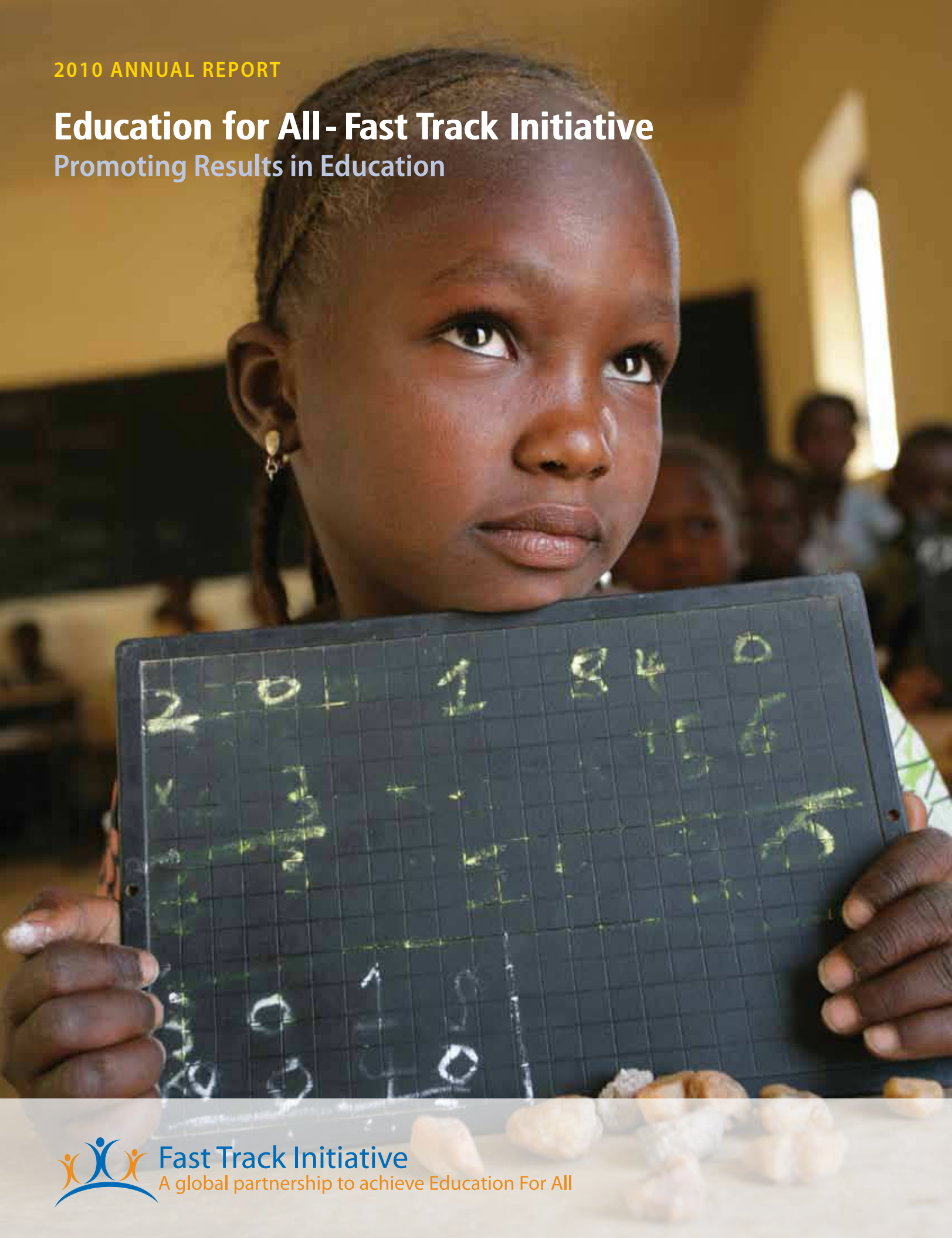


2010 ANNUAL REPORT

# Education for All - Fast Track Initiative

## Promoting Results in Education



**Fast Track Initiative**

A global partnership to achieve Education For All



# Education for All - Fast Track Initiative

2010 ANNUAL REPORT



Promoting Results in Education

Justin Mott, UNESCO



# Table of Contents

<b>Foreword by Carol Bellamy, Chair of FTI Board of Directors</b>	4
<b>Preface by Robert Prouty, Head of the FTI Secretariat</b>	6
<b>World Map of FTI Partners</b>	8
<b>EFA FTI Highlights 2010</b>	10

## Chapter 1

<b>Improving Education Results</b>	13
Achieving Higher Enrollments, More Children Finishing School	13
Trust Fund Revenues and Allocations	16
Catalytic Fund Status	16
Education Program Development Fund	18

## Chapter 2

<b>Highlighting FTI Reforms</b>	20
Better Governance through Greater Voice for Partner Countries	20
New Constituencies	22
Education for All Fund	22
Financial Advisory Committee	23
Civil Society Education Fund Up and Running	23

## Chapter 3

<b>Monitoring Key Results</b>	26
Laying the Foundations for the Monitoring and Reporting Strategy	26
Focus on Country Results, Country Support	28
Widening the Scope of Work to All Education for All Goals	29

## Chapter 4

<b>Educating All, Reaching Vulnerable Groups</b>	33
Working in Crisis and Post-Conflict Situations	33
From Data to Policy: Service Planning for Out-of-School Children	35
Learning Outcomes: What We Need to Know	37

## Annexes

<b>Annex 1: Catalytic Fund Pledges</b>	40
<b>Annex 2: EPDF Donor Pledges</b>	41
<b>Annex 3: FTI Board of Directors</b>	42
<b>Annex 4: FTI Partner Country Profiles</b>	45

Abbreviations and Acronyms Inside back cover

## Figures, Tables, and Boxes

<b>Figure 1: Total Primary School Enrollment and Number of Out-of-School Children in FTI Partner Countries</b>	13
<b>Figure 2: Net Primary School Enrollment Rate in FTI Partner Countries</b>	13
<b>Figure 3: Percentage of Repeaters in Primary Education</b>	14
<b>Figure 4: Primary School Completion Rate in FTI Partner Countries</b>	14
<b>Figure 5: Gender Parity Index for Primary School Completion Rate</b>	15
<b>Figure 6: Catalytic Fund Support to FTI Countries</b>	17
<b>Figure 7: Flow of CSEF Funds</b>	24
<b>Figure 8: Catalytic Fund Support to Countries in Crisis and Transition Situations, 2003–10</b>	34

<b>Table 1: List of Constituencies</b>	22
----------------------------------------	----

<b>Box 1: 1Goal—Making the World Cup a Lasting Legacy for Out-of-School Children</b>	18
<b>Box 2: Girls' Education in Ethiopia</b>	19
<b>Box 3: EFA FTI Supports School Health and Feeding</b>	31
<b>Box 4: New FTI Model to Overcome Difficulties in <i>de facto</i> Governments</b>	35
<b>Box 5: Teaching Basic Skills to All Students—Literacy in 100 Days</b>	38

## Foreword



As we reflect on the past year, we must conclude that we are at a crossroads—both for international education in general as well for the Education for All-Fast Track Initiative (EFA FTI). The United Nations Millennium Development Goals (MDGs) review summit in 2010 emphasized that less than five years remain to meet our collective commitments and to ensure that all children receive quality basic education. To be sure, we have seen success. In 2008, around 81 million children were enrolled in schools in FTI partner countries, compared with 59 million in 2000. More than two-thirds of girls completed the last grade of primary school in all FTI countries in 2008, compared with only 52 percent in 2000. But the number of children out of school is falling too slowly, the quality of education remains too low in too many countries, and gender disparities persist.

It is in this context that in the coming years, we at EFA FTI want to give special attention to advancing education in fragile and conflict-affected countries. These countries are among the furthest from reaching the Education for All goals. The FTI Partnership will also strengthen our support for quality schooling for young women and girls. Girls are much less likely than boys to continue to secondary education, and if they do, they have much higher chances of dropping out. Yet studies show if a girl continues beyond primary school, there are even greater multiplier effects on household income, family health, and fertility rates.

During 2010, EFA FTI implemented several significant reforms aimed at becoming more efficient, more effective, and more impactful. The deadline of 2015 is on our doorstep, and EFA FTI is determined to be prepared.

A reformed EFA FTI means a revitalized FTI Partnership. We have laid the foundation for a results-driven and country-based Monitoring and Evaluation Framework, following the independent evaluation report of early 2010, which recommended stronger accountability mechanisms. Performance has to be measured so we are better capable of

advising on what works and what does not, assisting with capacity-building programs, and promoting corrective policy guidance as our partners implement their national education strategies. In the end, we cannot just build schools to improve access to education; we want children to learn in schools.

Another part of the FTI reform process was putting in place a more inclusive board of directors. Board seats now represent constituencies. In addition, we established equity by equalizing the number of seats held by donor and developing countries. We also welcomed two new constituencies—one representing teachers and another representing foundations and the private sector—with all constituencies dedicated to advancing access to quality education for the world's children.

Financing continues to be a challenge for EFA FTI. We are pleased to note that EFA FTI received \$400 million in donor commitments over the past year, but we do need more predictable and long-term financing to support the endorsed education sector plans of partner countries coming forward for new funding.

With the addition of a new Senior Advisor for Fundraising, EFA FTI has embarked on an ambitious, multi-year fundraising exercise. We are energetically and aggressively committed to convincing donor governments (and, indeed, developing country partners as well) that reductions in education seriously undercut the very roots of development. For as we all know, education is the foundation for global growth, development, and stability.

There is much yet to do. Worldwide, 67 million children are still closed off from the opportunity to escape the crushing burden of poverty, because they do not have access to education.

Together, we must rededicate ourselves to ensure that every child everywhere has the opportunity for a quality basic education—the future demands no less.

A handwritten signature in black ink, appearing to read 'C Bellamy'.

**Carol Bellamy**  
Chair of the EFA FTI Board of Directors



## Preface



The time has come for a last big push to complete the task of giving all children the opportunities that come with a good education. The first decade since the Education for All summit in Dakar has taught us much. The most important lesson is that Education for All can be more than a dream—it is achievable. A number of countries already are close to the goal, and many more are making rapid gains—more than many had ever thought possible 10 short years ago. But a second, more somber lesson is that the goal of Education for All will not be the victory we are seeking unless children are able to learn. Schooling must be of good quality for all children, and that has not been the case for too many children to date.

The final push for education will comprise three features in particular—it will be inclusive; it will focus on learning and quality; and it will be designed and managed by countries themselves. External partners can provide support, but the vision will come from dedicated teams within countries, from the school level through to the central ministry level.

This report takes note of the significant progress that has been made across FTI-endorsed developing countries, and does not shy away from reporting on the very real challenges that remain. The FTI Partnership has helped to accelerate progress in partner countries, but it can and must do much more.

I would like to acknowledge the following people for their support in pulling together this report: Helen Abadzi, Sandra Barton, Alberto Begue, Angela Bekkers, Prema Clarke, Laurent Cortese, Yann Doignon, Natasha Graham, Carollyne Hutter, Michael McDowell, Palak Mehra, Michelle Mesen, Tara O’Connell, Nancy Pinto, Carlos Ruano, Tal Sagorsky, Caroline Schmidt, Deepa Srikantaiah, Mamadou Thiam, and Carolina Valenzuela.

I would like to extend a special thanks to the Education Policy and Data Center in Washington, D.C., for its tremendous help in putting together the annex with the country profiles.

A handwritten signature in black ink, appearing to read 'R. Prouty'.

**Robert Prouty**  
Head of the FTI Secretariat





Linda Shen, UNESCO

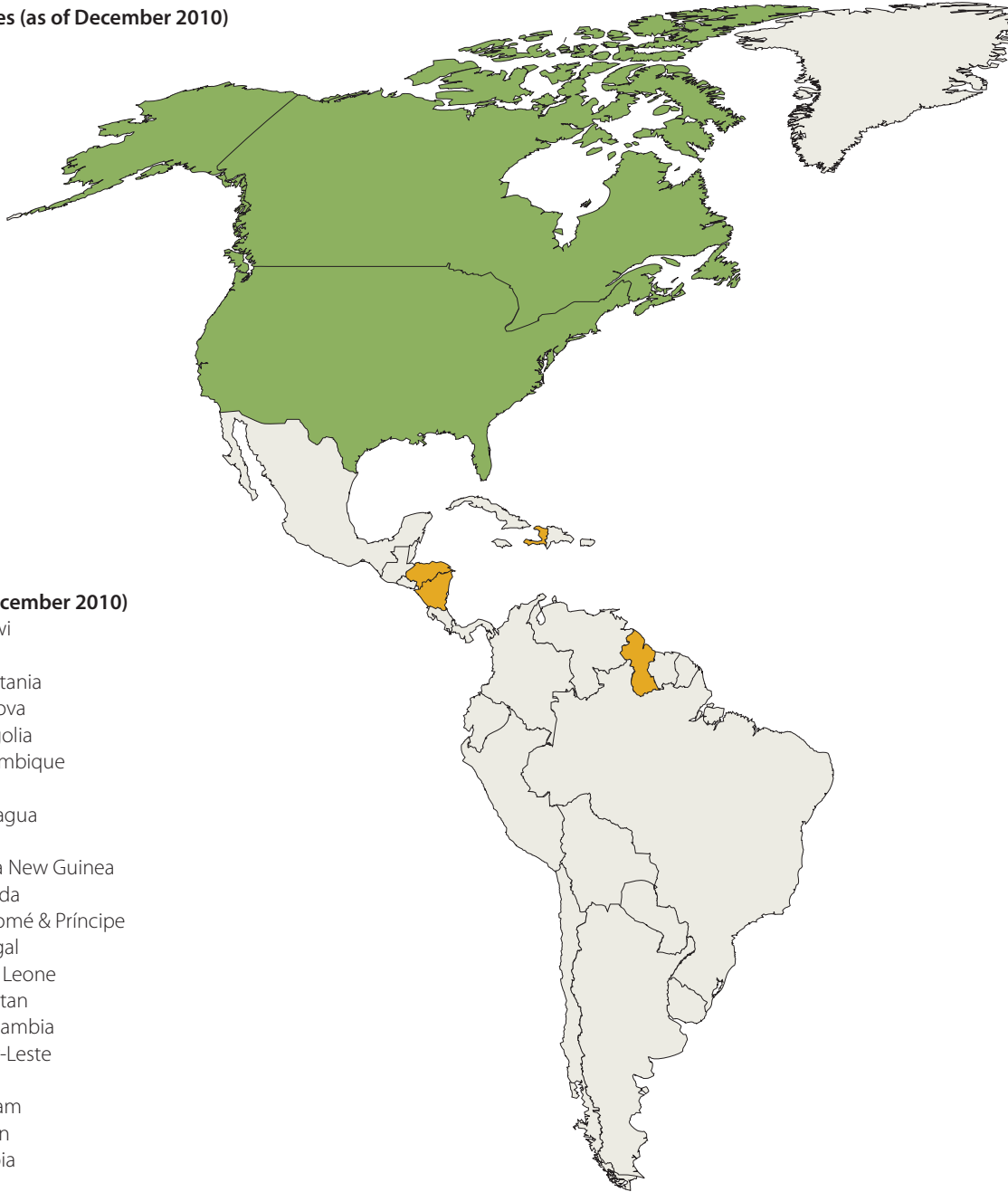
# World Map of FTI Partners

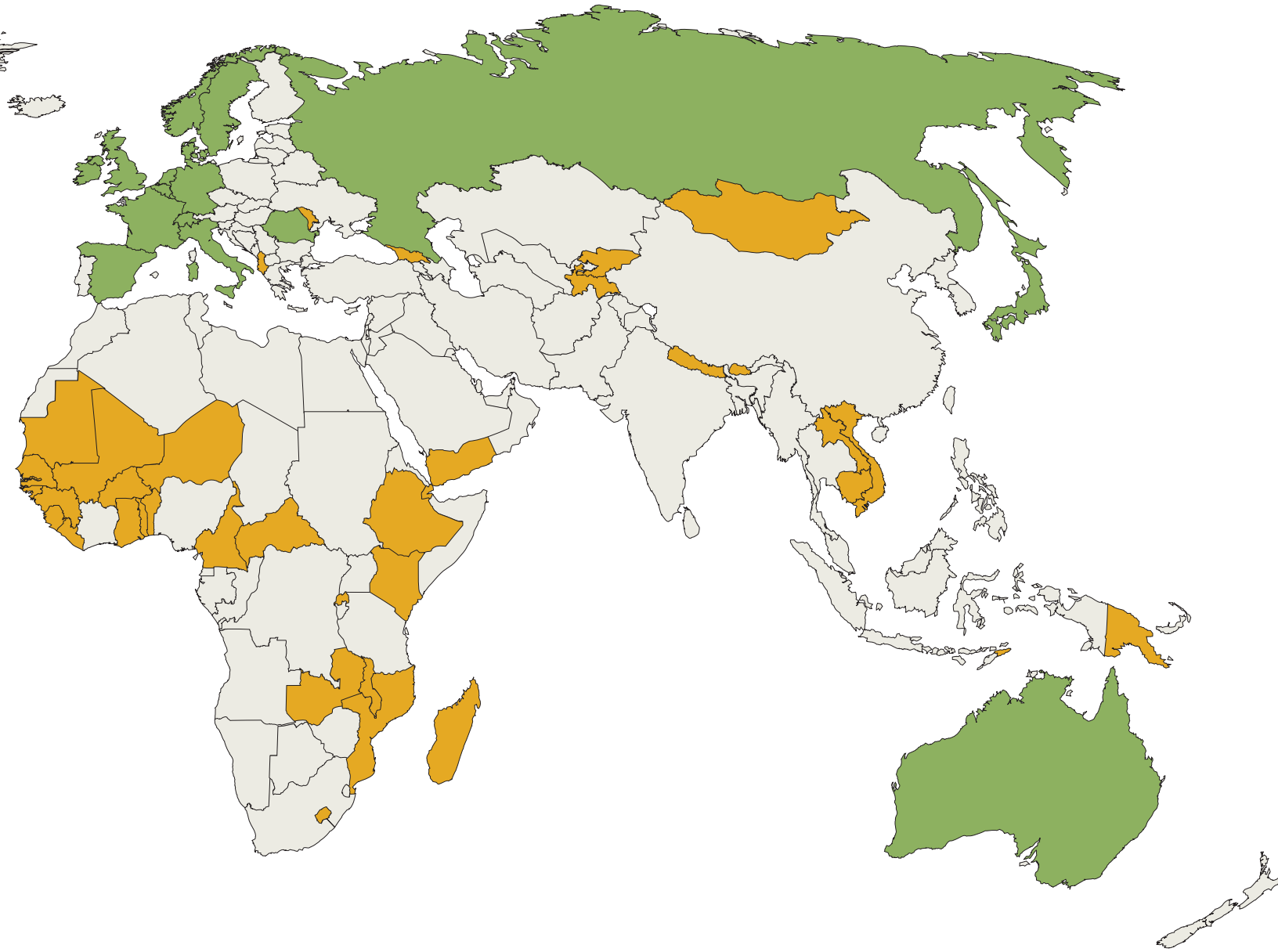
**FTI Donor Countries and Agencies (as of December 2010)**

- Australia
- Belgium
- Canada
- Denmark
- European Commission
- France
- Germany
- Ireland
- Italy
- Japan
- Luxembourg
- Netherlands
- Norway
- Russia
- Romania
- Spain
- Sweden
- Switzerland
- United Kingdom
- United States

**Endorsed FTI Countries (as of December 2010)**

- |                          |                     |
|--------------------------|---------------------|
| Albania                  | Malawi              |
| Benin                    | Mali                |
| Bhutan                   | Mauritania          |
| Burkina Faso             | Moldova             |
| Cambodia                 | Mongolia            |
| Cameroon                 | Mozambique          |
| Central African Republic | Nepal               |
| Djibouti                 | Nicaragua           |
| Ethiopia                 | Niger               |
| Georgia                  | Papua New Guinea    |
| Ghana                    | Rwanda              |
| Guinea                   | São Tomé & Príncipe |
| Guinea-Bissau            | Senegal             |
| Guyana                   | Sierra Leone        |
| Haiti                    | Tajikistan          |
| Honduras                 | The Gambia          |
| Kenya                    | Timor-Leste         |
| Kyrgyz Republic          | Togo                |
| Lao PDR                  | Vietnam             |
| Lesotho                  | Yemen               |
| Liberia                  | Zambia              |
| Madagascar               |                     |





## EFA FTI Highlights

### JANUARY

**Robert Prouty**, who was Acting Head of the FTI Secretariat since November 2008, was appointed as Head

**Carol Bellamy**, Chair of the FTI Board of Directors, presented the keynote speech at the Learning and Technology World Forum in London

**Ban Ki-Moon**, Secretary-General of the United Nations, launched the 2010 Education for All Global Monitoring Report, which assesses global progress toward the Education for All goals

A **\*\$13.5 million grant agreement** from the Catalytic Fund was signed in Tajikistan

### FEBRUARY

The **FTI Board of Directors** held an extraordinary meeting in Paris, France, to map an agenda for FTI reform

**Rwanda and Mongolia** were selected as the two incoming developing-country partner representatives on the FTI Board of Directors

### MARCH

**Togo's Education Sector Plan** was endorsed; Togo was welcomed into the EFA FTI Partnership

The **United Kingdom** announced a £100 million pledge of new support for EFA FTI

In response to the earthquake in Haiti, donors of the EFA FTI Catalytic Fund committee approved the restructuring of the previously approved CF allocation to restore Haiti's education sector

**EFA FTI published the report:** *Learning for All. An Educational Case for Financing EFA FTI*

### APRIL

**EFA FTI and United Nations Girls' Education Initiative** released the *Equity and Inclusion in Education Guide*

### MAY

The **FTI Board of Directors** met in Washington, DC and launched a comprehensive reform agenda, including the increase of developing-country partner representatives on the Board

The **FTI Board** agreed that all six EFA goals—including learning needs, life-long learning, adult literacy, and all aspects of quality of education—would be eligible for financing, while continuing emphasis on basic education

The **FTI Catalytic Fund Committee** agreed the following allocations for the period 2010–13:

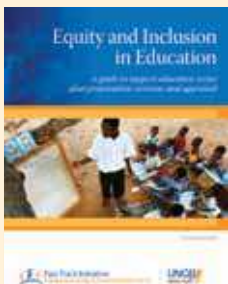
- \$98 million for Ethiopia
- \$90 million for Malawi
- \$45 million for Togo
- \$30 million for Lao PDR
- \$40 million for Liberia
- \$4 million for Djibouti

**Papua New Guinea's Education Sector Plan** was endorsed

### JUNE

The restructured **\$22 million grant agreement** from EFA FTI was signed in Haiti

**EFA FTI supported 1GOAL**, a campaign during the World Cup 2010 in South Africa, which aims to achieve Education for All



\*All dollar amounts are in U.S. dollars, unless indicated.

## JULY

A group of **African leaders** made an appeal to make Education for All a lasting World Cup legacy and called for more support for EFA FTI

A **\$98 million grant agreement** from EFA FTI was signed in Ethiopia

## AUGUST

**World Bank President Robert Zoellick** visited an FTI-supported Early Childhood Development (ECD) project during his mission to Moldova

A **\$20 million grant agreement** from EFA FTI to improve the quality of educational infrastructure and basic education was signed in Lesotho

A **\$30 million grant agreement** from EFA FTI was signed in Lao PDR

A **\$24 million grant agreement** from EFA FTI was signed in Guinea

## SEPTEMBER

**Guinea-Bissau's Education Sector Plan** was endorsed; Guinea-Bissau was welcomed into the EFA FTI Partnership; the number of FTI partner countries totals 43

A **\$40 million grant agreement** EFA FTI was signed in Liberia

**EFA FTI and the Global Campaign for Education (GCE)** organized an education side event at the United Nations Millennium Development Goals review summit. Queen Rania of Jordan hosted the event, which featured World Bank Managing Director Ngozi Okonjo-Iweala, UK Development Secretary Andrew Mitchell, Australian Minister of Foreign Affairs Kevin Rudd, the Director General for International Cooperation of The Netherlands, former UK Prime Minister Gordon Brown, and the UNICEF and UNESCO Executive Directors

**EFA FTI** launched its video "Getting Every Child Educated, Everywhere" about education results in Africa.

## OCTOBER

**\$45 million grant agreement** from EFA FTI for education was signed in Togo

A **\$4 million grant agreement** from EFA FTI was signed in Djibouti

## NOVEMBER

The **FTI Board of Directors** met in Madrid, Spain, to discuss issues related to governance, including the transition to a constituency-based board and the creation of the Financial Advisory Committee

International competition to select a company to help with the **Monitoring and Evaluation Strategy** was finalized; a company was selected to commence work in the beginning of 2011

A **\$24.8 million grant agreement** from EFA FTI was signed in Cameroon

A **\$120 million grant agreement** from EFA FTI was signed in Nepal

The **FTI Catalytic Fund Committee** agreed on the following allocations for 2011–13:

- \$90 million for Mozambique
- \$70 million for Rwanda
- \$19.2 million for Papua New Guinea

## DECEMBER

**Charles Tapp** became EFA FTI's Senior Advisor for Fundraising



Photo Credits:  
January: EFA FTI Secretariat  
March: iStockphoto.com  
August: World Bank, Moldova  
September: EFA FTI Secretariat  
October: Giacomo Pirozzi, UNICEF



Didier Grebert, Agence française de développement

# Improving Education Results

## Achieving Higher Enrollments, More Children Finishing School

### ► 81 Million Children in Primary School in FTI Partner Countries

Among the 43 Education for all Fast-Track Initiative (EFA FTI) partner countries, the total number of primary school children reached 81 million in 2008, an increase of about 22 million since 2000 (see Figure 1). The improvement is particularly significant in Burkina Faso, Ethiopia, and Niger, where primary school enrollment more than doubled during this period. As a result of increased enrollment, the number of out-of-school children<sup>1</sup> in FTI partner countries fell progressively during the same period from 23.5 million to 14 million, a 40 percent decrease.

As primary school enrollment increases in FTI partner countries, more and more children in primary school are within the official school-age range as evidenced by the steady increase in the net enrollment rate (NER)<sup>2</sup> from 66 percent in 2000 to 81 percent in 2008 (see Figure 2). The improvement is particularly impressive in eight countries where the rate of increase during this period ranges between 50 percent and 100 percent (Bhutan, Burkina Faso, Djibouti, Ethiopia, Guinea, Mali, Mozambique, and Niger).

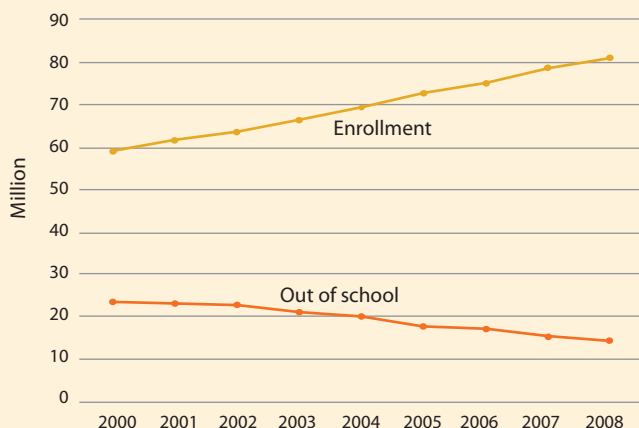
ment rate (NER)<sup>2</sup> from 66 percent in 2000 to 81 percent in 2008 (see Figure 2). The improvement is particularly impressive in eight countries where the rate of increase during this period ranges between 50 percent and 100 percent (Bhutan, Burkina Faso, Djibouti, Ethiopia, Guinea, Mali, Mozambique, and Niger).

### ► Decline in Number of Repeaters

Since its inception, the FTI Partnership has sought to keep the percentage of repeaters in primary education below 10 percent in all its partner countries. Many countries have made progress toward this target (see Figure 3). Nineteen countries now have less than 10 percent repeaters in primary education, an increase from 13 countries in 2000–01. Among countries exceeding this threshold, the situation is dire in seven countries (the Central African Repub-

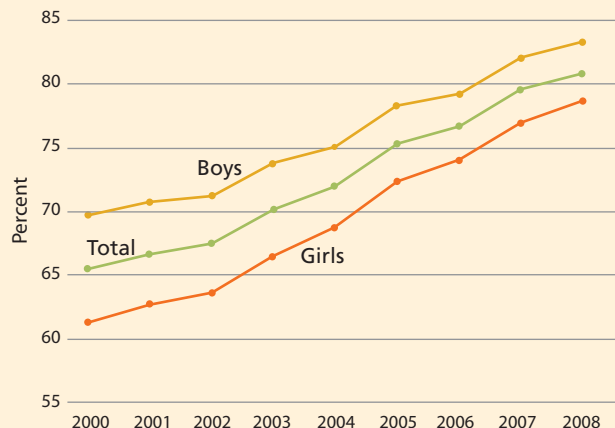
<sup>1</sup> Out-of-school children refers to children in the official primary school-age range who are not enrolled in either primary or secondary school.  
<sup>2</sup> The net enrollment rate for primary education is the percentage of the official primary school-age population that is enrolled in primary school.

**Figure 1:** Total Primary School Enrollment and Number of Out-of-School Children in FTI Partner Countries



Source: FTI Secretariat using data from UNESCO Institute for Statistics.

**Figure 2:** Net Primary School Enrollment Rate in FTI Partner Countries



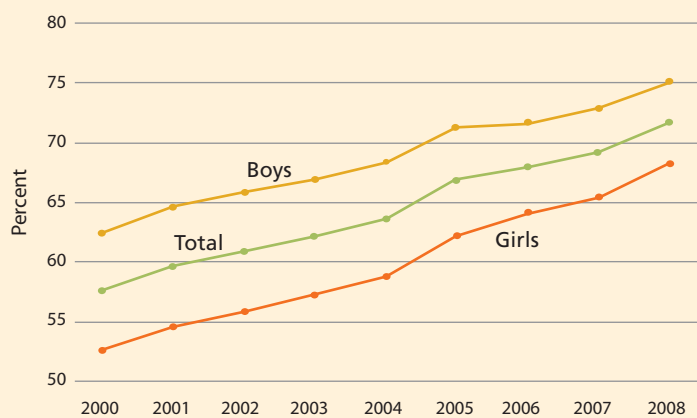
Source: FTI Secretariat using data from UNESCO Institute for Statistics.

**Figure 3: Percentage of Repeaters in Primary Education**



Source: FTI Secretariat using data from UNESCO Institute for Statistics.

**Figure 4: Primary School Completion Rate in FTI Partner Countries**



Source: FTI Secretariat using data from UNESCO Institute for Statistics.

lic, Lesotho, Madagascar, Malawi, São Tomé and Príncipe, Timor-Leste, and Togo) where repeaters still represent 20 to 24 percent of the primary school population in 2008–09.

► **More Children Finishing Primary School**

The proportion of children who complete a full cycle of primary education in FTI partner countries continues to increase: from 58 percent in 2000 to 72 percent in 2008 (see Figure 4). Currently, 15 FTI partner countries have achieved or are on schedule to achieve a primary school completion rate (PCR) of 95 percent by 2015.

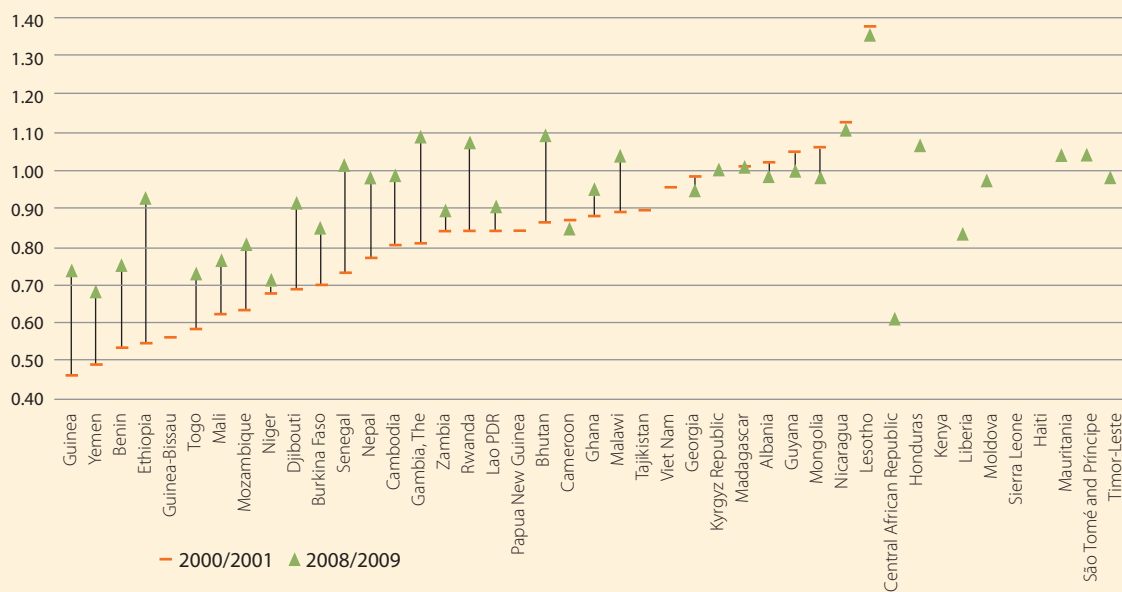
► **Girls' Education Moving Forward**

Girls are making strides in finishing school: More than two-thirds of girls completed the last grade of primary school in all FTI countries in 2008, compared with only 52 percent in 2000. For the 38 FTI partner countries for which gender data exists, girls benefited from the overall increase in primary school enrollment. In 29 of these countries, the number of girls enrolled in primary school more than doubled between 2000 and 2008.

The overall improvement in net enrollment rate was accompanied by a reduction in the gender imbalance against girls (see Figure 2). During the same



**Figure 5:** Gender Parity Index for Primary School Completion Rate



Source: FTI Secretariat using data from UNESCO Institute for Statistics.

period (2000–08), the gender parity index (GPI)<sup>3</sup> increased from 0.88 to 0.94. The gender gap in primary school completion was reduced or closed in many countries (see Figure 5). The improvement is particularly significant in Bhutan, Djibouti, Ethiopia, The Gambia, Guinea, Nepal, Rwanda, and Senegal.

Eleven FTI-endorsed countries have achieved the goal of boys and girls equally completing primary school in 2008/09, while four of them had achieved gender parity in PCR in 2000/01. For another 18 countries, the goal of gender parity in school completion rates is within reach. Seven countries remained far from reaching this goal in 2008/09, down from 14 countries in 2000/01.

Girls still are lagging behind when it comes to the transition from primary to secondary school. Of the 22 FTI countries for which data on the transition rates exist, five countries (Bhutan, Georgia, Kyrgyz Republic, Moldova, and Mongolia) have a transition rate higher than 95 percent, meaning that almost all girls transition from primary to secondary education. Another 11 FTI partner countries have transition rates higher than 50 percent. In 6 FTI-endorsed countries (Burkina Faso, Cameroon, the Central African Republic, Guinea, Mauritania, and Niger) less than half of the girls who finish primary school continue on to secondary school.



Natasha Graham, FTI Secretariat

<sup>3</sup> The gender parity index (GPI) is the ratio of female-to-male values. A GPI value between 0.97 and 1.03 indicates parity between sexes.

## Trust Fund Revenues and Allocations

It has been a challenging year for FTI fundraising, stemming from the weak worldwide economic situation, decreases in official aid budgets, and changes in many donor countries' governments. Nevertheless, the FTI donors' continued commitment to the partnership was evidenced in new pledges of approximately \$400 million in 2010.

### Catalytic Fund Status

#### Funds Mobilized

Since 2003 through the end of December 2010, donors pledged through signed administration agreements a cumulative total of \$1.9 billion to the Catalytic Fund. In addition, donor contributions totaling approximately \$58 million equivalent are expected to be formalized in signed administration agreements in early 2011. Overall, new funds mobilized from donors amounted to approximately \$400 million equivalent in 2010.

#### Catalytic Fund Support to FTI Countries

Cumulative Catalytic Fund (CF) allocations amounted to \$2.03 billion for 37 countries through December 2010. Djibouti, Ethiopia, Lao People's Democratic Republic, Liberia, Malawi, Mozambique, Papua New Guinea, Rwanda, and Togo received allocations amounting to \$486.2 million from the Catalytic Fund in 2010.

The \$4 million one-year bridge funding for **Djibouti** will help finance the scale-up of current activities to enhance the impact of the project and increase the number of beneficiaries.

For **Ethiopia**, the \$98 million CF grant will provide additional financing for the government's General Education Quality Improvement Program (GEQIP). The main focus of the Ethiopia education sector program is to improve the quality of primary and secondary education and to increase access.

In **Lao PDR**, the CF grant of \$30 million will support the government to increase the coverage

and improve the quality of pre-primary and primary education with a focus on the most educationally disadvantaged children.

In **Liberia**, the CF grant of \$40 million will increase access to primary education, focusing on poor areas, improving conditions of teaching and learning, and improving school management and accountability.

In **Malawi**, using a Joint Financing Arrangement, the resources from the FTI CF (\$90 million) will be pooled with contributions from other donor partners as defined and mutually agreed in the approved Program of Works (PoW) for that year.

The \$90 million grant for **Mozambique** will enable the continuation of key programs, such as provision of textbooks, in-service teacher training, and accelerated classroom construction.

In **Rwanda**, the CF resources (\$70 million) will continue to be channeled through sector budget support to improve the predictability of sector financing flows.

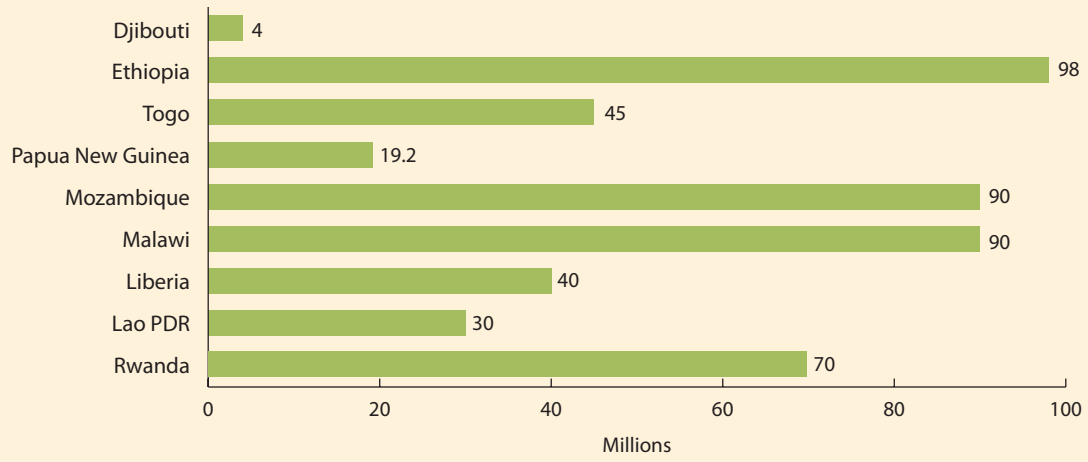
For **Papua New Guinea**, a technical and financial gap was identified in support for quality of education, specifically in the area of improved reading skills in the early grades. The Catalytic Fund allocation of \$19.2 million supports this priority.

The grant to **Togo** of \$45 million will be used to improve access and keep children in school. Plans call for building 815 new classrooms, providing textbooks in core subjects (mathematics and reading) for public and community primary schools, building teacher-training institutes, providing grants for enhancing quality, and building capacity.

Grant agreements have been signed with all the countries that received allocations in May 2010. Grant agreements are being processed for countries that received allocations in November 2010.

Disbursements for 2010 are \$242.6 million, up 15 percent from \$221 million in 2009. Total disbursements since the fund's inception amount to \$932 million.

**Figure 6.** Catalytic Fund Support to FTI Countries in 2010



Justin Mott, UNESCO

## Education Program Development Fund

The Education Program Development Fund (EPDF) was created in November 2004 to enable more low-income countries to develop education sector plans, a key requirement for accessing EFA FTI support.

As of the end of December 2010, donor commitments to the EPDF reached \$115 million, of which \$112.1 million has been allocated. EPDF disbursements for 2010 totaled \$19.7 million, compared with \$22.7 million in 2009. Cumulative disbursements

from the fund amount to \$74 million. The fund originally was scheduled to close on December 31, 2011, with future activities to be picked up by the to-be-established Education for All Fund. The EDPF Committee, however, agreed to extend the closing date of the EPDF to December 31, 2012, for selected activities, pending effectiveness of the new Education for All Fund.

### 1Goal—Making the World Cup a Lasting Legacy for Out-of-School Children

At the time of the World Cup football in South Africa in 2010, 18 million people signed up for 1GOAL, a campaign to ensure that the goal of “Education for All” becomes a reality for the millions of boys and girls around the world who remain out of school. 1GOAL brought together football players, fans, charities, political leaders, world-famous actors and musicians, corporations, and international organizations to work toward “Education for All.” FTI Board members, the Global Campaign for Education (GCE), in collaboration with football’s world governing body, FIFA, led 1GOAL. Queen Rania Al-Abdullah of Jordan and Archbishop Desmond Tutu served as co-chairs. The co-chairs—along with such stars as Bono, Shakira, Kevin Spacey, and football legends Pele, Zinedine Zidane, Franz Beckenbauer, and many others—called on world leaders to pledge the necessary funds to make education available to all children.

EFA FTI proudly associated with the 1GOAL Campaign. Just before the 1Goal Education Summit in Johannesburg on the day of the World Cup finals, 13 African heads of state wrote to government leaders in donor countries, appealing for financial support to make Education for All a lasting legacy of the World Cup 2010. These heads of state asked in particular for support for EFA FTI, which is seen as a key ally in their efforts to provide a quality education to all boys and girls in their countries.



Eric Miller, World Bank

## Girls' Education in Ethiopia

With a population of more than 70 million, Ethiopia is a land of diversity in culture and geography. When Ethiopia's education sector plan was endorsed by EFA FTI in 2004, 45 percent of girls in the 6-to-11 age-group were not attending school. Before joining the FTI, Ethiopia experienced a slow increase in girls' participation in education: from 1999 to 2004, the increase in gross enrollment rate for girls was about 17 percentage points and the net enrollment gain was 12 percentage points. Following EFA FTI endorsement, Ethiopia experienced a rate of increase from 2004 to 2008 that was double the previous period before becoming an FTI partner.

Ethiopia's success in enrolling girls in school is grounded in its vision for all children to have access to quality education by 2015. EFA FTI supported this vision by contributing a \$70 million grant in 2008 to help Ethiopia address educational quality through curriculum reform, textbook development, teacher training, strengthened management and administration, and improvements at the school level.

In May 2010, FTI awarded Ethiopia an additional \$98 million for the period 2010–12. The grant supports the follow-up of the earlier program and will emphasize learning assessments and school grants.

**“Ethiopia is very pleased with today’s allocation, which will support our government’s strategy in delivering quality education to our children,” said Demeke Mekonnen, Ethiopia’s Minister of Education, in May 2010. “Now that we have achieved excellent results in enrollment rates and keeping the children in school, we need more focus on the content of what our children are learning. This FTI grant will help us achieve these goals and we look forward to further support.”**



Niamh Burke, UNESCO

### Better Governance through Greater Voice for Partner Countries

FTI's Board of Directors approved changes to its composition and operating methods at its meeting in Madrid, Spain, in November 2010. A major change was the increase in the number of developing-country representative seats on the Board of Directors from four to six members. At the same time, Board of Directors seats became constituency based, with each member representing a number of countries or organizations that are FTI partners. Under the new constituency-based Board arrangement, three seats are reserved for African countries and three seats are reserved for constituencies, representing countries in Asia and the Pacific, Eastern Europe, Central Asia and the Middle East, and Latin America and the Caribbean.

Under this new arrangement, each of the 19 constituencies is represented by one board member and one alternate board member. These members serve on the board of directors for two years. Both members are expected to attend board meetings and otherwise represent their constituency.

In addition to the increase in the number of seats on the board, other important changes were made

to the composition and the operations of the board. Among the highlights of the changes are the following:

- Developing-country partner constituencies and donor-country constituencies are represented equally (six each).
- Civil society organization (CSO) constituencies are represented through three seats: one representing international and northern CSOs, one representing developing-country CSOs, and one representing members of the teaching profession.
- The private sector and private foundations constituency is represented with one new seat.
- Multilateral agencies are represented in three constituencies: one for UNESCO; one for UNICEF and one for multilateral and regional banks.
- The Board of Directors has the authority to make financial allocation decisions for the FTI trust funds, including the new Education for All Fund.



World Bank, Honduras



## New Constituencies

The following is the list of the constituencies represented in the FTI Board of Directors.

**Table 1:** List of Constituencies

Constituency	Members Represented
Africa 1	Kenya, Lesotho, Madagascar, Malawi, Mozambique, Rwanda, Zambia
Africa 2	Benin, Burkina Faso, Cameroon, Central African Republic, Guinea, Mali, Mauritania, Niger, Senegal, Togo
Africa 3	Djibouti, Ethiopia, The Gambia, Ghana, Guinea-Bissau, Liberia, São Tomé and Príncipe, Sierra Leone
Asia and the Pacific	Bhutan, Cambodia, Lao PDR, Mongolia, Nepal, Papua New Guinea, Timor-Leste, Vietnam
Central Asia and the Middle East	Albania, Georgia, Kyrgyz Republic, Moldova, Tajikistan, Republic of Yemen
Latin America and the Caribbean	Guyana, Haiti, Honduras, Nicaragua
Donor 1	Belgium, Luxembourg, the Netherlands, Switzerland
Donor 2	Australia, Spain
Donor 3	Canada, United Kingdom
Donor 4	Denmark, Ireland, Norway, Sweden
Donor 5	European Commission, France, Germany, Italy
Donor 6	Japan, Russian Federation, United States
Civil Society 1	International and northern civil society organizations
Civil Society 2	Developing-country civil society organizations
Civil Society 3	Organizations representing the teaching profession
Private Sector/Foundations	Corporations and private foundations
UNICEF	UNICEF
UNESCO	UNESCO
Multilateral and Regional Bank	The World Bank, Inter-American Development Bank, African Development Bank, Asian Development Bank

Source: FTI Secretariat.

## Education for All Fund

Work has been under way since Board approval in November 2009 on the scope, terms, conditions, and decision-making arrangements for a new Education for All Fund. The new Education for All Fund will replace the existing multiple FTI trust funds arrangements, namely, the Catalytic Fund (CF), the Education Program Development Fund (EPDF), and the Secretariat Trust Fund. The FTI Board of Directors will make all decisions on allocations from the Education for All Fund, allowing for multi-stakeholder involvement in important financial decisions. The Catalytic Fund Committee and the EPDF Committee have transferred their authority to make decisions over those trust funds to the Board of Directors as they are winding down their operations.

The new Education for All Fund will be a resource for FTI activities at the country level, as well as for global and regional activities. The Education for All Fund allocations will be used to develop and support implementation of robust Education Sector Plans that can increase domestic support, as well as attract

and increase bilateral and multilateral financial and technical support.

The Local Education Group (LEG, which includes the Ministry of Education and donor, CSO partners working in education, and multilateral agencies) in partner countries remains at the center of the EFA FTI Partnership, which will continue to embrace aid effectiveness principles to help countries implement sustainable education programs. It will rely on its partners on the ground to supervise implementation of grants from the Education for All Fund, thereby leveraging rather than duplicating efforts.

At the global and regional level, Education for All Fund resources will support knowledge and practice “gap-filling” initiatives and programs that address FTI priorities. These activities will enable the scale-up of globally recognized good practices and will strengthen EFA FTI Partnership accountability. The Education for All Fund will also be the resource to finance the FTI Secretariat operations and the work program of the Chair of the FTI Board of Directors. All allocations approved from the Education for All





Natasha Graham, FTI Secretariat

Fund must demonstrate linkage to the overall EFA FTI Partnership goals as articulated in the FTI Results Framework.

### Financial Advisory Committee

An important feature of the new Education for All Fund is that financial allocation decisions are made by the representative Board of Directors, rather than just by the fund's donors.

In support of its financial decision-making duties, the Board of Directors established a Financial Advisory Committee (FAC) in November 2010, in which all constituencies of the Board of Directors are represented. The FAC held its first meeting by teleconference in February 2011. In its advisory role, it will oversee the formulation and implementation of policies for eligibility and prioritization of Education for All Fund resources, review requests and make recommendations for allocations in support of Education Sector Plan implementation of endorsed developing countries, and report annually to the Board of Directors on the

overall Education for All Fund portfolio. The Chair of the Board of Directors is chairing the FAC on an interim basis. The appropriate size of the committee, as well as the future of the chairing of the committee, will be discussed at an in-person meeting before the next FTI Board of Directors meeting in May 2011.

### Civil Society Education Fund Up and Running

The Global Campaign for Education (GCE), representing civil society organizations (CSOs) around the world working in the education sector, has been an important partner of EFA FTI since its inception in 2002. EFA FTI promotes inclusive partnerships among all stakeholders involved in education sector plans at the global and country level. CSOs are important stakeholders in the education sector, not only as implementers, but also in policy discussions and independent monitoring.

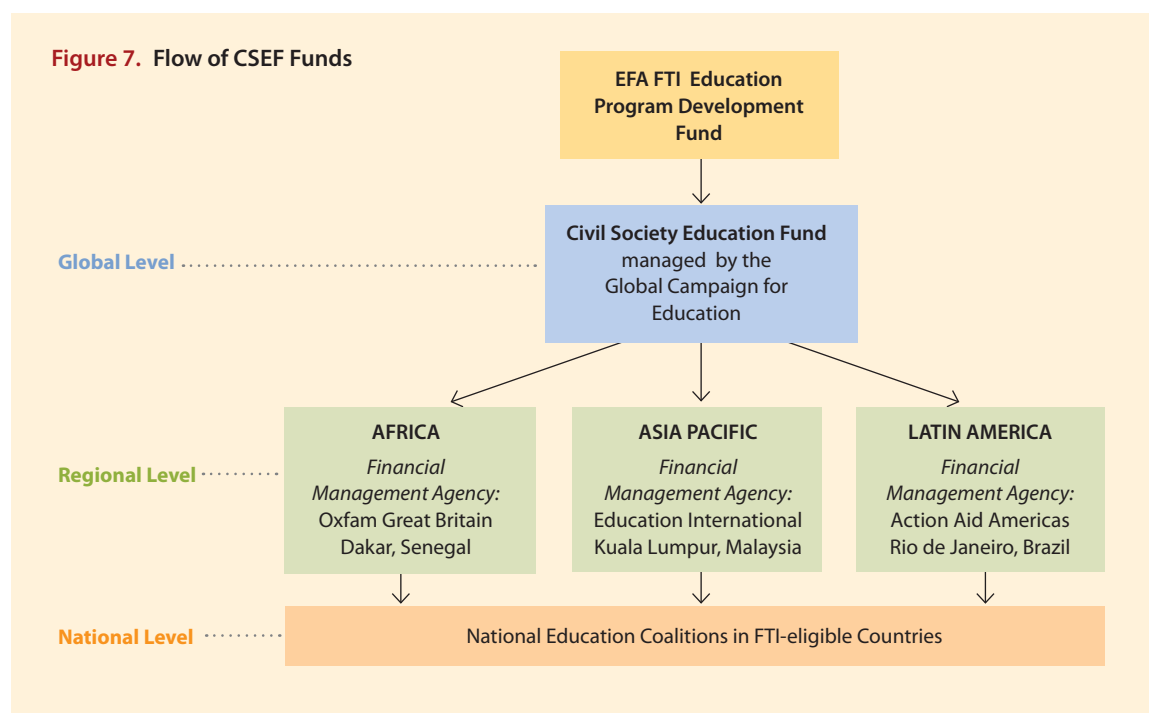
In 2008, GCE conceived the Civil Society Education Fund (CSEF) as a major global civil society

initiative to secure more financial support for civil society advocacy for education, specifically in FTI-eligible countries. The CSEF, which was launched in July 2009, received a \$17.6 million grant from FTI's Education Program Development Fund (EPDF) covering 2009–11. The CSEF is steered in Africa, Asia, and Latin America through three regional coalition partners of the Global Campaign for Education: the African Network Campaign on Education for All (ANCEFA), the Asia South Pacific Association for Basic and Adult Education (ASPBAE), and the *Campaña Latinoamericana por el Derecho a la Educación* (CLADE). The CSEF distributes grants to national civil society education coalitions in developing countries to support overall education advocacy at the country level (see Figure 7).

In the first year of implementation (July 2009 to June 2010), CSEF has helped to strengthen the capacity of 40 national education coalitions in FTI-eligible countries. More specifically, it helps CSOs to fully engage in the dialogue around education sector plans and policies and to track progress toward the Education for All goals. CSEF supports the establish-

ment of broad-based, effective, and democratically run national education coalitions. Other progress includes the following:

- Since July 2009, the number of national education coalitions recognized as partners in Local Education Groups increased from 18 to 31. The number of coalitions participating in the education sector plan process increased from 14 to 28 and those taking part in joint sector reviews increased from 14 to 29.
- Four new national education coalitions were formed in the Democratic Republic of Congo, Mongolia, Vietnam, and Zimbabwe.
- Since July 2009, the number of legally registered coalitions increased from 13 to 29.
- 1,535 CSOs and associations have become members of national education coalitions in 40 countries.
- Through the CSEF, 37 national education coalitions opened 224 new district branches or networks in their countries.



CSEF grants have helped coalitions with an initial strong profile to engage more actively in sector processes. In **Kenya**, the Elimu Yetu Coalition has developed a Shadow Education Bill and a draft National Policy on Education, compiled on the basis of a comprehensive and consultative research process. The Ministry of Education and other development partners are using these documents to influence the drafting of a new National Education Policy Framework that will guide education sector work.

In **Ghana**, the Ghana National Education Campaign Coalition participated in the government's National Education Sector Annual Review, raising civil society's concerns about the Ministry of Education's utilization of resources and the need for an effective monitoring mechanism for the sector.

The national coalition in **Bangladesh**, the Campaign for Popular Education (CAMPE), has pioneered an education watch methodology (EdWatch). Also referred to as budget tracking, EdWatch has remained CAMPE's major tool to influence government policy. In 2010, CAMPE used budget-tracking data to advocate for an increased budget for the education sector.

In **Togo**, staff of the Ministry of Education and the coordinator of the national education coalition together lead FTI's 2011 monitoring exercise on aid effectiveness.

The national education coalition in **Mozambique**, *Movimento de Educação para Todos*, supported the re-

quest of the government of Mozambique in 2010 for more funding from the FTI's Catalytic Fund.

As districts and provinces become the focus of development, it is essential to expand advocacy activities to the grassroots level. This expansion has provided new opportunities for CSOs to engage in and influence national and local politics in ways that previously were not accessible.

The experience in late 2009 and early 2010 showed that more support for capacity building of national civil society organizations was necessary. The CSEF-led capacity support plan, developed in 2010, addresses four core areas: (i) developing and monitoring education sector plans; (ii) tracking progress of governments and donors on FTI goals, including budget tracking work; (iii) policy analysis and research; (iv) and developing and implementing effective advocacy campaigns with a clear focus on policy change.

Looking forward, many newly established national civil society groups with limited experience require long-term support beyond the current funding arrangement. The development of national civil society education funds—one of the main goals of the CSEF—provides the potential for predictable financing needed to guarantee a more sustainable civil society monitoring role, but most CSEF-supported coalitions need more time and investment to make this work.

## Monitoring Key Results

### Laying the Foundations for the Monitoring and Reporting Strategy

As the FTI Partnership built on a country-focused and globally supported approach to improving basic education, the need to develop stronger monitoring and evaluation (M&E) mechanisms has become paramount. The original impetus for this work lies in the Mid-Term Evaluation Report (2010), which recommended developing stronger accountability mechanisms for the partnership.

The increase in the number and diversity of partner countries enriches common experiences and contributes to the need to set common indicators that can be accurately monitored and evaluated in light of the original Millennium Development Goals (MDGs). As part of the reform process, the FTI Board of Directors requested the FTI Secretariat to select and manage an M&E contractor in a competitive and open international selection process. This selection was concluded in November 2010 and the winning contractor began operations in February 2011. The FTI Secretariat aims to have the final results of this work during 2011. The contractor will develop an improved M&E model based on preliminary work performed by the FTI Secretariat throughout 2010. To further ground the M&E Strategy, it will consist of three elements:

- An accountability matrix that maps out the roles and responsibilities of all partners
- A results framework that will outline the expected outcomes at the global and local levels
- An evaluation design that will enable the partnership to assess its overall progress, while responding to the needs of the different constituencies in monitoring the results

Improving the M&E Strategy will be a consultative endeavor, seeking the views of as many partners or stakeholders as possible, while remaining faithful to the guidance and recommendations outlined in the Mid-Term Evaluation Report. The FTI Secretariat expects a variety of inputs and contributions from the constituencies that make up the partnership.

The new M&E Strategy will subscribe to five guiding assumptions:

- The need to better monitor and assess results at the level of developing partner countries
- The expressed demand by partner countries to improve the quality of education
- The need to develop indicators that allow for cross-national comparison and effective long-term educational planning
- The need to monitor aid effectiveness and adherence to its parameters
- The need to complement, rather than supplant, existing monitoring mechanisms or specialized agency work in this area

This strategy is in line with the design principles of EFA FTI, which have steered the partnership over much of its existence and to which any M&E strategy should remain faithful. Here, the Mid-Term Evaluation Report provides useful directions.

Key FTI design principles that remain relevant include the following: the principle of country ownership; the importance of coherent sector policies; the need to consider the dimensions of policy, data, and capacity as well as finance and to comprehensively address the deficiencies in each of these; and the concept of partnership and of results-focused reciprocal commitments between governments and donors (the “compact”).



Frédéric de La Mure, Ministère français des Affaires étrangères et européennes



Giacomo Pirozzi, UNICEF

### Focus on Country Results, Country Support

In 2010, the EFA FTI Partnership continued to strengthen its focus on country-level results. Through this, EFA FTI aims to:

- Support countries in defining the results they need to achieve
- Provide appropriate financial and technical resources to help achieve results
- Monitor and communicate country results effectively

Key outputs of the FTI Secretariat for 2010 included the following:

1. The development of the **FTI results framework**, which establishes clear expectations for country-level results. The framework will enable EFA FTI to better monitor and communicate the results of partner countries.

2. An **evaluation of the FTI External Quality Review process**, which assesses the quality of applications for Catalytic Fund grants. Through the evaluation, EFA FTI aims to ensure that all applications for financing from EFA FTI are clear on what results will be achieved and how.
3. A solid start on developing the **Education for All Fund**, which will replace the Catalytic Fund and Education Program Development Fund. The new single fund will help EFA FTI better target all FTI resources at delivering agreed-on country-level results.
4. The development of a **new Country-Level Process Guide**, which should provide easy-to-understand guidance on FTI processes at a country level. Resource pages dedicated to country-level processes are available on the FTI website at [www.educationfasttrack.org](http://www.educationfasttrack.org).

5. New processes and guidance for **countries in crisis and post-conflict situations** (see the section “Working in Countries in Crisis and Post-conflict Situations” in Chapter 4) to enable even those countries with the most challenging environments to access support from EFA FTI.
6. Strengthening of the **Country Support Team** in the FTI Secretariat so that EFA FTI can provide more effective technical support to partner countries, and better monitor what is happening on the ground.

In addition, EFA FTI supported nine countries to apply successfully for nearly \$486 million in grants from the Catalytic Fund in 2010. Innovative solutions were found for countries facing extreme challenges, including political difficulties after a military coup. In Guinea, EFA FTI agreed with the Local Education Group that \$24 million of a larger grant allocated in 2009 would be transferred to UNICEF to help essential work on school construction, teacher training, and the purchase of textbooks (see text box: “New FTI Model to Overcome Difficulties in de facto Governments”). In Mozambique, although a substantial Catalytic Fund grant of \$90 million was allocated in November 2010, the withdrawal of key donors left a financing gap of \$61 million over the next three years. In response, the World Bank stepped up its own financing to provide the additional funding required.

### **Widening the Scope of Work to All Education for All Goals**

Achieving Education for All by 2015 includes providing early childhood education, basic education (including lower secondary education), and adult education; ensuring gender parity; and improving the quality of all education. Although primary edu-

cation is seen as a fundamental investment because it targets the acquisition of basic literacy and numeracy skills, pre-basic and secondary education are also highly important investments.

Early childhood education helps children develop building blocks, such as motor skills and early cognitive skills, that they need to progress in primary school. Moreover, post-basic, secondary education affects the economic growth of a country positively and can provide graduating students with opportunities for employment in the market and with options for higher education. When young women complete secondary education, there are significant trade-offs in terms of their personal well-being and that of their future families.

Financing all six of the Education for All goals was a key decision of the FTI Board meetings in May 2010, with a continuing emphasis on basic and lower secondary education. This decision will heighten the political support for education overall and broaden the coverage of FTI-funded programs.

Many FTI-endorsed countries already have made significant progress in enrolling children into primary school and now increasingly are giving attention to secondary education. In November 2010, EFA FTI allocated Rwanda a three-year grant of \$70 million to help implement the government’s vision that every child receives nine years of education by 2015. This vision includes three years of lower secondary education. To meet this goal, Rwanda is focusing on reducing the number of children dropping out of school and repetition rates, especially for girls. The decision by the Rwandan government to include three years of secondary schooling in the free basic education cycle is significant. Rwanda also is planning to use the new funds to improve the quality of learning by training and hiring more teachers, providing new materials, strengthening education in science and technology, and improving school management systems.





## EFA FTI Supports School Health and Feeding

When children go to school hungry or sick, they cannot properly learn. Treating ill health and hunger brings the greatest education benefit to these children who are the most vulnerable to begin with—the poor, the sick, and the malnourished. In addition, some of the most common health conditions affecting education are more prevalent in girls; therefore, school health and nutrition programming can play an important role in promoting gender equity in education. EFA FTI continues to support school health and nutrition interventions in FTI partner countries, including school feeding, deworming, micronutrient supplements, and HIV/AIDS education activities.

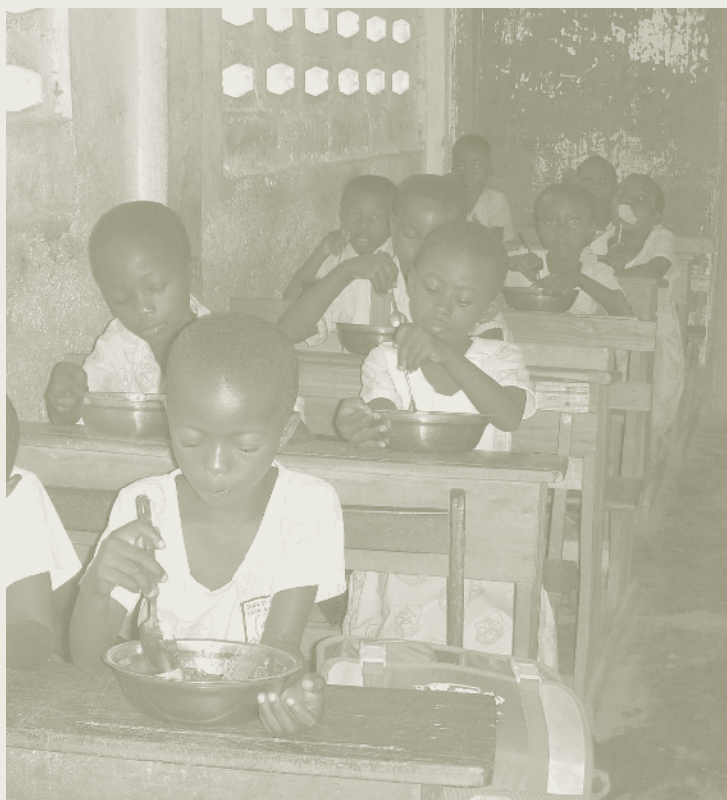
Following the January 2010 earthquake in Haiti, the government of Haiti included school feeding as a crucial program in the National Plan for Reconstruction and in the recommendations of the Presidential Commission on Education. The EFA FTI Catalytic Fund (CF) allocated \$4 million to support school feeding for approximately 61,000 students in Haiti, working with partners on the ground and through the government's National School Feeding Program. The grant also will support complementary activities that, combined with school feeding, contribute to the implementation of the Health Promoting Schools Policy, promoted by the Ministries of Health and Education. The FTI-supported program, for example, includes the supply of deworming tablets, as well as micronutrient supplementation to schools with school feeding programs.

In Liberia, the newly completed 10-year Education Sector Plan (ESP) 2010–20 includes a school health and nutrition program covering the 2010–13 period. An FTI grant has been allocated to support the program, including the deworming of 300,000 school children in eight counties. The grant also will support the training of medical laboratory technicians being schooled in the latest methods of diagnosing worms in children and in the collection of data on parasite infection in the school-age population.

In Togo, poor health, malnutrition and HIV/AIDS significantly affect enrollment, attendance, and per-

formance of school-age children. Worm infestation in school-age children is high. Largely as a result of the HIV/AIDS epidemic, there are an estimated 68,000 AIDS orphans under the age of 17 years, with dropout rates and absenteeism of school children especially high when one or both parents are sick or deceased. FTI resources in 2010 have been allocated to support the preparation of an implementation plan regarding school health, nutrition, and HIV/AIDS, in line with the key strategies of the ESP.

In Lao PDR, a 2010 FTI grant allocation of \$7.2 million supports school feeding for pre-primary and primary education. With high levels of poverty and chronic malnutrition, a World Food Programme (WFP)–managed school feeding program has been in operation in 19 districts in the northern region of Lao PDR and has proven very successful in attracting children to school. FTI support is helping to scale up the existing WFP school feeding program, while also helping the government of Lao PDR progressively to take over the program.



Raymond Torhouenou for FTI Secretariat



## Educating All, Reaching Vulnerable Groups

### Working in Countries in Crisis and Post-Conflict Situations

Currently, an estimated 40 percent of the world's 67 million out-of-school children live in countries affected by fragility or conflict (UNESCO, Global Monitoring Report 2011). Nevertheless, education is often neglected in situations of crisis, emergency, or post-conflict because most donors do not see it as a life-saving intervention. Yet, according to the United Nations High Commission for Refugees (UNHCR), education can be both life-saving and life-sustaining. Also, communities affected by crisis or emergencies often select education as among their top priorities. Education prepares children to avoid crises or to lessen their impact (disaster preparedness). Education is directly related to the reduction of infant mortality. Moreover, education allows children, youth and adults to be aware of their rights. Education allows people to address the root causes of vulnerability.

**Education can save lives by protecting against exploitation and harm and by disseminating key survival messages, on issues such as landmine safety or HIV/AIDS prevention. It sustains life by offering structure, stability and hope for the future during a time of crisis, particularly for children and adolescents. Education in emergencies also helps to heal the pain of bad experiences, build skills, and support conflict resolution and peace building.**

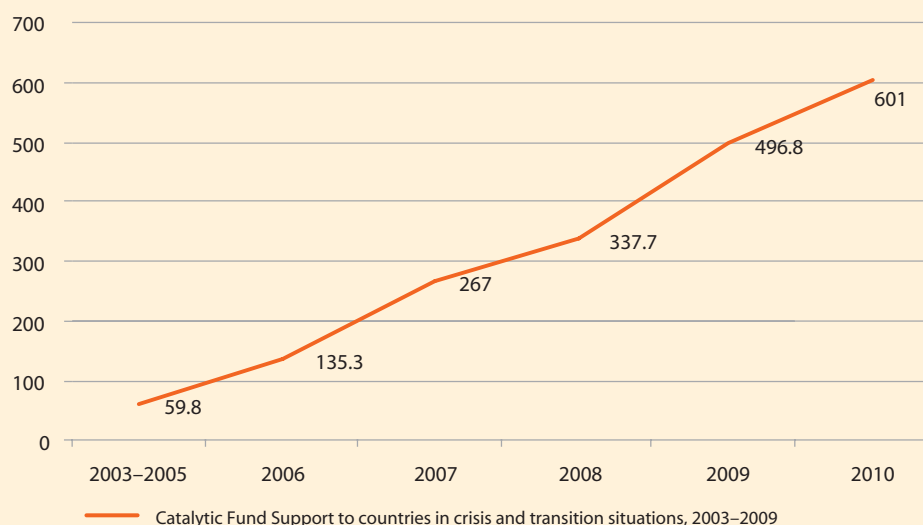
Susan Nicolai, Deputy Coordinator, Global Education Cluster

Since its creation, EFA FTI has sought to support **countries in crisis and in post-conflict situations**. Poor governance, low accountability, weak institutional capacity, and uncertainty undermine governments' capacity to provide basic services to their population. Although there has not been a regular international funding mechanism for in-conflict or post-conflict countries, EFA FTI has provided Catalytic Fund support to many countries in crisis and transition situations, including Cameroon, the Central African Republic, Guinea, Haiti, Liberia, São Tomé and Príncipe, Sierra Leone, Timor-Leste, and the Republic of Yemen.

Given the difficulty that weak capacity countries have in meeting the eligibility criteria for FTI support, the EFA FTI Partnership has made a number of decisions to improve its flexibility in responding to these country needs. These decisions include the following:

- Countries in crisis or in post-conflict situations are allowed to prepare interim education plans, rather than a comprehensive Education Sector Plan for EFA FTI endorsement.
- Access to the Education for All Fund will be provided for countries in crisis and transition situations.
- The Country-Level Process Guide has been adapted to the needs of these countries through the identification of an approach that sets movable targets based on countries' progress in a context of crisis and transition.
- EFA FTI participates actively in the INEE (Inter-Agency Network for Education in Emergencies) Working Group on Education and Fragility and in the Global Education Cluster, which currently is active in 44 countries.

**Figure 8. Catalytic Fund Support to Countries in Crisis and Transition Situations, 2003–10**



- The FTI Secretariat is proposing that additional response capacity in fragile and post-conflict states be brought into the partnership through operational collaboration with UNICEF.

The value added by EFA FTI in many countries, including fragile and post-conflict nations, is to improve harmonization and coordination through support to Local Education Groups (LEGs), including representatives from the government, bilateral and multilateral agencies, and civil society organizations (CSOs), thus increasing aid effectiveness.

More specifically, the value added of EFA FTI's engagement in countries in crisis and post-conflict situations includes the following:

- **Strengthen policy-making capacity in the education sector at the country level.** EFA FTI can play a role in jump-starting the planning process in these countries and provide a “guarantee stamp” certifying the quality of a country's planning efforts.
- **Strengthen donor partnerships at the country level around the government's education plan** and have a catalytic effect in increasing domestic and donor resources to the education sector plans or interim education plans.

- **Advocate for increased, predictable, and more sustainable funding commitments** for education in emergency situations.

- **Increase aid harmonization and alignment.** EFA FTI can increase alignment by working toward mechanisms that are not well developed, such as sectorwide approaches, sector working groups, and multi-donor financing, and performance assessment frameworks.

- **Improve understanding of the conditions** under which certain policies and reforms may be successful through better monitoring and evaluation and knowledge sharing across countries.

- **Encourage a balance** between short-term service delivery as part of emergency interventions and long-term reconstruction and institution building in the education sector.

- **Encourage the authorities to work through the Local Education Groups,** including donors, multilateral agencies, and civil society organizations. In countries where the state or the authorities are not responsive or have weak governance and institutional capacities, CSOs can provide education



Alfredo Srur, World Bank

services. To ensure ownership, authorities will have a role to play, in terms of policy framework, regulation, curriculum design, financing, and monitoring (qualification).

The dialogue with local government remains vital. As pointed out by the Paris Declaration on Aid Effectiveness, “international actors should seek to avoid activities which undermine national institution-building, such as developing parallel systems without thought to transition mechanisms and long-term capacity development.”

### From Data to Policy: Service Planning for Out-of-School Children

Most countries supported by the EFA FTI Partnership mention marginalized or out-of-school children in their education sector plans as a specific target group, in the context of educating children with special needs, or as vulnerable groups of children. Half of these countries present “mainstreaming” as a policy option for providing education to children with disabilities and other special needs.

### New FTI Model to Overcome Difficulties in *de facto* Governments

The EFA FTI Partnership supports education processes at the country level, generally reinforcing the work done by Ministries of Education. In some cases, the international community has difficulties working with local authorities, especially in the case of so-called *de facto* governments, originated after a military coup. This was the case in Guinea and in Madagascar, both FTI countries where the FTI’s Catalytic Fund Committee agreed in previous years to allocate significant funds. In both cases, the World Bank was the supervising entity and was not allowed to work in those circumstances.

To overcome the constraints, the Local Education Group in these countries (including the Ministry of Education, bilateral and multilateral donors, and civil society organizations) asked UNICEF to act as the supervising entity. The grants were restructured and reduced according to the current capacities in the country. With the restructured FTI funds, UNICEF is building schools, paying teachers, and buying textbooks for children in both countries. When possible, UNICEF will work with government officials at the local levels to build capacity and allow them to take over programs once the political difficulties are resolved.



Giacomo Pirozzi, UNICEF

A new Global Initiative on Out-of-School Children, a joint project of UNICEF and the UNESCO Institute for Statistics (UIS), was launched last year. Understanding marginalization and measuring marginalization are two essential steps in the process of developing inclusive policies and strategies as part of Education for All. Who are the children who are out of school? Why are they out of school? What needs to be done to bring them to school? And once they are in school, what can be done to ensure they stay in school and receive quality education? These are the questions many FTI countries and donors are trying to answer.

Children may be out of school and marginalized for a variety of reasons: poverty; disability; gender inequalities; child labor; poor health and nutrition; being members of ethnic minority groups; geographic and cultural disadvantages and factors; AIDS orphans; living in conflict areas; and being drop outs from the existing education system. These factors are not mutually exclusive. One of the most important elements in addressing exclusion is to better understand the many interactions among these elements.

To provide Education for All children, Cambodia is receiving technical support from the FTI Secretariat and the local education donor group to test an operational model for community-based out-of-school data collection (including disability screening).

Cambodia's effort to reach out-of-school children is part of its current FTI grant allocation. This approach holds much potential for use in other countries, making it possible for developing countries to collect comprehensive data on out-of-school children, including children with disabilities, and to link the data collection process directly to targeted services.

The data collection exercise in Cambodia is being implemented using school mapping infrastructure on a sample size of 20,000 children ages 3 to 17. The next step will be to calculate out-of-school and disability prevalence rates. This information will be used to plan programs and services for out-of-school children (including referral and treatment for children with disabilities), as well as children in school who are at risk of dropping out.

In October 2010, a planning workshop was held in the Cambodian province of Kampot where participants from the Ministry of Education, together with the heads and representatives of the provincial offices of education, designed a questionnaire to identify out-of-school children and the in-school population at risk of dropping out of school. This questionnaire, combined with an instrument designed by the World Health Organization (WHO), to screen children for disabilities, was tested in December 2010.

The process will be applied countrywide in 2011. As part of a two-phase approach, disability non-governmental organizations will provide a medical assessment and follow-up treatment or a referral for those children identified as potentially disabled (through the WHO instrument). The data collection process is being linked directly with the goals of providing education and health services for marginalized children.

Cambodia is the first FTI-endorsed country for which a comprehensive model for identification and service provision (both education and health) for marginalized children will be implemented. An important element in the model is the collaboration with civil society organizations to assess, treat, or refer children with disabilities for services. Results from the countrywide study, including an overall model, will be available for dissemination later in 2011.

## Learning Outcomes: What We Need to Know

### An Emerging Approach and a New Road Map for Learning

The EFA FTI Partnership is entering a new stage. In the past, efforts to obtain and measure specific learning outcome indicators were not given the highest priority. As with many other education programs, EFA FTI was hampered in this effort by a lack of data, policy options, and capacity at the global and local levels. Nevertheless, the 2010 Mid-Term Evaluation Report urged EFA FTI to re-examine the options and instruments available to FTI partners to take on this challenge.

Over the course of 2010, the FTI Secretariat developed a new monitoring and evaluation strategy that better reflects the various indicators for all partners in a clear and easy-to-access way. It includes an analysis of reading indicators, as EFA FTI adopted two reading skills indicators in 2009 that reflect the core placement of learning outcomes in the FTI agenda. Reading is considered to be the foundation of learning in all subjects and grades.

The FTI-adopted indicators refer to the percentage of students who at the end of second grade demonstrate sufficient reading fluency and comprehension to “read to learn,” and the percentage of students able to read with comprehension—according to their country's curricular goals—by the end of primary school. One metric proposed on the basis of ease of use, as well as predictive value, is the number of correct words per minute that children can read with comprehension.

Measuring learning is an important step to improvement, but will not, in itself, improve literacy. It must be complemented by analytical work and recommended guidelines on service delivery standards, such as absenteeism, out-of-school children, and other enablers of improved learning, such as school feeding programs, targeted scholarships, textbook design, and language of instruction. Furthermore, the FTI Secretariat with support from various partners will undertake a series of studies on the best methodologies for teaching literacy skills.

Many FTI partners expressed the need for more knowledge sharing about learning indicators. The FTI Secretariat, therefore, will develop a knowledge-sharing strategy with the following goals:

- To provide all partners with mechanisms and technical facilities to exchange, share, and produce knowledge on thematic areas identified as priorities by countries.
- To promote regional collaborations that address knowledge needs for the education systems concerned.
- To tap into communities that can inform all stakeholders on innovative and effective approaches to learning outcomes.

Since 2010, governments of FTI-endorsed countries have been asked to generate baselines for the existing reading indicators. Once the FTI Partner-

ship adopts the new M&E strategy, countries will be asked to report learning outcomes data on an annual or biennial basis. Local Education Groups also will use the data generated in their appraisal of sector strategies. In addition, analyses of a country's trends in children's reading skills will be included regularly in mid-term reviews of FTI operations. At the regional and global levels, a consultative process that will seek the views of the partners will complement these efforts to reach a consensus on the way forward.

All in all, attention to learning outcomes and their associated indicators is another way in which EFA FTI is breaking new ground and leading the way toward fulfilling the goal of providing basic, quality Education for All, while responding to the priorities outlined by partner countries. EFA FTI fully recognizes the magnitude of this task and its long-term implications for FTI's success.

## Teaching Basic Skills to All Students—Literacy in 100 Days

One country that has shown much interest in improving students' learning outcomes is The Gambia. The government agreed to promote literacy in five local languages to attain higher learning outcomes in its official language, which is English.

In October 2010, with FTI Secretariat support, teams of language experts developed textbooks in local languages and scripted lessons for teachers to follow. The collaboration will continue in 2011, and a program will be ready for extensive piloting in the fall of 2011. The FTI Secretariat is pursuing discussions with other countries that have the potential to improve learning outcomes, including through the initial use of local languages with a phased transition to a language of wider communication.

One important element to note is that Education for All implies that regular schools should teach basic skills not only to those who are better off, but to students who are one to two standard deviations below the local average in performance (or social advantage). To achieve this goal, the chosen methods must work with the lowest, rather than with just the average or better, students. Reading instruction in local languages delivered gradually and with enough material to achieve fluency should help all students achieving basic decoding skills in as few as 100 days.

Although there has been much discussion of early grades reading, the real goal is early months reading.

What are the ingredients for success in reading? Here are some suggestions derived from analytical work in the field.

- Use synthetic phonics with new letters presented g-r-a-d-u-a-l-l-y, one per day at most.
- Practice with substantial textbooks that have about 5,000 words in large print.
- Provide systematic corrective feedback for everyone.
- Have the better students help those in need.
- Repeat lessons to teach those who are often absent.
- Provide scripted lessons for teachers to use.
- Help teachers focus on proximal achievable goals.
- Increase the time each child spends on reading.
- Set targets for reading fluency and comprehension, as well as the number of words children have the opportunity to read (children in developing countries may have access to reading as few as one-thousandth as many words as children in developed countries).





## Catalytic Fund Pledges and Receipts (\$ million)

(As of December 31, 2010)

CF Donor Countries	Total 2004–07	Calendar Years						Total 2003–13	CF Donors Receipts
		2008	2009	2010	2011	2012	2013		
<i>Australia</i>	—	1.4	—	18.8	12.5	—	—	32.7	20.2
<i>Belgium</i>	6.5	1.4	1.3	6.9	1.3	—	—	17.5	16.2
<i>Canada</i>	17.4	—	8.2	9.8	10.0	10.1	10.1	65.6	45.4
<i>Denmark</i>	5.0	14.4	26.7	25.2	—	—	—	71.3	71.3
<i>EU (ACP) Part 1</i>	40.3	24.7	21.2	—	—	—	—	86.2	86.2
<i>EU part 2</i>	13.7	6.5	10.5	9.7	7.8	—	—	48.2	38.6
<i>France</i>	—	14.6	8.7	—	21.3	21.3	21.3	87.2	23.3
<i>Germany</i>	—	6.2	7.4	6.7	6.5	—	—	26.8	20.3
<i>Ireland</i>	19.2	22.1	—	4.9	—	—	—	46.2	46.2
<i>Italy</i>	10.4	4.4	12.6	4.1	—	—	—	31.5	31.5
<i>Japan</i>	—	1.2	1.2	1.9	—	—	—	4.3	3.6
<i>Netherlands</i>	430.5	42.2	—	—	—	—	—	472.7	472.7
<i>Norway</i>	61.5	8.6	22.6	21.4	—	—	—	114.1	109.1
<i>Romania</i>	0.5	—	—	0.1	—	—	—	0.6	0.5
<i>Russia</i>	3.0	1.0	2.0	2.0	2.0	—	—	10.0	8.0
<i>Spain</i>	80.3	76.9	87.9	79.4	—	—	—	324.4	324.4
<i>Sweden</i>	15.7	14.6	15.3	45.3	14.6	—	—	105.5	90.9
<i>Switzerland</i>	—	2.5	—	1.3	1.6	1.6	—	7.0	3.9
<i>UK</i>	129.1	132.0	12.6	81.3	—	—	—	355.0	355.0
TOTAL	833.1	374.7	238.3	318.7	77.5	32.9	31.4	1,906.7	1,767.2

**EPDF Donor Pledges***(As of December 31, 2010)*

Country	2005	2006	2007	2008	2009	2010–13	Total 2005–13	Received
<i>Australia</i>				1.06	0.66		1.72	1.72
<i>Canada</i>	—	3.5	—	—	1.65	8.01	13.13	7.13
<i>France</i>		1.74	2.00	2.11		—	5.85	5.85
<i>Ireland</i>		0.94	1.07	1.32	—		3.33	3.33
<i>Japan</i>	—	—	1.2	—	—	—	1.20	1.20
<i>Luxembourg</i>		1.30	0.92	1.2	1.1	0.9	5.48	5.48
<i>Netherlands</i>		1.5	6.8	5.2	—	—	13.50	13.50
<i>Norway</i>	4.87	30.0	6.5	1.4	—	—	42.84	42.84
<i>Russia</i>	—		1.2	2.0	1.0	1.0	5.20	5.20
<i>Spain</i>					1.4		1.41	1.41
<i>Sweden</i>		2.6	—	3.8	1.4	3.0	10.73	10.73
<i>UK</i>	1.26	4.98	4.96	0.7	—	—	11.50	11.50
TOTAL	6.13	46.57	24.66	18.44	7.17	12.93	115.88	109.89

## FTI Board of Directors

(As of March 2011)



**Ms. Carol Bellamy**  
Chair, EFA FTI  
Board of Directors

### New Board of Directors for the Education for All - Fast Track Initiative

At the last meeting of the FTI Board of Directors in Madrid, Spain, in November 2010, it was decided that a new constituency-based Board of Directors would be established. This new Board of Directors came into effect in January 2011. The Board is now comprised of 19 different constituencies, each represented by a Board Member and an Alternate Board Member from different countries/organizations that serve for two years. The constituency categories consist of the following partners: (i) developing country partners, (ii) donors, (iii) civil society organizations, (iv) private sector/foundations; and (iv) multilateral agencies/regional banks.

There are six developing country partner constituencies that serve on the Board. Of these, three are from Africa and three are from non-African countries. There are six donor country constituencies. There are three civil society constituencies. Of these, one represents international/northern NGOs, one represents developing country CSOs, and one represents members of the teaching profession. There is a constituency for the private sector and private foundations. There are three multilateral agencies/regional banks constituencies. These include UNESCO, UNICEF, and multilateral and regional banks.

### List of Board members/Alternates by Constituency:

#### **AFRICA 1 (Kenya, Lesotho, Madagascar, Malawi, Mozambique, Rwanda, Zambia)**

*Board Member:* Sharon Haba, Permanent Secretary,  
Ministry of Education, Rwanda

*Alternate Board Member:* Zeferino Martins, Minister of  
Education, Mozambique

#### **AFRICA 2 (Benin, Burkina Faso, Cameroon, Central African Republic, Guinea, Mali, Mauritania, Niger, Senegal, Togo)**

*Board Member:* Kalidou Diallo, Minister of Education,  
Senegal

*Alternate Board Member:* Marie Odile Bonkoungou-Balima,  
Minister of Education, Burkina Faso

#### **AFRICA 3 (Djibouti, The Gambia, Ghana, Guinea-Bissau, Ethiopia, Liberia, São Tomé Príncipe, Sierra Leone)**

*Board Member:* Momodou Sanneh, Deputy Permanent  
Secretary, Ministry of Education, The Gambia

*Alternate Board Member:* Charles Y. Aheto-Tsegah, Deputy  
Director-General, Ministry of Education, Ghana

#### **ASIA AND THE PACIFIC (Bhutan, Cambodia, Lao PDR, Mongolia, Nepal, Papua New Guinea, Timor-Leste, Vietnam)**

*Board Member:* Otgonbayar Yondon, Minister of  
Education, Mongolia

*Alternate Board Member:* Apolinário Magno, Director,  
Ministry of Education, Timor Leste

#### **EASTERN EUROPE, MIDDLE EAST AND CENTRAL ASIA (Albania, Georgia, Kyrgyz Republic, Moldova, Tajikistan, Yemen)**

*Board Member:* Alexander Kvitashvili, Rector of Ivane  
Javakishvili Tbilisi State University, Georgia

*Alternate Board Member:* Professor Abdulsalam Al-Joufi,  
Minister of Education, Yemen

#### **LATIN AMERICA AND THE CARIBBEAN (Guyana, Haiti, Honduras, Nicaragua)**

*Board Member:* Alejandro Ventura, Minister of Education,  
Honduras

*Alternate Board Member:* Shaik Baksh, Minister of  
Education, Guyana

**DONOR 1 (Belgium, Luxembourg, Netherlands, Switzerland)**

*Board Member:* Sabine Blokhuis, Deputy Director, Ministry of Foreign Affairs, Netherlands

*Alternate Board Member:* Valérie Liechti, Education Policy Adviser, Swiss Agency for Development and Cooperation

**DONOR 2 (Australia, Spain)**

*Board Member:* TBD, Spain

*Alternate Board Member:* Jenny Da Rin, Assistant Director General Health, Education and Scholarships Branch Australian Agency for International Development

**DONOR 3 (Canada, United Kingdom)**

*Board Member:* Peter Colenso, Head of Human Development Department, DFID (UK) / Simon Bland, Head of Global Funds Department, DFID (UK)

*Alternate Board Member:* Christine Reissman, Director, AIDS, TB Programming and Health Institutions, Canadian International Development Agency

**DONOR 4 (Denmark, Ireland, Norway, Sweden)**

*Board Member:* Lena Ingelstam, Director of Department of Development Partnerships, Swedish Development Cooperation Agency

*Alternate Board Member:* Tove Degnbol, Head of Department, Ministry of Foreign Affairs, Denmark

**DONOR 5 (European Commission, France, Germany, Italy)**

*Board Member:* Lluis Riera, Director, European Commission DG Development

*Alternate Board Member:* Philippe Lacoste, Deputy Director of Global Public Goods, Ministry of Foreign Affairs, France

**DONOR 6 (Japan, United States, Russia)**

*Board Member:* Wendy Abt, Deputy Assistant Administrator, Economic Growth, Agriculture and Trade, United States Agency for International Development

*Alternate Board Member:* Mio Maeda, Senior Coordinator, Global Issues Cooperation Division, Ministry of Foreign Affairs, Japan

**CIVIL SOCIETY ORGANIZATIONS 1 (International/Northern)**

*Board Member:* Kailash Satyarthi, President, Global Campaign for Education (Interim)

*Alternate Board Member:* TBD

**CIVIL SOCIETY ORGANIZATION 2 (Developing Country)**

*Board Member:* TBD

*Alternate Board Member:* TBD

**CIVIL SOCIETY ORGANIZATIONS 3 (Teaching Profession)**

*Board Member:* Irene T. Duncan Adanusa, General Secretary, Ghana National Association of Teachers and Vice President of Education International

*Alternate Board Member:* Monique Fouiloux, Deputy General Secretary, Education International

**PRIVATE SECTOR/FOUNDATIONS**

*Board Member:* Lynn Murphy, Program Officer, Quality Education in Developing Countries, The William and Flora Hewlett Foundation

*Alternate Board Member:* Rane Johnson, Director, World-wide Education Strategy, Microsoft Corporation/Martina Roth, Director, Global Education Strategy Research & Policy, Corporate Affairs Group, Intel Corporation

**MULTILATERAL AGENCY 1 (UNESCO)**

*Board Member:* Qian Tang, Assistant Director General, Education, UNESCO

*Alternate Board Member:* Olav Seim, Director, Education for All Global Partnerships Team, UNESCO

**MULTILATERAL AGENCY 2 (UNICEF)**

*Board Member:* Saad Houry, Deputy Executive Director, UNICEF

*Alternate Board Member:* Susan Durston, Associate Director, Programmes and Chief, Education, UNICEF

**MULTILATERAL AGENCY 3 (Multilateral and Regional Banks)**

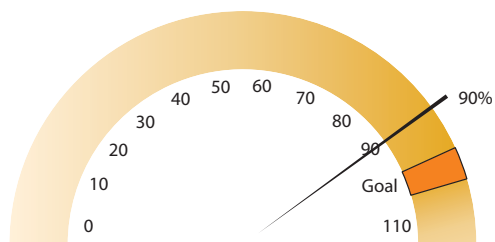
*Board Member:* Elizabeth King, Director of Education, Human Development Network, World Bank

*Alternate Board Member:* Olav Christensen, Senior Public Finance Specialist, World Bank



ANNEX 4

FTI Partner Country Profiles



**Most Recent (2009) Primary School Completion Rate\***

Source: UNESCO Institute for Statistics online database

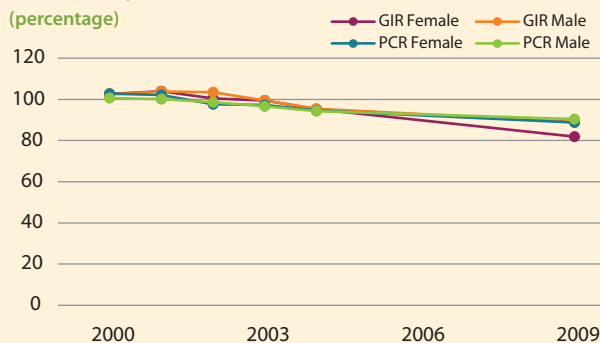
\*Throughout this document 'Primary School Completion Rate' refers to a proxy measure of completion—Gross Intake Ratio to the last grade of primary school!

**Education Indicators**

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Education share of recurrent budget (%)	—	—	—	<b>11</b>	<b>11</b>	<b>11</b>	<b>11</b>	—	—	—
Public education expenditure as a % of GDP	<b>3</b>	<b>3</b>	3	<b>3</b>	<b>4</b>	<b>4</b>	—	—	—	—
Share of primary education in recurrent education budget (%)	—	<b>63</b>	<b>61</b>	<b>66</b>	<b>65</b>	<b>64</b>	—	—	—	—
Primary school net enrollment rate	99	98	95	93	91	—	—	—	—	85
Primary school pupil teacher ratio	23	22	21	21	21	—	—	—	—	20
Percentage of repeaters in primary school (female)	3	3	3	2	2	—	—	—	—	1
Percentage of repeaters in primary school (male)	5	5	5	3	3	—	—	—	—	2
Primary school completion rate (female)	103	102	98	97	95	—	—	—	—	89
Primary school completion rate (male)	101	100	99	97	94	—	—	—	—	90
Transition rate from primary to secondary school (female)	95	—	100	99	—	—	—	—	—	—
Transition rate from primary to secondary school (male)	93	—	98	100	—	—	—	—	—	—

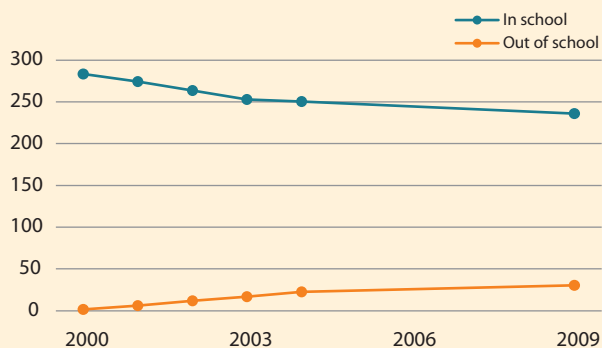
Source: UNESCO Institute for Statistics online database (normal font) and FTI Country Reports (bold). — : Data not available

**Primary School Gross Intake Ratio (GIR) and Primary School Completion Rate (PCR) (percentage)**



Source: UNESCO Institute for Statistics online database

**Total Primary School Enrollment and Children Out of School (thousands)**



Source: UNESCO Institute for Statistics online database

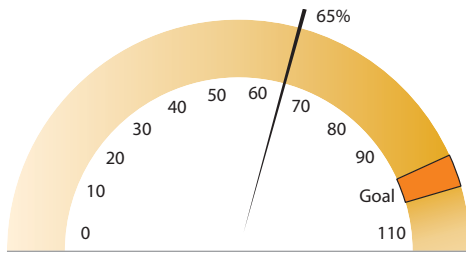
**Education Official Development Assistance<sup>†</sup> (US\$ millions)**

	Commitments									Disbursements								
	2002	2003	2004	2005	2006	2007	2008	2009	2002	2003	2004	2005	2006	2007	2008	2009		
Education (total)	32.0	133.5	49.6	30.6	51.2	51.2	84.1	69.6	25.6	132.4	38.9	40.0	35.8	59.1	67.2	74.1		
—Basic education	9.8	63.2	9.0	7.7	10.4	5.3	8.5	5.2	10.2	65.4	8.5	8.1	6.1	7.6	4.6	6.6		
—Secondary education	4.8	50.6	14.3	2.7	15.8	7.6	19.6	9.1	5.5	49.1	6.1	4.9	7.8	7.9	7.1	10.1		
—Post-secondary education	17.5	19.7	26.3	20.3	25.0	38.3	56.1	55.4	9.8	17.9	24.3	27.1	21.9	43.6	55.4	57.4		
Education ODA per capita (US\$)	10.4	43.2	16.0	9.8	16.4	16.3	26.8	22.1	8.3	42.9	12.6	12.9	11.5	18.9	21.4	23.5		
Basic ed. ODA per primary-aged child (US\$)	38.8	254.2	36.5	31.9	44.7	23.6	31.4	26.1	40.6	263.0	34.5	33.6	26.1	33.9	17.2	33.0		

Source: OECD/DAC CRS Online database and World Bank EdStats online database

<sup>†</sup> All values given in constant 2008 US\$ millions. Disbursement data for Denmark in 2002, Finland in 2004 and 2005 and for Luxembourg in 2002 and 2003 are not available. Basic education ODA includes 50% of Education ODA amounts not allocated by level and 10% of amounts allocated to general budget support. Secondary and Post-secondary education ODA each includes 25% of the amounts not allocated by level and 5% of amounts allocated to general budget support. Total Education ODA figures include the amounts for the three levels above and a notional 20% of general budget support received by the country (therefore amounts by levels don't add up to total education amounts).





**Most Recent (2008) Primary School Completion Rate\***

Source: UNESCO Institute for Statistics online database

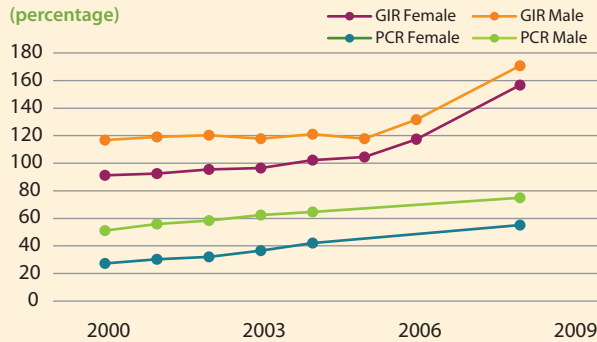
\*Throughout this document 'Primary School Completion Rate' refers to a proxy measure of completion—"Gross Intake Ratio to the last grade of primary school".

**Education Indicators**

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Education share of recurrent budget (%)	21	21	20	20	23	24	25	22	—	—
Public education expenditure as a % of GDP	3	4	3	3	4	4	4	4	—	—
Share of primary education in recurrent education budget (%)	52	54	—	—	50	46	54	58	—	—
Primary school net enrollment rate	—	—	—	87	88	85	87	—	93	—
Primary school pupil teacher ratio	53	54	53	62	52	47	44	—	45	—
Percentage of repeaters in primary school (female)	20	20	23	20	23	17	8	—	14	—
Percentage of repeaters in primary school (male)	20	20	21	20	23	17	8	—	14	—
Primary school completion rate (female)	27	30	32	37	42	—	—	—	55	—
Primary school completion rate (male)	51	56	58	62	65	—	—	—	75	—
Transition rate from primary to secondary school (female)	75	—	51	—	—	70	—	—	—	—
Transition rate from primary to secondary school (male)	73	—	51	—	—	72	—	—	—	—

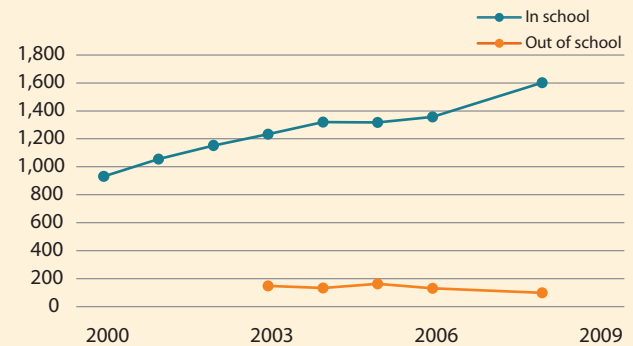
Source: UNESCO Institute for Statistics online database (normal font) and FTI Country Reports (bold). — : Data not available

**Primary School Gross Intake Ratio (GIR) and Primary School Completion Rate (PCR) (percentage)**



Source: UNESCO Institute for Statistics online database

**Total Primary School Enrollment and Children Out of School (thousands)**



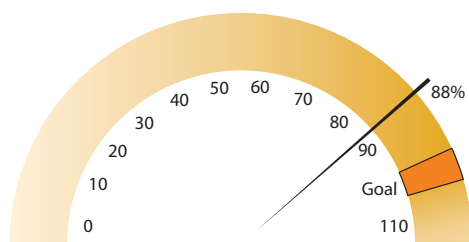
Source: UNESCO Institute for Statistics online database

**Education Official Development Assistance<sup>†</sup> (US\$ millions)**

	Commitments									Disbursements								
	2002	2003	2004	2005	2006	2007	2008	2009	2002	2003	2004	2005	2006	2007	2008	2009		
Education (total)	39.2	70.4	63.9	79.6	95.2	79.8	80.7	109.1	36.3	51.3	65.0	67.1	58.1	77.5	77.4	82.4		
—Basic education	14.2	34.1	36.8	26.3	51.9	37.1	40.9	36.0	11.6	19.7	29.6	26.8	18.9	33.5	43.2	38.7		
—Secondary education	2.0	8.8	2.2	18.0	8.0	9.1	10.0	8.4	6.7	6.5	8.3	8.7	6.1	10.7	8.7	12.1		
—Post-secondary education	23.0	27.5	24.9	35.3	35.3	33.5	29.7	64.6	18.0	25.1	27.1	31.5	33.1	33.3	25.6	31.6		
Education ODA per capita (US\$)	5.5	9.6	8.4	10.1	11.7	9.5	9.3	12.2	5.1	7.0	8.5	8.5	7.1	9.2	8.9	9.2		
Basic ed. ODA per primary-aged child (US\$)	12.3	28.6	30.0	20.8	39.9	27.8	29.8	25.5	10.1	16.6	24.1	21.2	14.5	25.0	31.4	27.4		

Source: OECD/DAC CRS Online database and World Bank EdStats online database

<sup>†</sup> All values given in constant 2008 US\$ millions. Disbursement data for Denmark in 2002, Finland in 2004 and 2005 and for Luxembourg in 2002 and 2003 are not available. Basic education ODA includes 50% of Education ODA amounts not allocated by level and 10% of amounts allocated to general budget support. Secondary and Post-secondary education ODA each includes 25% of the amounts not allocated by level and 5% of amounts allocated to general budget support. Total Education ODA figures include the amounts for the three levels above and a notional 20% of general budget support received by the country (therefore amounts by levels don't add up to total education amounts).



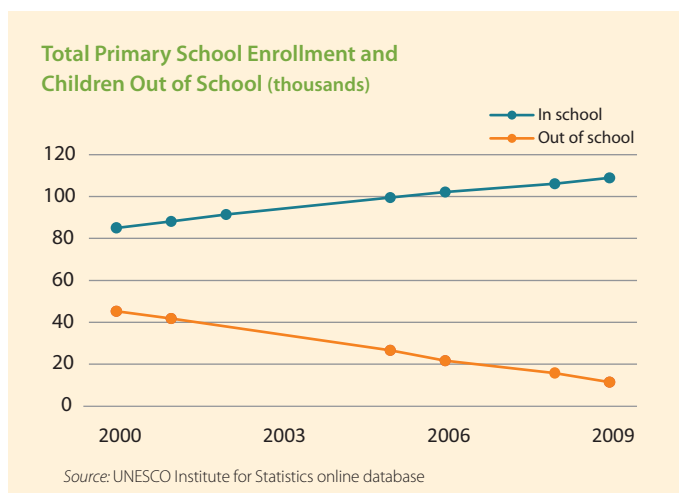
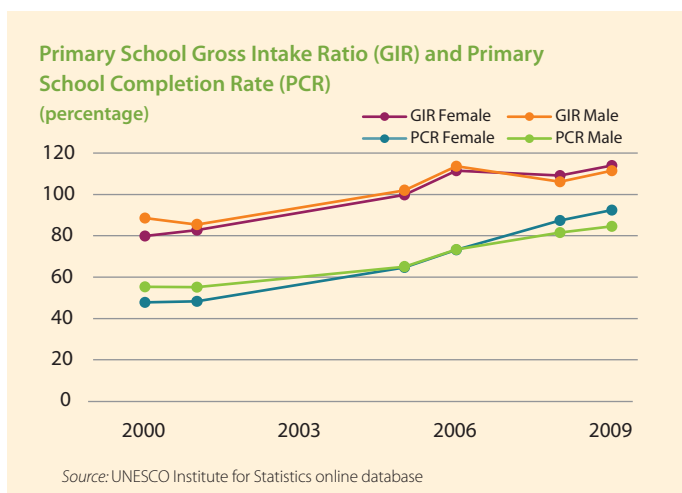
**Most Recent (2009) Primary School Completion Rate\***

Source: UNESCO Institute for Statistics online database

\*Throughout this document 'Primary School Completion Rate' refers to a proxy measure of completion—'Gross Intake Ratio to the last grade of primary school'.

Education Indicators	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Education share of recurrent budget (%)	18	17	—	—	—	22	—	—	—	—
Public education expenditure as a % of GDP	6	6	—	—	—	7	—	—	5	—
Share of primary education in recurrent education budget (%)	27	—	—	—	—	27	—	—	27	—
Primary school net enrollment rate	58	61	—	—	—	74	78	—	83	87
Primary school pupil teacher ratio	41	39	38	—	—	31	29	—	30	28
Percentage of repeaters in primary school (female)	13	12	12	—	—	9	6	—	6	6
Percentage of repeaters in primary school (male)	14	14	14	—	—	10	8	—	7	7
Primary school completion rate (female)	48	48	—	—	—	65	73	—	88	92
Primary school completion rate (male)	55	55	—	—	—	65	73	—	82	85
Transition rate from primary to secondary school (female)	83	—	—	—	—	94	—	—	100	—
Transition rate from primary to secondary school (male)	82	—	—	—	—	92	—	—	95	—

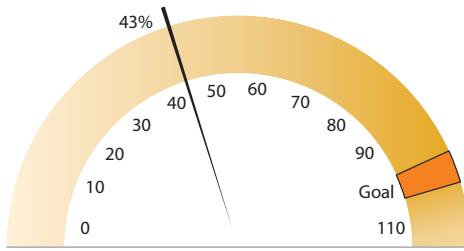
Source: UNESCO Institute for Statistics online database (normal font) and FTI Country Reports (bold). — : Data not available



Education Official Development Assistance <sup>†</sup> (US\$ millions)	Commitments									Disbursements								
	2002	2003	2004	2005	2006	2007	2008	2009	2002	2003	2004	2005	2006	2007	2008	2009		
Education (total)	8.6	69.7	4.0	7.8	9.6	17.3	18.1	5.6	5.5	11.2	16.2	12.5	25.7	22.4	24.0	16.9		
—Basic education	0.5	27.0	2.4	1.0	4.5	6.5	13.3	0.6	2.7	6.3	8.3	4.3	9.5	8.2	14.1	3.4		
—Secondary education	7.8	34.4	0.5	4.9	1.4	6.2	2.6	4.1	1.2	3.0	4.3	4.2	10.6	10.5	7.0	9.5		
—Post-secondary education	0.4	8.3	1.1	1.9	3.7	4.6	2.2	0.9	1.7	1.9	3.6	4.1	5.5	3.8	3.0	4.0		
Education ODA per capita (US\$)	14.5	113.3	6.3	11.9	14.4	25.6	26.4	8.0	9.3	18.2	25.6	19.3	38.7	33.2	35.0	24.3		
Basic ed. ODA per primary-aged child (US\$)	4.4	253.4	22.5	9.6	44.0	64.5	132.3	6.5	24.7	59.0	79.1	41.4	93.5	80.8	140.6	34.5		

Source: OECD/DAC CRS Online database and World Bank EdStats online database

† All values given in constant 2008 US\$ millions. Disbursement data for Denmark in 2002, Finland in 2004 and 2005 and for Luxembourg in 2002 and 2003 are not available. Basic education ODA includes 50% of Education ODA amounts not allocated by level and 10% of amounts allocated to general budget support. Secondary and Post-secondary education ODA each includes 25% of the amounts not allocated by level and 5% of amounts allocated to general budget support. Total Education ODA figures include the amounts for the three levels above and a notional 20% of general budget support received by the country (therefore amounts by levels don't add up to total education amounts).



**Most Recent (2009) Primary School Completion Rate\***

Source: UNESCO Institute for Statistics online database

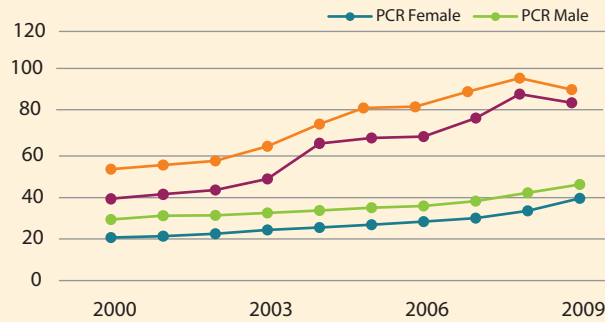
\*Throughout this document 'Primary School Completion Rate' refers to a proxy measure of completion—"Gross Intake Ratio to the last grade of primary school".

**Education Indicators**

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Education share of recurrent budget (%)	—	—	—	—	<b>14</b>	—	<b>15</b>	—	—	—
Public education expenditure as a % of GDP	—	—	—	—	—	5	5	5	—	—
Share of primary education in recurrent education budget (%)	—	—	—	<b>70</b>	<b>66</b>	71	66	—	—	—
Primary school net enrollment rate	36	37	36	38	41	45	48	54	60	63
Primary school pupil teacher ratio	49	47	45	45	49	47	46	48	49	49
Percentage of repeaters in primary school (female)	17	18	18	15	13	12	12	12	10	11
Percentage of repeaters in primary school (male)	17	18	17	15	13	12	12	12	11	11
Primary school completion rate (female)	21	21	22	24	26	27	28	30	34	40
Primary school completion rate (male)	29	31	31	33	34	35	36	38	42	46
Transition rate from primary to secondary school (female)	35	36	39	43	44	43	44	50	45	—
Transition rate from primary to secondary school (male)	37	38	41	46	47	45	47	54	52	—

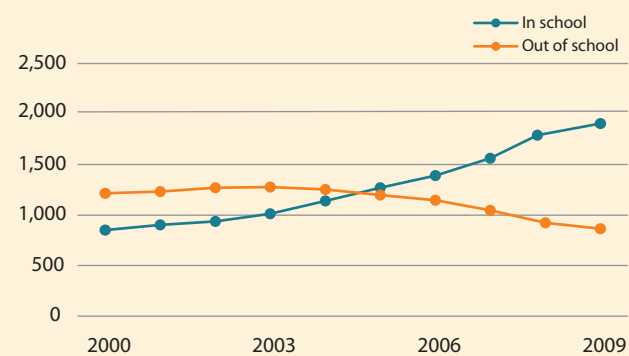
Source: UNESCO Institute for Statistics online database (normal font) and FTI Country Reports (bold). —: Data not available

**Primary School Gross Intake Ratio (GIR) and Primary School Completion Rate (PCR) (percentage)**



Source: UNESCO Institute for Statistics online database

**Total Primary School Enrollment and Children Out of School (thousands)**



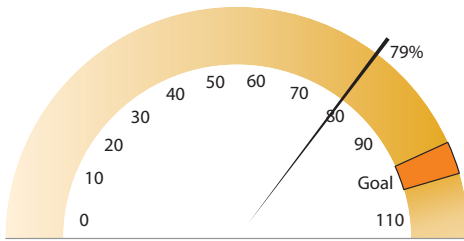
Source: UNESCO Institute for Statistics online database

**Education Official Development Assistance<sup>†</sup> (US\$ millions)**

	Commitments									Disbursements								
	2002	2003	2004	2005	2006	2007	2008	2009	2002	2003	2004	2005	2006	2007	2008	2009		
Education (total)	185.3	58.9	97.3	184.5	230.6	99.0	203.9	168.1	87.1	94.7	108.0	105.2	152.2	148.2	153.4	197.1		
—Basic education	125.2	34.7	75.3	105.3	167.0	63.1	111.3	86.3	50.9	57.5	69.2	55.1	105.9	96.5	103.9	116.9		
—Secondary education	23.6	9.4	7.9	28.4	34.9	9.6	34.8	36.8	16.1	16.6	17.1	15.2	16.4	21.3	21.6	32.5		
—Post-secondary education	36.5	14.7	14.2	50.8	28.8	26.2	57.8	45.0	20.2	20.6	21.8	34.8	29.9	30.4	27.9	47.7		
Education ODA per capita (US\$)	14.9	4.6	7.3	13.4	16.2	6.7	13.4	10.7	7.0	7.4	8.1	7.7	10.7	10.1	10.1	12.5		
Basic ed. ODA per primary-aged child (US\$)	62.0	16.7	35.2	47.9	74.0	27.3	46.9	35.5	25.2	27.7	32.3	25.1	46.9	41.7	43.8	48.0		

Source: OECD/DAC CRS Online database and World Bank EdStats online database

† All values given in constant 2008 US\$ millions. Disbursement data for Denmark in 2002, Finland in 2004 and 2005 and for Luxembourg in 2002 and 2003 are not available. Basic education ODA includes 50% of Education ODA amounts not allocated by level and 10% of amounts allocated to general budget support. Secondary and Post-secondary education ODA each includes 25% of the amounts not allocated by level and 5% of amounts allocated to general budget support. Total Education ODA figures include the amounts for the three levels above and a notional 20% of general budget support received by the country (therefore amounts by levels don't add up to total education amounts).



**Most Recent (2008) Primary School Completion Rate\***

Source: UNESCO Institute for Statistics online database

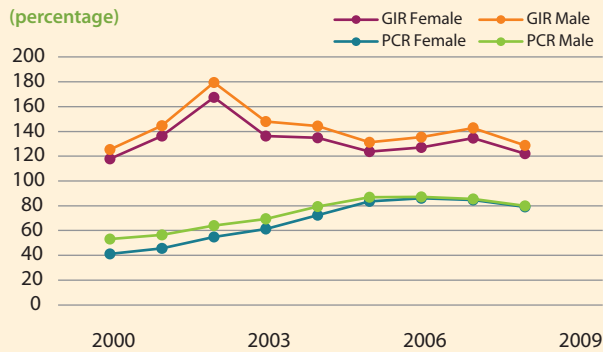
\*Throughout this document 'Primary School Completion Rate' refers to a proxy measure of completion—Gross Intake Ratio to the last grade of primary school!

**Education Indicators**

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Education share of recurrent budget (%)	—	<b>14</b>	<b>15</b>	<b>20</b>	<b>17</b>	<b>19</b>	<b>19</b>	19	—	—
Public education expenditure as a % of GDP	2	2	2	—	2	<b>2</b>	<b>2</b>	2	—	—
Share of primary education in recurrent education budget (%)	62	73	—	—	<b>62</b>	<b>72</b>	<b>68</b>	<b>70</b>	—	—
Primary school net enrollment rate	87	84	86	—	—	—	90	90	89	—
Primary school pupil teacher ratio	50	53	56	56	55	53	50	51	49	—
Percentage of repeaters in primary school (female)	21	16	9	9	9	12	11	10	10	—
Percentage of repeaters in primary school (male)	23	17	10	11	12	15	14	13	12	—
Primary school completion rate (female)	41	46	55	61	72	83	86	85	79	—
Primary school completion rate (male)	53	57	64	69	79	87	87	85	80	—
Transition rate from primary to secondary school (female)	70	78	79	80	80	80	78	79	—	—
Transition rate from primary to secondary school (male)	81	86	86	85	84	83	81	80	—	—

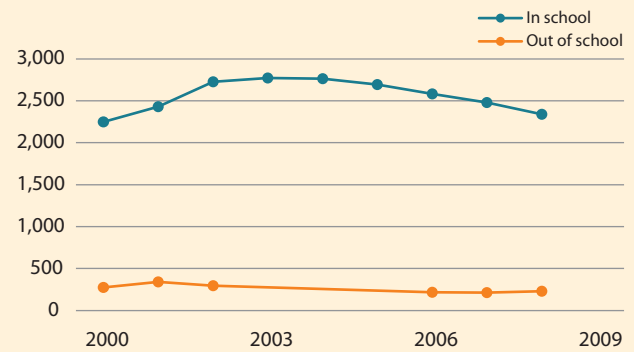
Source: UNESCO Institute for Statistics online database (normal font) and FTI Country Reports (bold). — : Data not available

**Primary School Gross Intake Ratio (GIR) and Primary School Completion Rate (PCR) (percentage)**



Source: UNESCO Institute for Statistics online database

**Total Primary School Enrollment and Children Out of School (thousands)**



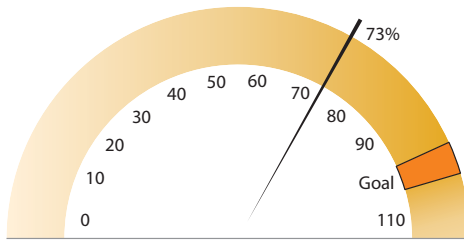
Source: UNESCO Institute for Statistics online database

**Education Official Development Assistance<sup>†</sup> (US\$ millions)**

	Commitments									Disbursements								
	2002	2003	2004	2005	2006	2007	2008	2009	2002	2003	2004	2005	2006	2007	2008	2009		
Education (total)	157.1	28.2	45.9	49.3	73.4	35.4	33.4	31.9	45.5	48.2	43.3	47.5	56.6	49.6	41.5	44.7		
—Basic education	97.5	7.0	16.2	17.2	56.1	12.2	10.1	11.9	17.1	17.6	20.5	20.6	34.7	26.0	20.8	20.0		
—Secondary education	18.3	3.9	4.9	16.5	2.5	5.0	4.3	7.3	8.4	7.1	4.2	4.6	6.0	6.8	6.6	7.4		
—Post-secondary education	41.3	17.3	24.9	15.6	14.8	18.3	19.0	12.7	20.0	23.5	18.5	22.3	15.9	16.7	14.1	17.3		
Education ODA per capita (US\$)	11.9	2.1	3.4	3.6	5.2	2.5	2.3	2.2	3.4	3.6	3.2	3.4	4.0	3.5	2.9	3.0		
Basic ed. ODA per primary-aged child (US\$)	44.2	3.2	7.4	8.0	26.5	5.9	5.0	6.0	7.7	8.0	9.4	9.6	16.4	12.5	10.3	10.2		

Source: OECD/DAC CRS Online database and World Bank EdStats online database

† All values given in constant 2008 US\$ millions. Disbursement data for Denmark in 2002, Finland in 2004 and 2005 and for Luxembourg in 2002 and 2003 are not available. Basic education ODA includes 50% of Education ODA amounts not allocated by level and 10% of amounts allocated to general budget support. Secondary and Post-secondary education ODA each includes 25% of the amounts not allocated by level and 5% of amounts allocated to general budget support. Total Education ODA figures include the amounts for the three levels above and a notional 20% of general budget support received by the country (therefore amounts by levels don't add up to total education amounts).



**Most Recent (2009) Primary School Completion Rate\***

Source: UNESCO Institute for Statistics online database

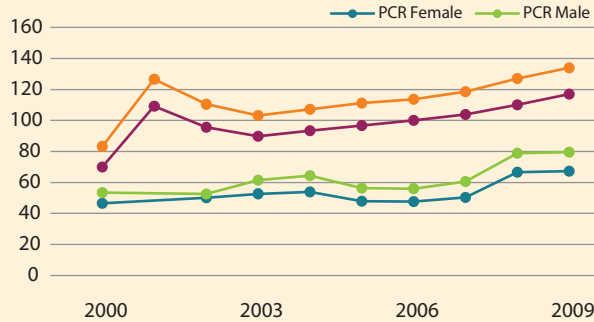
\*Throughout this document 'Primary School Completion Rate' refers to a proxy measure of completion—"Gross Intake Ratio to the last grade of primary school".

**Education Indicators**

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Education share of recurrent budget (%)	11	—	—	<b>16</b>	<b>16</b>	<b>16</b>	<b>13</b>	—	—	—
Public education expenditure as a % of GDP	2	3	3	3	3	3	3	3	3	4
Share of primary education in recurrent education budget (%)	—	—	—	—	—	35	34	35	34	30
Primary school net enrollment rate	—	—	—	—	—	—	—	—	88	92
Primary school pupil teacher ratio	52	63	61	57	54	48	45	44	46	46
Percentage of repeaters in primary school (female)	26	—	24	25	24	26	23	19	16	14
Percentage of repeaters in primary school (male)	27	—	26	26	26	26	27	21	17	15
Primary school completion rate (female)	46	—	50	53	54	48	48	50	67	67
Primary school completion rate (male)	53	—	53	61	64	56	56	61	79	80
Transition rate from primary to secondary school (female)	25	—	—	—	—	34	—	50	45	—
Transition rate from primary to secondary school (male)	28	—	—	—	—	32	—	46	42	—

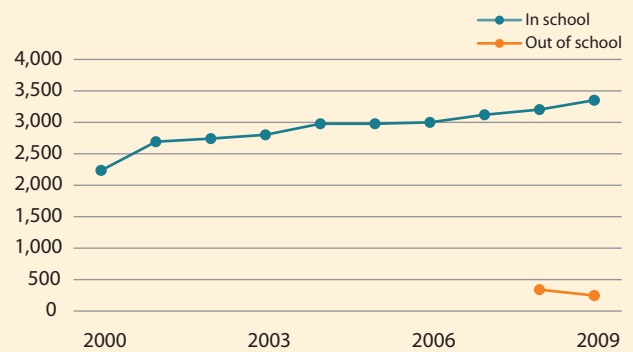
Source: UNESCO Institute for Statistics online database (normal font) and FTI Country Reports (bold). — : Data not available

**Primary School Gross Intake Ratio (GIR) and Primary School Completion Rate (PCR) (percentage)**



Source: UNESCO Institute for Statistics online database

**Total Primary School Enrollment and Children Out of School (thousands)**



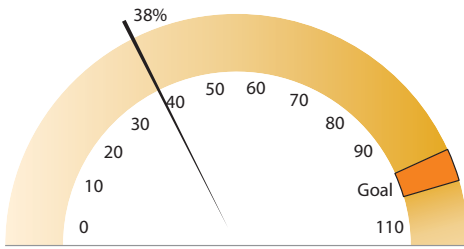
Source: UNESCO Institute for Statistics online database

**Education Official Development Assistance<sup>†</sup> (US\$ millions)**

	Commitments									Disbursements								
	2002	2003	2004	2005	2006	2007	2008	2009	2002	2003	2004	2005	2006	2007	2008	2009		
Education (total)	125.0	131.9	127.3	76.0	176.8	130.4	166.9	147.7	67.8	133.9	140.4	144.0	173.8	146.4	145.0	134.0		
—Basic education	18.1	18.8	16.0	25.0	37.7	9.9	20.1	28.9	17.7	19.8	22.3	17.6	33.9	23.4	28.9	23.0		
—Secondary education	8.9	7.5	2.3	4.9	11.7	4.1	46.2	16.3	5.7	5.6	6.3	5.6	11.6	6.0	14.6	12.0		
—Post-secondary education	98.0	105.6	109.0	46.0	127.4	116.4	100.6	102.4	44.4	108.5	111.8	120.8	128.3	117.0	101.4	99.0		
Education ODA per capita (US\$)	7.5	7.7	7.3	4.3	9.7	7.0	8.7	7.6	4.1	7.9	8.1	8.1	9.5	7.8	7.6	6.9		
Basic ed. ODA per primary-aged child (US\$)	6.8	7.0	5.9	9.1	13.5	3.5	7.0	9.8	6.6	7.3	8.2	6.4	12.1	8.3	10.0	7.8		

Source: OECD/DAC CRS Online database and World Bank EdStats online database

† All values given in constant 2008 US\$ millions. Disbursement data for Denmark in 2002, Finland in 2004 and 2005 and for Luxembourg in 2002 and 2003 are not available. Basic education ODA includes 50% of Education ODA amounts not allocated by level and 10% of amounts allocated to general budget support. Secondary and Post-secondary education ODA each includes 25% of the amounts not allocated by level and 5% of amounts allocated to general budget support. Total Education ODA figures include the amounts for the three levels above and a notional 20% of general budget support received by the country (therefore amounts by levels don't add up to total education amounts).



**Most Recent (2009) Primary School Completion Rate\***

Source: UNESCO Institute for Statistics online database

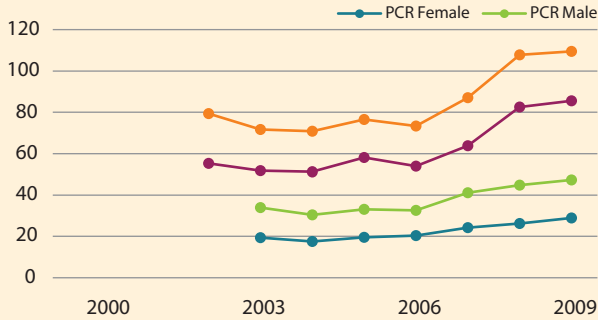
\*Throughout this document 'Primary School Completion Rate' refers to a proxy measure of completion—Gross Intake Ratio to the last grade of primary school.

**Education Indicators**

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Education share of recurrent budget (%)	—	—	—	—	—	14	—	14	—	—
Public education expenditure as a % of GDP	2	—	1	2	2	2	1	1	1	—
Share of primary education in recurrent education budget (%)	—	—	—	—	—	—	52	48	—	—
Primary school net enrollment rate	—	—	—	—	—	48	48	57	66	67
Primary school pupil teacher ratio	—	—	—	—	—	89	83	91	100	95
Percentage of repeaters in primary school (female)	—	—	—	31	31	30	28	27	26	24
Percentage of repeaters in primary school (male)	—	—	—	30	30	29	28	27	25	24
Primary school completion rate (female)	—	—	—	19	17	20	20	24	26	29
Primary school completion rate (male)	—	—	—	34	30	33	33	41	45	47
Transition rate from primary to secondary school (female)	—	—	—	—	52	51	—	—	45	—
Transition rate from primary to secondary school (male)	—	—	—	—	46	44	—	—	45	—

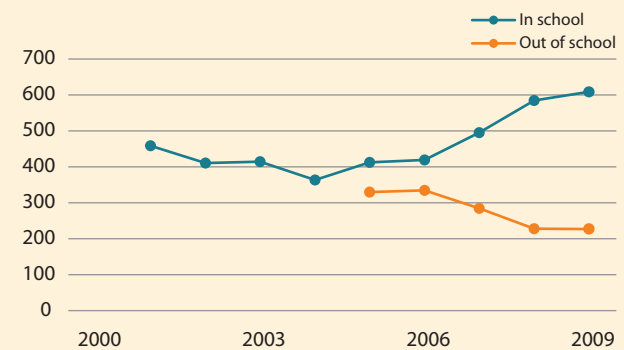
Source: UNESCO Institute for Statistics online database (normal font) and FTI Country Reports (bold). — : Data not available

**Primary School Gross Intake Ratio (GIR) and Primary School Completion Rate (PCR) (percentage)**



Source: UNESCO Institute for Statistics online database

**Total Primary School Enrollment and Children Out of School (thousands)**



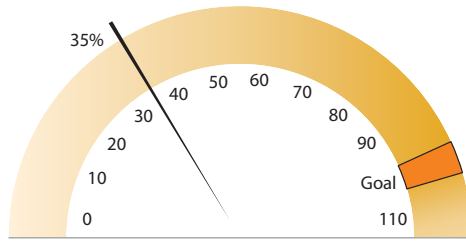
Source: UNESCO Institute for Statistics online database

**Education Official Development Assistance\* (US\$ millions)**

	Commitments									Disbursements						
	2002	2003	2004	2005	2006	2007	2008	2009	2002	2003	2004	2005	2006	2007	2008	2009
Education (total)	18.4	10.1	11.9	11.1	9.5	20.8	16.5	31.6	9.5	9.6	15.6	14.7	9.4	20.0	12.0	21.0
—Basic education	7.9	1.0	2.3	3.3	1.8	7.5	6.3	14.3	1.1	1.0	4.1	4.7	1.6	7.1	3.8	9.3
—Secondary education	1.1	0.9	1.5	0.4	1.0	3.7	3.4	7.1	0.8	0.8	2.4	0.6	0.9	3.5	2.4	4.4
—Post-secondary education	9.4	8.2	8.1	7.3	6.7	9.5	6.9	10.1	7.7	7.7	9.1	9.4	7.0	9.4	5.8	7.3
Education ODA per capita (US\$)	4.7	2.5	3.0	2.7	2.3	4.9	3.8	7.1	2.5	2.4	3.9	3.6	2.3	4.7	2.8	4.7
Basic ed. ODA per primary-aged child (US\$)	13.2	1.6	3.6	5.2	2.8	11.4	9.3	20.9	1.8	1.7	6.6	7.3	2.4	10.7	5.6	13.6

Source: OECD/DAC CRS Online database and World Bank EdStats online database

† All values given in constant 2008 US\$ millions. Disbursement data for Denmark in 2002, Finland in 2004 and 2005 and for Luxembourg in 2002 and 2003 are not available. Basic education ODA includes 50% of Education ODA amounts not allocated by level and 10% of amounts allocated to general budget support. Secondary and Post-secondary education ODA each includes 25% of the amounts not allocated by level and 5% of amounts allocated to general budget support. Total Education ODA figures include the amounts for the three levels above and a notional 20% of general budget support received by the country (therefore amounts by levels don't add up to total education amounts).



**Most Recent (2006) Primary School Completion Rate\***

Source: UNESCO Institute for Statistics online database

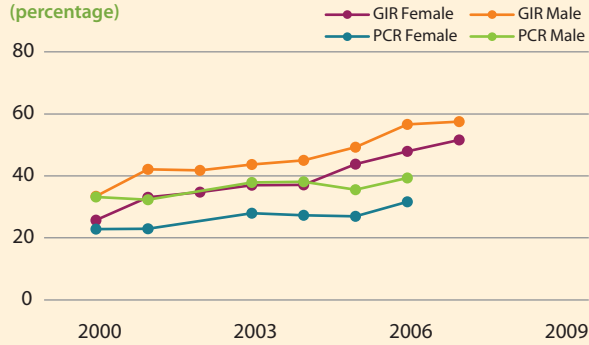
\*Throughout this document 'Primary School Completion Rate' refers to a proxy measure of completion—'Gross Intake Ratio to the last grade of primary school'.

**Education Indicators**

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Education share of recurrent budget (%)	—	—	—	—	<b>19</b>	<b>19</b>	<b>21</b>	—	—	—
Public education expenditure as a % of GDP	10	8	8	9	9	8	8	8	—	—
Share of primary education in recurrent education budget (%)	—	—	—	—	<b>41</b>	—	<b>41</b>	—	—	—
Primary school net enrollment rate	27	29	30	31	33	34	38	40	—	—
Primary school pupil teacher ratio	32	36	—	35	35	35	34	35	—	—
Percentage of repeaters in primary school (female)	14	14	11	11	9	9	7	9	—	—
Percentage of repeaters in primary school (male)	15	14	11	11	9	9	8	9	—	—
Primary school completion rate (female)	23	23	—	28	27	27	32	—	—	—
Primary school completion rate (male)	33	32	—	38	38	35	39	—	—	—
Transition rate from primary to secondary school (female)	48	45	—	55	67	70	85	—	—	—
Transition rate from primary to secondary school (male)	50	51	—	57	74	75	90	—	—	—

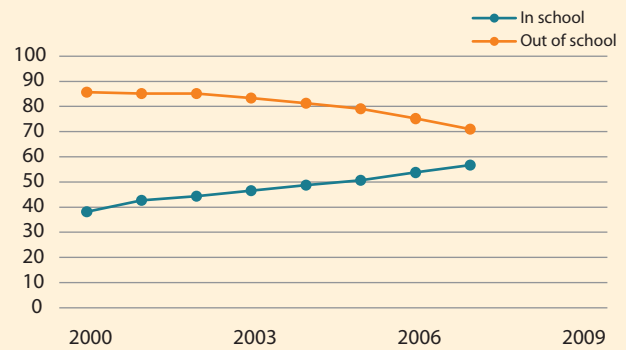
Source: UNESCO Institute for Statistics online database (normal font) and FTI Country Reports (bold). —: Data not available

**Primary School Gross Intake Ratio (GIR) and Primary School Completion Rate (PCR) (percentage)**



Source: UNESCO Institute for Statistics online database

**Total Primary School Enrollment and Children Out of School (thousands)**



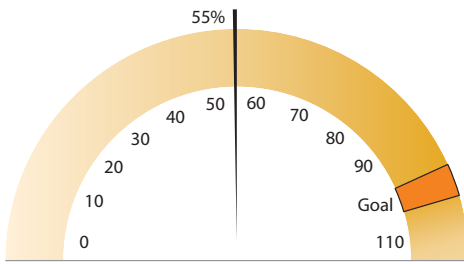
Source: UNESCO Institute for Statistics online database

**Education Official Development Assistance<sup>†</sup> (US\$ millions)**

	Commitments									Disbursements								
	2002	2003	2004	2005	2006	2007	2008	2009	2002	2003	2004	2005	2006	2007	2008	2009		
Education (total)	29.8	30.6	22.0	36.5	34.4	35.5	21.2	16.4	33.0	29.3	30.2	42.9	32.7	29.1	23.9	21.0		
—Basic education	6.5	8.9	0.6	10.7	7.3	18.8	8.4	6.5	7.8	7.3	8.1	18.2	6.8	11.0	10.5	9.9		
—Secondary education	7.9	6.4	5.2	5.8	0.4	2.2	3.8	2.1	8.7	6.4	5.5	0.4	1.1	3.2	4.8	2.9		
—Post-secondary education	15.4	15.2	16.2	19.9	26.7	14.5	9.0	7.8	16.5	15.6	16.6	24.2	24.8	14.9	8.6	8.2		
Education ODA per capita (US\$)	39.1	39.4	27.8	45.3	42.0	42.5	25.0	18.9	43.2	37.7	38.2	53.2	39.9	34.9	28.1	24.3		
Basic ed. ODA per primary-aged child (US\$)	53.6	73.2	5.0	88.1	59.8	154.6	69.2	53.0	64.2	60.0	66.3	149.3	55.5	90.3	85.9	81.0		

Source: OECD/DAC CRS Online database and World Bank EdStats online database

† All values given in constant 2008 US\$ millions. Disbursement data for Denmark in 2002, Finland in 2004 and 2005 and for Luxembourg in 2002 and 2003 are not available. Basic education ODA includes 50% of Education ODA amounts not allocated by level and 10% of amounts allocated to general budget support. Secondary and Post-secondary education ODA each includes 25% of the amounts not allocated by level and 5% of amounts allocated to general budget support. Total Education ODA figures include the amounts for the three levels above and a notional 20% of general budget support received by the country (therefore amounts by levels don't add up to total education amounts).



**Most Recent (2009) Primary School Completion Rate\***

Source: UNESCO Institute for Statistics online database

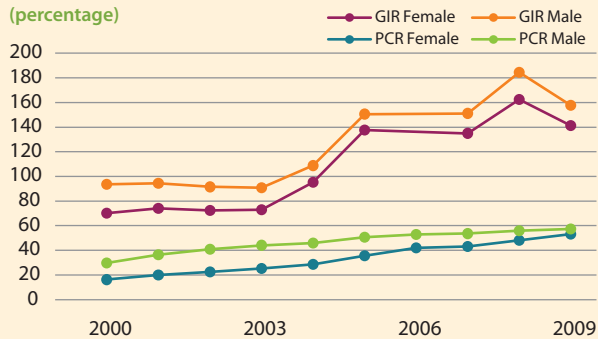
\*Throughout this document 'Primary School Completion Rate' refers to a proxy measure of completion—Gross Intake Ratio to the last grade of primary school!

**Education Indicators**

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Education share of recurrent budget (%)	10	13	14	—	—	—	19	28	—	—
Public education expenditure as a % of GDP	4	4	4	<b>5</b>	<b>5</b>	<b>5</b>	6	6	—	—
Share of primary education in recurrent education budget (%)	—	—	—	—	—	—	51	51	—	—
Primary school net enrollment rate	40	44	46	47	50	62	68	75	82	83
Primary school pupil teacher ratio	67	—	—	<b>64</b>	<b>65</b>	<b>66</b>	<b>62</b>	—	62	58
Percentage of repeaters in primary school (female)	13	13	14	15	11	6	6	5	4	5
Percentage of repeaters in primary school (male)	13	13	14	14	12	8	7	7	5	6
Primary school completion rate (female)	16	20	22	25	29	36	42	43	48	53
Primary school completion rate (male)	30	37	41	44	46	51	53	54	56	57
Transition rate from primary to secondary school (female)	—	—	—	100	91	—	87	89	87	—
Transition rate from primary to secondary school (male)	—	—	—	93	91	—	90	88	84	—

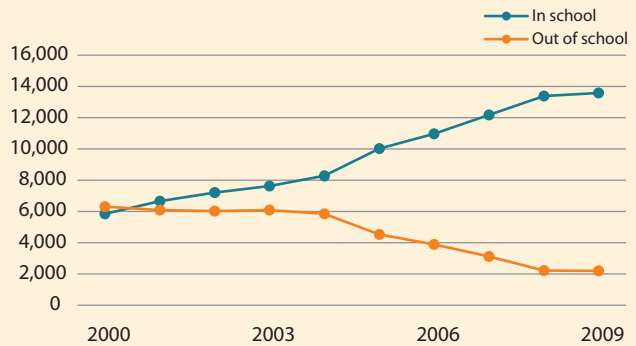
Source: UNESCO Institute for Statistics online database (normal font) and FTI Country Reports (bold). — : Data not available

**Primary School Gross Intake Ratio (GIR) and Primary School Completion Rate (PCR) (percentage)**



Source: UNESCO Institute for Statistics online database

**Total Primary School Enrollment and Children Out of School (thousands)**



Source: UNESCO Institute for Statistics online database

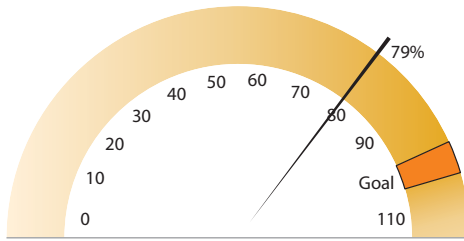
**Education Official Development Assistance\* (US\$ millions)**

	Commitments									Disbursements								
	2002	2003	2004	2005	2006	2007	2008	2009	2002	2003	2004	2005	2006	2007	2008	2009		
Education (total)	116.3	155.1	232.3	70.4	410.6	178.3	196.5	780.4	90.9	117.3	169.4	107.3	226.4	331.4	233.9	602.2		
—Basic education	52.6	74.7	108.9	37.3	310.9	86.2	119.6	400.3	47.5	66.8	102.4	46.3	149.6	262.5	120.2	306.2		
—Secondary education	25.6	45.9	39.9	12.0	46.1	38.6	36.4	185.4	18.3	18.0	27.8	21.9	30.4	30.4	50.0	140.3		
—Post-secondary education	38.1	34.4	83.5	21.0	53.5	53.5	40.5	194.7	25.2	32.5	39.2	39.1	46.5	38.5	63.7	155.7		
Education ODA per capita (US\$)	1.7	2.2	3.2	0.9	5.4	2.3	2.4	9.4	1.3	1.7	2.3	1.4	3.0	4.2	2.9	7.3		
Basic ed. ODA per primary-aged child (US\$)	4.7	6.4	9.1	3.0	24.8	6.7	9.2	30.2	4.2	5.7	8.6	3.8	11.9	20.5	9.2	23.1		

Source: OECD/DAC CRS Online database and World Bank EdStats online database

† All values given in constant 2008 US\$ millions. Disbursement data for Denmark in 2002, Finland in 2004 and 2005 and for Luxembourg in 2002 and 2003 are not available. Basic education ODA includes 50% of Education ODA amounts not allocated by level and 10% of amounts allocated to general budget support. Secondary and Post-secondary education ODA each includes 25% of the amounts not allocated by level and 5% of amounts allocated to general budget support. Total Education ODA figures include the amounts for the three levels above and a notional 20% of general budget support received by the country (therefore amounts by levels don't add up to total education amounts).





**Most Recent (2008) Primary School Completion Rate\***

Source: UNESCO Institute for Statistics online database

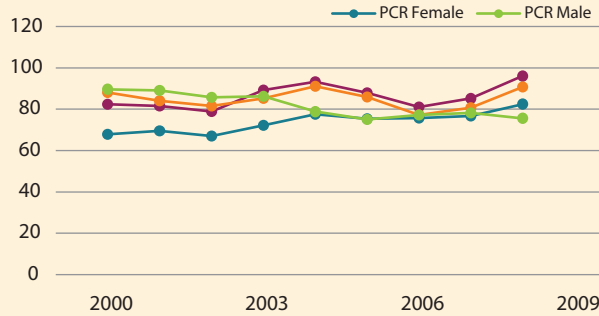
\*Throughout this document 'Primary School Completion Rate' refers to a proxy measure of completion—"Gross Intake Ratio to the last grade of primary school".

**Education Indicators**

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Education share of recurrent budget (%)	14	—	14	<b>12</b>	<b>12</b>	<b>10</b>	<b>16</b>	—	—	—
Public education expenditure as a % of GDP	3	—	3	2	2	—	—	—	—	—
Share of primary education in recurrent education budget (%)	—	<b>52</b>	—	<b>69</b>	<b>70</b>	<b>71</b>	<b>73</b>	—	—	—
Primary school net enrollment rate	72	72	69	72	72	69	74	72	69	—
Primary school pupil teacher ratio	37	39	38	39	39	37	38	35	34	—
Percentage of repeaters in primary school (female)	8	9	9	6	5	7	5	6	5	—
Percentage of repeaters in primary school (male)	9	8	8	6	5	6	5	6	6	—
Primary school completion rate (female)	68	70	67	72	78	75	76	77	83	—
Primary school completion rate (male)	90	89	86	86	79	75	77	78	76	—
Transition rate from primary to secondary school (female)	65	64	87	85	80	—	81	81	—	—
Transition rate from primary to secondary school (male)	66	65	82	82	87	—	81	78	—	—

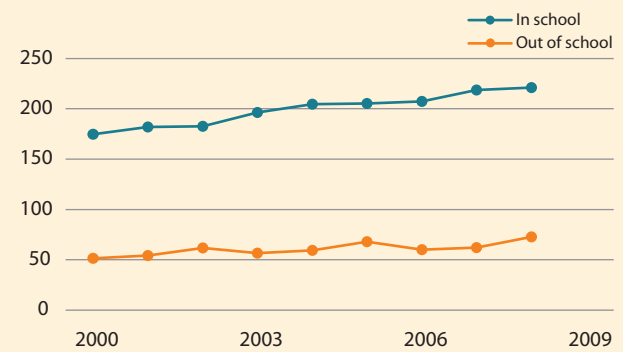
Source: UNESCO Institute for Statistics online database (normal font) and FTI Country Reports (bold). — : Data not available

**Primary School Gross Intake Ratio (GIR) and Primary School Completion Rate (PCR) (percentage)**



Source: UNESCO Institute for Statistics online database

**Total Primary School Enrollment and Children Out of School (thousands)**



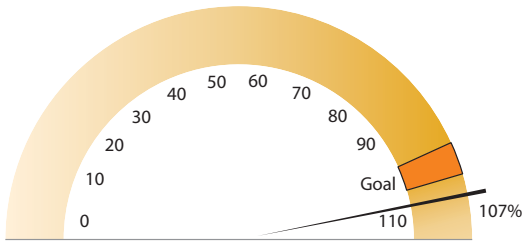
Source: UNESCO Institute for Statistics online database

**Education Official Development Assistance<sup>†</sup> (US\$ millions)**

	Commitments									Disbursements								
	2002	2003	2004	2005	2006	2007	2008	2009	2002	2003	2004	2005	2006	2007	2008	2009		
Education (total)	2.6	1.6	7.4	3.1	6.6	7.4	4.8	7.2	12.4	6.6	7.3	7.2	4.4	15.6	11.5	9.4		
—Basic education	1.3	0.8	6.6	1.7	4.2	5.6	1.9	3.4	8.0	4.0	4.7	5.9	3.0	13.1	7.9	5.4		
—Secondary education	0.5	0.2	0.2	0.6	0.8	0.7	1.8	1.7	1.7	0.9	0.9	0.5	0.3	1.1	2.2	1.9		
—Post-secondary education	0.8	0.6	0.5	0.8	1.5	1.0	1.1	2.2	2.8	1.7	1.7	0.9	1.1	1.4	1.5	2.0		
Education ODA per capita (US\$)	1.9	1.1	5.0	2.0	4.2	4.6	2.9	4.2	8.9	4.6	4.9	4.7	2.8	9.7	6.9	5.5		
Basic ed. ODA per primary-aged child (US\$)	6.5	3.8	29.6	7.3	17.6	22.7	7.4	12.8	38.4	18.6	21.0	25.2	12.3	52.7	30.7	20.6		

Source: OECD/DAC CRS Online database and World Bank EdStats online database

<sup>†</sup> All values given in constant 2008 US\$ millions. Disbursement data for Denmark in 2002, Finland in 2004 and 2005 and for Luxembourg in 2002 and 2003 are not available. Basic education ODA includes 50% of Education ODA amounts not allocated by level and 10% of amounts allocated to general budget support. Secondary and Post-secondary education ODA each includes 25% of the amounts not allocated by level and 5% of amounts allocated to general budget support. Total Education ODA figures include the amounts for the three levels above and a notional 20% of general budget support received by the country (therefore amounts by levels don't add up to total education amounts).



**Most Recent (2009) Primary School Completion Rate\***

Source: UNESCO Institute for Statistics online database

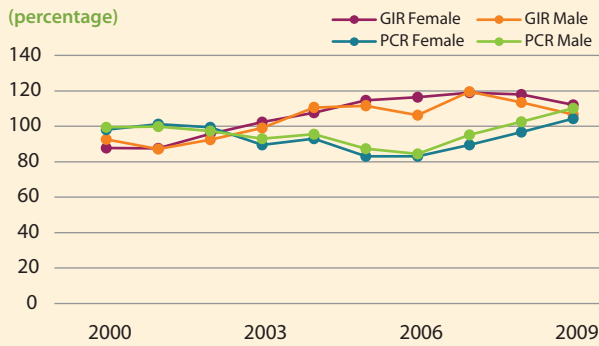
\*Throughout this document 'Primary School Completion Rate' refers to a proxy measure of completion—Gross Intake Ratio to the last grade of primary school.

**Education Indicators**

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Education share of recurrent budget (%)	—	—	—	—	14	—	—	<b>11</b>	—	—
Public education expenditure as a % of GDP	2	2	2	2	3	3	3	3	3	3
Share of primary education in recurrent education budget (%)	—	—	—	—	—	—	—	—	—	—
Primary school net enrollment rate	—	—	—	—	91	91	93	94	99	100
Primary school pupil teacher ratio	17	16	14	15	—	9	—	—	9	9
Percentage of repeaters in primary school (female)	0	0	0	0	0	0	0	0	0	0
Percentage of repeaters in primary school (male)	0	0	0	0	0	0	0	0	0	0
Primary school completion rate (female)	98	101	100	90	93	83	83	90	97	104
Primary school completion rate (male)	99	100	97	93	96	87	85	95	103	110
Transition rate from primary to secondary school (female)	98	96	97	—	96	100	—	100	99	—
Transition rate from primary to secondary school (male)	98	100	99	—	99	98	—	99	99	—

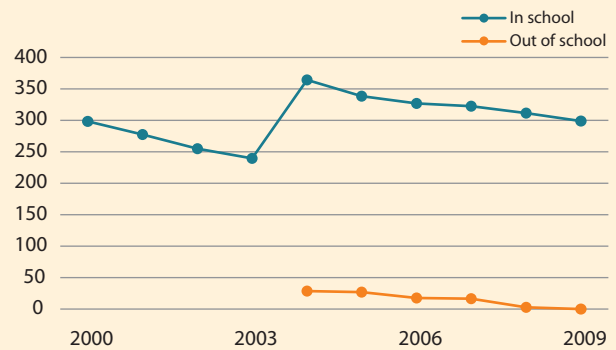
Source: UNESCO Institute for Statistics online database (normal font) and FTI Country Reports (bold). — : Data not available

**Primary School Gross Intake Ratio (GIR) and Primary School Completion Rate (PCR) (percentage)**



Source: UNESCO Institute for Statistics online database

**Total Primary School Enrollment and Children Out of School (thousands)**



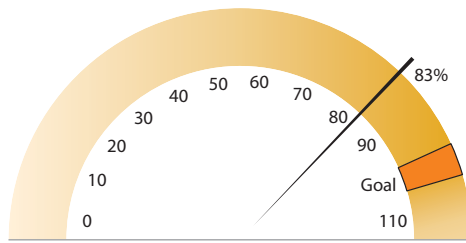
Source: UNESCO Institute for Statistics online database

**Education Official Development Assistance\* (US\$ millions)**

	Commitments									Disbursements								
	2002	2003	2004	2005	2006	2007	2008	2009	2002	2003	2004	2005	2006	2007	2008	2009		
Education (total)	30.2	34.4	38.0	19.7	67.4	37.8	76.5	89.4	21.2	30.0	38.8	54.1	54.3	43.1	84.1	44.0		
—Basic education	6.1	6.1	5.3	8.2	18.9	7.7	27.2	19.9	8.9	3.6	6.7	12.0	13.2	9.3	29.4	9.2		
—Secondary education	3.4	3.0	2.5	3.4	12.3	3.8	14.0	36.9	5.1	3.4	4.1	6.6	7.1	4.9	16.0	6.4		
—Post-secondary education	20.7	25.2	30.2	8.1	36.2	26.3	35.3	32.5	7.3	23.0	28.0	35.5	34.0	28.9	38.8	28.4		
Education ODA per capita (US\$)	6.5	7.5	8.4	4.4	15.3	8.7	17.8	21.0	4.6	6.6	8.6	12.1	12.3	9.9	19.5	10.3		
Basic ed. ODA per primary-aged child (US\$)	22.1	24.2	14.1	23.4	57.8	25.3	93.9	71.9	32.3	14.3	17.7	34.3	40.6	30.4	101.3	33.3		

Source: OECD/DAC CRS Online database and World Bank EdStats online database

† All values given in constant 2008 US\$ millions. Disbursement data for Denmark in 2002, Finland in 2004 and 2005 and for Luxembourg in 2002 and 2003 are not available. Basic education ODA includes 50% of Education ODA amounts not allocated by level and 10% of amounts allocated to general budget support. Secondary and Post-secondary education ODA each includes 25% of the amounts not allocated by level and 5% of amounts allocated to general budget support. Total Education ODA figures include the amounts for the three levels above and a notional 20% of general budget support received by the country (therefore amounts by levels don't add up to total education amounts).



**Most Recent (2009) Primary School Completion Rate\***

Source: UNESCO Institute for Statistics online database

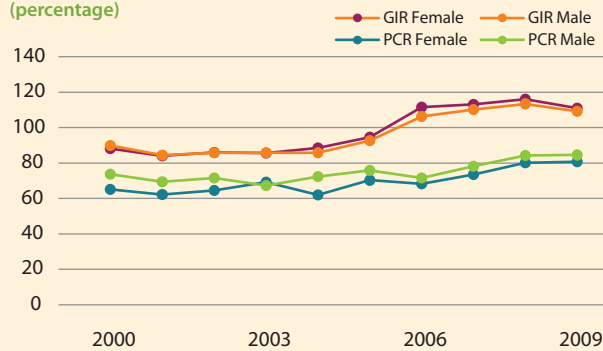
\*Throughout this document 'Primary School Completion Rate' refers to a proxy measure of completion—'Gross Intake Ratio to the last grade of primary school'.

**Education Indicators**

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Education share of recurrent budget (%)	—	—	—	<b>21</b>	<b>27</b>	<b>27</b>	<b>23</b>	—	—	—
Public education expenditure as a % of GDP	—	—	—	<b>6</b>	<b>6</b>	5	<b>6</b>	—	—	—
Share of primary education in recurrent education budget (%)	—	—	—	—	—	34	—	—	—	—
Primary school net enrollment rate	63	58	60	63	58	65	65	71	77	76
Primary school pupil teacher ratio	34	33	32	31	32	33	35	32	32	33
Percentage of repeaters in primary school (female)	5	5	5	6	6	6	6	6	6	6
Percentage of repeaters in primary school (male)	5	5	6	6	6	6	7	7	7	7
Primary school completion rate (female)	65	62	65	69	62	70	68	74	80	81
Primary school completion rate (male)	74	69	72	67	72	76	72	78	84	85
Transition rate from primary to secondary school (female)	83	93	87	85	100	92	100	98	92	—
Transition rate from primary to secondary school (male)	81	91	87	96	95	90	100	97	91	—

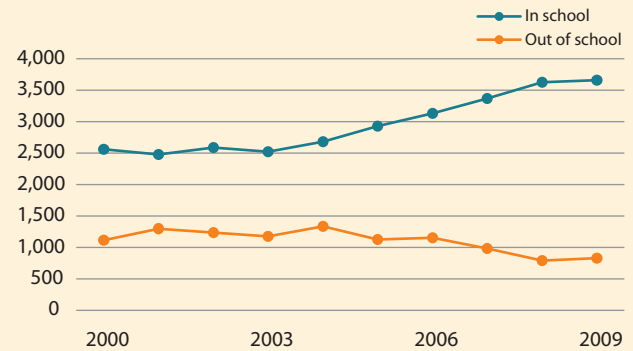
Source: UNESCO Institute for Statistics online database (normal font) and FTI Country Reports (bold). — : Data not available

**Primary School Gross Intake Ratio (GIR) and Primary School Completion Rate (PCR) (percentage)**



Source: UNESCO Institute for Statistics online database

**Total Primary School Enrollment and Children Out of School (thousands)**



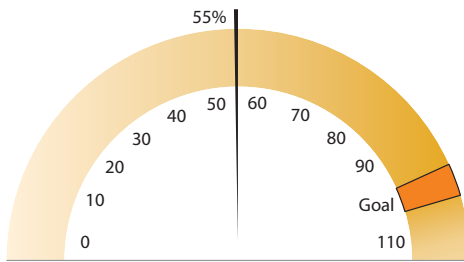
Source: UNESCO Institute for Statistics online database

**Education Official Development Assistance<sup>†</sup> (US\$ millions)**

	Commitments									Disbursements								
	2002	2003	2004	2005	2006	2007	2008	2009	2002	2003	2004	2005	2006	2007	2008	2009		
Education (total)	54.0	238.1	174.4	104.6	376.8	187.1	194.1	127.1	95.4	153.9	143.6	147.2	162.7	125.3	130.0	184.4		
—Basic education	27.2	140.3	88.5	68.5	201.4	127.3	114.5	67.3	69.7	88.3	83.4	89.9	92.9	65.9	74.2	96.0		
—Secondary education	9.8	31.2	21.1	16.2	83.1	28.2	37.4	26.9	11.6	26.3	22.3	14.2	27.9	28.2	26.4	38.9		
—Post-secondary education	17.0	66.6	64.8	19.9	92.2	31.6	42.2	32.9	14.1	39.3	38.0	43.0	41.9	31.2	29.4	49.5		
Education ODA per capita (US\$)	2.6	11.4	8.1	4.8	16.8	8.2	8.3	5.3	4.7	7.3	6.7	6.7	7.3	5.5	5.6	7.7		
Basic ed. ODA per primary-aged child (US\$)	8.6	43.6	27.1	20.7	60.0	37.5	33.3	19.3	22.0	27.4	25.5	27.2	27.7	19.4	21.6	27.6		

Source: OECD/DAC CRS Online database and World Bank EdStats online database

† All values given in constant 2008 US\$ millions. Disbursement data for Denmark in 2002, Finland in 2004 and 2005 and for Luxembourg in 2002 and 2003 are not available. Basic education ODA includes 50% of Education ODA amounts not allocated by level and 10% of amounts allocated to general budget support. Secondary and Post-secondary education ODA each includes 25% of the amounts not allocated by level and 5% of amounts allocated to general budget support. Total Education ODA figures include the amounts for the three levels above and a notional 20% of general budget support received by the country (therefore amounts by levels don't add up to total education amounts).



**Most Recent (2008) Primary School Completion Rate\***

Source: UNESCO Institute for Statistics online database

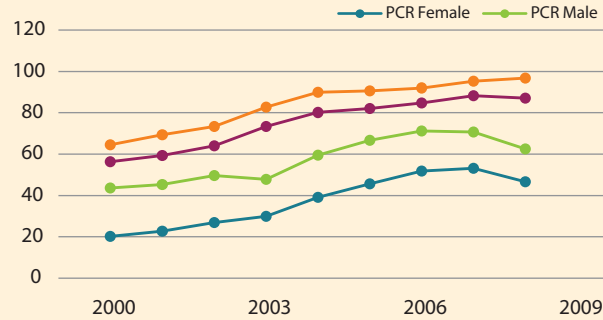
\*Throughout this document 'Primary School Completion Rate' refers to a proxy measure of completion—'Gross Intake Ratio to the last grade of primary school'.

**Education Indicators**

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Education share of recurrent budget (%)	—	<b>16</b>	<b>18</b>	<b>19</b>	<b>15</b>	—	—	—	—	—
Public education expenditure as a % of GDP	3	2	3	2	2	2	—	—	2	—
Share of primary education in recurrent education budget (%)	—	<b>41</b>	—	—	—	—	—	—	—	—
Primary school net enrollment rate	47	50	58	62	65	67	70	72	71	—
Primary school pupil teacher ratio	46	44	47	45	45	45	44	45	44	—
Percentage of repeaters in primary school (female)	24	21	22	21	11	9	9	10	16	—
Percentage of repeaters in primary school (male)	23	20	20	20	10	8	8	9	15	—
Primary school completion rate (female)	20	23	27	30	39	46	52	53	47	—
Primary school completion rate (male)	44	45	50	48	59	67	71	71	62	—
Transition rate from primary to secondary school (female)	54	—	45	60	58	66	59	—	—	—
Transition rate from primary to secondary school (male)	56	—	49	73	68	75	69	—	—	—

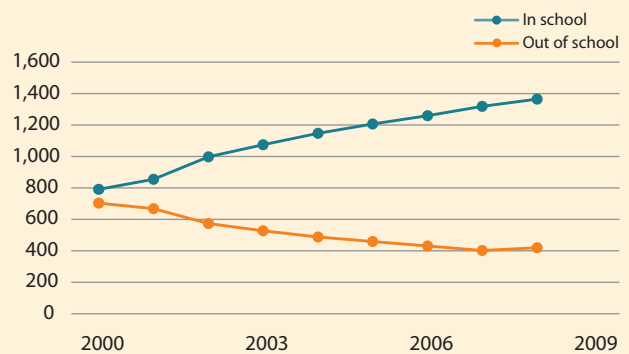
Source: UNESCO Institute for Statistics online database (normal font) and FTI Country Reports (bold). —: Data not available

**Primary School Gross Intake Ratio (GIR) and Primary School Completion Rate (PCR) (percentage)**



Source: UNESCO Institute for Statistics online database

**Total Primary School Enrollment and Children Out of School (thousands)**



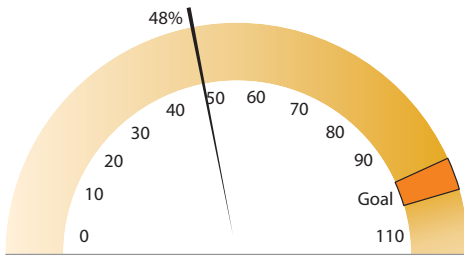
Source: UNESCO Institute for Statistics online database

**Education Official Development Assistance<sup>†</sup> (US\$ millions)**

	Commitments									Disbursements								
	2002	2003	2004	2005	2006	2007	2008	2009	2002	2003	2004	2005	2006	2007	2008	2009		
Education (total)	49.3	28.8	24.0	44.8	39.8	27.7	92.1	31.6	41.8	45.1	53.1	56.1	65.6	56.9	50.3	39.7		
—Basic education	31.4	16.8	10.6	19.7	10.6	2.5	54.3	4.0	21.9	23.5	29.1	28.2	26.1	21.4	16.1	9.8		
—Secondary education	5.6	0.5	0.3	6.1	0.9	0.9	7.8	2.3	5.9	5.6	4.9	5.9	6.2	5.1	5.6	3.7		
—Post-secondary education	12.4	11.5	13.1	18.9	28.3	24.4	30.1	25.3	14.0	16.0	19.2	22.0	33.4	30.4	28.7	26.2		
Education ODA per capita (US\$)	5.7	3.2	2.7	4.9	4.2	2.9	9.4	3.1	4.8	5.1	5.9	6.1	7.0	5.9	5.1	3.9		
Basic ed. ODA per primary-aged child (US\$)	22.8	12.0	7.5	13.7	7.2	1.7	35.8	2.6	15.9	16.8	20.5	19.6	17.8	14.3	10.6	6.3		

Source: OECD/DAC CRS Online database and World Bank EdStats online database

† All values given in constant 2008 US\$ millions. Disbursement data for Denmark in 2002, Finland in 2004 and 2005 and for Luxembourg in 2002 and 2003 are not available. Basic education ODA includes 50% of Education ODA amounts not allocated by level and 10% of amounts allocated to general budget support. Secondary and Post-secondary education ODA each includes 25% of the amounts not allocated by level and 5% of amounts allocated to general budget support. Total Education ODA figures include the amounts for the three levels above and a notional 20% of general budget support received by the country (therefore amounts by levels don't add up to total education amounts).



**Most Recent (2006) Primary School Completion Rate\***

Source: UNESCO Institute for Statistics online database

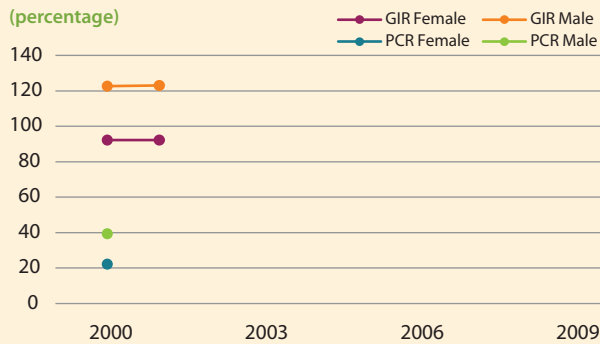
\*Throughout this document 'Primary School Completion Rate' refers to a proxy measure of completion—Gross Intake Ratio to the last grade of primary school.

**Education Indicators**

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Education share of recurrent budget (%)	—	—	—	—	—	—	—	—	—	—
Public education expenditure as a % of GDP	—	—	—	—	—	—	—	—	—	—
Share of primary education in recurrent education budget (%)	—	—	—	—	—	—	—	—	—	—
Primary school net enrollment rate	52	—	—	—	—	—	—	—	—	—
Primary school pupil teacher ratio	44	—	—	—	—	—	62	—	—	—
Percentage of repeaters in primary school (female)	24	—	—	—	—	—	—	—	—	—
Percentage of repeaters in primary school (male)	24	—	—	—	—	—	—	—	—	—
Primary school completion rate (female)	22	—	—	—	—	—	—	—	—	—
Primary school completion rate (male)	39	—	—	—	—	—	—	—	—	—
Transition rate from primary to secondary school (female)	—	—	—	—	—	—	—	—	—	—
Transition rate from primary to secondary school (male)	—	—	—	—	—	—	—	—	—	—

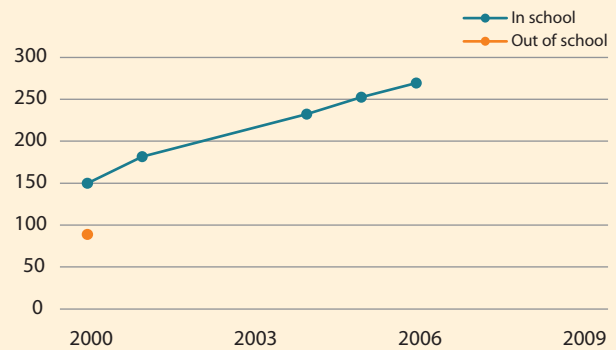
Source: UNESCO Institute for Statistics online database (normal font) and FTI Country Reports (bold). — : Data not available

**Primary School Gross Intake Ratio (GIR) and Primary School Completion Rate (PCR) (percentage)**



Source: UNESCO Institute for Statistics online database

**Total Primary School Enrollment and Children Out of School (thousands)**



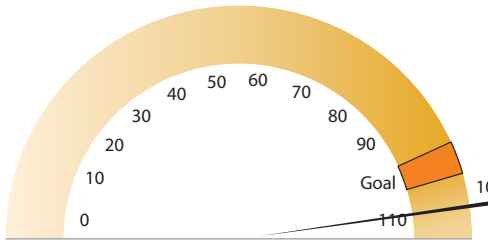
Source: UNESCO Institute for Statistics online database

**Education Official Development Assistance\* (US\$ millions)**

	Commitments									Disbursements								
	2002	2003	2004	2005	2006	2007	2008	2009	2002	2003	2004	2005	2006	2007	2008	2009		
Education (total)	7.2	5.8	6.1	20.8	7.6	12.6	19.9	26.9	10.5	10.3	13.8	9.0	9.7	10.4	15.7	15.7		
—Basic education	1.0	0.6	1.5	8.5	1.8	3.7	11.2	12.2	3.8	4.5	7.3	3.0	3.0	2.6	8.4	7.3		
—Secondary education	1.7	0.4	0.8	4.2	0.9	3.2	3.4	6.7	1.8	0.4	1.3	0.7	1.4	2.6	2.8	3.4		
—Post-secondary education	4.5	4.9	3.9	8.0	4.8	5.7	5.3	8.1	4.9	5.5	5.2	5.4	5.3	5.1	4.5	4.9		
Education ODA per capita (US\$)	5.3	4.2	4.3	14.1	5.0	8.2	12.6	16.7	7.6	7.4	9.6	6.1	6.4	6.8	10.0	9.7		
Basic ed. ODA per primary-aged child (US\$)	5.3	2.8	6.9	39.0	8.2	16.0	47.2	49.9	19.3	21.7	34.3	13.5	13.3	11.4	35.3	30.1		

Source: OECD/DAC CRS Online database and World Bank EdStats online database

† All values given in constant 2008 US\$ millions. Disbursement data for Denmark in 2002, Finland in 2004 and 2005 and for Luxembourg in 2002 and 2003 are not available. Basic education ODA includes 50% of Education ODA amounts not allocated by level and 10% of amounts allocated to general budget support. Secondary and Post-secondary education ODA each includes 25% of the amounts not allocated by level and 5% of amounts allocated to general budget support. Total Education ODA figures include the amounts for the three levels above and a notional 20% of general budget support received by the country (therefore amounts by levels don't add up to total education amounts).



**Most Recent (2009) Primary School Completion Rate\***

Source: UNESCO Institute for Statistics online database

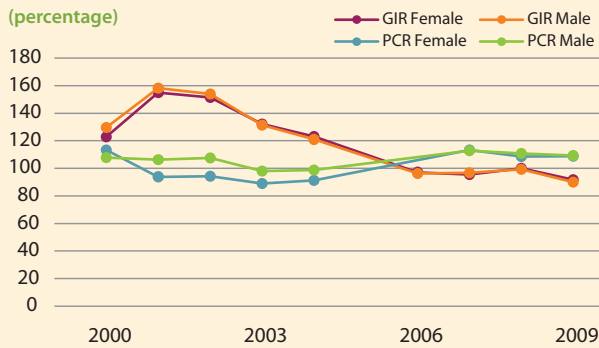
\*Throughout this document 'Primary School Completion Rate' refers to a proxy measure of completion—'Gross Intake Ratio to the last grade of primary school.'

**Education Indicators**

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Education share of recurrent budget (%)	—	—	22	—	14	21	25	19	—	19
Public education expenditure as a % of GDP	9	9	8	7	6	8	8	6	—	—
Share of primary education in recurrent education budget (%)	—	—	42	—	34	34	27	33	—	35
Primary school net enrollment rate	—	—	—	—	—	—	—	—	95	95
Primary school pupil teacher ratio	26	26	26	27	27	28	<b>27</b>	26	26	26
Percentage of repeaters in primary school (female)	2	1	1	1	1	1	1	1	1	1
Percentage of repeaters in primary school (male)	3	2	2	2	2	1	2	2	1	1
Primary school completion rate (female)	113	94	94	89	91	—	—	113	109	109
Primary school completion rate (male)	108	106	108	98	99	—	—	113	111	109
Transition rate from primary to secondary school (female)	—	—	—	—	—	—	—	91	93	—
Transition rate from primary to secondary school (male)	—	—	—	—	—	—	—	95	93	—

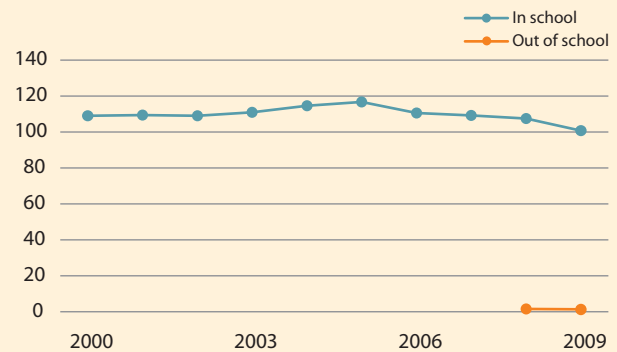
Source: UNESCO Institute for Statistics online database (normal font) and FTI Country Reports (bold). — : Data not available

**Primary School Gross Intake Ratio (GIR) and Primary School Completion Rate (PCR) (percentage)**



Source: UNESCO Institute for Statistics online database

**Total Primary School Enrollment and Children Out of School (thousands)**



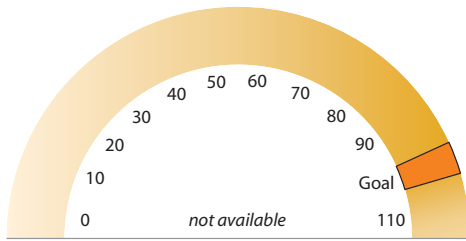
Source: UNESCO Institute for Statistics online database

**Education Official Development Assistance\* (US\$ millions)**

	Commitments								Disbursements							
	2002	2003	2004	2005	2006	2007	2008	2009	2002	2003	2004	2005	2006	2007	2008	2009
Education (total)	51.6	47.0	11.2	6.9	8.6	8.1	0.5	1.4	14.2	19.0	13.0	15.1	17.0	10.1	10.0	8.2
—Basic education	47.7	44.0	5.0	3.3	4.1	4.8	0.1	0.6	3.2	7.7	5.6	7.5	11.7	8.8	8.6	4.1
—Secondary education	1.5	1.2	3.3	1.6	2.1	1.4	0.1	0.2	8.7	8.4	4.9	4.4	2.9	0.5	0.6	1.9
—Post-secondary education	2.4	1.8	2.9	2.0	2.5	1.8	0.3	0.6	2.3	2.8	2.4	3.2	2.5	0.9	0.8	2.3
Education ODA per capita (US\$)	67.9	61.8	14.8	9.1	11.3	10.6	0.7	1.8	18.7	24.9	17.0	19.8	22.3	13.3	13.1	10.8
Basic ed. ODA per primary-aged child (US\$)	529.4	477.8	52.9	34.4	41.7	48.8	1.0	5.8	35.7	84.0	59.4	77.8	118.3	88.4	86.6	41.8

Source: OECD/DAC CRS Online database and World Bank EdStats online database

† All values given in constant 2008 US\$ millions. Disbursement data for Denmark in 2002, Finland in 2004 and 2005 and for Luxembourg in 2002 and 2003 are not available. Basic education ODA includes 50% of Education ODA amounts not allocated by level and 10% of amounts allocated to general budget support. Secondary and Post-secondary education ODA each includes 25% of the amounts not allocated by level and 5% of amounts allocated to general budget support. Total Education ODA figures include the amounts for the three levels above and a notional 20% of general budget support received by the country (therefore amounts by levels don't add up to total education amounts).



**Most Recent Primary School Completion Rate\***

Source: UNESCO Institute for Statistics online database

\*Throughout this document 'Primary School Completion Rate' refers to a proxy measure of completion—'Gross Intake Ratio to the last grade of primary school'.

**Education Indicators**

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Education share of recurrent budget (%)	—	—	—	—	—	—	—	—	—	—
Public education expenditure as a % of GDP	—	—	—	—	—	—	—	—	—	—
Share of primary education in recurrent education budget (%)	—	—	—	—	—	—	—	—	—	—
Primary school net enrollment rate	—	—	—	—	—	—	—	—	—	—
Primary school pupil teacher ratio	—	—	—	—	—	—	—	—	—	—
Percentage of repeaters in primary school (female)	—	—	—	—	—	—	—	—	—	—
Percentage of repeaters in primary school (male)	—	—	—	—	—	—	—	—	—	—
Primary school completion rate (female)	—	—	—	—	—	—	—	—	—	—
Primary school completion rate (male)	—	—	—	—	—	—	—	—	—	—
Transition rate from primary to secondary school (female)	—	—	—	—	—	—	—	—	—	—
Transition rate from primary to secondary school (male)	—	—	—	—	—	—	—	—	—	—

Source: UNESCO Institute for Statistics online database (normal font) and FTI Country Reports (bold). —: Data not available

**Primary School Gross Intake Ratio (GIR) and Primary School Completion Rate (PCR) (percentage)**

No data available

Source: UNESCO Institute for Statistics online database

**Total Primary School Enrollment and Children Out of School (thousands)**

No data available

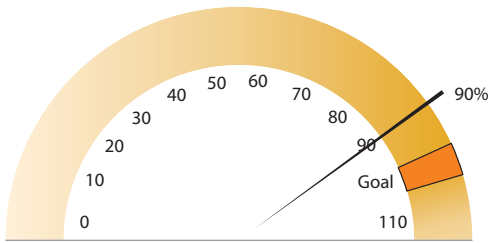
Source: UNESCO Institute for Statistics online database

**Education Official Development Assistance<sup>†</sup> (US\$ millions)**

	Commitments									Disbursements						
	2002	2003	2004	2005	2006	2007	2008	2009	2002	2003	2004	2005	2006	2007	2008	2009
Education (total)	27.7	36.4	20.9	60.3	70.7	80.5	77.0	101.6	21.2	25.6	39.0	34.3	55.8	54.7	61.4	93.1
—Basic education	18.9	17.8	9.5	15.0	18.1	46.9	36.8	62.0	11.3	12.4	21.4	17.2	24.7	20.2	32.8	57.3
—Secondary education	1.6	5.9	0.9	31.1	15.6	10.0	20.8	16.3	2.2	3.2	4.0	4.0	9.0	11.3	11.0	17.6
—Post-secondary education	7.2	12.6	10.5	14.2	36.9	23.6	19.4	23.3	7.7	9.9	13.6	13.1	22.0	23.1	17.6	18.2
Education ODA per capita (US\$)	3.1	4.0	2.3	6.4	7.4	8.3	7.8	10.1	2.4	2.8	4.2	3.6	5.8	5.6	6.2	9.3
Basic ed. ODA per primary-aged child (US\$)	13.8	12.8	6.8	10.6	12.8	32.8	25.7	43.1	8.2	9.0	15.3	12.2	17.4	14.2	22.9	39.9

Source: OECD/DAC CRS Online database and World Bank EdStats online database

† All values given in constant 2008 US\$ millions. Disbursement data for Denmark in 2002, Finland in 2004 and 2005 and for Luxembourg in 2002 and 2003 are not available. Basic education ODA includes 50% of Education ODA amounts not allocated by level and 10% of amounts allocated to general budget support. Secondary and Post-secondary education ODA each includes 25% of the amounts not allocated by level and 5% of amounts allocated to general budget support. Total Education ODA figures include the amounts for the three levels above and a notional 20% of general budget support received by the country (therefore amounts by levels don't add up to total education amounts).



**Most Recent (2008) Primary School Completion Rate\***

Source: UNESCO Institute for Statistics online database

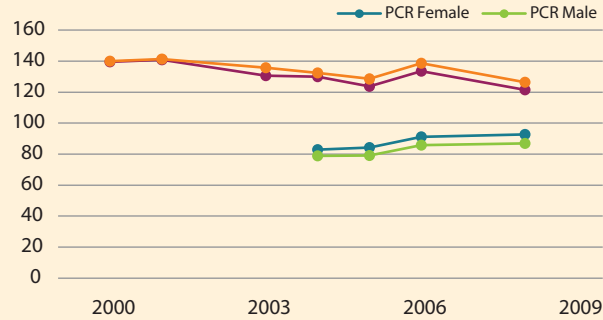
\*Throughout this document 'Primary School Completion Rate' refers to a proxy measure of completion—Gross Intake Ratio to the last grade of primary school!

**Education Indicators**

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Education share of recurrent budget (%)	—	<b>23</b>	—	—	—	—	—	—	—	—
Public education expenditure as a % of GDP	—	—	—	—	—	—	—	—	—	—
Share of primary education in recurrent education budget (%)	—	—	—	—	—	—	—	—	—	—
Primary school net enrollment rate	88	89	—	—	93	92	96	93	97	—
Primary school pupil teacher ratio	34	34	—	—	33	—	28	—	33	—
Percentage of repeaters in primary school (female)	—	—	—	—	7	8	6	7	5	—
Percentage of repeaters in primary school (male)	—	—	—	—	9	10	8	7	6	—
Primary school completion rate (female)	—	—	—	—	83	84	91	—	93	—
Primary school completion rate (male)	—	—	—	—	79	79	86	—	87	—
Transition rate from primary to secondary school (female)	—	—	—	—	76	74	—	—	—	—
Transition rate from primary to secondary school (male)	—	—	—	—	70	68	—	—	—	—

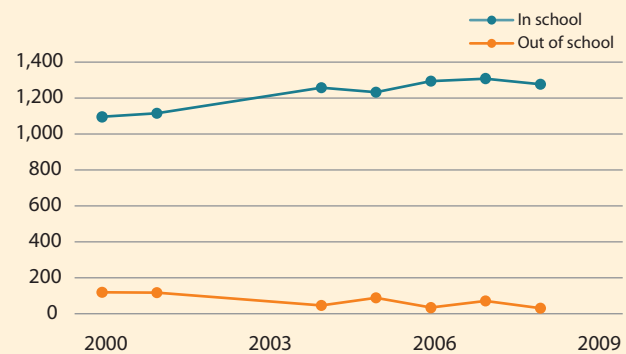
Source: UNESCO Institute for Statistics online database (normal font) and FTI Country Reports (bold). — : Data not available

**Primary School Gross Intake Ratio (GIR) and Primary School Completion Rate (PCR) (percentage)**



Source: UNESCO Institute for Statistics online database

**Total Primary School Enrollment and Children Out of School (thousands)**



Source: UNESCO Institute for Statistics online database

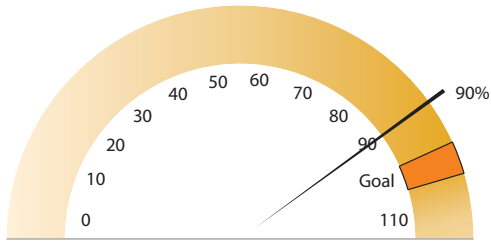
**Education Official Development Assistance\* (US\$ millions)**

	Commitments									Disbursements								
	2002	2003	2004	2005	2006	2007	2008	2009	2002	2003	2004	2005	2006	2007	2008	2009		
Education (total)	46.3	97.4	107.4	70.7	29.9	45.8	72.1	35.2	30.1	42.7	75.0	66.2	56.0	48.7	57.7	42.0		
—Basic education	29.1	34.8	66.3	44.1	22.0	29.1	39.2	28.2	20.5	34.8	54.7	43.8	27.0	25.5	34.0	22.9		
—Secondary education	8.9	59.2	19.0	16.9	4.1	8.0	11.5	3.4	5.3	2.9	10.6	12.7	24.2	17.6	12.5	7.0		
—Post-secondary education	8.3	3.4	22.1	9.7	3.8	8.7	21.4	3.7	4.3	5.0	9.7	9.7	4.9	5.5	11.1	12.0		
Education ODA per capita (US\$)	7.1	14.7	15.9	10.3	4.3	6.4	9.9	4.7	4.6	6.5	11.1	9.6	8.0	6.8	7.9	5.6		
Basic ed. ODA per primary-aged child (US\$)	27.7	32.2	60.9	40.3	20.0	26.5	35.7	25.6	19.5	32.2	50.2	40.1	24.6	23.2	30.9	20.8		

Source: OECD/DAC CRS Online database and World Bank EdStats online database

† All values given in constant 2008 US\$ millions. Disbursement data for Denmark in 2002, Finland in 2004 and 2005 and for Luxembourg in 2002 and 2003 are not available. Basic education ODA includes 50% of Education ODA amounts not allocated by level and 10% of amounts allocated to general budget support. Secondary and Post-secondary education ODA each includes 25% of the amounts not allocated by level and 5% of amounts allocated to general budget support. Total Education ODA figures include the amounts for the three levels above and a notional 20% of general budget support received by the country (therefore amounts by levels don't add up to total education amounts).





**Most Recent (2005) Primary School Completion Rate\***

Source: UNESCO Institute for Statistics online database

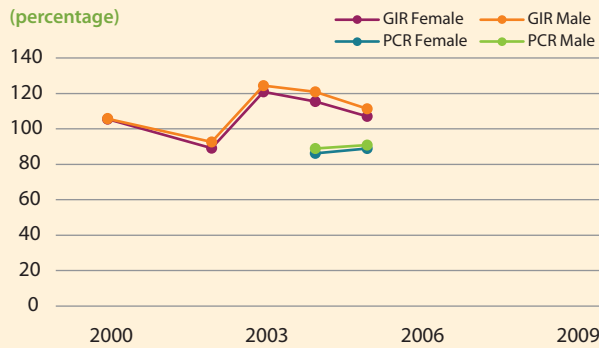
\*Throughout this document 'Primary School Completion Rate' refers to a proxy measure of completion—'Gross Intake Ratio to the last grade of primary school'.

**Education Indicators**

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Education share of recurrent budget (%)	28	26	—	23	35	—	—	—	—	—
Public education expenditure as a % of GDP	5	5	6	7	7	7	7	—	—	—
Share of primary education in recurrent education budget (%)	68	67	—	64	63	—	55	—	—	—
Primary school net enrollment rate	65	—	61	73	73	75	75	86	82	83
Primary school pupil teacher ratio	34	—	34	38	40	45	44	<b>44</b>	47	47
Percentage of repeaters in primary school (female)	—	—	—	—	6	6	—	—	—	—
Percentage of repeaters in primary school (male)	—	—	—	—	6	6	—	—	—	—
Primary school completion rate (female)	—	—	—	—	86	89	—	—	—	—
Primary school completion rate (male)	—	—	—	—	89	91	—	—	—	—
Transition rate from primary to secondary school (female)	—	—	—	—	—	—	—	—	—	—
Transition rate from primary to secondary school (male)	—	—	—	—	—	—	—	—	—	—

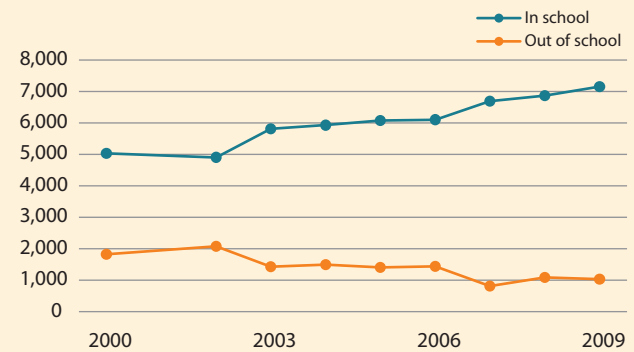
Source: UNESCO Institute for Statistics online database (normal font) and FTI Country Reports (bold). —: Data not available

**Primary School Gross Intake Ratio (GIR) and Primary School Completion Rate (PCR) (percentage)**



Source: UNESCO Institute for Statistics online database

**Total Primary School Enrollment and Children Out of School (thousands)**



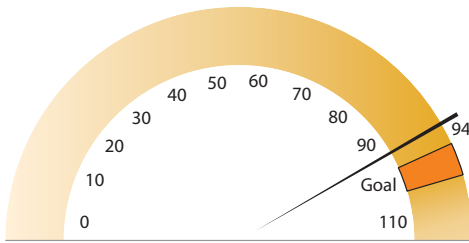
Source: UNESCO Institute for Statistics online database

**Education Official Development Assistance<sup>†</sup> (US\$ millions)**

	Commitments									Disbursements								
	2002	2003	2004	2005	2006	2007	2008	2009	2002	2003	2004	2005	2006	2007	2008	2009		
Education (total)	18.8	137.1	81.4	61.8	253.9	109.5	70.6	134.2	37.3	132.3	72.9	91.7	66.7	165.0	111.3	149.5		
—Basic education	8.6	109.7	39.0	36.1	136.5	62.9	40.6	47.6	11.9	99.0	45.0	48.6	29.6	96.8	67.8	77.2		
—Secondary education	1.7	12.4	20.6	11.5	55.5	23.8	9.7	57.2	6.9	10.7	10.7	18.4	14.3	29.5	15.5	30.6		
—Post-secondary education	8.5	15.0	21.8	14.2	61.9	22.8	20.3	29.4	18.6	22.6	17.2	24.7	22.8	38.7	28.0	41.7		
Education ODA per capita (US\$)	0.6	4.0	2.3	1.7	6.9	2.9	1.8	3.4	1.1	3.9	2.1	2.6	1.8	4.4	2.9	3.8		
Basic ed. ODA per primary-aged child (US\$)	1.6	20.0	7.0	6.3	23.4	10.5	6.6	7.5	2.2	18.0	8.1	8.5	5.1	16.2	11.0	12.2		

Source: OECD/DAC CRS Online database and World Bank EdStats online database

† All values given in constant 2008 US\$ millions. Disbursement data for Denmark in 2002, Finland in 2004 and 2005 and for Luxembourg in 2002 and 2003 are not available. Basic education ODA includes 50% of Education ODA amounts not allocated by level and 10% of amounts allocated to general budget support. Secondary and Post-secondary education ODA each includes 25% of the amounts not allocated by level and 5% of amounts allocated to general budget support. Total Education ODA figures include the amounts for the three levels above and a notional 20% of general budget support received by the country (therefore amounts by levels don't add up to total education amounts).



**Most Recent (2009) Primary School Completion Rate\***

Source: UNESCO Institute for Statistics online database

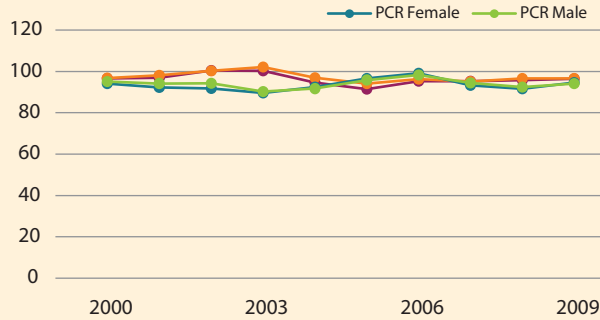
\*Throughout this document 'Primary School Completion Rate' refers to a proxy measure of completion—Gross Intake Ratio to the last grade of primary school!

**Education Indicators**

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Education share of recurrent budget (%)	19	22	24	23	24	25	26	27	19	—
Public education expenditure as a % of GDP	4	4	4	5	5	5	6	7	6	—
Share of primary education in recurrent education budget (%)	—	—	<b>16</b>	<b>47</b>	<b>45</b>	<b>42</b>	<b>46</b>	—	—	—
Primary school net enrollment rate	87	86	86	85	88	85	85	83	84	84
Primary school pupil teacher ratio	24	24	24	24	24	24	24	24	24	24
Percentage of repeaters in primary school (female)	0	0	0	0	0	0	0	0	0	0
Percentage of repeaters in primary school (male)	0	0	0	0	0	0	0	0	0	0
Primary school completion rate (female)	94	92	92	90	92	97	99	93	92	95
Primary school completion rate (male)	95	94	94	90	92	96	98	94	93	94
Transition rate from primary to secondary school (female)	97	99	100	100	100	100	99	100	100	—
Transition rate from primary to secondary school (male)	100	100	97	98	98	100	99	100	99	—

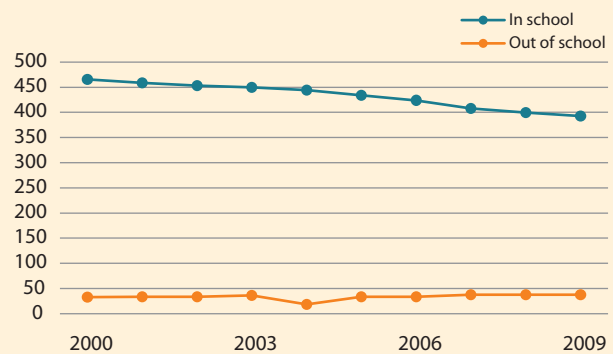
Source: UNESCO Institute for Statistics online database (normal font) and FTI Country Reports (bold). — : Data not available

**Primary School Gross Intake Ratio (GIR) and Primary School Completion Rate (PCR) (percentage)**



Source: UNESCO Institute for Statistics online database

**Total Primary School Enrollment and Children Out of School (thousands)**



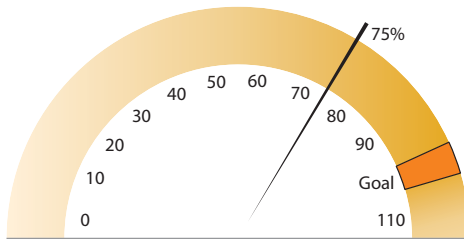
Source: UNESCO Institute for Statistics online database

**Education Official Development Assistance\* (US\$ millions)**

	Commitments									Disbursements								
	2002	2003	2004	2005	2006	2007	2008	2009	2002	2003	2004	2005	2006	2007	2008	2009		
Education (total)	8.4	17.1	40.0	24.8	21.8	14.3	29.7	32.3	6.2	16.8	17.2	14.0	14.6	19.2	30.2	28.0		
—Basic education	3.1	6.7	17.2	16.4	11.6	3.4	7.5	7.4	2.8	6.1	6.6	4.0	3.4	6.6	12.3	8.8		
—Secondary education	1.7	3.3	12.7	1.9	2.5	1.8	12.0	10.5	1.8	3.8	3.3	2.4	2.2	5.5	5.5	6.6		
—Post-secondary education	3.7	7.1	10.1	6.5	7.8	9.1	10.2	14.5	1.6	6.9	7.2	7.6	8.9	7.1	12.4	12.7		
Education ODA per capita (US\$)	1.7	3.4	7.9	4.8	4.2	2.7	5.6	6.1	1.2	3.3	3.4	2.7	2.8	3.7	5.7	5.3		
Basic ed. ODA per primary-aged child (US\$)	6.5	14.2	37.3	36.2	26.1	7.9	17.9	18.0	5.8	12.9	14.4	8.9	7.7	15.2	29.1	21.3		

Source: OECD/DAC CRS Online database and World Bank EdStats online database

† All values given in constant 2008 US\$ millions. Disbursement data for Denmark in 2002, Finland in 2004 and 2005 and for Luxembourg in 2002 and 2003 are not available. Basic education ODA includes 50% of Education ODA amounts not allocated by level and 10% of amounts allocated to general budget support. Secondary and Post-secondary education ODA each includes 25% of the amounts not allocated by level and 5% of amounts allocated to general budget support. Total Education ODA figures include the amounts for the three levels above and a notional 20% of general budget support received by the country (therefore amounts by levels don't add up to total education amounts).



**Most Recent (2008) Primary School Completion Rate\***

Source: UNESCO Institute for Statistics online database

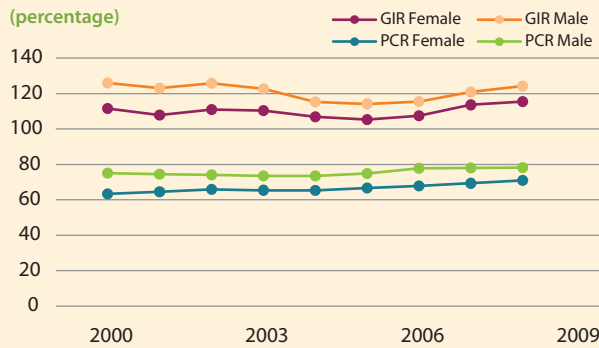
\*Throughout this document 'Primary School Completion Rate' refers to a proxy measure of completion—"Gross Intake Ratio to the last grade of primary school".

**Education Indicators**

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Education share of recurrent budget (%)	21	11	10	—	13	9	—	—	—	—
Public education expenditure as a % of GDP	2	2	3	—	2	2	3	3	2	—
Share of primary education in recurrent education budget (%)	—	—	54	—	—	46	—	—	—	—
Primary school net enrollment rate	79	78	78	80	79	78	78	80	82	—
Primary school pupil teacher ratio	30	30	30	31	31	31	31	30	30	—
Percentage of repeaters in primary school (female)	18	18	19	18	18	18	17	16	16	—
Percentage of repeaters in primary school (male)	21	21	21	21	21	20	19	18	18	—
Primary school completion rate (female)	63	65	66	65	65	67	68	69	71	—
Primary school completion rate (male)	75	74	74	73	74	75	78	78	78	—
Transition rate from primary to secondary school (female)	71	74	76	76	75	75	76	77	—	—
Transition rate from primary to secondary school (male)	76	80	81	80	80	79	79	80	—	—

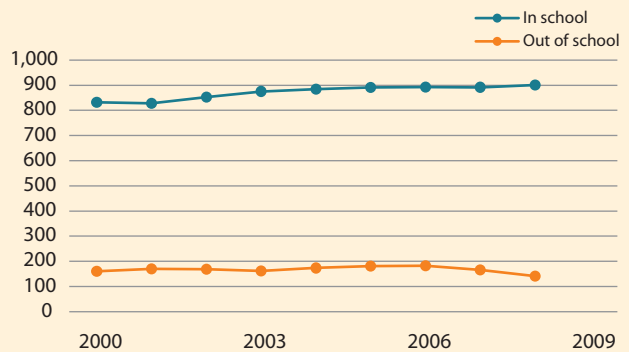
Source: UNESCO Institute for Statistics online database (normal font) and FTI Country Reports (bold). — : Data not available

**Primary School Gross Intake Ratio (GIR) and Primary School Completion Rate (PCR) (percentage)**



Source: UNESCO Institute for Statistics online database

**Total Primary School Enrollment and Children Out of School (thousands)**



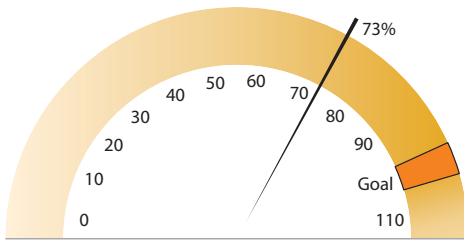
Source: UNESCO Institute for Statistics online database

**Education Official Development Assistance<sup>†</sup> (US\$ millions)**

	Commitments									Disbursements								
	2002	2003	2004	2005	2006	2007	2008	2009	2002	2003	2004	2005	2006	2007	2008	2009		
Education (total)	60.2	19.2	51.2	20.8	29.4	35.2	41.6	28.4	22.4	33.2	34.5	34.3	35.3	37.7	40.5	49.8		
—Basic education	43.2	7.0	21.1	6.2	8.6	15.4	13.1	9.4	6.0	10.2	12.2	16.1	14.7	13.7	17.0	22.1		
—Secondary education	5.8	1.6	9.8	4.2	12.5	5.5	16.7	6.6	3.4	4.1	6.3	5.1	5.4	6.6	13.6	14.1		
—Post-secondary education	11.2	10.6	20.3	10.4	8.3	14.3	11.9	12.4	12.9	18.8	16.1	13.1	15.2	17.4	9.9	13.6		
Education ODA per capita (US\$)	10.8	3.4	8.9	3.5	4.9	5.8	6.7	4.5	4.0	5.8	6.0	5.8	5.9	6.2	6.5	7.9		
Basic ed. ODA per primary-aged child (US\$)	55.1	8.7	25.9	7.5	10.4	18.8	16.2	12.0	7.7	12.8	14.9	19.5	17.8	16.8	21.1	28.0		

Source: OECD/DAC CRS Online database and World Bank EdStats online database

† All values given in constant 2008 US\$ millions. Disbursement data for Denmark in 2002, Finland in 2004 and 2005 and for Luxembourg in 2002 and 2003 are not available. Basic education ODA includes 50% of Education ODA amounts not allocated by level and 10% of amounts allocated to general budget support. Secondary and Post-secondary education ODA each includes 25% of the amounts not allocated by level and 5% of amounts allocated to general budget support. Total Education ODA figures include the amounts for the three levels above and a notional 20% of general budget support received by the country (therefore amounts by levels don't add up to total education amounts).



**Most Recent (2007) Primary School Completion Rate\***

Source: UNESCO Institute for Statistics online database

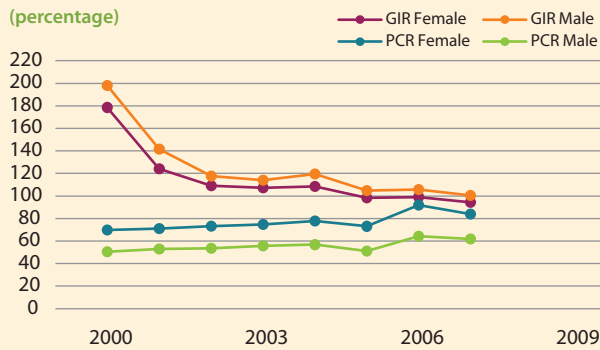
\*Throughout this document 'Primary School Completion Rate' refers to a proxy measure of completion—Gross Intake Ratio to the last grade of primary school!

**Education Indicators**

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Education share of recurrent budget (%)	21	22	26	32	35	31	31	—	29	—
Public education expenditure as a % of GDP	11	11	12	15	13	14	14	—	12	—
Share of primary education in recurrent education budget (%)	47	51	33	<b>40</b>	<b>39</b>	39	38	—	36	—
Primary school net enrollment rate	78	78	78	78	76	75	72	73	—	—
Primary school pupil teacher ratio	48	47	47	46	44	42	40	37	—	—
Percentage of repeaters in primary school (female)	16	17	19	19	16	17	18	18	—	—
Percentage of repeaters in primary school (male)	20	22	24	25	21	24	24	24	—	—
Primary school completion rate (female)	70	71	73	75	78	73	92	84	—	—
Primary school completion rate (male)	51	53	53	56	57	51	64	62	—	—
Transition rate from primary to secondary school (female)	60	67	62	62	65	68	66	—	—	—
Transition rate from primary to secondary school (male)	62	67	65	64	67	68	68	—	—	—

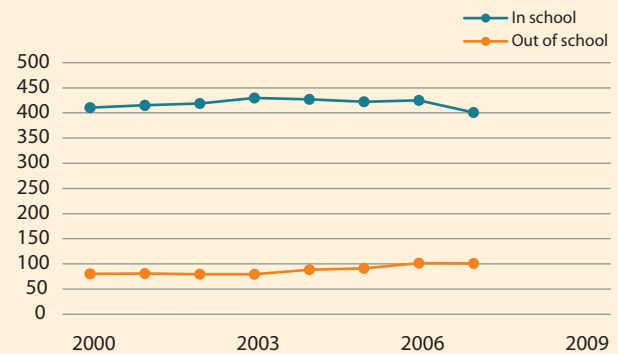
Source: UNESCO Institute for Statistics online database (normal font) and FTI Country Reports (bold). — : Data not available

**Primary School Gross Intake Ratio (GIR) and Primary School Completion Rate (PCR) (percentage)**



Source: UNESCO Institute for Statistics online database

**Total Primary School Enrollment and Children Out of School (thousands)**



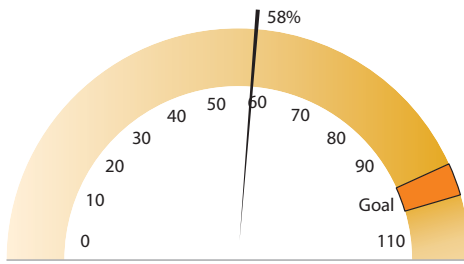
Source: UNESCO Institute for Statistics online database

**Education Official Development Assistance\* (US\$ millions)**

	Commitments									Disbursements								
	2002	2003	2004	2005	2006	2007	2008	2009	2002	2003	2004	2005	2006	2007	2008	2009		
Education (total)	6.9	29.1	18.5	3.1	2.5	19.7	20.6	12.8	31.9	16.4	16.3	16.8	13.6	8.0	15.4	15.6		
—Basic education	4.4	19.1	14.3	1.8	2.3	11.4	7.4	10.2	15.5	9.0	9.1	12.6	10.2	6.4	5.7	12.3		
—Secondary education	1.1	7.8	2.2	0.7	0.0	4.5	10.4	0.9	10.4	5.4	4.9	2.9	2.5	1.2	8.8	1.6		
—Post-secondary education	1.3	2.2	1.9	0.7	0.2	3.9	2.8	1.7	6.0	1.9	2.3	1.2	0.9	0.4	0.8	1.7		
Education ODA per capita (US\$)	3.5	14.9	9.3	1.6	1.3	9.7	10.1	6.2	16.5	8.4	8.2	8.4	6.8	3.9	7.5	7.5		
Basic ed. ODA per primary-aged child (US\$)	12.2	52.0	38.8	4.8	6.3	30.5	19.8	27.4	42.3	24.6	24.5	34.1	27.5	17.2	15.4	32.9		

Source: OECD/DAC CRS Online database and World Bank EdStats online database

† All values given in constant 2008 US\$ millions. Disbursement data for Denmark in 2002, Finland in 2004 and 2005 and for Luxembourg in 2002 and 2003 are not available. Basic education ODA includes 50% of Education ODA amounts not allocated by level and 10% of amounts allocated to general budget support. Secondary and Post-secondary education ODA each includes 25% of the amounts not allocated by level and 5% of amounts allocated to general budget support. Total Education ODA figures include the amounts for the three levels above and a notional 20% of general budget support received by the country (therefore amounts by levels don't add up to total education amounts).



**Most Recent (2008) Primary School Completion Rate\***

Source: UNESCO Institute for Statistics online database

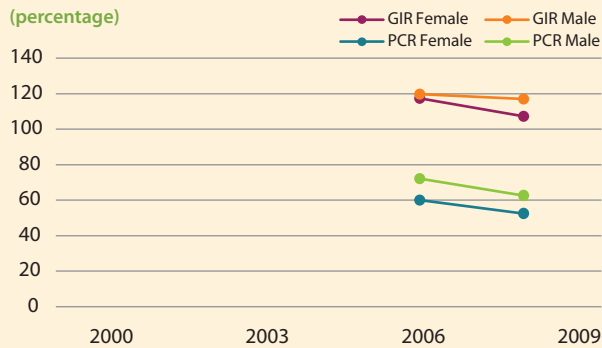
\*Throughout this document 'Primary School Completion Rate' refers to a proxy measure of completion—'Gross Intake Ratio to the last grade of primary school'.

**Education Indicators**

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Education share of recurrent budget (%)	—	—	—	—	—	—	—	—	12	—
Public education expenditure as a % of GDP	—	—	—	—	—	—	—	—	3	—
Share of primary education in recurrent education budget (%)	—	—	—	—	—	—	—	—	—	—
Primary school net enrollment rate	75	—	—	—	—	—	—	—	—	—
Primary school pupil teacher ratio	38	—	—	—	—	—	19	—	24	—
Percentage of repeaters in primary school (female)	—	—	—	—	—	—	6	—	7	—
Percentage of repeaters in primary school (male)	—	—	—	—	—	—	6	—	6	—
Primary school completion rate (female)	—	—	—	—	—	—	60	—	53	—
Primary school completion rate (male)	—	—	—	—	—	—	72	—	63	—
Transition rate from primary to secondary school (female)	—	—	—	—	—	—	—	—	—	—
Transition rate from primary to secondary school (male)	—	—	—	—	—	—	—	—	—	—

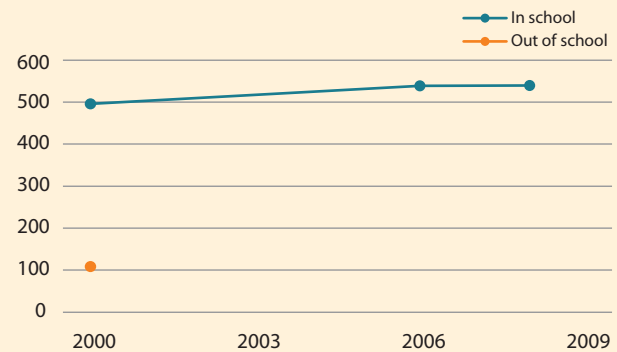
Source: UNESCO Institute for Statistics online database (normal font) and FTI Country Reports (bold). —: Data not available

**Primary School Gross Intake Ratio (GIR) and Primary School Completion Rate (PCR) (percentage)**



Source: UNESCO Institute for Statistics online database

**Total Primary School Enrollment and Children Out of School (thousands)**



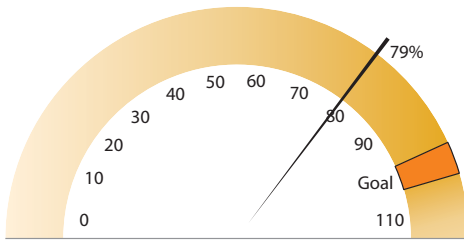
Source: UNESCO Institute for Statistics online database

**Education Official Development Assistance<sup>†</sup> (US\$ millions)**

	Commitments									Disbursements								
	2002	2003	2004	2005	2006	2007	2008	2009	2002	2003	2004	2005	2006	2007	2008	2009		
Education (total)	2.2	3.0	4.7	3.7	20.7	22.0	97.7	45.9	2.6	3.6	4.2	3.7	2.2	6.7	85.5	28.6		
—Basic education	1.1	2.5	4.1	3.0	10.6	16.2	61.4	31.8	1.5	2.8	3.3	3.0	1.4	3.1	48.9	22.7		
—Secondary education	0.8	0.3	0.2	0.6	5.2	3.0	18.2	8.4	0.7	0.4	0.5	0.3	0.4	3.1	18.3	3.8		
—Post-secondary education	0.3	0.2	0.4	0.1	4.9	2.7	18.0	5.7	0.3	0.3	0.4	0.4	0.3	0.5	18.2	2.1		
Education ODA per capita (US\$)	0.7	1.0	1.5	1.1	6.0	6.1	25.8	11.6	0.8	1.1	1.3	1.1	0.6	1.9	22.5	7.2		
Basic ed. ODA per primary-aged child (US\$)	2.2	5.0	8.0	5.6	19.3	28.4	103.1	51.2	3.0	5.6	6.4	5.7	2.6	5.4	82.1	36.6		

Source: OECD/DAC CRS Online database and World Bank EdStats online database

† All values given in constant 2008 US\$ millions. Disbursement data for Denmark in 2002, Finland in 2004 and 2005 and for Luxembourg in 2002 and 2003 are not available. Basic education ODA includes 50% of Education ODA amounts not allocated by level and 10% of amounts allocated to general budget support. Secondary and Post-secondary education ODA each includes 25% of the amounts not allocated by level and 5% of amounts allocated to general budget support. Total Education ODA figures include the amounts for the three levels above and a notional 20% of general budget support received by the country (therefore amounts by levels don't add up to total education amounts).



**Most Recent (2009) Primary School Completion Rate\***

Source: UNESCO Institute for Statistics online database

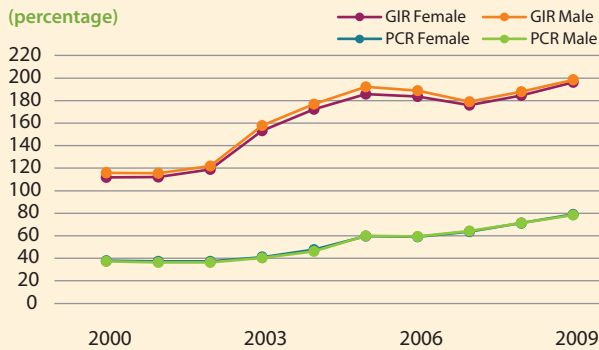
\*Throughout this document 'Primary School Completion Rate' refers to a proxy measure of completion—Gross Intake Ratio to the last grade of primary school!

**Education Indicators**

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Education share of recurrent budget (%)	20	24	23	21	19	24	22	30	24	—
Public education expenditure as a % of GDP	3	3	3	3	3	4	3	3	3	3
Share of primary education in recurrent education budget (%)	—	—	48	45	45	46	46	52	52	47
Primary school net enrollment rate	68	69	70	80	93	97	100	98	—	—
Primary school pupil teacher ratio	48	47	47	52	52	54	48	49	47	48
Percentage of repeaters in primary school (female)	27	29	29	28	29	18	19	18	19	20
Percentage of repeaters in primary school (male)	29	31	31	30	31	19	20	20	21	21
Primary school completion rate (female)	38	37	37	41	48	60	59	64	71	79
Primary school completion rate (male)	37	36	36	40	46	60	59	64	71	79
Transition rate from primary to secondary school (female)	46	55	44	55	53	54	60	59	55	—
Transition rate from primary to secondary school (male)	47	55	46	56	56	56	61	61	57	—

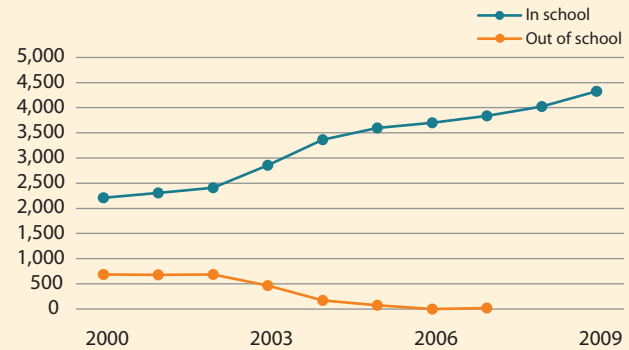
Source: UNESCO Institute for Statistics online database (normal font) and FTI Country Reports (bold). — : Data not available

**Primary School Gross Intake Ratio (GIR) and Primary School Completion Rate (PCR) (percentage)**



Source: UNESCO Institute for Statistics online database

**Total Primary School Enrollment and Children Out of School (thousands)**



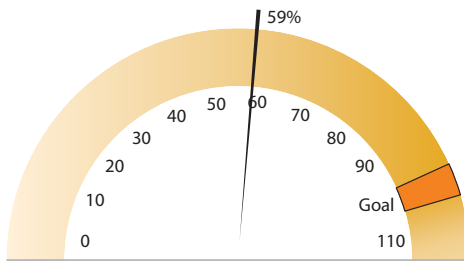
Source: UNESCO Institute for Statistics online database

**Education Official Development Assistance\* (US\$ millions)**

	Commitments									Disbursements								
	2002	2003	2004	2005	2006	2007	2008	2009	2002	2003	2004	2005	2006	2007	2008	2009		
Education (total)	68.3	72.1	128.1	130.1	98.8	89.3	126.5	45.9	72.4	96.8	126.0	104.5	102.5	106.6	109.8	55.1		
—Basic education	20.8	25.6	54.7	59.1	46.5	32.0	62.0	17.3	28.7	44.1	52.7	43.0	41.6	48.6	51.7	26.7		
—Secondary education	10.1	13.9	21.5	19.5	11.0	14.5	22.7	5.1	8.4	11.0	21.7	13.0	17.1	16.4	20.8	4.8		
—Post-secondary education	37.4	32.6	51.9	51.5	41.4	42.9	41.8	23.4	35.3	41.7	51.7	48.5	43.7	41.7	37.3	23.6		
Education ODA per capita (US\$)	4.2	4.3	7.5	7.4	5.5	4.8	6.6	2.3	4.5	5.8	7.4	5.9	5.7	5.7	5.7	2.8		
Basic ed. ODA per primary-aged child (US\$)	9.2	10.9	22.6	23.8	18.3	12.3	23.4	6.4	12.6	18.8	21.8	17.3	16.4	18.7	19.5	9.9		

Source: OECD/DAC CRS Online database and World Bank EdStats online database

† All values given in constant 2008 US\$ millions. Disbursement data for Denmark in 2002, Finland in 2004 and 2005 and for Luxembourg in 2002 and 2003 are not available. Basic education ODA includes 50% of Education ODA amounts not allocated by level and 10% of amounts allocated to general budget support. Secondary and Post-secondary education ODA each includes 25% of the amounts not allocated by level and 5% of amounts allocated to general budget support. Total Education ODA figures include the amounts for the three levels above and a notional 20% of general budget support received by the country (therefore amounts by levels don't add up to total education amounts).



**Most Recent (2009) Primary School Completion Rate\***

Source: UNESCO Institute for Statistics online database

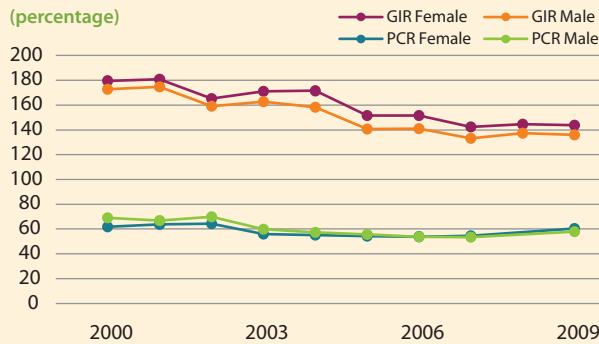
\*Throughout this document 'Primary School Completion Rate' refers to a proxy measure of completion—"Gross Intake Ratio to the last grade of primary school".

**Education Indicators**

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Education share of recurrent budget (%)	20	14	—	—	—	—	—	—	—	—
Public education expenditure as a % of GDP	5	5	—	4	—	—	—	—	—	—
Share of primary education in recurrent education budget (%)	57	48	—	63	—	—	—	—	—	—
Primary school net enrollment rate	—	—	—	94	92	91	89	85	91	91
Primary school pupil teacher ratio	—	—	—	—	—	—	—	—	—	—
Percentage of repeaters in primary school (female)	15	16	15	18	18	20	20	20	20	18
Percentage of repeaters in primary school (male)	16	17	16	18	18	21	21	21	21	19
Primary school completion rate (female)	62	64	64	56	55	54	54	55	—	60
Primary school completion rate (male)	69	67	70	60	57	56	54	54	—	58
Transition rate from primary to secondary school (female)	74	73	63	70	71	71	71	75	—	—
Transition rate from primary to secondary school (male)	78	78	67	73	73	74	76	79	—	—

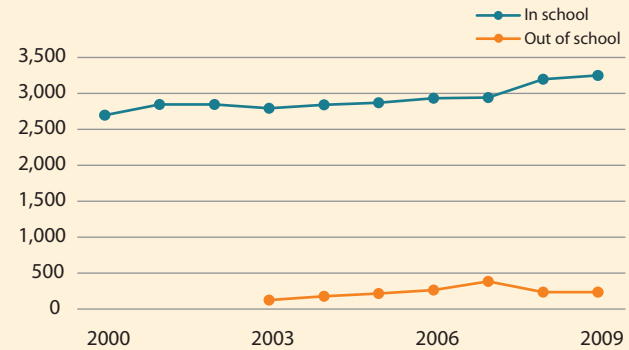
Source: UNESCO Institute for Statistics online database (normal font) and FTI Country Reports (bold). —: Data not available

**Primary School Gross Intake Ratio (GIR) and Primary School Completion Rate (PCR) (percentage)**



Source: UNESCO Institute for Statistics online database

**Total Primary School Enrollment and Children Out of School (thousands)**



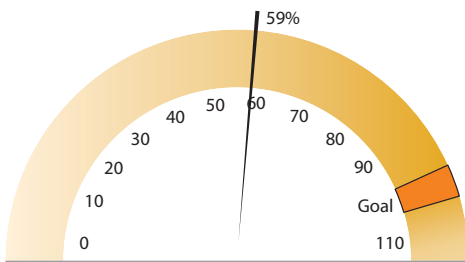
Source: UNESCO Institute for Statistics online database

**Education Official Development Assistance<sup>†</sup> (US\$ millions)**

	Commitments									Disbursements								
	2002	2003	2004	2005	2006	2007	2008	2009	2002	2003	2004	2005	2006	2007	2008	2009		
Education (total)	74.4	45.0	33.6	111.0	66.2	77.0	91.2	69.2	67.6	77.7	74.6	74.5	67.6	75.9	100.7	85.1		
—Basic education	63.8	27.0	20.6	57.2	25.0	53.4	48.7	39.9	43.5	41.6	46.8	37.0	43.2	48.2	61.6	56.5		
—Secondary education	4.9	8.2	9.3	23.2	33.6	8.9	21.0	9.0	19.4	24.1	18.9	25.5	13.4	12.6	18.7	16.0		
—Post-secondary education	5.7	9.8	3.8	30.7	7.6	14.7	21.6	20.3	4.8	11.9	8.9	12.0	11.0	15.2	20.5	12.6		
Education ODA per capita (US\$)	5.9	3.5	2.5	8.1	4.7	5.3	6.1	4.5	5.4	6.0	5.6	5.5	4.8	5.3	6.8	5.6		
Basic ed. ODA per primary-aged child (US\$)	29.3	11.9	8.7	23.4	9.9	20.6	18.3	14.7	19.9	18.3	19.8	15.1	17.1	18.6	23.1	20.7		

Source: OECD/DAC CRS Online database and World Bank EdStats online database

† All values given in constant 2008 US\$ millions. Disbursement data for Denmark in 2002, Finland in 2004 and 2005 and for Luxembourg in 2002 and 2003 are not available. Basic education ODA includes 50% of Education ODA amounts not allocated by level and 10% of amounts allocated to general budget support. Secondary and Post-secondary education ODA each includes 25% of the amounts not allocated by level and 5% of amounts allocated to general budget support. Total Education ODA figures include the amounts for the three levels above and a notional 20% of general budget support received by the country (therefore amounts by levels don't add up to total education amounts).



**Most Recent (2009) Primary School Completion Rate\***

Source: UNESCO Institute for Statistics online database

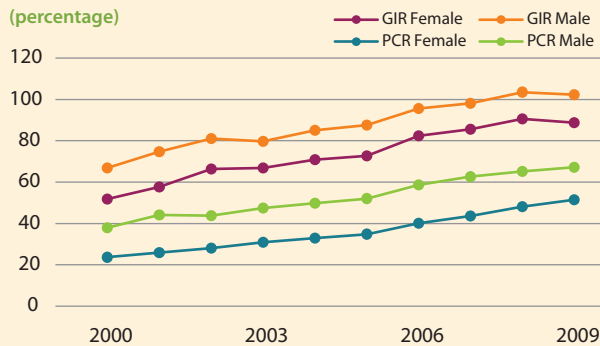
\*Throughout this document 'Primary School Completion Rate' refers to a proxy measure of completion—Gross Intake Ratio to the last grade of primary school!

**Education Indicators**

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Education share of recurrent budget (%)	25	21	—	<b>23</b>	<b>24</b>	<b>23</b>	<b>24</b>	27	27	—
Public education expenditure as a % of GDP	4	4	3	4	4	4	—	—	4	4
Share of primary education in recurrent education budget (%)	33	32	—	—	—	—	38	—	37	40
Primary school net enrollment rate	—	—	53	54	55	61	63	66	72	73
Primary school pupil teacher ratio	65	63	56	57	52	54	53	52	51	50
Percentage of repeaters in primary school (female)	18	18	20	20	19	19	17	17	14	14
Percentage of repeaters in primary school (male)	17	17	19	20	19	18	17	17	14	13
Primary school completion rate (female)	24	26	28	31	33	35	40	44	48	52
Primary school completion rate (male)	38	44	44	47	50	52	59	63	65	67
Transition rate from primary to secondary school (female)	47	49	51	57	48	52	—	64	68	—
Transition rate from primary to secondary school (male)	54	50	57	62	63	65	—	68	72	—

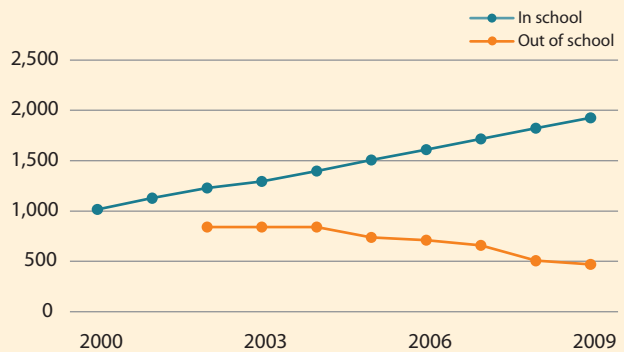
Source: UNESCO Institute for Statistics online database (normal font) and FTI Country Reports (bold). — : Data not available

**Primary School Gross Intake Ratio (GIR) and Primary School Completion Rate (PCR) (percentage)**



Source: UNESCO Institute for Statistics online database

**Total Primary School Enrollment and Children Out of School (thousands)**



Source: UNESCO Institute for Statistics online database

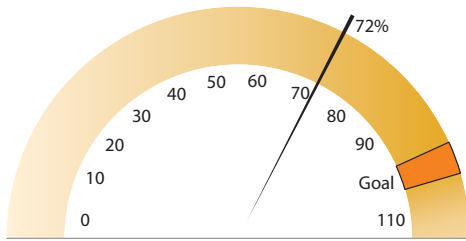
**Education Official Development Assistance<sup>†</sup> (US\$ millions)**

	Commitments									Disbursements								
	2002	2003	2004	2005	2006	2007	2008	2009	2002	2003	2004	2005	2006	2007	2008	2009		
Education (total)	156.8	130.2	94.3	78.6	392.2	131.1	122.0	154.1	79.1	123.4	148.3	130.7	141.9	144.3	192.1	161.2		
—Basic education	108.1	64.8	69.3	37.1	307.7	75.2	63.4	101.3	41.7	67.0	93.7	73.4	89.5	92.5	131.2	106.5		
—Secondary education	18.7	25.6	6.9	13.3	39.0	22.8	23.2	19.5	14.7	21.7	20.2	20.9	17.3	18.0	25.5	22.0		
—Post-secondary education	30.1	39.7	18.1	28.2	45.5	33.2	35.4	33.3	22.6	34.7	34.5	36.4	35.1	33.8	35.4	32.7		
Education ODA per capita (US\$)	14.2	11.5	8.2	6.6	32.4	10.6	9.6	11.8	7.2	10.9	12.8	11.0	11.7	11.6	15.1	12.4		
Basic ed. ODA per primary-aged child (US\$)	60.1	35.5	37.3	19.6	159.8	38.4	31.7	49.8	23.2	36.6	50.4	38.8	46.5	47.2	65.7	52.3		

Source: OECD/DAC CRS Online database and World Bank EdStats online database

† All values given in constant 2008 US\$ millions. Disbursement data for Denmark in 2002, Finland in 2004 and 2005 and for Luxembourg in 2002 and 2003 are not available. Basic education ODA includes 50% of Education ODA amounts not allocated by level and 10% of amounts allocated to general budget support. Secondary and Post-secondary education ODA each includes 25% of the amounts not allocated by level and 5% of amounts allocated to general budget support. Total Education ODA figures include the amounts for the three levels above and a notional 20% of general budget support received by the country (therefore amounts by levels don't add up to total education amounts).





**Most Recent (2009) Primary School Completion Rate\***

Source: UNESCO Institute for Statistics online database

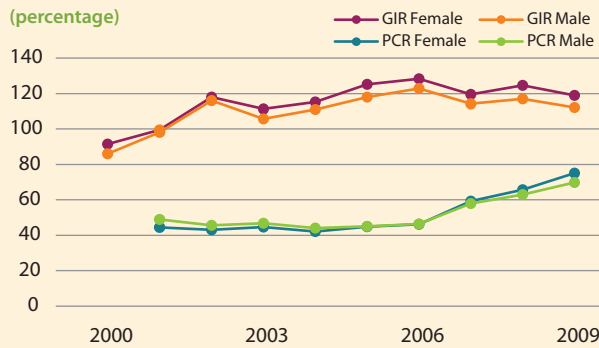
\*Throughout this document 'Primary School Completion Rate' refers to a proxy measure of completion—'Gross Intake Ratio to the last grade of primary school'.

**Education Indicators**

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Education share of recurrent budget (%)	—	—	—	—	—	13	13	—	16	—
Public education expenditure as a % of GDP	—	3	4	4	3	2	3	—	4	—
Share of primary education in recurrent education budget (%)	—	—	—	46	54	62	—	—	43	—
Primary school net enrollment rate	63	66	68	69	77	76	78	80	77	76
Primary school pupil teacher ratio	45	42	39	41	41	40	41	43	37	39
Percentage of repeaters in primary school (female)	15	15	14	16	15	10	10	3	2	3
Percentage of repeaters in primary school (male)	15	15	14	15	14	10	10	3	2	3
Primary school completion rate (female)	—	44	43	45	42	45	46	59	66	75
Primary school completion rate (male)	—	49	46	47	44	45	46	58	63	70
Transition rate from primary to secondary school (female)	36	36	44	44	43	45	47	39	31	—
Transition rate from primary to secondary school (male)	40	41	50	47	48	51	57	—	38	—

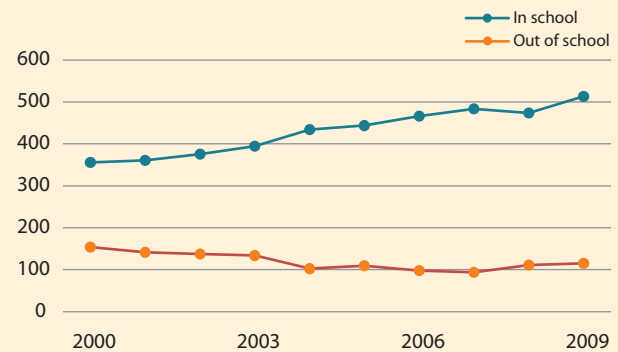
Source: UNESCO Institute for Statistics online database (normal font) and FTI Country Reports (bold). — : Data not available

**Primary School Gross Intake Ratio (GIR) and Primary School Completion Rate (PCR) (percentage)**



Source: UNESCO Institute for Statistics online database

**Total Primary School Enrollment and Children Out of School (thousands)**



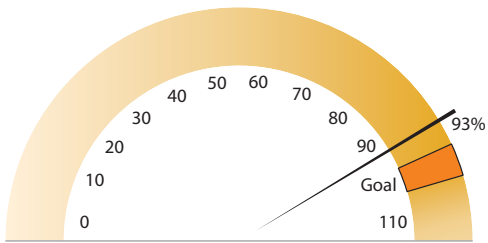
Source: UNESCO Institute for Statistics online database

**Education Official Development Assistance<sup>†</sup> (US\$ millions)**

	Commitments									Disbursements								
	2002	2003	2004	2005	2006	2007	2008	2009	2002	2003	2004	2005	2006	2007	2008	2009		
Education (total)	22.1	19.5	35.2	24.1	47.6	26.7	14.8	17.5	36.5	36.6	32.8	37.0	43.9	57.9	38.2	29.7		
—Basic education	7.5	3.5	3.5	14.5	17.2	10.5	2.7	3.0	15.9	12.1	10.5	14.1	15.8	24.0	17.6	10.6		
—Secondary education	2.7	1.6	1.3	0.2	14.0	2.3	1.5	3.3	6.2	6.1	5.1	3.5	6.2	12.9	5.0	5.2		
—Post-secondary education	11.8	14.4	30.5	9.4	16.4	13.9	10.6	11.2	14.4	18.4	17.2	19.4	21.9	21.0	15.6	14.0		
Education ODA per capita (US\$)	8.0	6.9	12.1	8.1	15.5	8.5	4.6	5.3	13.3	12.9	11.3	12.4	14.3	18.5	11.9	9.0		
Basic ed. ODA per primary-aged child (US\$)	17.5	7.9	7.7	31.9	37.1	22.2	5.7	6.1	37.2	27.8	23.5	30.9	34.0	50.8	36.5	21.5		

Source: OECD/DAC CRS Online database and World Bank EdStats online database

† All values given in constant 2008 US\$ millions. Disbursement data for Denmark in 2002, Finland in 2004 and 2005 and for Luxembourg in 2002 and 2003 are not available. Basic education ODA includes 50% of Education ODA amounts not allocated by level and 10% of amounts allocated to general budget support. Secondary and Post-secondary education ODA each includes 25% of the amounts not allocated by level and 5% of amounts allocated to general budget support. Total Education ODA figures include the amounts for the three levels above and a notional 20% of general budget support received by the country (therefore amounts by levels don't add up to total education amounts).



**Most Recent (2009) Primary School Completion Rate\***

Source: UNESCO Institute for Statistics online database

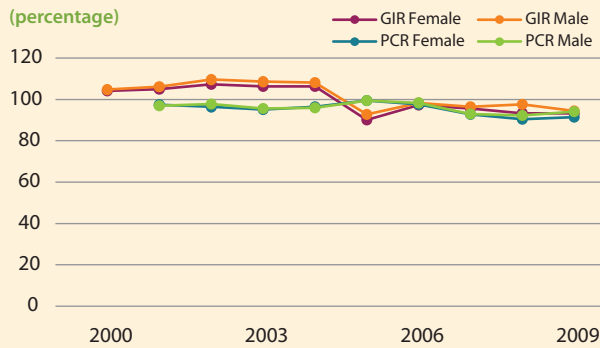
\*Throughout this document 'Primary School Completion Rate' refers to a proxy measure of completion—Gross Intake Ratio to the last grade of primary school!

**Education Indicators**

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Education share of recurrent budget (%)	—	—	—	—	—	—	23	22	21	22
Public education expenditure as a % of GDP	5	5	6	5	7	7	8	8	8	10
Share of primary education in recurrent education budget (%)	—	—	—	—	—	—	—	17	18	18
Primary school net enrollment rate	94	93	92	93	92	91	88	88	88	88
Primary school pupil teacher ratio	21	20	20	19	19	18	17	16	16	16
Percentage of repeaters in primary school (female)	—	1	1	0	0	0	0	0	0	0
Percentage of repeaters in primary school (male)	—	1	1	0	0	0	0	0	0	0
Primary school completion rate (female)	—	98	96	95	97	99	98	93	90	91
Primary school completion rate (male)	—	97	98	96	96	100	98	93	92	94
Transition rate from primary to secondary school (female)	97	97	99	99	98	99	99	98	98	—
Transition rate from primary to secondary school (male)	97	98	97	97	99	98	99	99	99	—

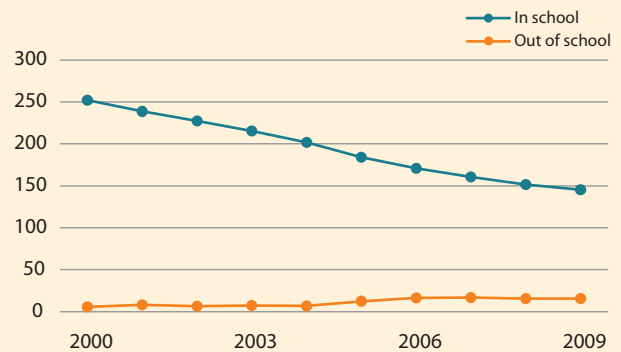
Source: UNESCO Institute for Statistics online database (normal font) and FTI Country Reports (bold). — : Data not available

**Primary School Gross Intake Ratio (GIR) and Primary School Completion Rate (PCR) (percentage)**



Source: UNESCO Institute for Statistics online database

**Total Primary School Enrollment and Children Out of School (thousands)**



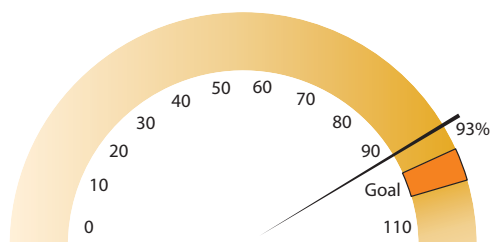
Source: UNESCO Institute for Statistics online database

**Education Official Development Assistance\* (US\$ millions)**

	Commitments									Disbursements								
	2002	2003	2004	2005	2006	2007	2008	2009	2002	2003	2004	2005	2006	2007	2008	2009		
Education (total)	10.9	14.0	13.8	11.5	37.6	38.1	24.8	16.5	9.0	9.5	9.8	13.4	33.6	33.7	36.0	18.7		
—Basic education	2.4	2.0	5.2	0.8	9.9	12.5	5.6	1.7	3.1	1.1	0.8	1.6	9.6	9.7	11.5	1.8		
—Secondary education	2.0	1.9	0.2	0.2	11.3	7.3	3.4	1.1	1.7	1.1	0.6	0.3	5.7	6.2	6.4	3.0		
—Post-secondary education	6.5	10.0	8.3	10.5	16.4	18.4	15.8	13.7	4.2	7.4	8.4	11.5	18.3	17.7	18.1	13.9		
Education ODA per capita (US\$)	2.7	3.6	3.6	3.1	10.1	10.4	6.8	4.6	2.3	2.5	2.6	3.6	9.1	9.2	9.9	5.2		
Basic ed. ODA per primary-aged child (US\$)	10.7	9.3	26.3	4.2	55.7	73.3	35.0	11.1	13.5	5.1	4.1	8.4	54.4	57.2	71.5	11.6		

Source: OECD/DAC CRS Online database and World Bank EdStats online database

† All values given in constant 2008 US\$ millions. Disbursement data for Denmark in 2002, Finland in 2004 and 2005 and for Luxembourg in 2002 and 2003 are not available. Basic education ODA includes 50% of Education ODA amounts not allocated by level and 10% of amounts allocated to general budget support. Secondary and Post-secondary education ODA each includes 25% of the amounts not allocated by level and 5% of amounts allocated to general budget support. Total Education ODA figures include the amounts for the three levels above and a notional 20% of general budget support received by the country (therefore amounts by levels don't add up to total education amounts).



**Most Recent (2008) Primary School Completion Rate\***

Source: UNESCO Institute for Statistics online database

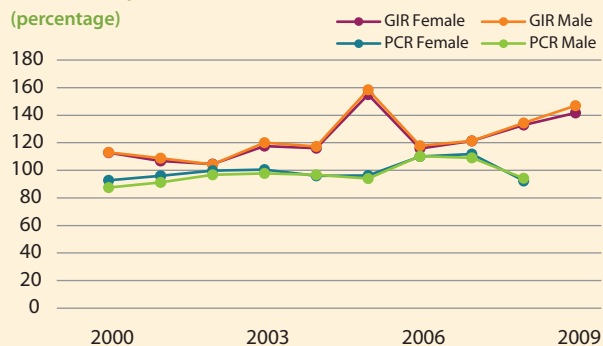
\*Throughout this document 'Primary School Completion Rate' refers to a proxy measure of completion—'Gross Intake Ratio to the last grade of primary school'.

**Education Indicators**

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Education share of recurrent budget (%)	—	<b>18</b>	<b>20</b>	<b>18</b>	<b>18</b>	<b>19</b>	<b>17</b>	—	—	—
Public education expenditure as a % of GDP	6	—	8	—	5	—	—	5	—	6
Share of primary education in recurrent education budget (%)	—	—	—	—	24	—	—	27	—	—
Primary school net enrollment rate	94	93	89	81	85	86	90	87	89	90
Primary school pupil teacher ratio	33	32	32	31	33	34	33	32	31	30
Percentage of repeaters in primary school (female)	1	0	1	1	1	0	0	0	0	0
Percentage of repeaters in primary school (male)	1	1	1	1	1	0	0	1	0	0
Primary school completion rate (female)	93	96	100	100	96	96	110	112	92	—
Primary school completion rate (male)	87	91	97	98	97	94	110	109	94	—
Transition rate from primary to secondary school (female)	98	98	100	99	99	99	97	98	99	—
Transition rate from primary to secondary school (male)	95	96	98	99	96	95	95	96	96	—

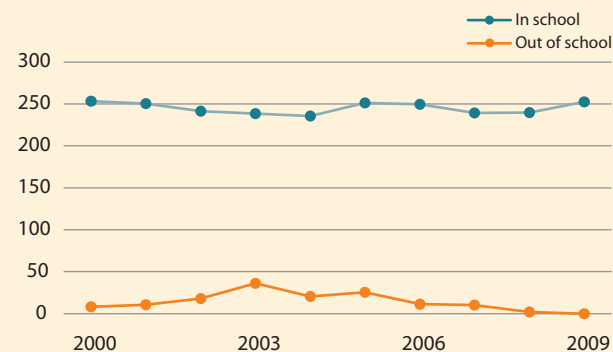
Source: UNESCO Institute for Statistics online database (normal font) and FTI Country Reports (bold). — : Data not available

**Primary School Gross Intake Ratio (GIR) and Primary School Completion Rate (PCR) (percentage)**



Source: UNESCO Institute for Statistics online database

**Total Primary School Enrollment and Children Out of School (thousands)**



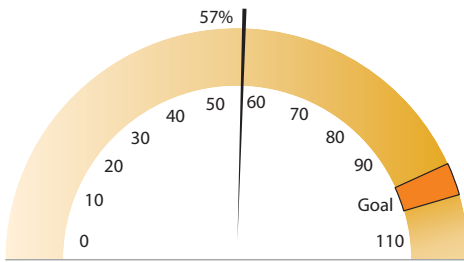
Source: UNESCO Institute for Statistics online database

**Education Official Development Assistance<sup>†</sup> (US\$ millions)**

	Commitments									Disbursements								
	2002	2003	2004	2005	2006	2007	2008	2009	2002	2003	2004	2005	2006	2007	2008	2009		
Education (total)	47.9	46.0	44.0	29.4	55.9	37.1	46.1	58.5	17.9	37.9	33.6	37.7	39.2	38.8	34.0	28.0		
—Basic education	9.6	11.9	13.2	18.9	24.0	12.5	3.3	19.5	10.5	7.9	6.9	8.3	17.0	18.7	13.6	5.2		
—Secondary education	21.4	2.0	1.1	1.2	5.7	2.1	26.4	10.2	0.7	2.1	1.2	1.2	1.7	1.4	1.6	2.5		
—Post-secondary education	17.0	32.1	29.6	9.2	26.2	22.5	16.4	28.8	6.7	27.8	25.5	28.1	20.5	18.7	18.7	20.2		
Education ODA per capita (US\$)	19.5	18.5	17.5	11.5	21.6	14.2	17.5	21.9	7.3	15.2	13.4	14.8	15.2	14.9	12.9	10.5		
Basic ed. ODA per primary-aged child (US\$)	40.3	51.6	59.5	72.0	95.0	51.1	14.1	85.1	43.9	34.2	31.2	31.7	67.4	76.7	57.7	22.9		

Source: OECD/DAC CRS Online database and World Bank EdStats online database

† All values given in constant 2008 US\$ millions. Disbursement data for Denmark in 2002, Finland in 2004 and 2005 and for Luxembourg in 2002 and 2003 are not available. Basic education ODA includes 50% of Education ODA amounts not allocated by level and 10% of amounts allocated to general budget support. Secondary and Post-secondary education ODA each includes 25% of the amounts not allocated by level and 5% of amounts allocated to general budget support. Total Education ODA figures include the amounts for the three levels above and a notional 20% of general budget support received by the country (therefore amounts by levels don't add up to total education amounts).



**Most Recent (2009) Primary School Completion Rate\***

Source: UNESCO Institute for Statistics online database

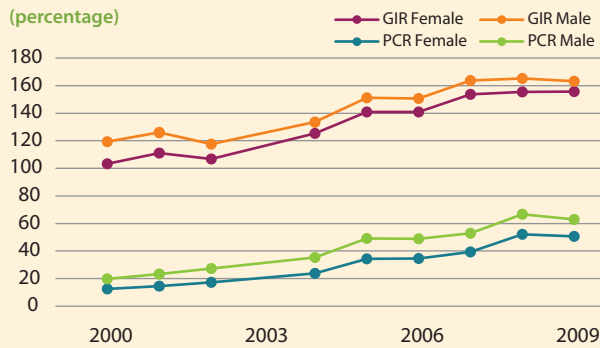
\*Throughout this document 'Primary School Completion Rate' refers to a proxy measure of completion—Gross Intake Ratio to the last grade of primary school!

**Education Indicators**

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Education share of recurrent budget (%)	—	—	—	—	26	—	26	—	—	—
Public education expenditure as a % of GDP	—	—	—	—	5	5	5	<b>6</b>	—	—
Share of primary education in recurrent education budget (%)	—	—	—	—	70	—	56	<b>51</b>	—	—
Primary school net enrollment rate	56	61	57	—	71	76	75	—	80	82
Primary school pupil teacher ratio	64	66	67	—	65	66	67	65	64	61
Percentage of repeaters in primary school (female)	24	23	24	—	21	10	5	6	5	7
Percentage of repeaters in primary school (male)	23	22	23	—	21	11	5	6	6	7
Primary school completion rate (female)	13	14	17	—	24	34	34	39	52	51
Primary school completion rate (male)	20	23	27	—	35	49	49	53	67	63
Transition rate from primary to secondary school (female)	40	46	—	—	56	56	61	60	56	—
Transition rate from primary to secondary school (male)	40	43	—	—	51	52	56	56	51	—

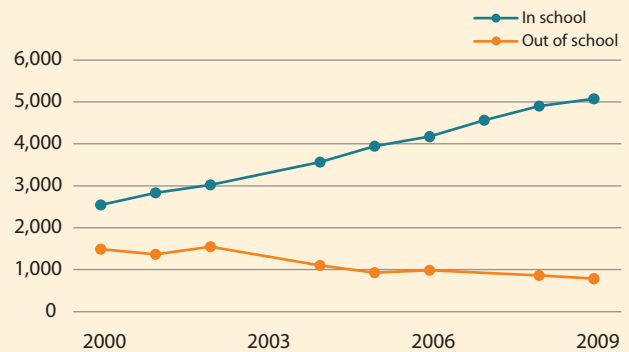
Source: UNESCO Institute for Statistics online database (normal font) and FTI Country Reports (bold). — : Data not available

**Primary School Gross Intake Ratio (GIR) and Primary School Completion Rate (PCR) (percentage)**



Source: UNESCO Institute for Statistics online database

**Total Primary School Enrollment and Children Out of School (thousands)**



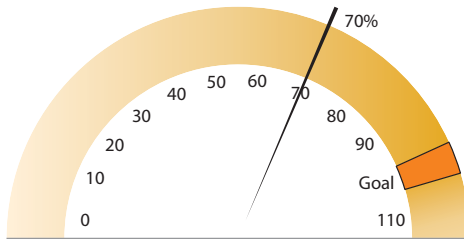
Source: UNESCO Institute for Statistics online database

**Education Official Development Assistance\* (US\$ millions)**

	Commitments								Disbursements							
	2002	2003	2004	2005	2006	2007	2008	2009	2002	2003	2004	2005	2006	2007	2008	2009
Education (total)	296.7	136.9	143.2	317.5	227.0	377.1	250.3	334.9	135.8	167.6	167.0	198.8	244.6	231.8	270.5	307.8
—Basic education	124.3	81.1	81.3	216.8	129.8	211.6	117.7	179.1	76.5	92.1	91.1	116.2	146.3	129.5	154.6	188.1
—Secondary education	83.3	23.6	26.4	47.4	64.8	83.8	66.9	77.3	24.4	30.0	30.3	36.7	49.8	55.2	59.5	59.4
—Post-secondary education	89.2	32.3	35.6	53.2	32.4	81.8	65.7	78.5	34.9	45.5	45.6	45.9	48.6	47.1	56.4	60.3
Education ODA per capita (US\$)	15.4	6.9	7.1	15.2	10.6	17.2	11.2	14.6	7.1	8.5	8.2	9.5	11.5	10.6	12.1	13.4
Basic ed. ODA per primary-aged child (US\$)	34.7	22.1	21.5	55.7	32.3	50.9	27.4	40.4	21.4	25.1	24.1	29.9	36.4	31.2	36.0	42.4

Source: OECD/DAC CRS Online database and World Bank EdStats online database

† All values given in constant 2008 US\$ millions. Disbursement data for Denmark in 2002, Finland in 2004 and 2005 and for Luxembourg in 2002 and 2003 are not available. Basic education ODA includes 50% of Education ODA amounts not allocated by level and 10% of amounts allocated to general budget support. Secondary and Post-secondary education ODA each includes 25% of the amounts not allocated by level and 5% of amounts allocated to general budget support. Total Education ODA figures include the amounts for the three levels above and a notional 20% of general budget support received by the country (therefore amounts by levels don't add up to total education amounts).



**Most Recent (2002) Primary School Completion Rate\***

Source: UNESCO Institute for Statistics online database

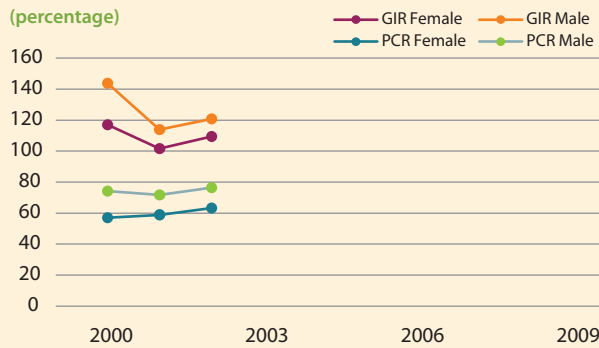
\*Throughout this document 'Primary School Completion Rate' refers to a proxy measure of completion—'Gross Intake Ratio to the last grade of primary school'.

**Education Indicators**

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Education share of recurrent budget (%)	—	—	21	19	—	—	—	—	27	—
Public education expenditure as a % of GDP	3	4	3	3	—	—	—	—	4	4
Share of primary education in recurrent education budget (%)	52	53	53	49	—	—	—	—	63	60
Primary school net enrollment rate	71	—	—	—	—	—	—	—	—	—
Primary school pupil teacher ratio	43	37	40	36	36	40	40	40	38	33
Percentage of repeaters in primary school (female)	25	24	21	22	22	23	20	20	17	—
Percentage of repeaters in primary school (male)	25	24	22	22	22	23	21	21	17	—
Primary school completion rate (female)	57	59	63	—	—	—	—	—	—	—
Primary school completion rate (male)	74	72	76	—	—	—	—	—	—	—
Transition rate from primary to secondary school (female)	73	80	76	74	—	—	—	81	—	—
Transition rate from primary to secondary school (male)	71	83	80	79	—	—	—	81	—	—

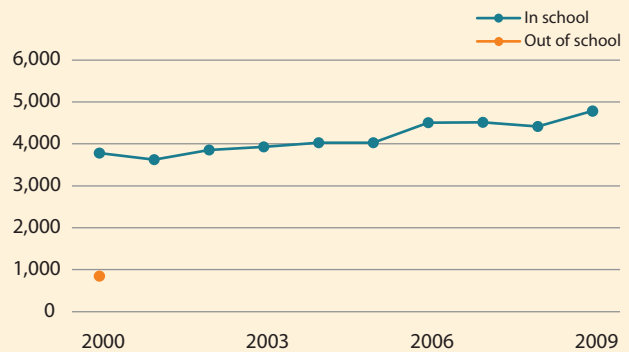
Source: UNESCO Institute for Statistics online database (normal font) and FTI Country Reports (bold). — : Data not available

**Primary School Gross Intake Ratio (GIR) and Primary School Completion Rate (PCR) (percentage)**



Source: UNESCO Institute for Statistics online database

**Total Primary School Enrollment and Children Out of School (thousands)**



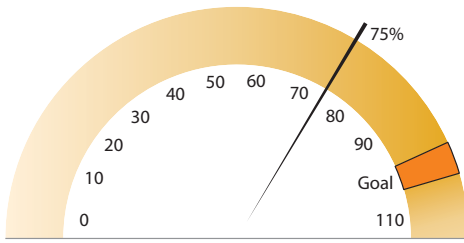
Source: UNESCO Institute for Statistics online database

**Education Official Development Assistance<sup>†</sup> (US\$ millions)**

	Commitments									Disbursements								
	2002	2003	2004	2005	2006	2007	2008	2009	2002	2003	2004	2005	2006	2007	2008	2009		
Education (total)	44.6	92.0	231.2	20.8	69.3	185.7	44.6	357.2	24.7	75.0	63.2	51.6	75.3	88.3	91.0	174.5		
—Basic education	19.7	30.2	218.9	11.1	32.8	105.5	22.6	237.3	14.4	49.8	43.1	34.5	55.7	64.3	70.2	138.8		
—Secondary education	12.8	51.9	2.7	1.8	12.0	17.3	8.4	65.6	3.1	9.8	5.4	3.5	4.4	5.3	3.4	9.4		
—Post-secondary education	12.1	9.9	9.7	7.9	24.5	62.8	13.6	54.3	7.2	15.5	14.7	13.6	15.2	18.7	17.4	26.3		
Education ODA per capita (US\$)	1.7	3.5	8.7	0.8	2.5	6.6	1.5	12.2	1.0	2.9	2.4	1.9	2.7	3.1	3.2	5.9		
Basic ed. ODA per primary-aged child (US\$)	5.9	—	—	—	—	—	—	—	4.3	—	—	—	—	—	—	—		

Source: OECD/DAC CRS Online database and World Bank EdStats online database

† All values given in constant 2008 US\$ millions. Disbursement data for Denmark in 2002, Finland in 2004 and 2005 and for Luxembourg in 2002 and 2003 are not available. Basic education ODA includes 50% of Education ODA amounts not allocated by level and 10% of amounts allocated to general budget support. Secondary and Post-secondary education ODA each includes 25% of the amounts not allocated by level and 5% of amounts allocated to general budget support. Total Education ODA figures include the amounts for the three levels above and a notional 20% of general budget support received by the country (therefore amounts by levels don't add up to total education amounts).



**Most Recent (2008) Primary School Completion Rate\***

Source: UNESCO Institute for Statistics online database

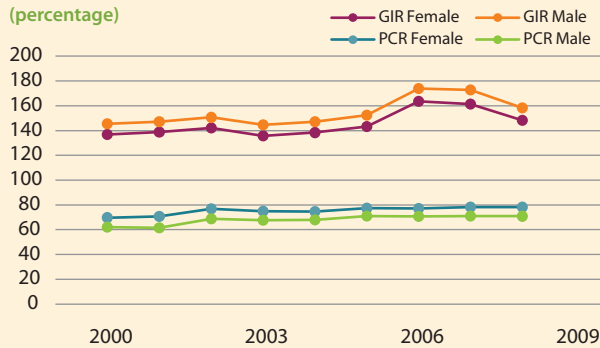
\*Throughout this document 'Primary School Completion Rate' refers to a proxy measure of completion—Gross Intake Ratio to the last grade of primary school!

**Education Indicators**

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Education share of recurrent budget (%)	—	<b>14</b>	—	<b>12</b>	<b>12</b>	<b>14</b>	<b>14</b>	—	—	—
Public education expenditure as a % of GDP	4	—	3	3	—	—	—	—	—	—
Share of primary education in recurrent education budget (%)	—	<b>14</b>	—	<b>12</b>	<b>12</b>	<b>14</b>	<b>14</b>	—	—	—
Primary school net enrollment rate	79	81	86	86	87	87	90	96	92	—
Primary school pupil teacher ratio	36	37	35	34	35	34	33	31	29	—
Percentage of repeaters in primary school (female)	4	6	8	9	9	9	8	8	9	—
Percentage of repeaters in primary school (male)	6	8	10	12	12	11	11	10	13	—
Primary school completion rate (female)	70	71	77	75	75	77	77	78	78	—
Primary school completion rate (male)	62	62	69	68	68	71	71	71	71	—
Transition rate from primary to secondary school (female)	—	—	—	—	—	—	—	—	—	—
Transition rate from primary to secondary school (male)	—	—	—	—	—	—	—	—	—	—

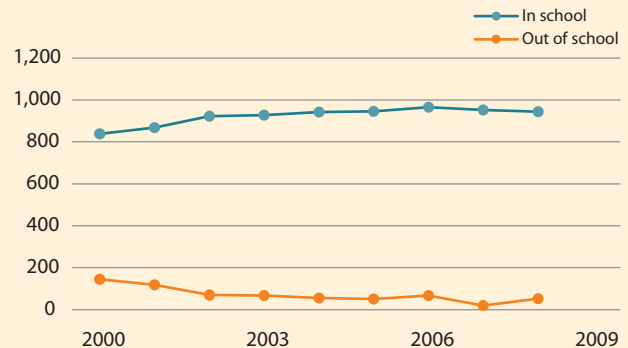
Source: UNESCO Institute for Statistics online database (normal font) and FTI Country Reports (bold). — : Data not available

**Primary School Gross Intake Ratio (GIR) and Primary School Completion Rate (PCR) (percentage)**



Source: UNESCO Institute for Statistics online database

**Total Primary School Enrollment and Children Out of School (thousands)**



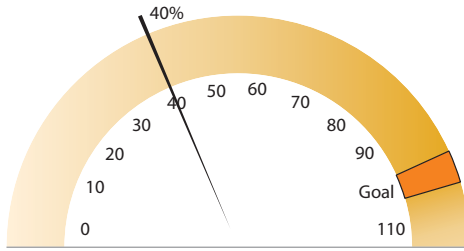
Source: UNESCO Institute for Statistics online database

**Education Official Development Assistance\* (US\$ millions)**

	Commitments									Disbursements								
	2002	2003	2004	2005	2006	2007	2008	2009	2002	2003	2004	2005	2006	2007	2008	2009		
Education (total)	30.5	76.0	140.3	55.9	148.6	52.1	57.5	32.1	50.6	67.0	58.8	69.7	98.1	77.4	73.4	82.5		
—Basic education	8.0	40.5	77.8	40.2	93.8	23.7	19.0	15.2	27.7	37.5	33.6	31.3	58.4	47.2	42.8	41.5		
—Secondary education	7.6	16.9	38.9	10.5	36.4	19.0	12.6	10.9	6.8	9.6	10.6	21.0	23.4	17.6	19.6	25.7		
—Post-secondary education	14.9	18.5	23.6	5.3	18.4	9.4	25.9	6.0	16.1	19.9	14.6	17.4	16.3	12.6	11.0	15.3		
Education ODA per capita (US\$)	5.8	14.3	26.1	10.3	26.9	9.3	10.1	5.6	9.6	12.6	10.9	12.8	17.7	13.8	12.9	14.4		
Basic ed. ODA per primary-aged child (US\$)	9.4	47.9	92.0	47.7	113.0	29.0	23.5	19.0	32.9	44.3	39.7	37.1	70.4	57.6	53.0	52.0		

Source: OECD/DAC CRS Online database and World Bank EdStats online database

† All values given in constant 2008 US\$ millions. Disbursement data for Denmark in 2002, Finland in 2004 and 2005 and for Luxembourg in 2002 and 2003 are not available. Basic education ODA includes 50% of Education ODA amounts not allocated by level and 10% of amounts allocated to general budget support. Secondary and Post-secondary education ODA each includes 25% of the amounts not allocated by level and 5% of amounts allocated to general budget support. Total Education ODA figures include the amounts for the three levels above and a notional 20% of general budget support received by the country (therefore amounts by levels don't add up to total education amounts).



**Most Recent (2009) Primary School Completion Rate\***

Source: UNESCO Institute for Statistics online database

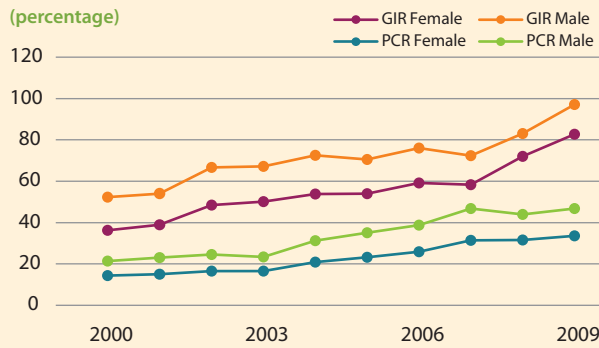
\*Throughout this document 'Primary School Completion Rate' refers to a proxy measure of completion—"Gross Intake Ratio to the last grade of primary school".

**Education Indicators**

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Education share of recurrent budget (%)	<b>30</b>	<b>29</b>	<b>28</b>	—	—	—	—	—	—	29
Public education expenditure as a % of GDP	3	3	3	2	—	—	3	4	4	5
Share of primary education in recurrent education budget (%)	—	—	61	—	—	—	64	61	—	61
Primary school net enrollment rate	27	30	34	38	41	42	43	45	49	54
Primary school pupil teacher ratio	41	42	41	42	44	44	40	40	41	39
Percentage of repeaters in primary school (female)	12	10	9	8	5	6	5	5	6	5
Percentage of repeaters in primary school (male)	12	10	9	7	5	5	5	5	7	5
Primary school completion rate (female)	14	15	17	17	21	23	26	31	31	34
Primary school completion rate (male)	21	23	25	23	31	35	39	47	44	47
Transition rate from primary to secondary school (female)	30	38	41	48	53	58	37	40	44	—
Transition rate from primary to secondary school (male)	31	39	43	51	63	61	42	45	49	—

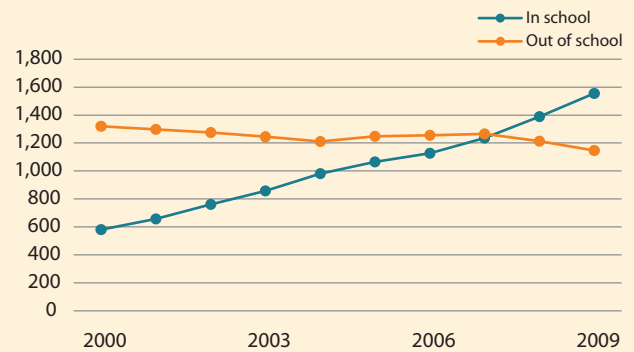
Source: UNESCO Institute for Statistics online database (normal font) and FTI Country Reports (bold). — : Data not available

**Primary School Gross Intake Ratio (GIR) and Primary School Completion Rate (PCR) (percentage)**



Source: UNESCO Institute for Statistics online database

**Total Primary School Enrollment and Children Out of School (thousands)**



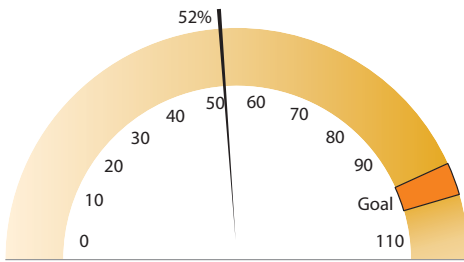
Source: UNESCO Institute for Statistics online database

**Education Official Development Assistance<sup>†</sup> (US\$ millions)**

	Commitments									Disbursements								
	2002	2003	2004	2005	2006	2007	2008	2009	2002	2003	2004	2005	2006	2007	2008	2009		
Education (total)	38.0	132.1	44.7	80.2	53.1	53.7	70.9	37.8	53.2	59.4	59.5	67.3	62.3	75.0	62.1	46.0		
—Basic education	23.1	93.0	33.8	41.1	32.4	35.0	40.2	18.6	26.0	30.7	33.9	43.5	39.2	51.2	40.7	27.4		
—Secondary education	5.8	18.7	2.7	20.5	6.4	7.5	12.9	6.5	14.2	13.6	11.3	8.9	8.3	9.9	9.0	6.6		
—Post-secondary education	9.2	20.5	8.1	18.6	14.3	11.2	17.9	12.7	13.0	15.1	14.3	14.9	14.8	13.9	12.4	12.0		
Education ODA per capita (US\$)	3.2	10.8	3.5	6.1	3.9	3.8	4.8	2.5	4.5	4.9	4.7	5.1	4.6	5.3	4.2	3.0		
Basic ed. ODA per primary-aged child (US\$)	12.0	46.4	16.3	19.1	14.5	15.1	16.7	7.5	13.4	15.3	16.3	20.2	17.5	22.1	16.9	11.0		

Source: OECD/DAC CRS Online database and World Bank EdStats online database

† All values given in constant 2008 US\$ millions. Disbursement data for Denmark in 2002, Finland in 2004 and 2005 and for Luxembourg in 2002 and 2003 are not available. Basic education ODA includes 50% of Education ODA amounts not allocated by level and 10% of amounts allocated to general budget support. Secondary and Post-secondary education ODA each includes 25% of the amounts not allocated by level and 5% of amounts allocated to general budget support. Total Education ODA figures include the amounts for the three levels above and a notional 20% of general budget support received by the country (therefore amounts by levels don't add up to total education amounts).



**Most Recent (2009) Primary School Completion Rate\***

Source: UNESCO Institute for Statistics online database

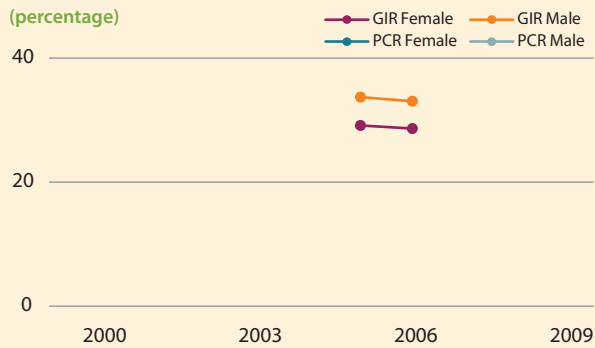
\*Throughout this document 'Primary School Completion Rate' refers to a proxy measure of completion—Gross Intake Ratio to the last grade of primary school!

**Education Indicators**

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Education share of recurrent budget (%)	—	—	—	—	—	—	—	—	—	—
Public education expenditure as a % of GDP	—	—	—	—	—	—	—	<b>4</b>	<b>4</b>	<b>5</b>
Share of primary education in recurrent education budget (%)	—	—	—	—	—	—	—	—	—	—
Primary school net enrollment rate	—	—	—	—	—	—	—	<b>45</b>	—	—
Primary school pupil teacher ratio	35	36	38	36	36	35	36	—	—	—
Percentage of repeaters in primary school (female)	0	0	0	0	0	0	0	0	—	—
Percentage of repeaters in primary school (male)	0	0	0	0	0	0	0	0	—	—
Primary school completion rate (female)	—	—	—	—	—	—	—	—	—	—
Primary school completion rate (male)	—	—	—	—	—	—	—	—	—	—
Transition rate from primary to secondary school (female)	—	—	—	—	—	—	—	—	—	—
Transition rate from primary to secondary school (male)	—	—	—	—	—	—	—	—	—	—

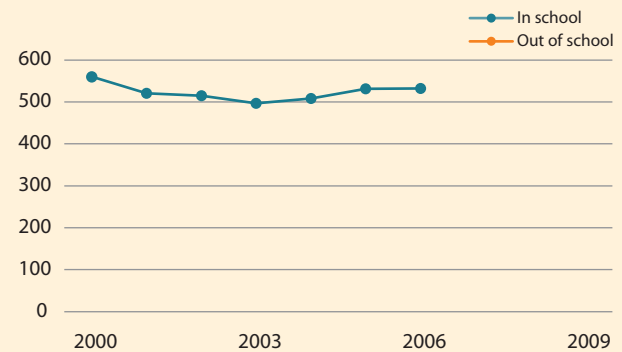
Source: UNESCO Institute for Statistics online database (normal font) and FTI Country Reports (bold). — : Data not available

**Primary School Gross Intake Ratio (GIR) and Primary School Completion Rate (PCR) (percentage)**



Source: UNESCO Institute for Statistics online database

**Total Primary School Enrollment and Children Out of School (thousands)**



Source: UNESCO Institute for Statistics online database

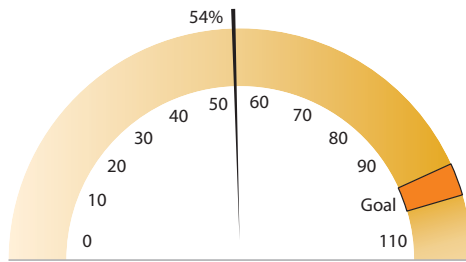
**Education Official Development Assistance<sup>†</sup> (US\$ millions)**

	Commitments									Disbursements								
	2002	2003	2004	2005	2006	2007	2008	2009	2002	2003	2004	2005	2006	2007	2008	2009		
Education (total)	15.1	110.7	20.3	81.4	14.1	42.3	42.6	50.1	70.1	78.0	66.2	50.8	47.2	30.8	39.8	60.3		
—Basic education	10.4	98.1	6.1	70.4	8.5	21.7	23.3	40.1	36.5	28.6	24.2	28.2	26.8	17.0	22.7	43.5		
—Secondary education	1.3	5.9	7.6	5.5	1.1	10.0	9.2	1.5	8.2	16.8	11.2	7.7	7.4	5.7	8.4	6.8		
—Post-secondary education	3.5	6.7	6.6	5.4	4.5	10.6	10.1	8.5	25.4	32.6	30.8	14.9	13.0	8.1	8.7	10.0		
Education ODA per capita (US\$)	2.7	19.0	3.4	13.3	2.2	6.6	6.5	7.4	12.4	13.4	11.1	8.3	7.5	4.8	6.1	9.0		
Basic ed. ODA per primary-aged child (US\$)	12.0	110.0	6.6	74.6	8.7	21.8	23.0	38.7	42.2	32.0	26.3	29.9	27.7	17.1	22.4	42.0		

Source: OECD/DAC CRS Online database and World Bank EdStats online database

<sup>†</sup> All values given in constant 2008 US\$ millions. Disbursement data for Denmark in 2002, Finland in 2004 and 2005 and for Luxembourg in 2002 and 2003 are not available. Basic education ODA includes 50% of Education ODA amounts not allocated by level and 10% of amounts allocated to general budget support. Secondary and Post-secondary education ODA each includes 25% of the amounts not allocated by level and 5% of amounts allocated to general budget support. Total Education ODA figures include the amounts for the three levels above and a notional 20% of general budget support received by the country (therefore amounts by levels don't add up to total education amounts).





**Most Recent (2008) Primary School Completion Rate\***

Source: UNESCO Institute for Statistics online database

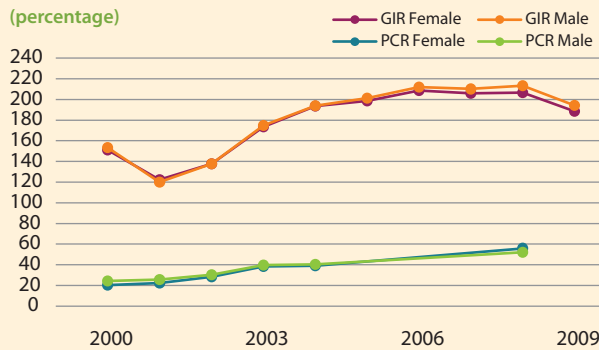
\*Throughout this document 'Primary School Completion Rate' refers to a proxy measure of completion—'Gross Intake Ratio to the last grade of primary school'.

**Education Indicators**

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Education share of recurrent budget (%)	—	—	—	—	—	16	—	30	—	—
Public education expenditure as a % of GDP	4	6	—	—	—	3	—	5	4	—
Share of primary education in recurrent education budget (%)	48	48	—	—	—	54	—	45	—	—
Primary school net enrollment rate	—	75	78	83	78	84	—	97	96	—
Primary school pupil teacher ratio	54	51	59	60	62	69	66	69	68	68
Percentage of repeaters in primary school (female)	34	36	36	16	19	15	15	15	18	14
Percentage of repeaters in primary school (male)	31	36	36	17	19	15	15	15	18	15
Primary school completion rate (female)	20	22	28	38	39	—	—	—	56	—
Primary school completion rate (male)	24	26	30	40	40	—	—	—	52	—
Transition rate from primary to secondary school (female)	—	—	—	—	—	—	—	—	—	—
Transition rate from primary to secondary school (male)	—	—	—	—	—	—	—	—	—	—

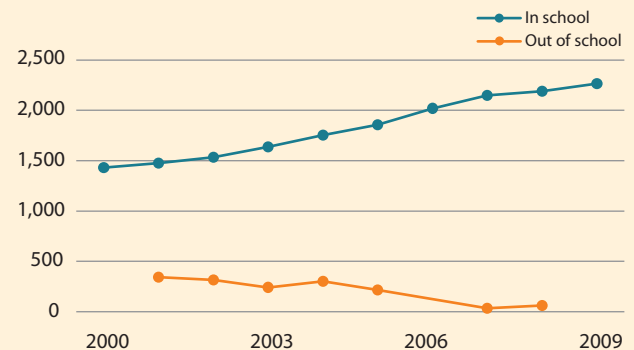
Source: UNESCO Institute for Statistics online database (normal font) and FTI Country Reports (bold). —: Data not available

**Primary School Gross Intake Ratio (GIR) and Primary School Completion Rate (PCR) (percentage)**



Source: UNESCO Institute for Statistics online database

**Total Primary School Enrollment and Children Out of School (thousands)**



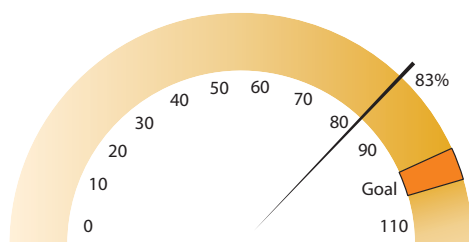
Source: UNESCO Institute for Statistics online database

**Education Official Development Assistance<sup>†</sup> (US\$ millions)**

	Commitments									Disbursements								
	2002	2003	2004	2005	2006	2007	2008	2009	2002	2003	2004	2005	2006	2007	2008	2009		
Education (total)	74.0	70.7	34.2	44.6	137.0	106.0	89.3	137.5	76.0	49.5	92.4	67.9	68.2	96.2	112.8	129.6		
—Basic education	34.4	33.3	13.3	21.7	66.0	76.0	39.1	55.7	34.7	20.7	39.0	32.1	29.2	50.6	71.4	64.0		
—Secondary education	18.5	14.7	8.0	6.0	27.4	13.3	20.6	56.7	20.0	12.6	23.9	13.6	13.3	20.9	18.7	37.8		
—Post-secondary education	21.2	22.6	12.9	16.9	43.7	16.7	29.7	25.1	21.4	16.1	29.5	22.2	25.7	24.7	22.7	27.8		
Education ODA per capita (US\$)	8.7	8.1	3.9	5.0	14.9	11.2	9.2	13.8	8.9	5.7	10.5	7.5	7.4	10.2	11.6	13.0		
Basic ed. ODA per primary-aged child (US\$)	24.2	23.7	9.6	16.0	48.2	54.1	26.9	37.1	24.4	14.7	28.3	23.7	21.3	36.1	49.2	42.6		

Source: OECD/DAC CRS Online database and World Bank EdStats online database

† All values given in constant 2008 US\$ millions. Disbursement data for Denmark in 2002, Finland in 2004 and 2005 and for Luxembourg in 2002 and 2003 are not available. Basic education ODA includes 50% of Education ODA amounts not allocated by level and 10% of amounts allocated to general budget support. Secondary and Post-secondary education ODA each includes 25% of the amounts not allocated by level and 5% of amounts allocated to general budget support. Total Education ODA figures include the amounts for the three levels above and a notional 20% of general budget support received by the country (therefore amounts by levels don't add up to total education amounts).



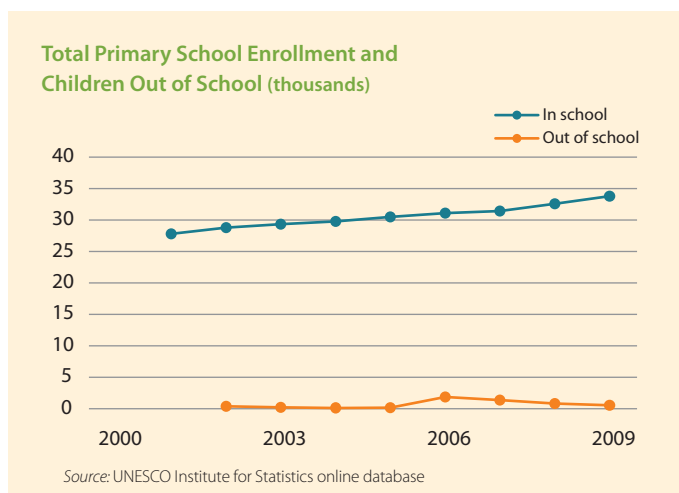
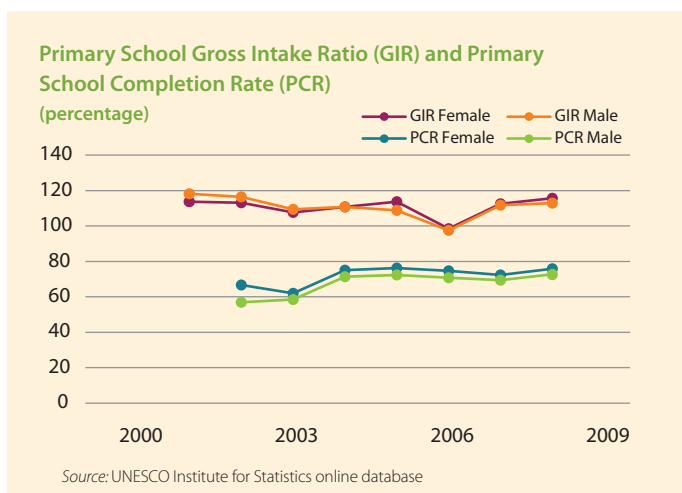
**Most Recent (2008) Primary School Completion Rate\***

Source: UNESCO Institute for Statistics online database

\*Throughout this document 'Primary School Completion Rate' refers to a proxy measure of completion—Gross Intake Ratio to the last grade of primary school!

Education Indicators	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Education share of recurrent budget (%)	—	—	—	—	—	—	—	—	—	—
Public education expenditure as a % of GDP	—	—	—	—	—	—	—	—	—	—
Share of primary education in recurrent education budget (%)	—	—	—	—	—	—	—	—	—	—
Primary school net enrollment rate	—	—	97	99	98	96	93	94	96	97
Primary school pupil teacher ratio	—	34	33	32	32	31	31	—	—	26
Percentage of repeaters in primary school (female)	—	—	24	28	24	22	22	24	23	—
Percentage of repeaters in primary school (male)	—	—	27	29	25	24	24	27	26	—
Primary school completion rate (female)	—	—	67	62	75	76	75	72	76	—
Primary school completion rate (male)	—	—	57	58	71	72	71	69	73	—
Transition rate from primary to secondary school (female)	—	—	52	53	55	—	56	52	—	—
Transition rate from primary to secondary school (male)	—	—	42	57	57	—	53	44	—	—

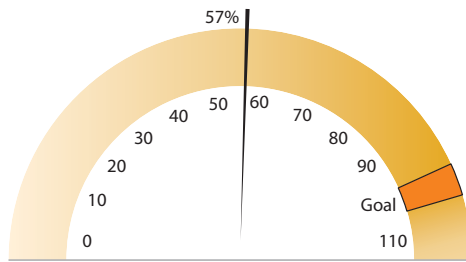
Source: UNESCO Institute for Statistics online database (normal font) and FTI Country Reports (bold). — : Data not available



Education Official Development Assistance <sup>†</sup> (US\$ millions)	Commitments									Disbursements								
	2002	2003	2004	2005	2006	2007	2008	2009	2002	2003	2004	2005	2006	2007	2008	2009		
Education (total)	6.3	6.8	9.1	5.7	8.0	7.2	6.9	9.3	5.7	6.6	6.7	7.6	7.8	8.2	7.8	9.0		
—Basic education	1.4	1.1	2.2	0.7	0.9	0.4	0.3	1.7	1.2	1.1	1.0	1.2	0.8	0.9	0.7	1.7		
—Secondary education	2.0	0.9	1.8	0.5	1.7	1.3	1.4	1.7	1.9	0.9	1.2	0.8	1.6	1.6	1.6	1.5		
—Post-secondary education	2.8	4.7	5.1	4.4	5.5	5.5	5.2	5.9	2.7	4.7	4.5	5.7	5.4	5.7	5.4	5.7		
Education ODA per capita (US\$)	43.3	45.8	60.4	37.3	51.8	45.7	43.2	56.9	39.4	44.8	44.6	50.0	50.4	52.0	48.7	55.4		
Basic ed. ODA per primary-aged child (US\$)	63.8	50.3	93.3	30.4	35.8	16.8	11.6	67.0	51.7	46.8	42.3	50.4	31.6	36.7	29.1	67.8		

Source: OECD/DAC CRS Online database and World Bank EdStats online database

† All values given in constant 2008 US\$ millions. Disbursement data for Denmark in 2002, Finland in 2004 and 2005 and for Luxembourg in 2002 and 2003 are not available. Basic education ODA includes 50% of Education ODA amounts not allocated by level and 10% of amounts allocated to general budget support. Secondary and Post-secondary education ODA each includes 25% of the amounts not allocated by level and 5% of amounts allocated to general budget support. Total Education ODA figures include the amounts for the three levels above and a notional 20% of general budget support received by the country (therefore amounts by levels don't add up to total education amounts).



**Most Recent (2009) Primary School Completion Rate\***

Source: UNESCO Institute for Statistics online database

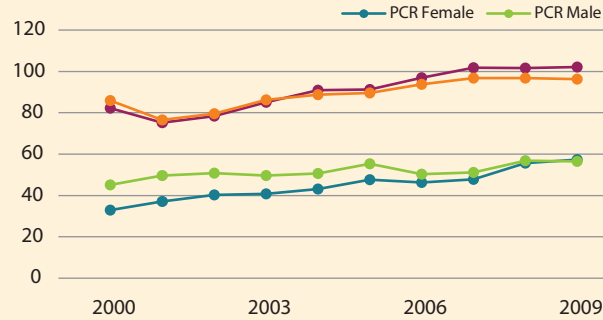
\*Throughout this document 'Primary School Completion Rate' refers to a proxy measure of completion—'Gross Intake Ratio to the last grade of primary school'.

**Education Indicators**

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Education share of recurrent budget (%)	—	—	—	—	—	—	—	—	—	—
Public education expenditure as a % of GDP	3	3	3	4	4	5	5	—	5	6
Share of primary education in recurrent education budget (%)	—	—	—	—	44	46	—	—	—	45
Primary school net enrollment rate	57	59	—	63	67	69	70	71	73	73
Primary school pupil teacher ratio	51	51	49	46	43	42	39	34	36	35
Percentage of repeaters in primary school (female)	13	14	14	14	13	12	10	10	8	7
Percentage of repeaters in primary school (male)	14	14	14	14	13	12	11	11	8	8
Primary school completion rate (female)	33	37	40	41	43	48	46	48	56	57
Primary school completion rate (male)	45	50	51	50	51	55	50	51	57	56
Transition rate from primary to secondary school (female)	37	37	38	45	46	48	57	58	57	—
Transition rate from primary to secondary school (male)	40	41	41	49	52	52	62	65	62	—

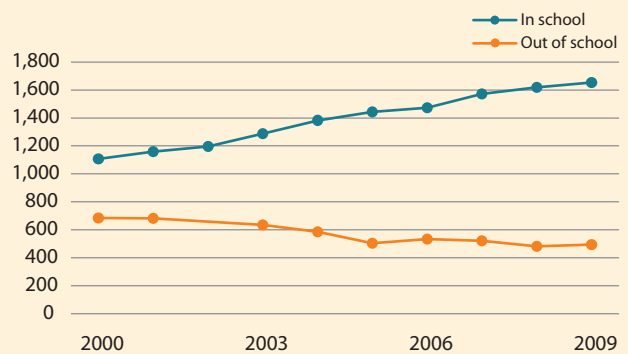
Source: UNESCO Institute for Statistics online database (normal font) and FTI Country Reports (bold). — : Data not available

**Primary School Gross Intake Ratio (GIR) and Primary School Completion Rate (PCR) (percentage)**



Source: UNESCO Institute for Statistics online database

**Total Primary School Enrollment and Children Out of School (thousands)**



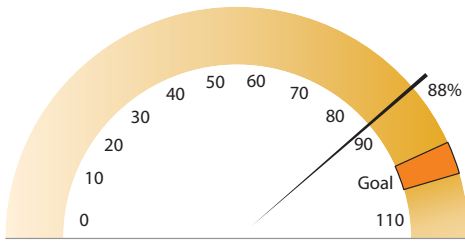
Source: UNESCO Institute for Statistics online database

**Education Official Development Assistance<sup>†</sup> (US\$ millions)**

	Commitments									Disbursements								
	2002	2003	2004	2005	2006	2007	2008	2009	2002	2003	2004	2005	2006	2007	2008	2009		
Education (total)	152.7	130.5	141.1	124.1	195.3	158.7	259.4	172.0	107.5	129.6	163.7	147.2	135.7	172.8	176.5	184.9		
—Basic education	73.3	23.6	39.7	20.7	65.4	49.7	101.6	62.6	31.8	41.3	56.8	40.1	26.0	54.2	67.9	64.9		
—Secondary education	16.7	38.7	21.4	27.2	34.0	18.4	55.7	31.4	11.3	12.1	24.8	21.2	21.2	25.6	30.7	39.8		
—Post-secondary education	62.7	68.2	80.0	76.3	95.9	90.5	102.2	78.0	64.3	76.2	82.1	85.8	88.5	93.1	77.9	80.3		
Education ODA per capita (US\$)	14.6	12.2	12.8	11.0	16.9	13.3	21.2	13.7	10.3	12.1	14.9	13.0	11.7	14.5	14.5	14.8		
Basic ed. ODA per primary-aged child (US\$)	42.9	13.5	22.2	11.3	35.1	26.1	52.4	31.7	18.6	23.6	31.8	22.0	13.9	28.5	35.0	32.9		

Source: OECD/DAC CRS Online database and World Bank EdStats online database

<sup>†</sup> All values given in constant 2008 US\$ millions. Disbursement data for Denmark in 2002, Finland in 2004 and 2005 and for Luxembourg in 2002 and 2003 are not available. Basic education ODA includes 50% of Education ODA amounts not allocated by level and 10% of amounts allocated to general budget support. Secondary and Post-secondary education ODA each includes 25% of the amounts not allocated by level and 5% of amounts allocated to general budget support. Total Education ODA figures include the amounts for the three levels above and a notional 20% of general budget support received by the country (therefore amounts by levels don't add up to total education amounts).



**Most Recent (2007) Primary School Completion Rate\***

Source: UNESCO Institute for Statistics online database

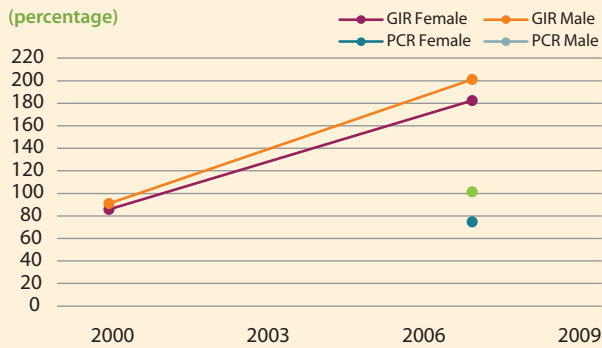
\*Throughout this document 'Primary School Completion Rate' refers to a proxy measure of completion—Gross Intake Ratio to the last grade of primary school.

**Education Indicators**

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Education share of recurrent budget (%)	—	—	—	—	<b>20</b>	<b>18</b>	<b>19</b>	23	21	20
Public education expenditure as a % of GDP	5	5	5	5	4	4	—	3	3	4
Share of primary education in recurrent education budget (%)	—	—	—	52	<b>49</b>	<b>51</b>	<b>49</b>	52	52	50
Primary school net enrollment rate	—	—	—	—	—	—	—	—	—	—
Primary school pupil teacher ratio	—	37	—	—	—	<b>61</b>	<b>60</b>	44	—	—
Percentage of repeaters in primary school (female)	—	—	—	—	—	—	—	10	—	—
Percentage of repeaters in primary school (male)	—	—	—	—	—	—	—	10	—	—
Primary school completion rate (female)	—	—	—	—	<b>45</b>	<b>45</b>	<b>50</b>	75	—	—
Primary school completion rate (male)	—	—	—	—	—	—	—	101	—	—
Transition rate from primary to secondary school (female)	—	—	—	—	—	—	—	—	—	—
Transition rate from primary to secondary school (male)	—	—	—	—	—	—	—	—	—	—

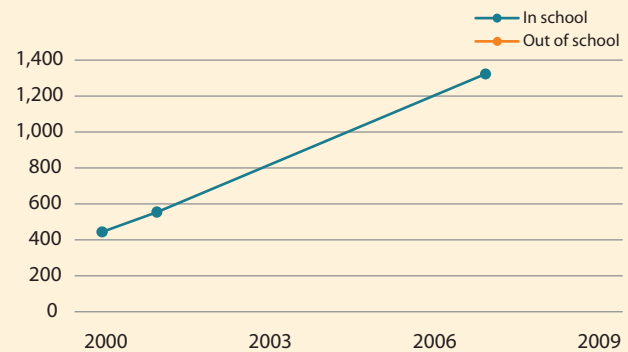
Source: UNESCO Institute for Statistics online database (normal font) and FTI Country Reports (bold). — : Data not available

**Primary School Gross Intake Ratio (GIR) and Primary School Completion Rate (PCR) (percentage)**



Source: UNESCO Institute for Statistics online database

**Total Primary School Enrollment and Children Out of School (thousands)**



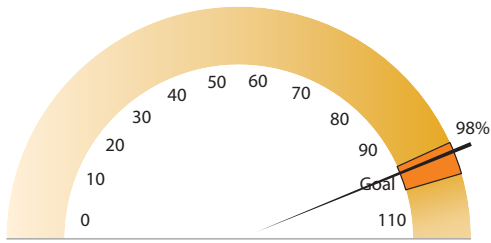
Source: UNESCO Institute for Statistics online database

**Education Official Development Assistance<sup>†</sup> (US\$ millions)**

	Commitments									Disbursements								
	2002	2003	2004	2005	2006	2007	2008	2009	2002	2003	2004	2005	2006	2007	2008	2009		
Education (total)	16.8	49.0	27.5	37.4	15.7	17.3	36.5	43.6	27.3	19.0	38.2	36.1	25.6	28.1	37.1	38.0		
—Basic education	9.2	31.4	16.7	20.5	10.0	7.1	19.1	28.0	17.8	11.1	20.9	20.9	14.3	15.8	24.1	26.2		
—Secondary education	3.5	14.5	5.4	8.5	2.3	7.5	8.4	7.3	4.7	3.8	9.5	8.8	6.8	8.0	7.3	6.0		
—Post-secondary education	4.1	3.0	5.4	8.4	3.4	2.6	8.9	8.3	4.8	4.1	7.7	6.5	4.5	4.3	5.7	5.8		
Education ODA per capita (US\$)	3.7	10.3	5.6	7.3	3.0	3.2	6.6	7.6	6.0	4.0	7.8	7.1	4.9	5.2	6.7	6.7		
Basic ed. ODA per primary-aged child (US\$)	13.7	44.8	22.7	26.6	12.5	8.5	21.9	30.8	26.4	15.8	28.6	27.2	17.9	18.9	27.6	28.9		

Source: OECD/DAC CRS Online database and World Bank EdStats online database

† All values given in constant 2008 US\$ millions. Disbursement data for Denmark in 2002, Finland in 2004 and 2005 and for Luxembourg in 2002 and 2003 are not available. Basic education ODA includes 50% of Education ODA amounts not allocated by level and 10% of amounts allocated to general budget support. Secondary and Post-secondary education ODA each includes 25% of the amounts not allocated by level and 5% of amounts allocated to general budget support. Total Education ODA figures include the amounts for the three levels above and a notional 20% of general budget support received by the country (therefore amounts by levels don't add up to total education amounts).



**Most Recent (2007) Primary School Completion Rate\***

Source: UNESCO Institute for Statistics online database

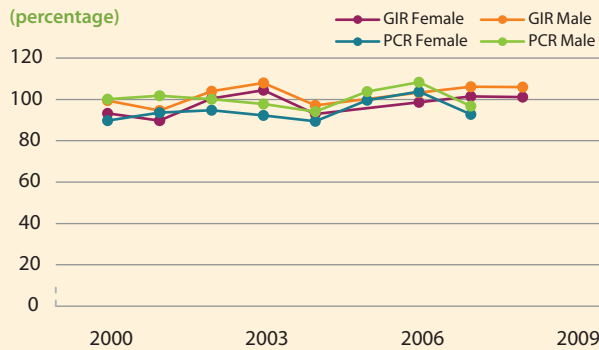
\*Throughout this document 'Primary School Completion Rate' refers to a proxy measure of completion—'Gross Intake Ratio to the last grade of primary school'.

**Education Indicators**

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Education share of recurrent budget (%)	—	—	—	20	22	—	—	—	—	—
Public education expenditure as a % of GDP	2	2	3	2	3	4	3	3	4	—
Share of primary education in recurrent education budget (%)	—	—	—	—	—	—	—	—	—	—
Primary school net enrollment rate	96	95	97	96	97	97	97	97	97	—
Primary school pupil teacher ratio	22	22	22	22	22	21	22	22	23	—
Percentage of repeaters in primary school (female)	0	0	0	0	0	0	0	0	—	—
Percentage of repeaters in primary school (male)	0	0	0	0	0	0	0	0	—	—
Primary school completion rate (female)	90	94	95	92	89	100	104	93	—	—
Primary school completion rate (male)	100	102	100	98	94	104	108	97	—	—
Transition rate from primary to secondary school (female)	97	98	97	97	97	96	98	—	—	—
Transition rate from primary to secondary school (male)	97	99	100	98	98	100	98	—	—	—

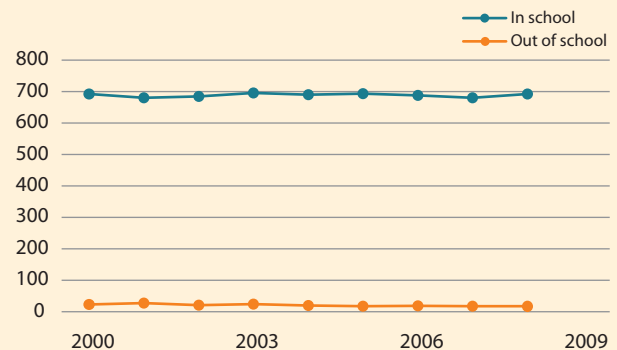
Source: UNESCO Institute for Statistics online database (normal font) and FTI Country Reports (bold). — : Data not available

**Primary School Gross Intake Ratio (GIR) and Primary School Completion Rate (PCR) (percentage)**



Source: UNESCO Institute for Statistics online database

**Total Primary School Enrollment and Children Out of School (thousands)**



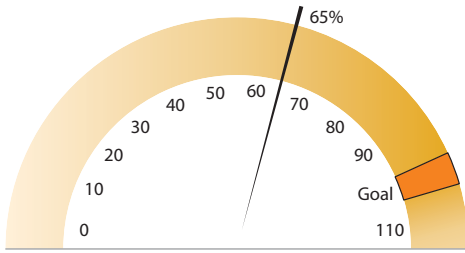
Source: UNESCO Institute for Statistics online database

**Education Official Development Assistance<sup>†</sup> (US\$ millions)**

	Commitments									Disbursements								
	2002	2003	2004	2005	2006	2007	2008	2009	2002	2003	2004	2005	2006	2007	2008	2009		
Education (total)	8.3	37.4	28.6	24.2	11.8	6.5	9.5	38.1	10.1	5.9	13.6	17.2	15.8	12.7	14.3	28.9		
—Basic education	3.9	25.5	18.3	14.1	4.1	4.9	2.1	29.4	5.3	2.9	6.8	9.3	8.8	8.1	8.1	17.1		
—Secondary education	1.6	9.3	4.0	4.1	5.6	0.6	5.2	3.2	2.5	1.4	3.3	4.2	2.9	2.0	3.3	6.7		
—Post-secondary education	2.8	2.6	6.3	6.0	2.1	1.0	2.2	5.6	2.3	1.6	3.5	3.7	4.1	2.6	2.9	5.0		
Education ODA per capita (US\$)	1.3	5.9	4.4	3.7	1.8	1.0	1.4	5.5	1.6	0.9	2.1	2.6	2.4	1.9	2.1	4.2		
Basic ed. ODA per primary-aged child (US\$)	5.5	36.5	26.4	20.3	6.0	7.2	3.2	43.6	7.5	4.1	9.8	13.5	12.8	11.9	12.0	25.3		

Source: OECD/DAC CRS Online database and World Bank EdStats online database

† All values given in constant 2008 US\$ millions. Disbursement data for Denmark in 2002, Finland in 2004 and 2005 and for Luxembourg in 2002 and 2003 are not available. Basic education ODA includes 50% of Education ODA amounts not allocated by level and 10% of amounts allocated to general budget support. Secondary and Post-secondary education ODA each includes 25% of the amounts not allocated by level and 5% of amounts allocated to general budget support. Total Education ODA figures include the amounts for the three levels above and a notional 20% of general budget support received by the country (therefore amounts by levels don't add up to total education amounts).



**Most Recent (2009) Primary School Completion Rate\***

Source: UNESCO Institute for Statistics online database

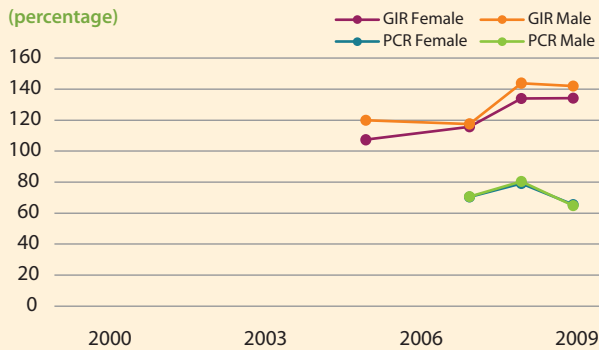
\*Throughout this document 'Primary School Completion Rate' refers to a proxy measure of completion—Gross Intake Ratio to the last grade of primary school!

**Education Indicators**

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Education share of recurrent budget (%)	—	—	—	—	—	—	—	—	12	—
Public education expenditure as a % of GDP	—	—	—	—	—	—	—	—	11	17
Share of primary education in recurrent education budget (%)	—	—	—	—	—	—	—	—	—	—
Primary school net enrollment rate	—	—	—	—	—	69	—	65	76	82
Primary school pupil teacher ratio	—	51	51	47	51	34	—	31	41	29
Percentage of repeaters in primary school (female)	—	—	—	—	—	—	—	14	12	18
Percentage of repeaters in primary school (male)	—	—	—	—	—	—	—	15	13	21
Primary school completion rate (female)	—	—	—	—	—	—	—	70	79	65
Primary school completion rate (male)	—	—	—	—	—	—	—	71	80	65
Transition rate from primary to secondary school (female)	—	—	—	—	—	—	—	100	88	—
Transition rate from primary to secondary school (male)	—	—	—	—	—	—	—	100	86	—

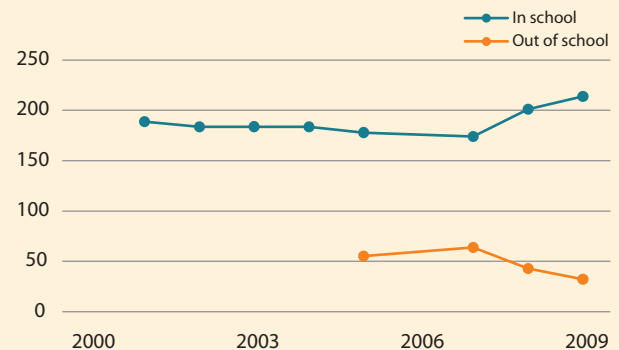
Source: UNESCO Institute for Statistics online database (normal font) and FTI Country Reports (bold). — : Data not available

**Primary School Gross Intake Ratio (GIR) and Primary School Completion Rate (PCR) (percentage)**



Source: UNESCO Institute for Statistics online database

**Total Primary School Enrollment and Children Out of School (thousands)**



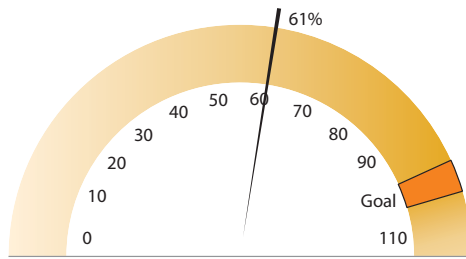
Source: UNESCO Institute for Statistics online database

**Education Official Development Assistance\* (US\$ millions)**

	Commitments									Disbursements								
	2002	2003	2004	2005	2006	2007	2008	2009	2002	2003	2004	2005	2006	2007	2008	2009		
Education (total)	29.4	22.9	19.4	18.5	22.8	44.0	21.9	24.6	23.5	15.9	19.2	27.5	19.4	27.4	27.8	33.5		
—Basic education	6.8	12.4	9.2	4.8	9.9	25.3	10.0	9.0	3.1	5.1	8.3	12.4	9.9	14.7	14.8	15.9		
—Secondary education	13.3	2.2	2.2	6.2	3.7	8.0	4.1	7.3	12.3	2.1	3.0	6.6	2.2	4.6	4.2	8.0		
—Post-secondary education	9.3	8.3	7.9	7.4	9.1	10.7	7.8	8.3	8.0	8.7	7.8	8.5	7.3	8.1	8.8	9.7		
Education ODA per capita (US\$)	33.9	25.2	20.4	18.6	22.1	41.4	19.9	21.7	27.1	17.5	20.2	27.7	18.9	25.7	25.3	29.6		
Basic ed. ODA per primary-aged child (US\$)	43.6	75.8	54.1	27.1	54.3	135.5	52.9	47.3	19.8	31.5	48.8	69.6	54.2	78.6	78.3	83.8		

Source: OECD/DAC CRS Online database and World Bank EdStats online database

† All values given in constant 2008 US\$ millions. Disbursement data for Denmark in 2002, Finland in 2004 and 2005 and for Luxembourg in 2002 and 2003 are not available. Basic education ODA includes 50% of Education ODA amounts not allocated by level and 10% of amounts allocated to general budget support. Secondary and Post-secondary education ODA each includes 25% of the amounts not allocated by level and 5% of amounts allocated to general budget support. Total Education ODA figures include the amounts for the three levels above and a notional 20% of general budget support received by the country (therefore amounts by levels don't add up to total education amounts).



**Most Recent (2009) Primary School Completion Rate\***

Source: UNESCO Institute for Statistics online database

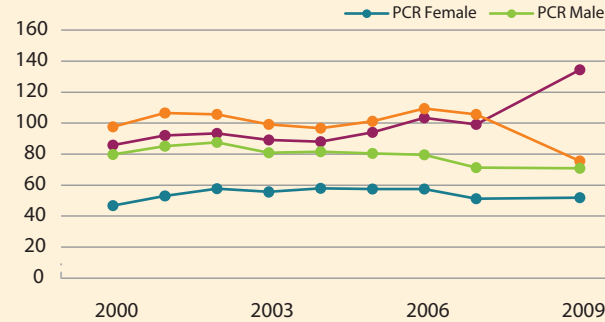
\*Throughout this document 'Primary School Completion Rate' refers to a proxy measure of completion—"Gross Intake Ratio to the last grade of primary school".

**Education Indicators**

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Education share of recurrent budget (%)	25	—	—	—	—	—	—	21	19	24
Public education expenditure as a % of GDP	4	4	4	4	3	3	4	4	4	5
Share of primary education in recurrent education budget (%)	45	46	48	44	44	42	33	42	45	51
Primary school net enrollment rate	80	81	84	81	83	83	86	83	—	94
Primary school pupil teacher ratio	37	34	35	35	39	34	38	39	—	41
Percentage of repeaters in primary school (female)	27	24	23	24	24	23	24	24	—	22
Percentage of repeaters in primary school (male)	27	24	22	23	24	23	24	23	—	23
Primary school completion rate (female)	47	53	58	56	58	57	58	51	—	52
Primary school completion rate (male)	80	85	87	81	82	80	80	71	—	71
Transition rate from primary to secondary school (female)	62	68	58	61	63	59	49	—	—	—
Transition rate from primary to secondary school (male)	68	73	66	67	70	66	56	—	—	—

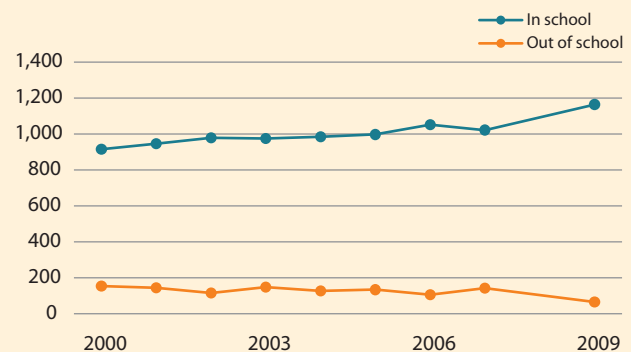
Source: UNESCO Institute for Statistics online database (normal font) and FTI Country Reports (bold). — : Data not available

**Primary School Gross Intake Ratio (GIR) and Primary School Completion Rate (PCR) (percentage)**



Source: UNESCO Institute for Statistics online database

**Total Primary School Enrollment and Children Out of School (thousands)**



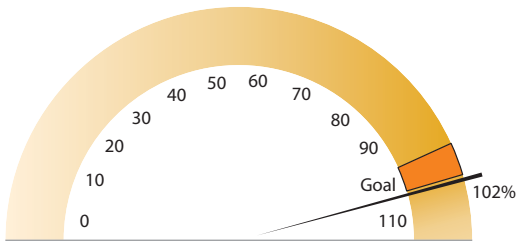
Source: UNESCO Institute for Statistics online database

**Education Official Development Assistance<sup>†</sup> (US\$ millions)**

	Commitments									Disbursements								
	2002	2003	2004	2005	2006	2007	2008	2009	2002	2003	2004	2005	2006	2007	2008	2009		
Education (total)	15.9	28.2	18.0	15.9	22.9	20.9	46.3	30.0	13.4	16.8	19.6	20.2	26.1	23.3	30.9	32.5		
—Basic education	1.2	11.6	0.9	1.9	3.9	1.2	27.5	9.4	1.8	1.0	2.5	2.9	7.1	4.0	10.6	12.7		
—Secondary education	0.9	0.7	0.6	0.1	1.2	1.7	4.0	6.3	0.9	0.3	0.6	0.1	1.2	1.3	4.6	5.9		
—Post-secondary education	13.8	16.0	16.5	13.9	17.8	18.0	14.8	14.4	10.7	15.6	16.5	17.2	17.8	18.0	15.6	14.0		
Education ODA per capita (US\$)	2.9	5.0	3.1	2.7	3.7	3.3	7.2	4.5	2.4	3.0	3.4	3.4	4.2	3.7	4.8	4.9		
Basic ed. ODA per primary-aged child (US\$)	1.3	12.8	1.0	2.0	4.1	1.2	27.7	9.3	2.1	1.1	2.8	3.1	7.5	4.1	10.7	12.5		

Source: OECD/DAC CRS Online database and World Bank EdStats online database

† All values given in constant 2008 US\$ millions. Disbursement data for Denmark in 2002, Finland in 2004 and 2005 and for Luxembourg in 2002 and 2003 are not available. Basic education ODA includes 50% of Education ODA amounts not allocated by level and 10% of amounts allocated to general budget support. Secondary and Post-secondary education ODA each includes 25% of the amounts not allocated by level and 5% of amounts allocated to general budget support. Total Education ODA figures include the amounts for the three levels above and a notional 20% of general budget support received by the country (therefore amounts by levels don't add up to total education amounts).



**Most Recent (2001) Primary School Completion Rate\***

Source: UNESCO Institute for Statistics online database

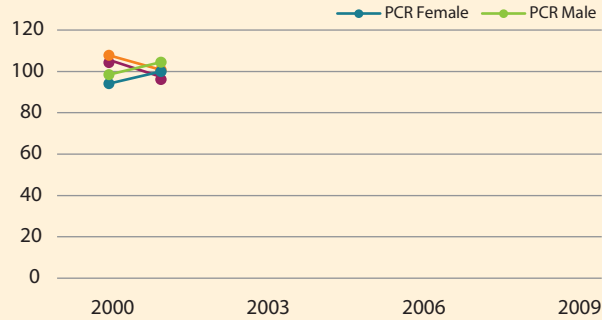
\*Throughout this document 'Primary School Completion Rate' refers to a proxy measure of completion—Gross Intake Ratio to the last grade of primary school.

**Education Indicators**

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Education share of recurrent budget (%)	—	—	<b>20</b>	—	—	—	—	—	—	—
Public education expenditure as a % of GDP	—	—	<b>24</b>	—	<b>7</b>	<b>7</b>	—	—	5	—
Share of primary education in recurrent education budget (%)	—	—	<b>32</b>	—	—	—	—	—	—	—
Primary school net enrollment rate	95	94	—	—	—	—	—	—	—	—
Primary school pupil teacher ratio	30	28	26	25	23	22	21	20	20	20
Percentage of repeaters in primary school (female)	3	2	2	2	—	—	—	—	—	—
Percentage of repeaters in primary school (male)	4	3	3	3	—	—	—	—	—	—
Primary school completion rate (female)	94	100	—	—	—	—	—	—	—	—
Primary school completion rate (male)	98	105	—	—	—	—	—	—	—	—
Transition rate from primary to secondary school (female)	92	94	—	—	—	—	—	—	—	—
Transition rate from primary to secondary school (male)	94	95	—	—	—	—	—	—	—	—

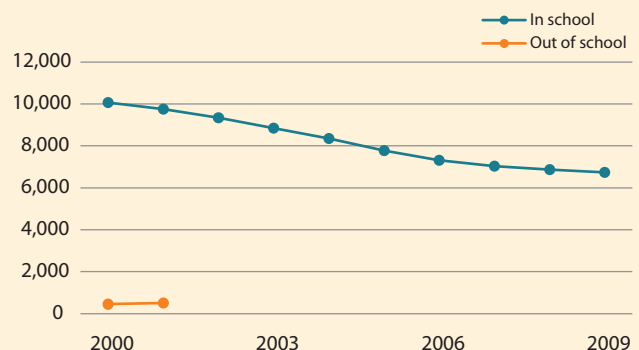
Source: UNESCO Institute for Statistics online database (normal font) and FTI Country Reports (bold). — : Data not available

**Primary School Gross Intake Ratio (GIR) and Primary School Completion Rate (PCR) (percentage)**



Source: UNESCO Institute for Statistics online database

**Total Primary School Enrollment and Children Out of School (thousands)**



Source: UNESCO Institute for Statistics online database

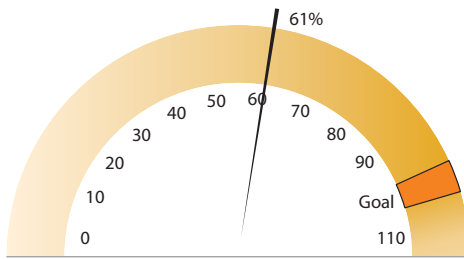
**Education Official Development Assistance\* (US\$ millions)**

	Commitments								Disbursements							
	2002	2003	2004	2005	2006	2007	2008	2009	2002	2003	2004	2005	2006	2007	2008	2009
Education (total)	89.9	463.7	265.2	344.8	252.2	324.2	277.5	643.0	107.4	147.5	176.4	186.7	256.2	346.4	269.0	497.4
—Basic education	35.0	302.9	69.7	148.1	36.3	43.4	53.9	254.5	37.0	39.2	48.0	47.4	73.6	169.2	93.9	195.4
—Secondary education	10.8	16.3	99.1	105.6	27.5	58.1	91.3	147.2	12.8	25.7	24.5	22.4	24.0	30.7	45.1	75.8
—Post-secondary education	44.0	144.5	96.4	91.0	188.3	222.8	132.3	241.4	57.6	82.6	104.0	117.0	158.6	146.4	130.1	226.2
Education ODA per capita (US\$)	1.1	5.7	3.2	4.1	3.0	3.8	3.2	7.4	1.3	1.8	2.2	2.2	3.0	4.1	3.1	5.7
Basic ed. ODA per primary-aged child (US\$)	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—

Source: OECD/DAC CRS Online database and World Bank EdStats online database

† All values given in constant 2008 US\$ millions. Disbursement data for Denmark in 2002, Finland in 2004 and 2005 and for Luxembourg in 2002 and 2003 are not available. Basic education ODA includes 50% of Education ODA amounts not allocated by level and 10% of amounts allocated to general budget support. Secondary and Post-secondary education ODA each includes 25% of the amounts not allocated by level and 5% of amounts allocated to general budget support. Total Education ODA figures include the amounts for the three levels above and a notional 20% of general budget support received by the country (therefore amounts by levels don't add up to total education amounts).





**Most Recent (2008) Primary School Completion Rate\***

Source: UNESCO Institute for Statistics online database

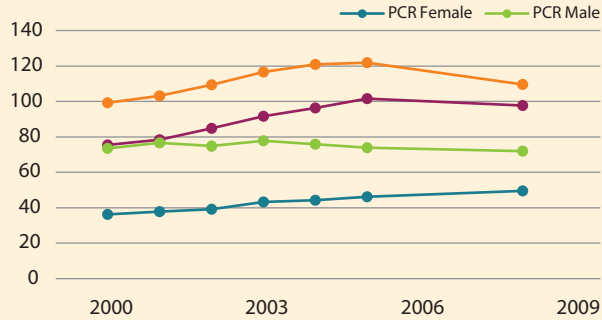
\*Throughout this document 'Primary School Completion Rate' refers to a proxy measure of completion—"Gross Intake Ratio to the last grade of primary school".

**Education Indicators**

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Education share of recurrent budget (%)	—	<b>22</b>	—	<b>21</b>	<b>17</b>	<b>17</b>	<b>14</b>	—	16	—
Public education expenditure as a % of GDP	10	10	—	<b>7</b>	<b>6</b>	<b>6</b>	<b>5</b>	—	5	—
Share of primary education in recurrent education budget (%)	—	<b>48</b>	—	<b>70</b>	<b>65</b>	<b>69</b>	<b>67</b>	—	—	—
Primary school net enrollment rate	58	66	—	71	74	75	—	—	73	—
Primary school pupil teacher ratio	22	<b>25</b>	—	<b>26</b>	<b>27</b>	<b>27</b>	<b>25</b>	—	—	—
Percentage of repeaters in primary school (female)	6	6	6	4	4	4	—	—	5	—
Percentage of repeaters in primary school (male)	8	8	8	5	5	5	—	—	6	—
Primary school completion rate (female)	36	38	39	43	44	46	—	—	49	—
Primary school completion rate (male)	74	77	75	78	76	74	—	—	72	—
Transition rate from primary to secondary school (female)	86	—	—	—	82	—	—	—	—	—
Transition rate from primary to secondary school (male)	90	—	—	—	83	—	—	—	—	—

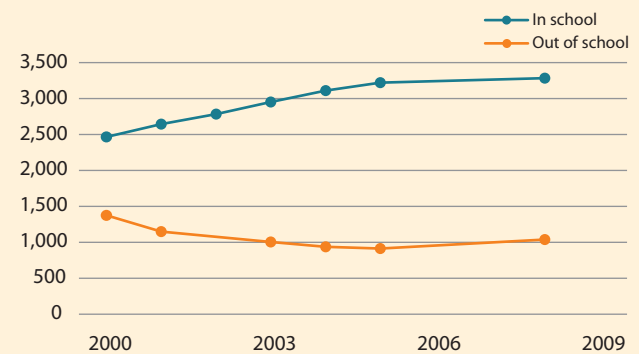
Source: UNESCO Institute for Statistics online database (normal font) and FTI Country Reports (bold). — : Data not available

**Primary School Gross Intake Ratio (GIR) and Primary School Completion Rate (PCR) (percentage)**



Source: UNESCO Institute for Statistics online database

**Total Primary School Enrollment and Children Out of School (thousands)**



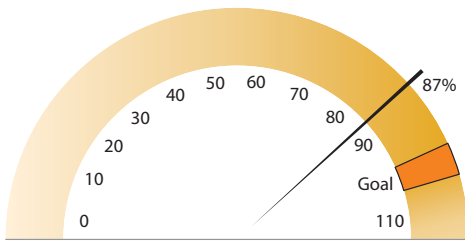
Source: UNESCO Institute for Statistics online database

**Education Official Development Assistance<sup>†</sup> (US\$ millions)**

	Commitments									Disbursements								
	2002	2003	2004	2005	2006	2007	2008	2009	2002	2003	2004	2005	2006	2007	2008	2009		
Education (total)	22.6	32.2	216.3	46.6	52.4	90.0	137.9	112.9	36.7	51.3	73.5	71.5	89.7	88.2	77.8	103.8		
—Basic education	7.1	24.7	200.5	43.0	42.2	45.8	71.1	61.2	18.1	27.8	48.1	50.0	73.4	71.4	61.0	72.2		
—Secondary education	2.8	0.7	5.8	1.5	1.2	18.5	50.7	19.4	10.0	11.1	9.6	6.0	3.6	3.3	2.1	8.1		
—Post-secondary education	12.7	6.7	10.0	2.1	9.0	25.7	16.0	32.4	8.6	12.3	15.7	15.6	12.7	13.5	14.6	23.5		
Education ODA per capita (US\$)	1.2	1.6	10.6	2.2	2.4	4.0	6.0	4.8	1.9	2.6	3.6	3.4	4.1	4.0	3.4	4.4		
Basic ed. ODA per primary-aged child (US\$)	2.0	7.0	55.2	11.6	11.2	12.1	18.5	15.7	5.2	7.8	13.3	13.5	19.6	18.8	15.9	18.6		

Source: OECD/DAC CRS Online database and World Bank EdStats online database

† All values given in constant 2008 US\$ millions. Disbursement data for Denmark in 2002, Finland in 2004 and 2005 and for Luxembourg in 2002 and 2003 are not available. Basic education ODA includes 50% of Education ODA amounts not allocated by level and 10% of amounts allocated to general budget support. Secondary and Post-secondary education ODA each includes 25% of the amounts not allocated by level and 5% of amounts allocated to general budget support. Total Education ODA figures include the amounts for the three levels above and a notional 20% of general budget support received by the country (therefore amounts by levels don't add up to total education amounts).



**Most Recent (2009) Primary School Completion Rate\***

Source: UNESCO Institute for Statistics online database

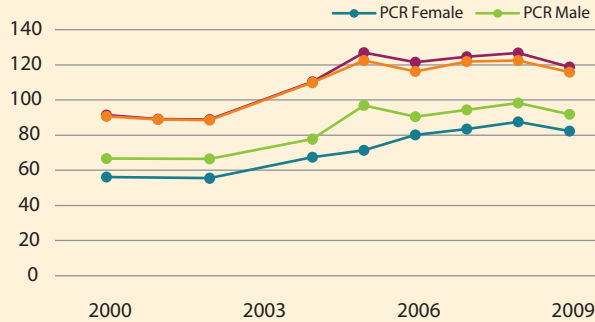
\*Throughout this document 'Primary School Completion Rate' refers to a proxy measure of completion—Gross Intake Ratio to the last grade of primary school!

**Education Indicators**

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Education share of recurrent budget (%)	—	—	—	—	17	—	—	—	—	—
Public education expenditure as a % of GDP	2	2	—	—	3	2	—	2	1	—
Share of primary education in recurrent education budget (%)	—	—	—	—	64	59	—	—	—	—
Primary school net enrollment rate	69	68	70	—	84	92	92	93	95	91
Primary school pupil teacher ratio	58	55	55	—	62	66	66	63	61	—
Percentage of repeaters in primary school (female)	6	—	7	—	7	6	6	6	6	6
Percentage of repeaters in primary school (male)	6	—	8	—	7	7	7	7	6	6
Primary school completion rate (female)	56	—	55	—	67	71	80	83	88	82
Primary school completion rate (male)	67	—	67	—	78	97	90	94	98	92
Transition rate from primary to secondary school (female)	50	59	—	—	57	60	64	72	67	—
Transition rate from primary to secondary school (male)	50	52	—	—	54	49	54	69	66	—

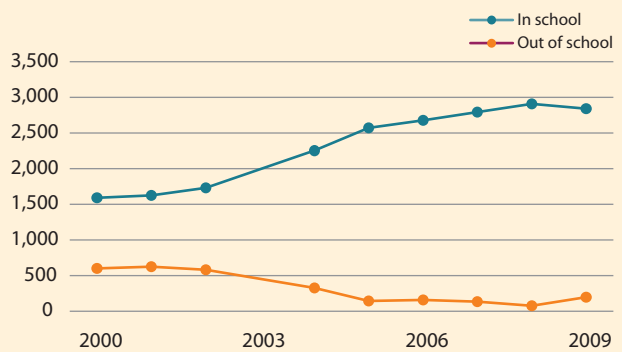
Source: UNESCO Institute for Statistics online database (normal font) and FTI Country Reports (bold). — : Data not available

**Primary School Gross Intake Ratio (GIR) and Primary School Completion Rate (PCR) (percentage)**



Source: UNESCO Institute for Statistics online database

**Total Primary School Enrollment and Children Out of School (thousands)**



Source: UNESCO Institute for Statistics online database

**Education Official Development Assistance<sup>†</sup> (US\$ millions)**

	Commitments									Disbursements								
	2002	2003	2004	2005	2006	2007	2008	2009	2002	2003	2004	2005	2006	2007	2008	2009		
Education (total)	164.8	257.1	169.8	208.8	113.7	137.0	226.1	120.7	153.3	111.9	200.3	132.0	142.4	148.3	141.5	205.4		
—Basic education	104.6	124.3	108.5	165.1	85.9	74.8	118.1	63.3	100.4	65.1	113.1	76.5	88.7	95.1	79.3	107.1		
—Secondary education	28.8	64.5	30.9	21.7	10.7	33.2	52.7	27.6	25.4	22.4	44.8	28.0	26.4	29.5	33.0	48.8		
—Post-secondary education	31.4	68.3	30.4	22.1	17.1	29.0	55.3	29.8	27.5	24.4	42.4	27.4	27.2	23.8	29.2	49.5		
Education ODA per capita (US\$)	15.0	22.9	14.8	17.8	9.5	11.1	17.9	9.3	14.0	10.0	17.5	11.2	11.8	12.0	11.2	15.9		
Basic ed. ODA per primary-aged child (US\$)	50.9	59.0	50.0	74.0	37.4	31.6	48.3	25.2	48.9	30.9	52.2	34.3	38.6	40.1	32.5	42.6		

Source: OECD/DAC CRS Online database and World Bank EdStats online database

† All values given in constant 2008 US\$ millions. Disbursement data for Denmark in 2002, Finland in 2004 and 2005 and for Luxembourg in 2002 and 2003 are not available. Basic education ODA includes 50% of Education ODA amounts not allocated by level and 10% of amounts allocated to general budget support. Secondary and Post-secondary education ODA each includes 25% of the amounts not allocated by level and 5% of amounts allocated to general budget support. Total Education ODA figures include the amounts for the three levels above and a notional 20% of general budget support received by the country (therefore amounts by levels don't add up to total education amounts).

## Abbreviations and Acronyms

ANCEFA	African Network Campaign on Education for All
ASPBAE	Asia South Pacific Association for Basic and Adult Education
CAMPE	Campaign for Popular Education
CF	Catalytic Fund
CLADE	Campaña Latinoamericana por el Derecho a la Educación
CSEF	Civil Society Education Fund
CSO	Civil society organization
DAC	Development Assistance Committee
DIFD	UK Department for International Development
EFA	Education for All
EFA FTI	Education for All-Fast Track Initiative
EPDF	Education Program Development Fund
ESP	Education Sector Plan
FAC	Financial Advisory Committee
FTI	Fast Track Initiative
GCE	Global Campaign for Education
GDP	Gross Domestic Product
GEQIP	General Education Quality Improvement Program
GPI	Gender parity index
GTZ	Gesellschaft für Technische Zusammenarbeit
IDA	International Development Association
ILO	International Labour Organisation
INEE	Inter-Agency Network for Education in Emergencies
LEGs	Local Education Groups
M&E	Monitoring and evaluation
MDG	Millennium Development Goal
NER	Net enrollment rate
ODA	Official Development Assistance
OECD	Organization for Economic Co-operation and Development
PACE	Policy and Capacity for Education
PCR	Primary Completion Rate
PoW	Program of Works
UIS	UNESCO Institute for Statistics
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific, and Cultural Organization
UNHCR	United Nations High Commission for Refugees
UNICEF	United Nations Children's Fund
UPE	Universal Primary Education
USAID	United States Aid for International Development
WFP	World Food Programme
WHO	World Health Organization



EFA FTI Secretariat  
World Bank  
MSN P6 - 600  
1818 H Street, NW  
Washington, DC 20433 USA

Web site: [www.educationfasttrack.org](http://www.educationfasttrack.org)  
E-mail: [information@educationfasttrack.org](mailto:information@educationfasttrack.org)