

Introduction to aid data annex tables

Most of the data on aid used in this Report are derived from the OECD's International Development Statistics (IDS) database, which records information provided annually by all member countries of the OECD Development Assistance Committee (DAC). IDS comprises the DAC database (aggregate data) and the Creditor Reporting System, which shows project and activity level data. IDS is available online at www.oecd.org/dac/stats/idsonline. It is updated frequently. The data presented in this Report were downloaded between January and June 2005.

Only public funding to developing countries is discussed here. Such funding is called Official Development Assistance. This and other terms used in describing aid data are explained below, to help in understanding the following annex tables and the data presented in Chapter 4.

Aid recipients and donors

Official Development Assistance (ODA) is public funding to developing countries to promote their economic and social development. It is concessional: that is, it takes the form either of a grant or of a loan carrying a lower interest rate and, usually, a longer repayment period than is available in the market. It may be provided directly by a government (bilateral ODA) or through an international agency (multilateral ODA). ODA includes technical cooperation (see below).

Developing countries are those in Part I of the DAC List of Aid Recipients, which essentially comprises all low and middle income countries and some central and eastern European countries in transition. Other countries in transition and several more advanced developing countries are in Part II of the list, and aid to them

is referred to as Official Aid (OA). The data presented in this Report do not include OA unless indicated.

Bilateral donors are countries that provide development assistance directly to recipient countries. The majority (Australia, Austria, Belgium, Canada, Denmark, Finland, France, Germany, Greece, Ireland, Italy, Japan, Luxembourg, the Netherlands, New Zealand, Norway, Portugal, Spain, Sweden, Switzerland, the United Kingdom and the United States) are members of the DAC, a forum of major bilateral donors established to promote the volume and effectiveness of aid. Non DAC bilateral donors include the Republic of Korea and Arab countries. Bilateral donors also contribute to the work of multilateral donors through contributions recorded as multilateral ODA. The financial flows from multilateral donors to recipient countries are also recorded as ODA receipts.

Multilateral donors are international institutions with government membership that conduct all or a significant part of their activities in favour of developing countries. They include multilateral development banks (e.g. the World Bank and Inter-American Development Bank), United Nations agencies (e.g. UNDP and UNICEF) and regional groupings (e.g. the European Commission and Arab agencies).

Types of aid

Unallocated aid: some contributions are not susceptible to allocation by sector and are reported as **non sector allocable aid**. Examples are aid for general development purposes, balance-of-payments support, action relating to debt (including **debt relief**), and emergency assistance.

Basic education: the definition of basic education varies by agency. The DAC defines it as covering primary education, basic life skills for

youth and adults, and early childhood education.

Education, level unspecified: the aid to education reported in the DAC database includes basic, secondary and post secondary education and a subcategory called 'education, level unspecified'. This subcategory covers aid related to education policy and research, as well as aid for buildings and teacher training where the level of education is unspecified. **Sector budget funding,** the contribution of funds directly to the budget of a ministry of education, is often reported by donors in this subcategory. Although this aid can in fact be used for specific levels of education, such information is not available in the DAC database. This lack has implications for accurately assessing the resources made available to a given level.

Technical cooperation (sometimes referred to as **technical assistance**): according to the DAC Directives, technical cooperation is the provision of know-how in the form of personnel, training, research and associated costs. It includes (a) grants to nationals of aid recipient countries receiving education or training at home or abroad; and (b) payments to consultants, advisers and similar personnel as well as teachers and administrators serving in recipient countries (including the cost of associated equipment). Where such assistance is related specifically to a capital project, it is included with project and programme expenditure and not separately reported as technical cooperation. The actual aid activities reported in this category vary by donor, as interpretations of the definition are broad.

Debt relief: this includes debt forgiveness, i.e. the extinction of a loan by agreement between the creditor (donor) and the debtor (aid recipient), and other action on debt, including debt swaps, buy-backs and refinancing. In the DAC database, debt forgiveness is reported as a grant. It raises gross ODA but not necessarily net ODA.

international transfer of financial resources or of goods or services valued by the donor. As the aid committed in a given year can be disbursed later, sometimes over several years, the annual aid figures based on commitments and disbursements differ.

Gross and net disbursements: gross disbursements are the total aid extended. Net disbursements are the total aid extended minus amounts of loan principal repaid by recipients or cancelled through debt forgiveness.

Current and constant prices: aid figures in the DAC database are expressed in US\$. When other currencies are converted into dollars at the exchange rates prevailing at the time, the resulting amounts are at current prices and exchange rates. When comparing aid figures between different years, adjustment is required to compensate for inflation and changes in exchange rates. Such adjustments allow amounts to be expressed in constant dollars, i.e. in dollars fixed at the value they held in a given reference year, including their external value in terms of other currencies. Thus, 2002 constant dollars expresses amounts in terms of the purchasing power of dollars in 2002. In this Report, most data are presented in 2002 constant dollars. The indices used for adjusting currencies and years (called deflators) are derived from Table 36 of the statistical annex of the 2004 DAC annual report (OECD-DAC, 2005b). Figures in previous editions of the *EFA Global Monitoring Report* were based on the constant prices of different years (the 2005 Report was based on 2001 constant prices), so figures for a given country in a given year differ from those presented in this Report for the same year.

For more detailed and precise definitions of terms used in the DAC database, see the DAC Directives, available at www.oecd.org/dataoecd/36/32/31723929.htm#32,33

Source: OECD-DAC (2000, 2005a).

Aid data

Commitments and disbursements: a commitment is a firm obligation by a donor, expressed in writing and backed by the necessary funds, to provide specified assistance to a country or multilateral organization. The amount specified is recorded as a commitment. Disbursement is the release of funds to, or purchase of goods or services for, a recipient; in other words, the amount spent. Disbursements record the actual

Table 1.1: Bilateral ODA from DAC countries: total ODA, aid to education, aid to basic education and education, level unspecified (commitments)

Country	Total ODA (constant 2002 US\$ millions)						Per capita ODA (constant 2002 US\$)	Total aid to education (constant 2002 US\$ millions)					
	1999	2000	2001	2002	2003	Annual average 1999–2003	Annual average 1999–2003	1999	2000	2001	2002	2003	Annual average 1999–2003
Australia	678.9	753.1	713.7	773.7	793.8	742.6	38.2	131.7	135.0	82.5	63.5	61.4	94.8
Austria	591.7	399.3	439.7	458.5	226.8	423.2	57.9	117.2	59.2	61.8	68.9	62.0	73.8
Belgium	431.9	527.4	557.2	741.0	1 221.8	695.9	58.4	56.0	68.3	70.0	89.9	81.4	73.1
Canada	1 175.5	1 362.6	1 230.2	1 722.4	1 616.1	1 421.4	46.5	95.4	135.3	118.5	211.5	272.8	166.7
Denmark	729.7	992.4	982.9	844.3	693.1	848.5	164.7	9.0	79.4	20.7	75.7	30.2	43.0
Finland	249.8	212.5	299.2	311.6	322.9	279.2	53.4	18.4	19.3	26.1	33.6	34.3	26.3
France	4 622.8	3 615.8	3 463.5	4 743.0	5 920.3	4 473.1	71.2	1 381.5	800.9	832.4	925.8	1 042.7	996.6
Germany	4 004.3	3 123.2	3 734.2	4 596.7	4 665.4	4 024.8	48.7	670.7	582.1	613.4	692.3	811.5	674.0
Greece	74.3	107.6	90.3	107.0	183.9	112.6	8.9	4.7	6.2	8.9	8.4	64.8	18.6
Ireland	152.0	174.4	204.5	267.1	288.5	217.3	55.1	24.2	33.5	41.3	51.8	41.5	38.5
Italy	586.6	786.9	693.8	1 206.0	1 054.1	865.5	15.6	34.2	23.8	65.8	59.2	19.9	40.6
Japan	11 781.4	11 545.5	11 071.1	9 348.7	14 433.9	11 636.1	83.5	1 022.0	611.2	752.5	932.8	938.7	851.4
Luxembourg	83.6	97.8	...	...	...	...	...	15.7	23.0	...	...	...	...
Netherlands	1 837.6	3 157.4	2 601.5	4 456.4	2 599.0	2 930.4	206.5	152.1	183.6	228.1	315.3	183.9	212.6
New Zealand	95.1	90.8	93.5	91.7	101.7	94.6	24.3	33.4	29.1	31.1	26.3	24.2	28.8
Norway	1 315.3	881.0	1 205.4	1 101.8	1 276.6	1 156.0	249.8	136.2	54.0	84.7	124.9	115.6	103.1
Portugal	284.7	358.8	201.7	186.1	149.8	236.2	24.3	20.7	28.4	34.4	35.9	51.3	34.1
Spain	650.8	1 016.0	1 389.7	1 157.7	1 131.8	1 069.2	26.3	78.5	160.3	153.0	150.0	125.6	133.5
Sweden	1 020.0	1 065.2	1 150.9	1 264.6	1 449.1	1 190.0	130.1	59.5	44.0	43.3	78.3	68.3	58.7
Switzerland	714.5	694.8	708.4	768.6	821.9	741.6	101.9	25.9	31.3	29.5	34.2	34.1	31.0
United Kingdom	2 233.7	2 888.1	2 948.7	3 612.8	3 603.0	3 057.3	52.0	214.3	181.3	208.2	124.3	311.5	207.9
United States	10 717.9	10 383.7	9 708.8	12 125.6	20 604.2	12 708.0	38.3	347.8	264.0	322.9	283.1	273.2	298.2
All DAC countries	44 032.1	44 234.3	43 489.0	49 885.3	63 157.6	49 014.1	53.9	4 649.0	3 553.4	3 829.2	4 385.5	4 649.0	4 224.8

Sources: Total ODA, aid to education and aid to basic education: OECD-DAC database. Population data: United Nations Population Division statistics, 2002 revision, medium variant.

Table 1.2: Bilateral aid to education from DAC countries: commitments to education and basic education as percentage of gross national income

Country	ODA commitments to education as % of GNI						ODA commitments to basic education as % of GNI					
	1999	2000	2001	2002	2003	Annual average 1999–2003	1999	2000	2001	2002	2003	Annual average 1999–2003
Australia	3.7	3.7	2.2	1.6	1.5	2.5	0.6	0.9	0.9	0.7	0.7	0.7
Austria	6.1	3.0	3.1	3.4	3.0	3.7	0.2	0.1	0.0	0.1	0.1	0.1
Belgium	2.4	2.8	2.8	3.6	3.3	3.0	0.1	0.2	0.3	0.3	0.2	0.2
Canada	1.5	2.0	1.7	2.9	3.7	2.4	0.2	0.2	0.6	1.0	1.5	0.7
Denmark	0.6	4.8	1.2	4.4	1.8	2.6	0.0	2.9	0.4	1.3	0.6	1.0
Finland	1.5	1.5	2.0	2.6	2.6	2.1	0.0	0.0	0.4	0.5	0.2	0.3
France	10.4	5.9	5.9	6.4	7.2	7.1	0.1	0.9	1.1	1.1	1.2	0.9
Germany	3.5	3.0	3.1	3.5	4.1	3.4	0.4	0.3	0.2	0.4	0.4	0.3
Greece	0.4	0.5	0.7	0.6	4.7	1.5	...	0.0	...	...	1.9	...
Ireland	3.0	3.7	4.3	5.2	4.0	4.1	...	...	...	...	...	...
Italy	0.3	0.2	0.6	0.5	0.2	0.3	0.0	0.0	0.0	0.0	0.0	0.0
Japan	2.6	1.5	1.9	2.3	2.3	2.1	0.1	0.1	0.2	0.2	0.1	0.2
Luxembourg	9.2	12.7	...	...	...	...	1.6	4.4	...	...	...	...
Netherlands	3.8	4.4	5.4	7.7	4.5	5.2	1.8	2.6	4.3	5.2	3.1	3.4
New Zealand	7.1	6.0	6.4	4.8	4.2	5.6	0.4	0.3	0.5	0.5	0.5	0.4
Norway	7.7	2.9	4.5	6.5	6.0	5.5	4.8	0.9	0.9	3.2	3.2	2.6
Portugal	1.9	2.4	2.9	3.0	4.3	2.9	0.0	0.3	0.3	0.4	0.3	0.3
Spain	1.3	2.6	2.4	2.3	1.9	2.1	0.2	0.2	0.3	0.4	0.4	0.3
Sweden	2.9	2.0	1.9	3.3	2.8	2.6	1.4	1.2	0.3	0.7	0.9	0.9
Switzerland	0.9	1.1	1.0	1.2	1.2	1.1	0.3	0.3	0.3	0.4	0.4	0.3
United Kingdom	1.5	1.2	1.4	0.8	1.9	1.4	0.5	0.5	0.5	0.4	1.3	0.6
United States	0.4	0.3	0.3	0.3	0.3	0.3	0.1	0.2	0.2	0.2	0.2	0.2
All DAC countries	2.0	1.5	1.6	1.8	1.8	1.7	0.2	0.3	0.4	0.4	0.5	0.4

Notes:

■ (...) indicate that data are not available.
 ■ Aid to education and basic education as percentage of GNI exclude bilateral donors' contributions to multilateral agencies, but these are included in total ODA as percentage of GNI in Figure 4.16. The data thus are not comparable.

■ Aid to basic education as % of GNI excludes the part of 'education, level unspecified' that is allocated to basic education.
 ■ Totals do not include countries where data are not available.

Source: Derived from Table 4 of the statistical annex of OECD-DAC (2005).

	Aid to basic education (constant 2002 US\$ millions)						Education, level unspecified (constant 2002 US\$ millions)						
	1999	2000	2001	2002	2003	Annual average 1999–2003	1999	2000	2001	2002	2003	Annual average 1999–2003	
	21.7	31.8	32.2	26.7	26.1	27.7	2.8	4.2	8.2	7.2	10.0	6.5	Australia
	3.1	1.8	0.6	1.2	2.8	1.9	1.8	3.8	3.4	3.6	2.3	3.0	Austria
	2.1	4.3	7.8	7.5	5.1	5.4	13.0	14.4	10.8	11.7	17.7	13.5	Belgium
	9.9	15.5	43.8	68.8	112.2	50.0	25.9	40.8	16.2	53.9	89.6	45.3	Canada
	0.7	47.3	6.6	22.6	9.5	17.3	3.2	11.6	2.7	51.1	16.4	17.0	Denmark
	0.4	0.5	5.7	6.9	2.6	3.2	15.1	13.1	18.0	22.4	22.5	18.2	Finland
	12.0	119.7	152.6	161.1	172.2	123.5	658.6	49.3	186.4	29.4	44.1	193.5	France
	75.2	64.4	46.2	72.8	71.5	66.0	30.6	33.2	30.4	45.5	25.5	33.0	Germany
	...	0.0	...	...	26.4	...	1.6	1.4	3.3	3.5	9.7	3.9	Greece
	...	...	...	...	...	...	24.2	33.5	41.3	51.8	41.5	38.5	Ireland
	0.3	0.3	0.1	0.3	0.1	0.2	24.4	8.6	40.7	48.6	7.2	25.9	Italy
	45.3	37.3	76.7	101.3	54.9	63.1	764.7	540.8	162.3	107.2	198.6	354.7	Japan
	2.7	7.9	...	...	...	...	7.4	8.6	...	...	...	...	Luxembourg
	72.4	108.9	181.3	214.0	124.8	140.3	39.5	48.1	21.2	37.7	22.0	33.7	Netherlands
	1.7	1.6	2.3	2.5	2.8	2.2	0.6	0.4	0.9	1.8	2.2	1.2	New Zealand
	85.2	15.7	17.2	60.8	61.5	48.1	23.2	9.6	7.9	21.1	25.7	17.5	Norway
	0.1	3.6	3.9	4.6	3.3	3.1	6.6	6.2	10.6	8.6	2.6	6.9	Portugal
	14.5	11.9	17.3	25.4	23.7	18.5	18.3	98.7	68.1	36.3	19.0	48.1	Spain
	29.9	25.8	5.9	17.8	21.9	20.3	13.8	15.3	19.8	40.0	34.5	24.7	Sweden
	8.9	8.2	9.2	12.2	11.9	10.1	11.5	9.2	7.8	5.3	4.7	7.7	Switzerland
	67.1	74.0	72.7	68.4	208.5	98.1	131.8	93.2	121.5	45.2	94.2	97.2	United Kingdom
	126.8	196.1	207.5	218.2	221.2	194.0	29.1	...	3.4	13.3	6.1	...	United States
	579.9	776.7	889.5	1 093.0	1 163.0	911.5	1 847.7	1 043.8	784.9	645.0	696.0	1 010.9	All DAC countries

Notes:

- Data for some donors for some years represent disbursements and others represent commitments.
- (...) indicate that data are not available.
- Totals do not include countries where data are not available.
- Aid to education does not count the part of general budget support that recipient countries may allocate to education.
- Aid to basic education does not count the part of education sector budget support (most of which is reported as 'level unspecified') that may benefit basic education.
- This table includes the data for Luxembourg, Ireland and Greece, which were not included in Table 4.2 of the main text because of limited data availability. Therefore, totals for DAC countries in this table are larger than those shown in Table 4.2.

Table 2: ODA from multilateral donors: total ODA, total aid to education and aid to basic education (commitments)

I. Annual averages for 1999–2003

Multilateral donors	Total ODA (constant 2002 US\$ millions)	Total aid to education (constant 2002 US\$ millions)	Education as % of total ODA	Aid to basic education (constant 2002 US\$ millions)	Basic education as % of total aid to education
African Development Fund	968.5	90.7	10.4	39.4	73.5
Asian Development Fund	1 240.7	135.4	12.7	36.9	33.8
Caribbean Development Bank	47.9	5.3	19.2	1.0	25.0
European Commission	6 695.7	347.1	6.3	128.8	50.8
IDA	6 783.6	542.9	8.5	196.9	57.8
IDB Special Fund	391.1	21.0	6.3	6.0	74.6
Nordic Development Fund	64.6	2.5	4.1	0.0	0.0
UNDP	460.2	11.0	2.7	1.8	46.4
UNICEF	601.8	52.2	11.0	52.2	100.0
UNRWA	358.5	179.5	55.5	154.4	90.3
Total	15 886.2	1 307.2	9.3	589.8	62.6

Notes:

- (...) indicate that data are not available.
- The share of aid to education in total ODA is computed using total ODA minus multi-sector/cross-cutting and other general programme and commodity assistance.
- The shares of the various education levels in total aid to education are computed using total aid to education minus level unspecified.

Sources: Data for AfDF, ASDF, IDA, IDB Special Fund and UNDP are derived from CRS database, Table 2.

Data for Caribbean Development Bank, European Commission, UNICEF, UNRWA and Nordic Development Fund are from DAC database, Table 5.

Table 2 (continued)

II. Yearly data

Multilateral donors	Total ODA (constant 2002 US\$ millions)					Total ODA to education (constant 2002 US\$ millions)				
	1999	2000	2001	2002	2003	1999	2000	2001	2002	2003
African Development Fund	511.9	858.7	1 274.4	885.1	1 312.2	69.6	45.7	67.6	81.5	189.2
Asian Development Fund	1 120.0	1 006.7	1 401.3	1 039.6	1 635.8	131.8	80.7	35.2	238.8	190.3
Caribbean Development Bank	38.2	58.2	...	...	47.4	4.5	7.4	...	...	4.0
European Commission	...	7 748.4	6 067.2	5 938.6	7 028.6	...	420.1	235.4	253.9	478.8
IDA	5 426.4	5 927.0	7 194.7	8 108.4	7 261.7	641.0	398.4	545.1	605.5	524.6
IDB Special Fund	242.2	341.9	473.3	400.4	497.7	9.0	0.0	34.1	30.0	31.8
Nordic Development Fund	40.5	40.2	82.2	71.7	88.5	0.3	0.0	6.3	5.8	0.0
UNDP	460.2	...	...	...	...	11.0	...	...	...	...
UNICEF	601.3	600.4	612.2	571.4	623.9	45.5	53.4	57.2	47.8	57.0
UNRWA	302.3	311.4	363.5	392.2	423.2	172.3	177.0	176.3	183.1	188.8
Total	8 743.1	16 893.0	17 468.6	17 407.4	18 919.0	1 085.0	1 182.9	1 157.2	1 446.4	1 664.6

Multilateral donors	Total ODA to education (%)					Share of 'education, level unspecified' in aid to education				
	1999	2000	2001	2002	2003	1999	2000	2001	2002	2003
African Development Fund	18.0	5.5	6.2	10.4	14.8	78.5	64.3	78.2	19.0	17.6
Asian Development Fund	15.8	9.0	2.9	25.2	13.0	0.0	38.0	0.0	24.6	21.5
Caribbean Development Bank	18.9	27.7	...	...	12.5	0.0	0.0	...	...	87.8
European Commission	...	6.3	5.1	4.9	8.5	...	25.4	46.8	20.4	22.0
IDA	13.1	7.2	8.0	7.8	7.4	53.6	63.1	59.7	2.5	14.5
IDB Special Fund	4.5	0.0	9.1	8.4	7.3	100.0	...	70.0	0.0	100.0
Nordic Development Fund	0.8	0.0	7.7	9.0	0.0	100.0	...	0.0	100.0	...
UNDP	2.7	...	...	...	...	65.7	...	...	...	...
UNICEF	8.5	11.3	12.1	11.1	12.1	0.0	0.0	0.0	0.0	0.0
UNRWA	64.4	64.3	53.7	51.2	48.6	3.1	5.4	6.2	4.7	4.5
Total	14.3	7.9	7.7	9.2	9.9	38.7	36.2	45.2	10.7	18.0

Notes:

- (...) indicate that data are not available.
- The share of aid to education in total ODA is computed using total ODA minus multi-sector/cross-cutting and other general programme and commodity assistance.
- The shares of the various education levels in total aid to education are computed using total aid to education minus level unspecified.
- Totals do not include countries where data are not available.

Sources: Data for AfDF, AsDF, IDA, IDB Special Fund and UNDP are derived from CRS database, Table 2.

Data for Caribbean Development Bank, European Commission, UNICEF, UNRWA and Nordic Development Fund are from DAC database, Table 5.

	Basic education (constant 2002 US\$ millions)					Secondary education (constant 2002 US\$ millions)					Post-secondary education (constant 2002 US\$ millions)				
	1999	2000	2001	2002	2003	1999	2000	2001	2002	2003	1999	2000	2001	2002	2003
	15.0	16.3	12.7	66.0	86.9	0.0	0.0	0.0	0.0	38.2	0.0	0.0	2.0	0.0	31.0
	0.0	0.0	14.3	100.4	69.8	125.7	50.0	20.8	14.0	28.1	6.1	0.0	0.0	65.8	51.5
	0.0	3.1	...	...	0.0	0.0	0.0	...	...	0.0	4.5	4.3	...	...	0.5
	...	277.0	32.3	20.6	185.4	...	21.9	15.3	84.3	54.0	...	14.5	77.7	97.3	133.9
	182.3	59.6	219.5	143.6	379.7	67.7	22.5	0.0	376.9	33.3	47.7	64.7	0.0	70.0	35.6
	0.0	...	0.0	30.0	0.0	0.0	...	0.0	0.0	0.0	0.0	...	10.2	0.0	0.0
	0.0	...	0.0	0.0	...	0.0	...	6.3	0.0	...	0.0	...	0.0	0.0	...
	1.8	...	...	...	...	1.5	...	...	...	...	0.6	...	...	...	...
	45.5	53.4	57.2	47.7	56.9	0.0	0.0	0.0	0.0	0.0	0.0	...	0.0	0.1	0.1
	149.0	150.2	149.1	159.4	164.3	1.1	1.5	1.3	1.6	1.4	16.9	15.7	14.9	13.6	14.6
	393.6	559.7	485.0	567.6	943.0	71.3	47.4	24.2	464.3	90.3	86.5	115.0	117.8	194.5	199.4

	Basic education as % of total aid to education					Secondary education as % of total aid to education					Post-secondary education as % of total aid to education				
	1999	2000	2001	2002	2003	1999	2000	2001	2002	2003	1999	2000	2001	2002	2003
	100.0	100.0	86.5	100.0	55.7	0.0	0.0	0.0	0.0	24.5	0.0	0.0	13.5	0.0	19.8
	0.0	0.0	40.7	55.7	46.7	95.4	100.0	59.3	7.8	18.8	4.6	0.0	0.0	36.5	34.5
	0.0	41.8	...	...	0.0	0.0	0.0	...	...	0.0	100.0	58.2	...	...	100.0
	...	88.4	25.8	10.2	49.7	...	7.0	12.2	41.7	14.5	...	4.6	62.0	48.1	35.9
	61.2	40.6	100.0	24.3	84.6	22.7	15.3	0.0	63.8	7.4	16.0	44.1	0.0	11.9	7.9
	0.0	...	0.0	100.0	0.0	0.0	...	0.0	0.0	0.0	0.0	...	100.0	0.0	0.0
	0.0	...	0.0	0.0	...	0.0	...	100.0	0.0	...	0.0	...	0.0	0.0	...
	46.4	...	...	...	...	39.0	...	...	...	...	14.6	...	...	...	...
	100.0	100.0	100.0	99.9	99.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1
	89.2	89.7	90.2	91.3	91.1	0.6	0.9	0.8	0.9	0.8	10.1	9.4	9.0	7.8	8.1
	59.2	74.1	76.5	44.0	69.1	29.5	12.7	6.9	36.9	11.4	11.4	13.1	16.5	19.1	19.6

Table 3: Aid to education and basic education by recipient country: total amounts and per capita/per primary-school-age child

Country	Aid to education (constant 2002 US\$ millions)						Per capita aid to education (US\$)	Aid to basic education (constant 2002 US\$ millions)						Aid to basic education per primary-school- age child (US\$)
	1999	2000	2001	2002	2003	Annual average 1999–2003	Annual average 1999–2003	1999	2000	2001	2002	2003	Annual average 1999–2003	Annual average 1999–2003
Arab States														
Algeria	67.0	64.7	66.5	72.0	96.1	73.3	2.4	0.0	0.0	0.2	0.0	0.3	0.1	0.0
Bahrain	0.1	0.1	0.1	0.2	0.3	0.2	0.2	...	...	...	...	...	...	...
Djibouti	18.6	12.7	12.9	14.9	19.7	15.8	23.3	4.9	0.0	0.0	2.5	6.8	2.9	17.5
Egypt	94.1	80.8	119.9	97.6	84.5	95.4	1.4	14.8	40.4	23.1	87.7	56.4	44.5	5.1
Iraq	3.5	4.7	4.9	1.9	7.5	4.5	0.2	0.0	0.0	0.0	0.0	0.6	0.1	0.0
Jordan	16.8	13.3	44.7	5.3	19.1	19.8	3.8	0.0	0.0	0.0	3.2	0.0	0.6	1.0
Lebanon	20.5	23.9	25.3	19.2	27.2	23.2	6.6	1.1	0.0	0.7	0.1	0.4	0.4	1.0
Libyan Arab Jamahiriya	2.2	0.0	0.0	0.0	0.0	0.4	0.1	...	...	...	...	...	...	...
Mauritania	10.8	10.5	10.7	9.4	11.1	10.5	3.8	0.1	1.8	0.2	1.8	0.4	0.8	2.2
Morocco	124.4	137.2	159.9	168.6	193.3	156.7	5.3	3.5	3.5	3.5	6.7	4.6	4.4	1.1
Oman	0.1	0.4	0.1	0.2	0.3	0.2	0.1	...	...	...	...	...	...	...
Palestinian A. T.	38.9	46.7	26.3	35.1	41.4	37.7	11.4	22.5	18.5	7.9	3.7	20.1	14.5	35.6
Saudi Arabia	1.0	0.9	1.0	0.7	2.9	1.3	0.1	...	...	...	...	...	...	...
Sudan	8.1	8.4	12.2	5.7	11.1	9.1	0.3	0.4	0.8	4.3	1.2	3.5	2.0	0.3
Syrian Arab Republic	16.5	17.3	18.6	12.9	25.4	18.1	1.1	0.0	0.2	0.0	0.0	0.8	0.2	0.0
Tunisia	40.4	67.0	48.1	44.2	85.9	57.1	5.9	0.0	0.2	0.2	1.7	0.2	0.5	0.5
Yemen	4.1	14.5	25.0	8.6	21.6	14.7	0.8	0.5	11.1	19.9	5.1	17.3	10.8	2.7
Central and Eastern Europe														
Albania	9.3	14.0	13.1	6.0	66.4	21.7	6.9	0.1	2.8	2.4	0.4	24.7	6.1	5.6
Bosnia/Herzegovina	15.3	14.3	27.0	16.9	19.0	18.5	4.6	1.0	2.1	2.2	11.3	0.2	3.4	21.8
Croatia	14.3	12.7	11.0	1.8	9.1	9.8	2.2	0.0	0.0	1.8	0.0	0.0	0.4	2.3
Republic of Moldova	1.7	2.0	2.5	2.4	4.4	2.6	0.6	0.0	0.0	0.0	0.0	0.2	0.1	...
Serbia and Montenegro	22.8	32.3	34.3	19.6	27.0	27.2	2.6	0.0	0.8	3.4	5.0	0.9	2.0	...
Slovenia	3.9	3.9	3.8	0.6	2.7	3.0	1.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0
TFYR Macedonia	6.1	13.2	18.6	3.3	16.4	11.5	5.7	0.5	5.7	3.0	0.7	0.6	2.1	20.0
Turkey	68.6	55.3	56.5	22.1	71.7	54.8	0.8	0.4	2.2	1.6	1.3	1.3	1.3	0.2
Central Asia														
Armenia	6.1	6.0	5.8	1.5	6.1	5.1	1.6	0.0	0.1	0.0	0.0	1.4	0.3	0.1
Azerbaijan	1.2	2.2	1.7	1.1	3.4	1.9	0.2	0.0	0.0	0.0	0.0	0.1	0.0	0.0
Georgia	11.2	8.2	6.7	1.7	16.7	8.9	1.7	0.1	0.6	0.0	0.0	0.8	0.3	0.5
Kazakhstan	19.7	6.1	5.5	0.7	6.0	7.6	0.5	0.0	2.8	2.5	0.0	0.1	1.1	1.1
Kyrgyzstan	1.7	2.5	7.5	0.6	5.1	3.5	0.7	0.0	0.2	4.6	0.1	0.1	1.0	2.7
Mongolia	11.7	15.1	14.5	11.7	30.8	16.7	6.6	7.4	6.6	6.2	7.3	8.1	7.1	28.0
Tajikistan	5.0	2.4	2.6	1.2	3.0	2.8	0.5	0.0	2.1	2.1	0.2	0.2	0.9	1.7
Turkmenistan	4.9	0.6	1.1	0.2	0.5	1.5	0.3	0.0	0.4	0.8	0.0	0.0	0.2	0.8
Uzbekistan	14.1	5.5	59.3	5.1	17.0	20.2	0.8	0.0	1.2	2.1	0.0	0.1	0.7	0.3
East Asia and the Pacific														
Cambodia	17.3	12.1	15.0	29.9	18.0	18.5	1.4	8.5	1.8	0.5	4.6	2.4	3.6	1.7
China	83.2	84.0	136.0	319.9	741.9	273.0	0.2	20.0	1.1	0.4	2.8	86.1	22.1	0.1
Cook Islands	0.1	0.0	0.0	1.1	1.1	0.5	25.8	0.0	0.0	0.0	0.0	0.1	0.0	...
DPR Korea	0.8	0.9	0.7	0.8	1.3	0.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Fiji	4.1	2.2	0.7	3.5	17.5	5.6	6.7	0.0	0.6	0.3	3.3	0.7	1.0	9.9
Indonesia	131.0	91.2	125.5	67.3	73.7	97.7	0.5	18.2	40.1	68.5	31.7	14.6	34.6	1.5
Kiribati	2.2	6.2	1.9	2.0	1.4	2.7	32.4	0.0	0.0	0.0	0.0	0.3	0.1	...
Lao PDR	9.1	23.9	12.1	22.4	13.8	16.2	3.0	0.6	0.8	0.6	14.2	4.0	4.0	5.4
Malaysia	289.8	5.3	3.0	11.0	21.2	66.1	2.9	0.0	0.0	0.0	0.0	0.1	0.0	0.0
Marshall Islands	0.5	0.0	0.0	0.2	1.0	0.3	6.5	0.0	0.0	0.0	0.0	0.2	0.0	...
Micronesia, F. S.	1.0	0.0	0.0	0.2	1.1	0.5	0.9	0.0	0.0	0.0	0.2	0.3	0.1	0.7
Myanmar	1.2	0.7	2.4	4.3	10.2	3.8	0.1	0.5	0.2	1.2	0.0	4.3	1.3	0.1
Nauru	0.1	0.0	0.0	0.0	0.0	0.0	2.0	...	...	...	...	...	...	...
Niue	0.4	0.0	0.0	0.5	0.4	0.3	128.0	0.0	0.0	0.0	0.0	0.0	0.0	...
Palau	0.4	0.0	0.2	0.2	1.0	0.4	17.5	0.0	0.0	0.0	0.0	0.5	0.1	...
Papua New Guinea	41.9	76.7	13.2	3.6	57.9	38.7	7.1	31.1	41.8	5.9	0.5	46.1	25.1	24.2
Philippines	94.9	15.2	13.5	31.0	28.9	36.7	0.5	11.7	0.2	3.2	1.0	9.1	5.0	0.4
Republic of Korea	35.2	0.0	0.0	0.0	0.0	7.0	0.2	...	...	...	...	...	...	...
Samoa	2.3	1.4	0.1	4.6	1.9	2.1	11.8	1.4	0.2	0.0	0.0	0.0	0.3	...
Solomon Islands	4.1	2.5	0.7	0.6	3.6	2.3	5.1	0.0	0.1	0.1	0.0	2.3	0.5	0.7
Thailand	17.7	9.8	12.4	4.7	36.1	16.2	0.3	0.0	0.0	0.0	0.0	0.1	0.0	0.0

Table 3 (continued)

Country	Aid to education (constant 2002 US\$ millions)						Per capita aid to education (US\$)	Aid to basic education (constant 2002 US\$ millions)						Aid to basic education per primary-school- age child (US\$)
	1999	2000	2001	2002	2003	Annual average 1999–2003	Annual average 1999–2003	1999	2000	2001	2002	2003	Annual average 1999–2003	Annual average 1999–2003
Timor-Leste	2.3	7.2	10.1	10.6	10.7	8.2	11.1	0.9	0.7	0.2	0.3	5.4	1.5	3.1
Tokelau	0.2	0.0	0.0	0.1	0.2	0.1	55.0	0.0	0.0	0.0	0.0	0.0	0.0	...
Tonga	1.7	0.9	0.2	1.5	2.6	1.4	13.3	0.0	0.4	0.0	0.0	0.4	0.1	...
Tuvalu	0.5	0.8	0.0	1.0	0.5	0.6	54.8	...	...	...	...	...	...	...
Vanuatu	5.6	4.0	1.6	3.3	7.6	4.4	21.8	0.0	0.0	0.2	0.0	0.5	0.1	1.5
Viet Nam	46.5	56.5	47.9	39.0	118.1	61.6	0.8	0.1	14.1	4.4	15.8	65.6	20.0	1.0
Latin America and the Caribbean														
Anguilla	4.3	0.3	0.0	0.6	0.1	1.0	92.8	0.0	0.2	0.0	0.0	0.0	0.0	...
Antigua and Barbuda	2.0	0.0	0.6	0.0	0.6	0.7	9.2	...	...	...	...	...	...	...
Argentina	10.0	9.3	9.9	11.7	13.6	10.9	0.3	0.3	0.1	0.1	0.5	0.3	0.3	0.1
Barbados	0.0	0.1	0.1	0.0	0.1	0.1	0.2	...	...	...	...	...	...	...
Belize	0.1	1.4	0.0	0.1	0.3	0.4	1.5	0.0	1.0	0.0	0.0	0.1	0.2	6.6
Bolivia	30.2	29.2	24.3	23.3	25.7	26.5	3.1	21.7	22.0	14.7	13.6	11.9	16.8	13.8
Brazil	24.0	27.8	29.3	22.8	38.2	28.4	0.2	3.7	2.9	1.5	1.0	1.9	2.2	0.2
Chile	11.7	9.5	7.0	5.7	10.1	8.8	0.6	0.4	0.4	0.2	0.1	0.0	0.2	0.1
Colombia	26.3	16.2	17.1	17.7	23.7	20.2	0.5	4.5	0.5	0.5	1.0	1.5	1.6	0.4
Costa Rica	2.7	2.2	13.2	1.8	3.0	4.6	1.1	0.3	0.0	0.1	0.4	0.0	0.2	0.4
Cuba	3.8	6.4	7.3	5.3	5.9	5.7	0.5	0.0	0.0	1.7	0.7	0.9	0.7	0.6
Dominica	0.3	0.2	0.3	0.2	0.3	0.2	3.0	...	...	...	...	...	...	...
Dominican Republic	4.2	6.6	12.2	9.9	5.5	7.7	0.9	1.7	0.2	8.9	6.5	1.4	3.7	3.9
Ecuador	7.2	5.8	9.7	22.3	13.6	11.7	0.9	0.9	0.2	1.9	1.3	1.8	1.2	0.6
El Salvador	14.6	8.5	12.8	13.5	7.8	11.5	1.8	6.1	4.2	8.7	9.8	4.3	6.6	8.4
Grenada	0.0	0.1	0.0	0.0	0.0	0.0	0.6	...	...	...	...	...	...	...
Guatemala	26.7	17.9	21.0	21.6	16.7	20.8	1.8	18.0	7.9	6.6	10.3	9.4	10.4	5.7
Guyana	5.9	0.6	0.5	0.7	25.2	6.6	8.6	0.0	0.0	0.0	0.0	23.5	4.7	0.0
Haiti	10.0	19.6	13.7	16.3	11.1	14.1	1.7	4.2	10.4	8.7	11.2	5.3	8.0	6.8
Honduras	26.9	8.2	12.2	26.7	26.1	20.0	3.0	3.2	4.7	4.9	11.4	8.2	6.5	5.7
Jamaica	9.4	13.8	3.1	3.8	5.3	7.1	2.7	8.4	13.3	2.8	3.6	4.6	6.6	21.3
Mexico	11.2	11.4	12.9	16.0	23.3	15.0	0.1	0.8	0.9	0.8	0.7	0.0	0.6	0.1
Montserrat	0.0	0.5	0.3	0.6	0.0	0.3	79.3	0.0	0.3	0.0	0.3	0.0	0.1	...
Nicaragua	23.5	33.2	16.4	12.6	15.4	20.2	3.9	10.2	25.1	4.6	2.2	5.9	9.6	13.0
Panama	14.7	3.3	1.5	2.9	6.5	5.8	1.9	0.2	1.0	0.1	0.2	0.0	0.3	1.1
Paraguay	2.7	2.9	2.8	2.6	6.5	3.5	0.6	0.9	1.1	0.7	1.0	1.8	1.1	1.1
Peru	18.9	18.7	18.8	15.5	29.0	20.2	0.8	6.3	2.2	3.9	4.9	7.8	5.0	1.2
Saint Kitts and Nevis	0.0	0.0	0.0	0.0	0.0	0.0	0.2	...	...	...	...	...	...	...
Saint Lucia	0.6	0.1	0.2	0.2	0.6	0.3	2.3	0.4	0.0	0.0	0.0	0.3	0.2	4.8
Saint Vincent/Grenadines	0.0	1.0	0.0	0.0	0.1	0.2	1.9	0.0	0.0	0.0	0.0	0.0	0.0	...
Suriname	0.7	0.8	0.7	2.6	1.3	1.2	2.8	0.0	0.0	0.0	1.9	0.0	0.4	9.5
Trinidad and Tobago	0.3	0.3	0.5	0.2	0.7	0.4	0.3	...	...	...	...	...	...	...
Turks and Caicos Islands	2.4	0.0	0.0	0.1	0.0	0.5	28.3	2.4	0.0	0.0	0.1	0.0	0.5	...
Uruguay	2.6	3.1	2.2	1.5	2.0	2.2	0.7	0.0	0.0	0.4	0.0	0.1	0.1	0.4
Venezuela	5.4	22.1	5.6	13.5	6.1	10.6	0.4	0.0	0.5	0.0	0.3	0.3	0.2	0.1
North America and Western Europe														
Malta	0.4	0.3	0.5	1.3	0.1	0.5	1.3	...	...	...	...	...	...	...
South and West Asia														
Afghanistan	5.1	3.9	4.7	23.8	25.3	12.5	0.5	0.4	0.3	0.2	4.6	16.4	4.4	0.4
Bangladesh	42.8	55.2	32.6	34.3	109.1	54.8	0.4	32.2	38.9	16.5	10.4	91.6	37.9	1.4
Bhutan	4.2	3.2	0.8	5.3	17.3	6.2	2.8	0.0	0.1	0.0	0.1	3.5	0.7	...
India	76.8	54.8	225.5	25.9	60.4	88.7	0.1	58.0	26.4	201.3	6.4	17.2	61.9	0.6
Iran, Islamic Republic of	62.7	45.1	40.4	7.5	42.6	39.7	0.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Maldives	0.1	1.5	0.0	4.5	1.1	1.4	4.7	0.0	0.0	0.0	4.4	0.2	0.9	19.2
Nepal	41.6	14.7	11.0	5.8	20.2	18.7	0.8	34.9	7.7	7.0	0.6	8.3	11.7	4.0
Pakistan	6.6	14.5	10.6	38.7	49.1	23.9	0.2	0.6	2.5	2.3	29.2	36.5	14.2	0.4
Sri Lanka	18.0	3.1	6.8	7.2	14.3	9.9	0.5	10.6	0.2	1.8	1.1	0.5	2.9	2.1
Sub-Saharan Africa														
Angola	11.3	11.9	15.2	22.4	15.9	15.3	1.2	1.9	2.6	8.9	12.2	4.8	6.1	4.2
Benin	17.5	17.2	21.4	20.8	34.2	22.2	3.4	8.6	6.2	7.1	8.3	18.2	9.7	6.9
Botswana	2.5	1.0	0.6	0.6	1.1	1.2	0.7	0.2	0.0	0.0	0.0	0.2	0.1	0.2

Table 3 (continued)

Country	Aid to education (constant 2002 US\$ millions)						Per capita aid to education (US\$)	Aid to basic education (constant 2002 US\$ millions)						Aid to basic education per primary-school- age child (US\$)
	1999	2000	2001	2002	2003	Annual average 1999–2003	Annual average 1999–2003	1999	2000	2001	2002	2003	Annual average 1999–2003	Annual average 1999–2003
Burkina Faso	29.5	15.7	20.6	38.6	23.4	25.6	2.1	16.4	4.3	8.4	28.4	9.8	13.4	6.8
Burundi	2.1	1.2	1.5	2.5	2.7	2.0	0.3	0.0	0.1	0.0	1.0	0.3	0.3	0.2
Cameroon	51.9	50.4	63.5	34.4	78.4	55.7	3.6	8.2	0.7	8.5	8.6	12.1	7.6	2.5
Cape Verde	14.3	10.1	8.9	17.6	30.2	16.2	36.1	2.3	0.1	0.8	0.3	0.6	0.8	12.1
Central African Republic	4.9	5.9	5.3	11.5	5.7	6.7	1.8	0.1	0.5	0.0	5.7	0.1	1.2	2.5
Chad	6.0	6.1	4.6	7.5	5.2	5.9	0.7	1.9	2.1	0.8	3.2	0.7	1.7	1.5
Comoros	4.0	4.5	4.7	5.2	5.1	4.7	6.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Congo	11.5	12.2	12.3	17.1	14.7	13.6	3.8	0.0	0.0	1.1	0.2	0.4	0.3	0.5
Cote d'Ivoire	34.8	31.6	22.2	28.1	25.2	28.4	1.8	11.9	3.6	2.4	2.0	1.3	4.2	1.9
Dem. Rep. of the Congo	7.6	9.2	9.6	17.3	17.8	12.3	0.2	0.6	0.6	0.3	1.1	2.4	1.0	0.1
Equatorial Guinea	5.7	6.8	5.1	5.0	5.8	5.7	12.1	1.9	1.7	0.6	2.3	0.6	1.4	26.6
Eritrea	6.0	41.5	4.4	3.7	11.0	13.3	3.5	0.3	34.9	0.7	0.0	0.2	7.2	17.1
Ethiopia	27.2	48.3	28.1	39.8	84.7	45.6	0.7	13.3	17.7	12.5	13.3	20.1	15.4	1.3
Gabon	16.4	17.4	16.7	16.4	17.2	16.8	13.1	3.3	1.7	1.6	1.4	1.4	1.9	9.6
Gambia	1.5	1.3	0.8	0.7	0.8	1.0	0.8	0.0	0.0	0.1	0.0	0.2	0.1	0.2
Ghana	90.4	15.7	13.7	11.1	81.3	42.4	2.1	73.9	7.7	7.6	7.3	56.0	30.5	7.7
Guinea	21.5	20.1	11.3	26.2	20.2	19.8	2.4	13.3	5.6	6.0	19.0	13.1	11.4	8.5
Guinea-Bissau	4.3	3.9	1.9	3.2	3.2	3.3	2.4	2.0	0.1	0.3	0.2	0.2	0.6	2.9
Kenya	13.7	35.0	19.7	9.1	37.7	23.0	0.7	7.1	26.3	0.3	4.4	22.9	12.2	1.6
Lesotho	0.6	4.6	6.9	2.1	3.5	3.5	2.0	0.2	1.6	0.7	1.1	1.9	1.1	2.7
Liberia	0.9	1.3	0.6	0.9	0.5	0.8	0.3	0.2	0.8	0.0	0.1	0.1	0.3	0.6
Madagascar	17.1	20.0	15.2	17.1	29.5	19.8	1.2	0.0	0.1	0.0	0.1	9.3	1.9	0.0
Malawi	12.8	142.0	15.8	36.3	26.1	46.6	4.0	0.4	102.1	11.7	33.5	8.0	31.1	19.3
Mali	24.9	24.6	36.7	83.5	43.7	42.7	3.4	14.6	10.6	29.0	47.1	10.9	22.4	11.7
Mauritius	7.9	9.4	9.1	9.7	10.5	9.3	7.8	0.0	0.0	0.0	0.1	0.0	0.0	0.1
Mozambique	30.1	59.5	48.2	88.9	64.0	58.1	3.2	11.5	32.5	24.6	26.0	23.6	23.6	9.2
Namibia	10.3	24.4	13.3	10.1	16.8	14.9	7.8	5.1	16.2	10.9	6.7	13.6	10.5	26.3
Niger	5.0	7.2	9.9	10.0	21.0	10.6	0.9	0.4	3.7	2.6	6.4	17.0	6.0	1.7
Nigeria	10.4	22.7	15.2	11.7	15.2	15.0	0.1	3.2	13.6	8.5	0.3	1.0	5.3	0.3
Rwanda	13.7	12.5	32.0	11.1	9.5	15.7	2.0	2.9	3.2	0.6	1.3	2.5	2.1	1.6
Sao Tome and Principe	1.9	3.2	2.6	3.4	3.7	2.9	19.2	0.3	0.3	0.3	0.4	0.4	0.3	...
Senegal	28.0	42.9	37.4	91.6	69.7	53.9	5.5	0.8	9.3	4.9	45.6	13.8	14.9	9.5
Seychelles	0.6	1.6	0.7	0.6	0.7	0.8	10.6	...	...	...	...	...	...	...
Sierra Leone	0.9	1.2	6.1	2.2	3.1	2.7	0.6	0.1	0.5	3.7	1.5	1.7	1.5	1.9
Somalia	5.7	0.7	14.0	2.9	2.4	5.1	0.6	0.1	0.0	0.1	2.4	0.7	0.7	...
South Africa	54.2	69.5	106.4	50.3	74.0	70.9	1.6	27.0	32.5	57.8	17.8	37.7	34.6	4.8
Swaziland	1.5	0.5	0.1	0.3	0.4	0.6	0.5	0.1	0.0	0.1	0.1	0.1	0.1	0.4
Togo	8.9	7.4	8.2	6.6	16.3	9.5	0.4	1.4	0.1	0.4	0.1	5.9	1.6	0.1
Uganda	33.1	55.3	61.8	40.4	45.3	47.2	1.3	28.4	11.3	45.4	23.6	29.7	27.7	3.9
U. R. Tanzania	17.7	19.8	46.0	154.5	78.2	63.2	13.3	10.2	4.0	27.8	130.2	12.4	36.9	54.0
Zambia	54.9	11.3	23.5	64.7	124.2	55.7	5.2	42.6	4.7	16.6	29.8	1.4	19.0	11.5
Zimbabwe	8.5	11.5	6.4	8.1	5.2	7.9	0.6	0.3	1.2	0.3	2.7	0.7	1.0	0.4
Other recipients ¹	2.5	0.2	1.9	0.3	7.5	2.5	3.6	0.0	0.0	1.5	0.0	0.0	0.3	...
Total	2 776.1	2 498.0	2 643.3	2 628.2	3 979.7	2 907.5	0.6	698.5	746.2	793.9	849.9	1 016.7	821.0	1.4
Total of 'country unspecified' ²	333.8	387.5	345.6	519.6	398.3	...	...	56.5	79.3	81.8	84.3	93.7	...	...

Notes:

■ (...) indicate that data are not available.

■ Totals do not include countries where data are not available.

1. These are French Polynesia, Gibraltar, Mayotte, New Caledonia, Northern Marianas, Saint Helena, and Wallis and Futuna, which are included in the DAC database but do not figure in the table.

2. Country unspecified aid includes aid to least developed countries in general, to regions without specification of countries and to an area (e.g. West Indies, countries of former Yugoslavia).

Sources:

Aid commitments to basic education from all DAC countries: CRS, Table 2.

Population data: United Nations Population Division statistics, 2002 revision, medium variant.

Glossary

Achievement. Performance on standardized tests or examinations that measure knowledge or competence in a specific subject area. The term is sometimes used as an indication of education quality in an education system or when comparing a group of schools.

Adult education. Educational activities, offered through formal, non-formal or informal frameworks, targeted at adults and aimed at advancing, or substituting for, initial education and training. The purpose may be to (a) complete a given level of formal education or professional qualification; (b) acquire knowledge and skills in a new field (not necessarily for a qualification); and/or (c) refresh or update knowledge and skills. See also **Basic education** and **Continuing education**.

Adult literacy rate. Number of literate persons aged 15 and above, expressed as a percentage of the total population in that age group. Different ways of defining and assessing literacy yield different results regarding the number of persons designated as literate.

Aliterate. Young people or adults who have acquired the abilities to read, write and calculate, but who do not use these literacy skills.

Basic education. The whole range of educational activities, taking place in various settings (formal, non-formal and informal), that aim to meet **basic learning needs**. It has considerable overlap with the earlier concept 'fundamental education'. According to the ISCED, basic education comprises primary education (first stage of basic education) and lower secondary education (second stage).

Basic learning needs. Defined in the World Declaration on Education for All (Jomtien, Thailand, 1990) as essential tools for learning (e.g. literacy, oral expression, numeracy, problem-solving) as well as basic learning content (e.g. knowledge, skills, values, attitudes) that individuals should acquire in order to survive, develop personal capacities, live and work in dignity, participate in development, improve quality of life, make informed decisions and continue the learning process. The scope of basic learning needs, and how they should be met, varies by country and culture and changes over time.

Basic skills. Usually refers to some minimum competence in reading, writing and calculating (using numbers). The term is synonymous in many uses with **basic learning needs**.

Compulsory education. Educational programmes that children and young people are legally obliged to attend, usually defined in terms of a number of grades or an age range, or both.

Constant prices. A way of expressing values in real terms, enabling comparisons across a period of years. To measure changes in real national income or product, economists value total production in each year at constant prices using a set of prices that applied in a chosen base year.

Continuing (or further) education. A general term referring to a wide range of educational activities designed to meet the basic learning needs of adults. See also **Adult education** and **Lifelong learning**.

Curriculum. A course of study pursued in educational institutions. It consists of select bodies of knowledge, organized into a planned sequence, that are conveyed by educational institutions, primarily schools, to facilitate the interaction of educators and learners. When applied to adult, non-formal and literacy programmes, the term often implies a less formalized organization of learning materials and methods than in schools and tertiary institutions. Indeed, in programmes aimed at individual empowerment and social transformation, the curriculum may be developed as a dialogue with and between learners.

Drop-out rate by grade. Percentage of pupils or students who drop out from a given grade in a given school year. It is the difference between 100% and the sum of the promotion and repetition rates.

Early childhood care and education (ECCE). Programmes that, in addition to providing children with care, offer a structured and purposeful set of learning activities either in a formal institution (pre-primary or ISCED 0) or as part of a non-formal child development programme. ECCE programmes are normally designed for children from age 3 and include organized learning activities that constitute, on average, the equivalent of at least 2 hours per day and 100 days per year.

Education for All Development Index (EDI). Composite index aimed at measuring overall progress towards EFA. At present, the EDI incorporates four of the most easily quantifiable EFA goals – universal primary education as measured by the net enrolment ratio, adult literacy as measured by the adult literacy rate, gender as measured by the gender-specific EFA index, and quality of education as measured by the survival rate to Grade 5. Its value is the arithmetical mean of the observed values of these four indicators.

Elementary education. See **Primary education**.

Enrolment. Number of pupils or students enrolled at a given level of education, regardless of age. See also **gross enrolment ratio** and **net enrolment ratio**.

Entrance age (official). Age at which pupils or students would enter a given programme or level of education assuming they had started at the official entrance age for the lowest level, studied full-time throughout and progressed through the system without repeating or skipping a grade. The theoretical entrance age to a given programme or level may be very different from the actual or even the most common entrance age.

Family literacy (family literacy programmes). Organized educational programmes in various formats that combine learning by a mother (or parent) alongside that of her child. The term is often associated with, or used in place of, **intergenerational literacy programmes**.

Fields of study in tertiary or higher education.

Education: teacher training and education science.

Humanities and arts: humanities, religion and theology, fine and applied arts.

Social sciences, business and law: social and behavioural sciences, journalism and information, business and administration, law.

Science: life and physical sciences, mathematics, statistics and computer sciences.

Engineering, manufacturing and construction: engineering and engineering trades, manufacturing and processing, architecture and building.

Agriculture: agriculture, forestry and fishery, veterinary studies.

Health and welfare: medical sciences and health related sciences, social services.

Services: personal services, transport services, environmental protection, security services.

Foreign students. Students enrolled in an education programme in a country of which they are not permanent residents.

Functional literacy/illiteracy. A person is functionally literate/illiterate who can/cannot engage in all those activities in which literacy is required for effective functioning of his or her group and community and also for enabling him or her to continue to use reading, writing and calculation for his or her own and the community's development. [Definition originally approved in 1978 at UNESCO's General Conference, and still in use today.]

Gender parity index (GPI). Ratio of female to male values (or male to female, in certain cases) of a given indicator. A GPI of 1 indicates parity between sexes; a GPI above or below 1 indicates a disparity in favour of one sex over the other.

Gender-specific EFA index (GEI). Composite index measuring relative achievement in gender parity in total participation in primary and secondary education as well as gender parity in adult literacy. The GEI is calculated as an arithmetical mean of the gender parity indices of the primary and secondary gross enrolment ratios and of the adult literacy rate.

General education. Programmes designed mainly to lead students to a deeper understanding of a subject or group of subjects, especially, but not necessarily, with a view to preparing them for further education at the same or a higher level. These programmes are typically school-based and may or may not contain vocational elements. Their successful completion may or may not provide students with a labour-market-relevant qualification.

Gini coefficient. A commonly used measure of inequality. The coefficient varies between 0, which reflects complete equality, and 1, which indicates complete inequality (one person has all the income or consumption, all others have none).

Grade. Stage of instruction usually equivalent to one complete school year.

Graduate. A person who has successfully completed the final year of a level or sublevel of education. In some countries completion occurs as a result of passing an examination or a series of examinations. In other countries it occurs after a requisite number of course hours have been accumulated. Sometimes both types of completion occur within a country.

Gross enrolment ratio (GER). Total enrolment in a specific level of education, regardless of age, expressed as a percentage of the population in the official age group corresponding to this level of education. For the tertiary level, the population used is that of the five-year age group following on from the secondary school leaving age. The GER can exceed 100% due to early or late entry and/or grade repetition.

Gross intake rate (GIR). Total number of new entrants in the first grade of primary education, regardless of age, expressed as a percentage of the population at the official primary-school entrance age.

Gross domestic product (GDP). Sum of gross value added by all resident producers in the economy, including distributive trades and transport, plus any product taxes and minus any subsidies not included in the value of the products.

Gross national product (GNP). Gross domestic product plus net receipts of income from abroad. As these receipts may be positive or negative, GNP may be greater or smaller than GDP.

Gross national product per capita. GNP divided by the total population.

HIV prevalence rate in a given age group. Estimated number of people of a given age group living with HIV/AIDS at the end of a given year, expressed as a percentage of the total population of the corresponding age group.

Illiterate (see **Literate**)

Infant mortality rate. Number of deaths of children under age 1 per 1,000 live births in a given year.

Informal education. Learning that takes place in daily life without clearly stated objectives. The term refers to a lifelong process whereby every individual acquires attitudes, values, skills and knowledge from daily experiences and the educative influences and resources in his/her environment – e.g. family and neighbours, work and play, the marketplace, the library, the mass media.

Initial literacy (programme). A programme offering a first set of learning opportunities for youth or adults with no basic skills. It may be defined programmatically in terms of hours of teaching, learning content or a first set of skills considered critical to further literacy learning.

Intergenerational literacy (and **intergenerational literacy programmes**). Approaches to literacy programmes, similar to **family literacy**, where mothers are typically targeted for learning opportunities. Both family and intergenerational literacy approaches give stronger attention to action, in the home or in centres, to increase early childhood print-sensitivity and 'reading readiness'. It also emphasizes the importance of the home environment for children's future school success with reading and writing.

International Standard Classification of Education (ISCED). Classification system designed to serve as an instrument suitable for assembling, compiling and presenting comparable indicators and statistics of education both within countries and internationally. The system, introduced in 1976, was revised in 1997 (ISCED97).

Language (or medium) of instruction. Language(s) used to convey a specified curriculum in a formal or non-formal educational setting.

Language policy. Official government decisions regarding the use of language in the public domain, including courts, schools, government offices and health services.

Life expectancy at birth. Theoretical number of years a newborn infant would live if prevailing patterns of age-specific mortality rates in the year of birth were to stay the same throughout the child's life.

Lifelong learning. The concept of learning as a process that continues throughout life to address an individual's learning needs. The term is used widely in adult education to refer to learning processes in many forms and at many levels. See also **adult education** and **continuing education**.

Literacy. According to UNESCO's 1958 definition, it is the ability of an individual to read and write with understanding a simple short statement related to his/her everyday life. The concept of literacy has since evolved to embrace multiple skill domains, each conceived on a scale of different mastery levels and serving different purposes. See Chapter 6 for a detailed discussion.

Literacy campaign. Organized initiative, usually by a government, designed to promote the importance and acquisition of basic literacy skills. Such campaigns may offer literacy learning opportunities of short duration, either with volunteer or trained/regular tutors, and may be linked to further formal or non-formal educational opportunities to assure sustained learning.

Literacy educator. Instructor or facilitator in an adult literacy programme or campaign.

Literacy practices. The actual uses and applications of literacy skills in specific social settings (e.g. households, markets, workplaces, public offices, religious ceremonies, political movements).

Literacy projects/programmes. Limited-duration initiatives designed to impart initial or ongoing basic reading, writing and/or numeracy skills.

Literate/Illiterate. As used in the statistical annex, the term refers to a person who can/cannot read and write with understanding a simple statement related to her/his everyday life. (Based on UNESCO's 1958 definition.)

Literate environment. A rich literate environment is a public or private milieu with abundant written documents (e.g. books, magazines, newspapers), visual materials (e.g. signs, posters, handbills), or communication and electronic media (e.g. radios, televisions, computers, mobile phones). Whether in households, neighbourhoods, schools or workplaces, the quality of literate environments affects how literacy skills are acquired and practised.

Literate society. A society within which (a) the vast majority of the population acquires and uses basic literacy skills; (b) major social, political and economic institutions (e.g. offices, courts, libraries, banks) contain an abundance of printed matter, written records and visual materials, and emphasize the reading and writing of texts; and (c) the exchange of text-based information is facilitated and lifelong learning opportunities are provided.

Mother tongue. Main language spoken in the home environment and acquired as a first language. Sometimes called the home language.

Multiple literacies. The concept of a multiplicity of skills such as 'information literacy', 'visual literacy', 'media literacy' and 'scientific literacy'.

National language. Language spoken by a large part of the population of a country, which may or may not be designated an **official language** (i.e. a language designated by law to be employed in the public domain).

Neo-literate. An individual who has recently acquired a minimum level of literacy; also sometimes called a **newly literate** person. The term often refers to those who have recently completed a literacy training programme and have demonstrated the ability to

continue to learn on their own, using the skills and knowledge they have obtained, without the direct guidance of a teacher.

Net attendance rate (NAR). Number of pupils in the official age group for a given level of education who attend school in that level, expressed as a percentage of the population in that age group.

Net enrolment ratio (NER). Enrolment of the official age group for a given level of education, expressed as a percentage of the population in that age group.

Net intake rate (NIR). **New entrants** to the first grade of primary education who are of the official primary-school entrance age, expressed as a percentage of the population of that age.

New entrants. Pupils entering a given level of education for the first time; the difference between enrolment and repeaters in the first grade of the level.

Non-formal education. Learning activities typically organized outside the formal education system. The term is generally contrasted with **formal** and **informal education**. In different contexts, non-formal education covers educational activities aimed at imparting adult literacy, basic education for out-of-school children and youth, life skills, work skills, and general culture. Such activities usually have clear learning objectives, but vary in duration, in conferring certification for acquired learning, and in organizational structure.

Number of children orphaned by HIV/AIDS. Estimated number of children up to age 17 who have lost one or both parents to AIDS.

Numeracy. Usually, the ability to add, subtract, multiply and divide. More broadly, it means the knowledge and skills required to effectively manage and respond to mathematical demands posed by diverse situations, involving objects, pictures, numbers, symbols, formulas, diagrams, maps, graphs, tables and text. Encompassing the ability to order and sort, count, estimate, compute, measure, and follow a model, it involves responding to information about mathematical ideas that may be represented in a range of ways.

Oral literacy. Transmission of knowledge by word of mouth from one generation to another. The term is derived from ethnography and anthropology.

Out-of-primary-school children. Children in the official primary school age range who are not enrolled in primary school.

Percentage of new entrants to the first grade of primary education with ECCE experience. Number of new entrants to the first grade of primary school who have attended the equivalent of at least 200 hours of organized ECCE programmes, expressed as a percentage of the total number of new entrants to the first grade.

Percentage of repeaters. Number of pupils enrolled in the same grade or level as the previous year, expressed as a percentage of the total enrolment in that grade or level.

Post-literacy programmes. Programmes designed to maintain and enhance basic reading, writing and numeracy skills. Like **initial literacy** programmes, they are usually of short duration (less than one year) and organized to develop specific skills for specific purposes. The 'post' is not intended to convey the idea that there is a 'pre' and 'post' state to literacy acquisition and skill development, but rather refers to the sequencing in programmatic terms for courses and programmes.

Post-secondary non-tertiary education (ISCED level 4). Programmes that lie between the upper secondary and tertiary levels from an international point of view, even though they might clearly be considered upper secondary or tertiary programmes in a national context. They are often not significantly more advanced than programmes at ISCED 3 (upper secondary) but they serve to broaden the knowledge of students who have completed a programme at that level. The students are usually older than those at ISCED level 3. ISCED 4 programmes typically last between six months and two years.

Pre-primary education (ISCED level 0). Programmes at the initial stage of organized instruction, primarily designed to introduce very young children, aged at least 3 years, to a school-type environment and provide a bridge between home and school. Various referred to as infant education, nursery education, pre-school education, kindergarten or early childhood education, such programmes are the more formal component of ECCE. Upon completion of these programmes, children continue their education at ISCED 1 (primary education).

Primary education (ISCED level 1). Programmes normally designed on a unit or project basis to give pupils a sound basic education in reading, writing and mathematics and an elementary understanding of subjects such as history, geography, natural sciences, social sciences, art and music. Religious instruction may also be featured. These subjects serve to develop

pupils' ability to obtain and use information they need about their home, community, country, etc. Also known as elementary education.

Private enrolment. Number of children enrolled in an institution that is not operated by a public authority but controlled and managed, whether for profit or not, by a private body such as a non-governmental organization, religious body, special interest group, foundation or business enterprise.

Public current expenditure on education as percentage of total public expenditure on education. Recurrent public expenditure on education expressed as a percentage of total public expenditure on education (current and capital). It covers public expenditure for both public and private institutions. Current expenditure includes expenditure for goods and services that are consumed within a given year and have to be renewed the following year, such as staff salaries and benefits; contracted or purchased services; other resources, including books and teaching materials; welfare services and items such as furniture and equipment, minor repairs, fuel, telecommunications, travel, insurance and rent. Capital expenditure includes expenditure for construction, renovation and major repairs of buildings and the purchase of heavy equipment or vehicles.

Public expenditure on education. Total public finance devoted to education by local, regional and national governments, including municipalities. Household contributions are excluded. Includes both current and capital expenditure.

Public expenditure on education as percentage of total government expenditure. Total current and capital expenditure on education at every level of administration, i.e. central, regional and local authorities, expressed as a percentage of total government expenditure (on health, education, social services, etc.).

Pupil. A child enrolled in pre-primary or primary education. Youth and adults enrolled at more advanced levels are often referred to as students.

Pupil/teacher ratio (PTR). Average number of pupils per teacher at a specific level of education, based on headcounts for both pupils and teachers.

Purchasing power parity (PPP). An exchange rate that accounts for price differences among countries, allowing international comparisons of real output and incomes.

Repetition rate by grade. Number of repeaters in a given grade in a given school year, expressed as a percentage of enrolment in that grade the previous school year.

School life expectancy (SLE). Number of years a child of school entrance age is expected to spend at school, including years spent on repetition. It is the sum of the age-specific enrolment ratios for primary, secondary, post-secondary non-tertiary and tertiary education.

School-age population. Population of the age group officially corresponding to a given level of education, whether enrolled in school or not.

Secondary education. Programmes at ISCED levels 2 and 3. Lower secondary education (ISCED 2) is generally designed to continue the basic programmes of the primary level but the teaching is typically more subject-focused, requiring more specialized teachers for each subject area. The end of this level often coincides with the end of compulsory education. In upper secondary education (ISCED 3), the final stage of secondary education in most countries, instruction is often organized even more along subject lines and teachers typically need a higher or more subject specific qualification than at ISCED level 2.

Survival rate by grade. Percentage of a cohort of pupils or students who are enrolled in the first grade of an education cycle in a given school year and are expected to reach a specified grade, regardless of repetition.

Teachers or teaching staff. Number of persons employed full time or part time in an official capacity to guide and direct the learning experience of pupils and students, irrespective of their qualifications or the delivery mechanism, i.e. face-to-face and/or at a distance. Excludes educational personnel who have no active teaching duties (e.g. headmasters, headmistresses or principals who do not teach) and persons who work occasionally or in a voluntary capacity.

Technical and vocational education. Programmes designed mainly to prepare students for direct entry into a particular occupation or trade (or class of occupations or trades). Successful completion of such programmes normally leads to a labour-market relevant vocational qualification recognized by the competent authorities (ministry of education, employers' associations, etc.) in the country in which it is obtained.

Tertiary or higher education. Programmes with an educational content more advanced than what is offered at ISCED levels 3 and 4. The first stage of tertiary education, ISCED level 5, includes level 5A, composed of largely theoretically based programmes intended to provide sufficient qualifications for gaining entry to advanced research programmes and professions with high skill requirements; and level 5B, where programmes are generally more practical, technical and/or occupationally specific. The second stage of tertiary education, ISCED level 6, comprises programmes devoted to advanced study and original research, and leading to the award of an advanced research qualification.

Total debt service. Sum of principal repayments and interest paid in foreign currency, goods or services on long-term debt, or interest paid on short-term debt, as well as repayments (repurchases and charges) to the International Monetary Fund.

Total fertility rate. Average number of children that would be born to a woman if she were to live to the end of her childbearing years (15 to 49) and bear children at each age in accordance with prevailing age-specific fertility rates.

Trained teacher. Teacher who has received the minimum organized teacher training (pre-service or in-service) normally required for teaching at the relevant level in a given country.

Trainer. In the context of adult education, someone who trains literacy educators, providing pre-service or in-service training in adult literacy teaching methods.

Transition rate to secondary education. New entrants to the first grade of secondary education in a given year, expressed as a percentage of the number of pupils enrolled in the final grade of primary education in the previous year.

Tutor. An individual teacher in a volunteer-delivered literacy programme or campaign, or a person who is paid to provide specialized instruction to a child outside school.

Youth literacy rate. Number of literate persons aged 15 to 24, expressed as a percentage of the total population in that age group.

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Abbreviations

- ACCU Asia/Pacific Cultural Centre for UNESCO
 ADEA Association for the Development of Education in Africa
 AfDF African Development Fund
 AIDS Acquired immune deficiency syndrome
 AKRSP Aga Khan Rural Support Programme
 ALL Adult Literacy and Lifeskills Survey
 APPEAL Asia-Pacific Programme of Education for All
 AsDF Asian Development Fund
 BCE Before the Common Era
 BEDP Basic Education Development Project (Yemen)
 BMZ Bundesministerium für wirtschaftliche Zusammenarbeit und Entwicklung
 [Federal Ministry for Economic Cooperation and Development, Germany]
 CAMPE Campaign for Popular Education (Bangladesh)
 CDE Convention against Discrimination in Education
 CEDAW Convention on the Elimination of all Forms of Discrimination against Women
 CIDA Canadian International Development Agency
 CLEBA Centro Laubach de la Educación Popular Básica de Adultos
 [Laubach Centre of Popular Adult Basic Education] (Colombia)
 CP Cooperating partners
 CRC Convention on the Rights of the Child
 CRS Creditor Reporting System
 CSO Civil society organization
 DAC Development Assistance Committee (OECD)
 Danida Danish International Development Agency
 DFID Department for International Development (United Kingdom)
 DIF Donor indicative framework
 EFA Education for All
 E-9 Nine high-population countries (Bangladesh, Brazil, China, Egypt, India, Indonesia,
 Mexico, Nigeria, Pakistan)
 EC European Commission
 ECCE Early childhood care and education
 EDI Education for All Development Index
 EQJA Éducation Qualifiante des Jeunes et des Adultes [Skill development for youth
 and adults] (Senegal)
 ESD Education for Sustainable Development
 ESSP2 Education Sector Strategic Plan 2 (Mozambique)
 EU European Union
 EWLP Experimental World Literacy Programme
 FAO Food and Agriculture Organization of the United Nations

- FRESH Focusing Resources on Effective School Health
 - FTI Fast Track Initiative
 - G8 Group of Eight (Canada, France, Germany, Italy, Japan, Russian Federation, United Kingdom and United States, plus EU representatives)
- GCE Global Campaign for Education
- GDP Gross domestic product
- GEI Gender-specific EFA Index
- GER Gross enrolment ratio
- GIR Gross intake rate
- GNI Gross national income
- GNP Gross national product
- GPI Gender parity index
- HIPC Heavily indebted poor countries
- HIV/AIDS Human immuno-deficiency virus/acquired immune deficiency syndrome
- IALS International Adult Literacy Survey
- IATT Inter-Agency Task Team on Education (UNAIDS)
- IBE International Bureau of Education (UNESCO)
- ICCPR International Covenant on Civil and Political Rights
 - ICT Information and communication technology
- IDA International Development Association (World Bank)
- IDB Inter-American Development Bank
- IDS International Development Statistics (OECD-DAC)
- IEA International Association for the Evaluation of Educational Achievement
- IIEP International Institute for Educational Planning (UNESCO)
- IIZ/DW Institut für Internationale Zusammenarbeit des Deutschen Volkshochschul-Verbandes [Institute for International Cooperation of the German Adult Education Association]
 - ILI International Literacy Institute
 - ILO International Labour Office/Organization
 - IMF International Monetary Fund
- INEE Inter-Agency Network for Education in Emergencies
- I-PRSP Interim Poverty Reduction Strategy Paper
- ISCED International Standard Classification of Education
 - LAC Latin America and the Caribbean
- LAMP Literacy Assessment and Monitoring Programme
- LDCs Least-developed countries
- LIFE Literacy Initiative for Empowerment (UNESCO)
- MDG Millennium Development Goal
- MICS Multiple Indicator Cluster Surveys (UNICEF)
- MINED Ministry of Education
 - NER Net enrolment ratio
- NETF Norwegian Educational Trust Fund
- NFLI National Functional Literacy Index (Brazil)
- NGO Non-governmental organization

NIR	Net intake rate
NLS	New Literacy Studies
Norad	Norwegian Agency for Development Cooperation
NZAID	New Zealand Agency for International Development
OA	Official aid
ODA	Official Development Assistance
OECD	Organisation for Economic Co-operation and Development
PAP	Priority Action Program (Cambodia)
PC	Personal computer
PIRLS	Progress in Reading Literacy Study
PISA	Programme for International Student Assessment
PPP	Purchasing power parity
PROAP	Principal Regional Office for Asia and the Pacific (UNESCO)
PRODEC	Programme Décenal d'Éducation [10-Year Education Development Plan] (Mali)
PRSP	Poverty Reduction Strategy Paper
PTR	Pupil/teacher ratio
Reflect	Regenerated Freirean Literacy through Empowering Community Techniques
SACMEQ	Southern and Eastern Africa Consortium on Monitoring Educational Quality
Sida	Swedish International Development Cooperation Agency
SLE	School life expectancy
STD	Sexually transmitted disease
TIMSS	Trends in International Mathematics and Science Study
UIE	UNESCO Institute for Education
UIS	UNESCO Institute for Statistics
UNAIDS	Joint United Nations Programme on HIV/AIDS
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFPA	United Nations Population Fund
UNGEI	United Nations Girls' Education Initiative
UNHCHR	United Nations High Commissioner for Human Rights
UNICEF	United Nations Children's Fund
UNLD	United Nations Literacy Decade
UOE	UNESCO/OECD/Eurostat
UPC	Universal primary completion
UPE	Universal primary education
USAID	United States Agency for International Development
USSR	Union of Soviet Socialist Republics
WEI	World Education Indicators project (UIS/OECD)
WHO	World Health Organization