94	40	92	4	23	2	19	0	2	88	..	34	33
5 Zambia	53	95	46	91	7	20	3	14	..	2	..	80	51	44
6 Sri Lanka	93	107	86	106	35	74	35	76	2	4	..	100	..	14
7 Lesotho	94	110	114	119	4	26	4	31	0	4	..	72	57	56
Middle-income economies	93	102	87	101	26	55	23	57	7	17	..	89	35	27
8 Zimbabwe	110	125	92	126	6	52	5	42	9	6	..	..	..	38
9 Botswana	65	111	71	114	3	27	3	39	..	3	58	93	40	32
10 Angola	39	94	26	..	5	11	4	..	0	..	..	..	27	19
11 Namibia	..	..	..	..	..	..	..	..	..	..	..	..	..	..
12 Bolivia	73	81	60	77	18	34	15	31	5	23	73	83	28	25
13 Chile	124	100	122	99	24	41	25	92	6	27	92	86	27	32

EDUCATION AT FIRST LEVEL SCHOOLS, TEACHING STAFF, ENROLLMENT FIGURES

Countries	Teachers		Students	
	1980	1990	1980	1990
Angola	-	-	2,086	7,683 ¹
Bangladesh	1,11,927	124,760 ⁹	2,659,208(24)	3,340,120(31) ¹⁰
Botswana	1,137(7)	3,716(10)	20,969	61,767
Ethiopia	15,861 ²	21,963 ³	666,169 ⁴	8,822,435
Guinea Bissau	462	764 ⁵	4,757	6,330
India	-	-	-	-
Kenya	17,081(36)	260,257(36)	428,023(41)	563,440(41)
Lesotho	1,299	2,351	25,292(60)	47,212(60)
Mozambique	3,388(22)	4,657(20)	107,899(28)	160,177(36)
Sri Lanka	-	-	-	-
Tanzania	3,837	7,863	78,715(39)	145,748(42)
Zambia	4,822	6,871 ⁶ (35)	102,019(35)	170,299(37)
Zimbabwe	3,782	1,950 ⁷	74,746	651,772(40)
Namibia	-	-	-	-
Uganda	3,833	15,937	86,560	260,089
Nicaragua	4,221(56)	6,698 ⁸ (62)	139,743(53)	168,888(58)

- 1) refers to 1989 2) refers to 1985 3) 3.refers to 1988
 4)refers to 1985 5) refers to 1986
 6) refers to 1986 7) refers to 1986
 8) refers to 1989 9) & 10) refer to 1988.

EDUCATION AT THIRD LEVEL ENROLLMENT

Countries	Total		Education	Third level students per 100,000 Inhabitants	
	1980	1990	1990	1980	1990
Angola	1,018	6,534	2,073	30	65
Bangladesh	240,181	370,900	1,343	272	329
Botswana	928	1,399	624	120	255 ¹
Ethiopia	14,368	33,486	6,897	37	70
Guinea Bissau	24	404	171	-	-
India	-	4,806,179	207,026	515	581 ²
Kenya	9,155	21,674	7,667	78	135
Lesotho	1,889	4,976	1,694	145	406
Mozambique	1,000	2,335	531	8	16 ³
Sri Lanka	-	49,589	2,151	288	400 ⁴
Tanzania	-	6,071	703	23	21
Zambia	-	14,465	6,338	133	138 ³
Zimbabwe	-	34,935	17,729	177	585
Namibia	-	-	-	-	-
Uganda	5,856	14,806	5,405	-	-
Nicaragua	35,268	26,878	4,617	-	-

* education includes humanities and religion.

1) refers to 1989

2) refers to 1985

3) refers to 1988

4) refers to 1988

5) refers to 1989.

PROGRESSION AND ATTRITION

Countries	Repeaters 1 st level(%)		Repeaters II level	
	Total	Female	Total	Female
Angola	29	-	-	-
Bangladesh	18	18	-	-
Botswana	6	6	1	2
Ethiopia	12	14	12	-
Guinea Bissau	29	31	16	23
India	4	4	-	-
Kenya	13	13	-	-
Lesotho	21	20	6	6
Mozambique	29	31	20	22
Sri Lanka	8	8	8	8
Tanzania	1	1	-	-
Zambia	2	2	2	-
Zimbabwe	1	1	0	0
Namibia	-	-	-	-
Uganda	14	14	-	-
Nicaragua	17	16	5	5

REGIONAL VARIATION IN ENROLLMENT

Bangladesh	1987	40	20
Burundi	1979	59	15
Brasilien	1982	101*	74
Ethiopia	1982	95	15
Guatemala	1985	76	74
Kenya	1984	119*	22
Malawi	1987	72	25
Malaysia	1976	91	76
Niger	1980	65	1
Pakistan	1986	64	44
Senegal	1981	86	24
Sierra Leone	1977	95	45

Source: World Bank, 1989

EDUCATION AT SECOND LEVEL - TEACHERS AND ENROLLMENT FIGURES

Countries	Schools	Teaching staff	Students	Student/ Teacher Ratio
	1990	1990	1990	1990
Angola	-	3,392	1,041,126(48)	33
Bangladesh	45,917	189,508	11,939,949(45)	63
Botswana	602	8,956(80)	283,516(52)	32
Ethiopia	8,584	5,993(23)	2,855,846(39)	43
Guinea Bissau	632	3,065(22)	79,035(36)	25
India	558,392	1,636,698(29)	99,118,320(41)	46
Kenya	14,288	155,694(36)	5,123,581(49)	33
Lesotho	1,181	6,448(80)	351,632(55)	55
Mozambique	3,496	21,031(22)	1,206,278(41)	-
Sri Lanka	9,574	2,112,023(48)	2,112,023(48)	-
Tanzania	10,417	96,850(41)	3,379,000(50)	35
Zambia	3,493	32,348(45)	1,446,879(48)	44
Zimbabwe	4,534	59,154(39)	2,116,414(50)	36
Namibia	-	-	313,528(52)	-
Uganda	7,905	75,561(31)	2,632,764(45)	35
Nicaragua	4,030	19,022(87)	632,882(51)	-

COMPARISON OF ENROLLMENTS BY COUNTRY
1988 AND 1990
SOME BASIC EDUCATION INDICATORS:
COUNTRIES MOST IN NEED¹

Country	Prim. Sch. Gross Enrolment Ratio	Literacy rate	Pr. Pupils/ Teachers	Ed. expend percent govt. exp.	Pr. expend ³ as percent ed. exp.
Sub-Saharan Africa					
Angola	n.a.	42	n.a.	13	87+
Ethiopia	36	n.a.	43	9	53
Guinea Bissau	53	37	25	n.a.	n.a.
Mozambique	68	33	62	n.a.	n.a.
Tanzania	64	n.a.	33	9	53
Uganda	77	48	35	23	20
Bangladesh	70	35	58	10	46
India	99	48	46	9	42
Pakistan	39	35	46	n.a.	36

Public Expenditure on Education

**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

**Public Current
Expenditure (1987)**
in Units of GNP per Capita

	All Levels		PP + I Levels		II Levels		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

**Government Expenditure
on Education vs GNP
1990**

Country		Government Expenditure as % of	
	GNP	Current Govt. Exp.	As % Exp. on PP level
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 Bissau	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

**Total, Current & Capital Expenditure on Education
as % of GNP and Government Expenditure ('000)
(1990)**

Currency/ Total Education Expenditure year	Current Education Expenditure							
	Amount total	% of GNP	% of gov't exp	Amount	% of total	% of GNP	% of gov't exp	Capital exp
Angola (Kwansa, 1990)	12076	-	10.71	10856	89.9	-	14.2	12290
Ethiopia (Birr, 1990)	599	4.8	9.4	498	82.4	4	11.1	106
Botswana (Pula, 1990)	359	8.1	16.3	249	69.3	5.6	20.9	110
Guinea B. (Peso, 1990)	2533	2.8	-	2473.2	97.6	2.8	-	59.9
Kenya (Shilling, 1988)	9300	6.4	27.0	8926	96	6.2	31	374
Lesotho (Maloti, 1988)	66	4.0	-	61	91.5	3.6	-	6
Tanzania (Shilling, 1990)	23426	5.8	11.4	20599	87.9	5.1	-	2827
Zambia (Kwacha, 1990)	2737	2.9	8.7	2382	87	2.5	8.7	355
Zimbabwe (Dollar, 1989)	1035	8.2	-	1025	99	8.1	-	10
Bangladesh (Taka, 1989)	14125	2.2	10.5	10939	77.4	1.7	14.3	3186
India (Rupee, 1987)	106434	3.3	8.5	104807	98.5	3.2	9.9	1627
Srilanka (Rupee, 1988)	6719	3.1	7.9	5027	74.8	2.3	12	1692
Namibia (Rand, 1981)	25	1.6	-	-	-	-	-	-
Uganda (Shilling, 1990)	6349	3.4	22.5	6188	97.5	3.4	30.6	161

Distribution of Government Expenditure by Sectors
1972, 1988, 1990

Country	Defence		Education		Health		Housing	
	1972	1990	1972	1990	1972	1990	1972	1990
Bolivia	-	14.1	-	18.0	-	2.3	-	17.9
Botswana	-	11.6*	10.0	20.2*	6.0	4.8	21.0	10.6*
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	7.8*	21.9	19.8*	7.9	5.4*	3.9	3.6*
Malawi	3.1	5.4*	15.8	18.6*	5.5	7.4*	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
Lesotho	-	9.9*	19.5	15.2*	8.0	7.4*	6.5	2.4*
Sri Lanka	3.1	7.4	13.0*	9.9*	6.4	5.4*	19.5	14.9*
Zambia	-	-	19.0*	8.6	7.4	7.4*	1.3	2.0*
Zimbabwe	-	16.5*	-	23.4*	-	7.6*	-	3.9*
Namibia	-	5.5*	-	20.8*	-	11.1*	-	15.0*
South Africa	22.7	34.6*	-	-	-	-	-	-

Note: * refers to 1990's, Unmarked refer to 1988.

**Public Current
Expenditure on Education
1990**

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 Rupee	41.1	17.0	12.1	1988
Srilanka Rupee	-	-	-	1988

Figure in Bracket refers to Pre - primary.

T.T: Teacher Training

V.T: Vocational Training

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 Coast	-	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 Salaries et les enseignants*, Paris UNESCO: IIEP, 1989, (IIEP/PRG.CT/89.97),
Quoted in Investing in the Future, 1989.

3 World Development Report 1990

Gender – Women Education

GENDER, WOMEN EDUCATION

COUNTRIES	PERCENTAGE OF COHORT PERSISTING TO GRADE 4				FEMALE PER 100 MALE			
	FEMALE MALE		MALE		PRIMARY		SECONDARY	
	1970	1985	1970	1985	1965	1989	1965	1989
1 MOZAMBIQUE	...	...	...	...	56	78	85	54
2 ETHIOPIA	57	45	56	50	38	64	28	67
3 BANGLADESH	...	40	...	37	44	78	14	47
4 UGANDA	...	...	...	...	58	...	30	...
5 INDIA	42	...	45	...	57	69	35	54
6 KENYA	84	77	84	76	57	94	38	70
7 ZAMBIA	93	...	99	...	78	91	39	59
8 SRI LANKA	94	97	73	99	86	93	102	105
9 LESOTHO	87	85	70	76	157	122	100	147
10 BOLIVIA	...	...	...	...	68	89	57	...
11 ZIMBABWE	74	83	80	83	90	95	106	170
12 BOTSWANA	97	94	90	92	129	106	77	109
13 ANGOLA	...	...	...	...	49	...	89	...

GENDER: WOMEN IN DEVELOPMENT BY COUNTRY 1990

	UNDER-5		LIFE EXPECTANCY				MATERNAL MORTALITY	
	MORTALITY RATE		AT BIRTH(years)				(per 100,000	
	(per 1,000 live births)		Female		Male		(live births)	
	Female	Male	Female	Male	Female	Male	1980	
	1990	1990	1965	1990	1965	1990		
		98w	50w	62w	48w	61w	...	
		72w	52w	66w	50w	65w	...	
			45w	56w	44w	54w	...	
1	MOZAMBIQUE	194	215	39	48	36	45	476
2	ETHIOPIA	182	205	45	49	41	46	70
3	BANGLADESH	160	142	44	51	45	52	600
4	UGANDA	185	206	48	47	46	46	300
5	INDIA	121	116	44	58	46	60	...
6	KENYA	97	112	50	61	6	57	510
7	ZAMBIA	123	140	46	52	43	48	110
8	SRI LANKA	21	26	64	73	63	69	90
9	LESOTHO	125	142	50	57	47	55	...
10	BOLIVIA	109	127	47	63	42	58	480
11	ZIMBABWE	66	78	50	63	46	59	150
12	BOTSWANA	41	53	49	69	46	65	300
13	ANGOLA	207	230	37	48	34	44	...

**INDEX NUMBERS OF TOTAL AND FEMALE ENROLLMENT
BY LEVEL OF EDUCATION
1975-1990(1975 = 100)**

CONTINENTS, MAJOR AREAS & GROUPS OF COUNTRIES	YEAR	TOTAL ENROLMENT				FEMALE ENROLMENT			
		TOTAL	1ST LEVEL	2ND LEVEL	3RD LEVEL	TOTAL	1ST LEVEL	2ND LEVEL	3RD LEVEL
WORLD TOTAL	1975	(1) 100	(2) 100	(3) 100	(4) 100	(5) 100	(6) 100	(7) 100	(8) 100
	1980	111	108	117	119	111	108	118	126
	1985	118	112	129	141	120	113	131	152
	1989	125	116	138	161	128	119	142	176
	1990	128	118	141	167	130	121	145	182
ASIA	1975	100	100	100	100	100	100	100	100
	1980	112	106	126	138	112	106	129	145
	1985	120	110	142	188	121	112	148	213
	1989	127	113	156	129	130	117	168	265
	1990	128	114	160	237	133	118	173	275
DEVELOPED COUNTRIES	1975	100	100	100	100	100	100	100	100
	1980	99	96	99	109	100	96	100	118
	1985	99	95	100	115	101	95	101	129
	1989	101	96	99	128	103	96	101	147
	1990	101	96	99	132	103	96	100	151

Comparative Global Profiles

Comparative Global Profiles

**Average annual growth rates
of enrollment (%)**

	1980	1990
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

Adult Illiterate Population (MILLIONS)

	Adult Illiterate			Illiteracy Rates % Decrease			1985-2000
	1985	1990	2000	1985	1990	2000	% points
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

**ADULT LITERACY
RATES BY SEX,
PROJECTED % YEAR
1990 - 2000**

	1990		2000	
	M	F	M	F
Sub-Saharan Africa	59.0	36.1	70.2	49.6
Latin America and the Caribbean	86.4	83.0	89.7	87.3
Eastern Asia	85.7	66.4	90.0	75.4
Southern Asia	59.1	32.2	66.2	41.2
Arab states	64.3	38.0	73.1	50.6
Developing countries	74.9	55.0	80.3	63.2
Least Developed Countries	51.4	27.9	60.8	37.3
Developed Countries	97.4	96.1	99.0	98.0
WORLD TOTAL	80.6	66.4	84.6	71.8

**Education Preceding the First Level
And First and Second Levels
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	2.5	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	.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

Enrollment 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

**PRIMARY SCHOOL AGE
CHILDREN (6-11 YEARS)
NOT ENROLLED
1989**

	Millions	As % of primary school population
Sub-Saharan Africa	38	49
Latin America and the Caribbean	8	18
Eastern Asia and Oceania	4	19
Southern Asia	52	39
Arab States	9	30
Least Developed Countries	34	52

**TEN COUNTRIES ACCOUNT
FOR THREE-QUARTERS OF
THE WORLD'S ILLITERATE
ADULTS**

Country	Illiteracy rates (%)	Illiterates (millions)
India	51.8	281
China	26.7	224
Pakistan	65.2	43
Bangladesh	64.7	42
Nigeria	49.3	29
Indonesia	23.0	27
Brazil	18.9	18
Egypt	51.6	16
Iran	46.0	15
Sudan	72.9	10
Total		705
World total		948

**Percentage of Private
Enrollment 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

**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

Culture and Print Media Indicators

CULTURAL AND PRINT MEDIA INDICATORS

BOOK PRODUCTION: SELECTED SIDA PROGRAM COUNTRIES BY UDC CLASSES

COUNTRY	YEAR	TOTAL	GENER- ALITIES	SOCIAL SCIENCE	PURE SCIENCE	APPLIED SCIENCE	LITERATURE	GEOGRAPHY/HISTORY
ETHIOPIA	1988	560	8	284	49	82	17	37
KENYA	1990	348	2	47	26	41	23	26
MALAWI	1988	123	8	54	5	26	10	-
NAMIBIA	1990	106	7	57	2	18	14	4
SOUTH AFRICA	1988	486	205	964	384	769	1 004	233
UNITED REPUBLIC OF TANZANIA	1990	172	-	45	7	40	47	9
ZIMBABWE	1988	195	3	52	8	35	27	13
BANGLADESH	1988	1 209	63	457	66	107	300	96
INDIA	1988	14 408	301	4 160	547	1 345	4 267	1 443
	1989	11 851	261	3 342	528	865	3 591	1 212
SRI LANKA	1988	2 175	18	1 076	22	171	298	120

DAILY NEWSPAPERS: NUMBER AND CIRCULATION (total and per 1,000 inhabitants)

COUNTRY	DAILY NEWSPAPERS								
	ESTIMATED CIRCULATION								
	Number			Total in thousands			Per 1,000 inhabitants		
	1980	1985	1990	1980	1985	1990	1980	1985	1990
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
ANGOLA	4	4	4	143	103	115	18	12	11
BOTSWANA	1	1	1	19	18	18	21	17	14
BURUNDI	1	1	1	2	1	2	20	0.2	0.4
ETHIOPIA	3	3	3	40	41	42	1	0.9	0.8
GUINEA									
BISSAU	1	1	1	6	6	6	8	7	6
KENYA	3	4	5	216	283	350	13	14	15
LESOTHO	3	4	4	44	47	20	33	30	11
MALAWI	2	1	1	2	15	25	3	2	3
NAMIBIA	4	3	6	27	21	220	21	14	24
ZIMBABWE	2	3	2	133	203	206	19	24	21
BANGLADESH	44	60	52	274	591	700	3	6	6
INDIA	1173	1802	...	9383	14531	19804	...	751	632

REGIONAL, CULTURAL AND MASS MEDIA INDICATORS

Book production (percent)				
	1965	1975	1980	1985
WORLD TOTAL	100.0	100.0	100.0	100.0
AFRICA	1.6	1.9	1.7	1.6
OCEANIA	1.2	1.6	1.8	1.5
DEVELOPED COUNTRIES	85.9	84.6	78.6	73.3
DEVELOPING COUNTRIES	14.1	15.4	21.4	26.7
AFRICA (EXCLUDING ARAB STATES)	1.0	1.5	1.3	1.3
ARAB STATES	14.0	15.1	18.8	23.3
NORTHERN AMERICA	13.6	16.2	13.8	13.0
LATIN AMERICA AND THE CARIBBEAN	4.5	5.1	6.0	6.3

NUMBERS AND CIRCULATION OF DAILY NEWSPAPERS

CONTINENTS, MAJOR AREAS & GROUPS OF COUNTRIES	NUMBER OF DAILIES				ESTIMATED CIRCULATION
			TOTAL (MILLIONS)		PER 1,000 INHABITANTS
	1975	1990	1975	1990	1975
WORLD TOTAL	7 780	9 220	450	586	110
AFRICA	170	200	5	11	12
ASIA	2 190	3 580	128	198	55
DEVELOPED COUNTRIES	4 560	4 420	354	407	321
DEVELOPING COUNTRIES	3 220	4 800	96	179	32

PRODUCTION AND CONSUMPTION OF OTHER PRINTING AND WRITING PAPER

CONTINENTS, MAJOR AREAS & GROUPS OF COUNTRIES	OTHER PRINTING AND WRITING PAPER					
	PRODUCTION (MT)	CONSUMPTION				
		TOTAL (MT)	PER HABITANT (KG)			
			1970	1975	1980	199
World Total	68.1	68.5	7.1	6.8	9.1	13.0
Africa	0.6	0.8	1.0	0.9	1.3	1.3
America	26.2	26.3	22.1	20.3	28.3	36.4
Asia	16.0	16.7	1.9	2.2	2.9	5.4
Europe (including former U.S.S.R)	25.0	23.8	14.5	14.2	19.6	30.3
Developed countries	58.4	57.9	22.0	21.4	30.0	47.4
Developing countries	9.7	10.6	1.2	1.4	1.9	2.6

PRODUCTION OF LONG FILMS

CONTINENTS, MAJOR AREAS AND GROUPS OF COUNTRIES	ESTIMATED PRODUCTION OF LONG FILMS		
	1980	1985	1989
WORLD TOTAL	3 630	4 150	4 615
AFRICA	70	110	85
ASIA	1 900	2 400	2 940
DEVELOPED COUNTRIES	1 700	1 690	2 110
DEVELOPING COUNTRIES	1 800	2 440	2 505
LATIN AMERICA & THE CARIBBEAN	230	250	235

NUMBER AND SEATING OF FIXED CINEMAS

CONTINENTS, MAJOR AREAS & GROUPS OF COUNTRIES	FIXED CINEMAS		SEATING CAPACITY			
	NUMBER (THOUSANDS)		TOTAL (MILLIONS)		PER 1,000 INHABITANTS	
	1980	1989	1980	1989	1980	1989
WORLD TOTAL	242	238	71	79	21	20
AFRICA	3.0	2.9	2.0	2.0	4.4	3.4
AMERICA	28	30	20	8	33	25
ASIA	16	25	10	13	6.3	6.8
DEVELOPED COUNTRIES	214	205	52	60	46	50
DEVELOPING COUNTRIES	28	33	19	19.35	8.4	6.9

ANNUAL CINEMA ATTENDANCE

CONTINENTS, MAJOR AREAS AND GROUPS OF COUNTRIES	ANNUAL CINEMA ATTENDANCE (MILLIONS)		
	1970	1980	1980
WORLD TOTAL	13,300	12,900	12,650
AFRICA	250	320	300
ASIA	3,690	4,300	6,000
DEVELOPED COUNTRIES	8,640	7,500	6,100
DEVELOPING COUNTRIES	4,660	5,400	6,550
LATIN AMERICA & THE CARIBBEAN	1,000	950	550

Science and Technology Indicators

The State of Science and Technology

1. Indicators of Deficiency

Indications of the deficiency of Scientific and Technical knowhow in the Third world.

- 1.1 Lack of modern equipment for science and engineering.**
- 1.2 Difficulty in getting the equipment fixed when something goes wrong - i.e. the absence of a "culture of maintenance" due to technical backwardness.**

Africa in particular suffers due to this. UNESCO has set aside a one-million dollar fund with this practical problem in mind. This was announced by the Director General of UNESCO, Federico Mayor at the symposium of Science and Technology held in Nairobi on 14 february 1994. This will be part of the "University - Industry Science Partnership" programme (UNISPAR) which aims to be another pillar in efforts to build up an endogenous capacity for science and tecnology in Africa.

2. Why Science and Technology?

Science and technology are important because of their impact on:

- 2.1 human development, eg India has cut death rates by half and nearby doubled life expectancy since the 1950s;**
- 2.2 the growth of GDP eg North Korea has raised the GDP by a factor of 70% since the early 1960s by tying the development needs to science and technology.**

3. State of the Art of Science and Technology

- 3.1 A handful of industrialized countries carry out over 80% of the world research and development**
- 3.2 While the industrialized countries allocate 2.9% of their GDP to research and development (R&D) most developing countries allocated a tenth of this or (0.3%)**
- 3.3 Science and technology being a product of a wider supportive political and cultural environment requires peace and stability for sustained growth. It is not an external add-on that will make a country rich. Developing countries are hampered from attaining this because of the recurrence of war and social unrest.**

4. Patterns of inequality

The picture of inequality is underlined by the following figures on expenditure of R&D on science and technology.

<i>Country/region</i>	<i>Expenditure per head</i>
Latin America	US\$ 10
EC	US\$ 300
Scandinavia	US\$ 400
US	US\$ 600
Japan	US\$ 700

In contrast to:

Nigeria	US\$ 0.22
Greece	US\$13.00
Republic of Korea	US\$ 70.00

Note: Although, the per capita expenditure on R&D is higher for the rich industrialized countries like the EC countries, USA and Japan, the newly industrialized countries (NIC) spend more of their total wealth which is much lower.

Another factor of inequality is the disparity in the number of scientists, engineers and technicians per 1000 inhabitants and the gap in the funding of research and development.

<i>Country/ Region</i>	<i>Scientists/ 100 inhab</i>	<i>Expenditure as % of GDP</i>
Japan	4.7	3.1
Israel	4.4	2.7
USA	3.8	2.2
EFTA	2.2	2.2
EC	1.9	2.0
NIC	1.0	1.6
Canada	2.3	1.4
Former USSR	1.6	1.1
China	0.4	0.8
India	0.1	0.8
Latin America	0.5	0.4
Sub-Saharan Africa	0.1	0.3

5. Causes of the Inequality in Science and Technology

- 5.1 Cultural factors (that science is regarded as anti-religion)
- 5.2 Illiteracy (900 million illiterates in the world)
- 5.3 social unrest (wars and other upheavals)
- 5.4 foreign debt and the scarcity of resources
- 5.5 poor telecommunication facilities
- 5.6 lack of institutional infrastructure
- 5.7 academic isolation of third world scientists
- 5.8 one way-traffic of student mobility (see table 3)
- 5.9 lack of trained scientists
- 5.10 poverty*

*Nevertheless, while poverty is a major roadblock to scientific advancement, wealth is not necessarily accompanied by strides in the scientific sector. For instance, the relatively rich oil exporting countries have a weak science and technology base. In contrast China which is poorer has developed an nuclear bomb, space satellite and launchers.

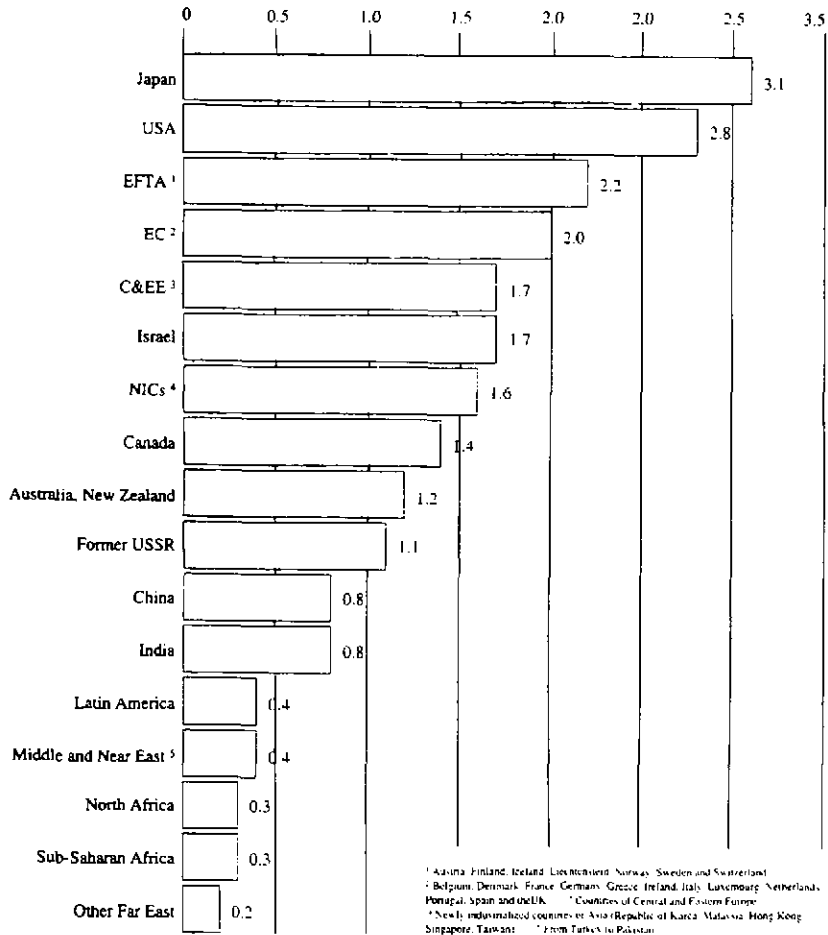
6. How to assist the Advancement of Science and Technology (R&D) in the Third World

- 6.1 Creating global science programs to which 3rd world scientists can be drawn.
- 6.2 linking scientists in related fields via regular meetings for the exchange of ideas.
- 6.3 Establishing international "brain-parks" as anti-dote for "brain-drain" - via creation of centres of scientific and technological research and experiments
- 6.4 Encouraging public and private research
- 6.5 Mission oriented science (applied research) eg. research on human, animal and plant diseases.

N.B.

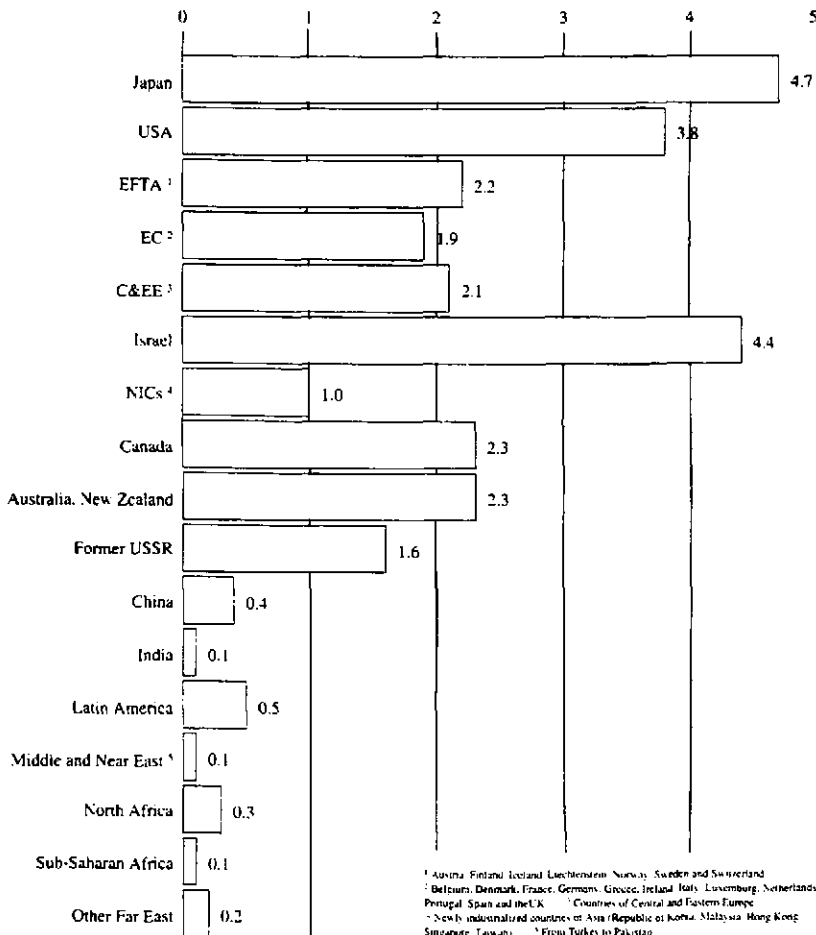
Many of the ideas summed up above are also discussed at length in the newly released *World Science Report* (UNESCO, 1993).

**GROSS EXPENDITURE ON RESEARCH & DEVELOPMENT
(R&D) AS PERCENT OF GDP**



Source: World Science Report, 1993

SCIENTISTS AND ENGINEERS PER 1 000 POPULATION



¹ Austria, Finland, Iceland, Liechtenstein, Norway, Sweden and Switzerland.
² Belgium, Denmark, France, Germany, Greece, Ireland, Italy, Luxembourg, Netherlands, Portugal, Spain and the UK.
³ Countries of Central and Eastern Europe.
⁴ Newly industrialized countries of Asia (Republic of Korea, Malaysia, Hong Kong, Singapore, Taiwan).
⁵ From Turkey to Pakistan.

Source: World Science Report, 1993

INTERNATIONAL MOBILITY OF STUDENTS FROM DIFFERENT GEOGRAPHICAL ZONES, 1990

Source: OST, from UNESCO data (OST, 1993)

	Total student population ('000s)	Students studying abroad ('000s)	Proportion of students abroad ('expatriation rate') (%)
EC ¹	8 484.0	181.3	2.1
EFTA ²	863.0	34.2	4.0
Former USSR and C&EE ³	8 314.0	33.4	0.4
USA	13 975.5	24.9	0.2
Canada	1 359.0	21.0	1.5
Latin America	7 113.0	81.3	1.1
North Africa	1 486.0	101.9	6.9
Middle and Near East ⁴	2 641.0	183.1	6.9
Sub-Saharan Africa	691.0	99.2	14.4
Japan	2 683.0	40.0	1.5
NICs ⁵	1 989.0	106.0	5.3
China	2 147.0	95.0	4.4
India	4 806.0	33.6	0.7
Other countries of Asia and Oceania	4 998.0	70.2	1.4
Non-specified ⁶		63.0	
Total	61 550.0	1 168.0	1.9

¹ Belgium, Denmark, France, Germany, Greece, Ireland, Italy, Luxembourg, Netherlands, Portugal, Spain and the UK

² Austria, Finland, Iceland, Liechtenstein, Norway, Sweden and Switzerland

³ Countries of Central and Eastern Europe

⁴ From Turkey to Pakistan

⁵ Newly industrialized countries of Asia (Republic of Korea, Malaysia, Hong Kong, Singapore, Taiwan)

⁶ Students in a foreign country whose nationality is not known

THE 12 COUNTRIES RECEIVING THE MOST FOREIGN STUDENTS, 1990

Source: OST from UNESCO data (OST, 1993)

	Foreign students in the country ('000s)	Proportion of internationally mobile students (%)	Proportion of foreign to total students in the country (%)
United States	408	34.9	2.9
France	136	11.6	8.0
Germany ¹	92	7.9	5.3
UK ²	71	6.1	6.0
Former USSR	67	5.7	1.3
Canada	35	3.0	2.6
Belgium ³	33	2.9	12.3
Australia	29	2.5	6.0
Japan ²	24	2.0	0.9
Switzerland	23	1.9	16.5
Italy	21	1.8	1.5
Austria	18	1.6	9.0
Total, 12 leading countries	957	81.9	
World total	1 168	100.0	1.9

¹ 1988 - 1989

Source: World Science Report, UNESCO 1993

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