

Advancing the Campaign Against Child Labor

Volume III:

The Resource Allocations of National Governments and
International Financial Institutions



U.S. Department of Labor
Bureau of International Labor Affairs

2004

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Elaine L. Chao, Secretary of Labor

2004

DEDICATION

This report is dedicated to the late Thomas B. Moorhead, Deputy Under Secretary for International Labor Affairs. Mr. Moorhead passed away on April 27, 2003 at George Washington University Hospital at the age of 69. As Deputy Under Secretary, he played a key role in helping to lead the global fight against the worst forms of child labor, and was a strong advocate for the shared benefits of free trade for workers and their families. He will be greatly missed.

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Introduction

A. Congressional Mandate

Since 1993, the U.S. Department of Labor's Bureau of International Labor Affairs (ILAB) has been reporting regularly on international child labor issues at the request of Congressional committees. This report is the ninth report that ILAB has prepared on international child labor issues.¹ The subject matter for this report, which was mandated by Congress in fiscal year 2002, was defined by the United States Senate Committee on Appropriations:

[T]he Committee requests that ILAB undertake and complete a study by October 1, 2002 to firmly establish, if feasible, amounts spent on military expenditures each year from 1990-2001 compared to expenditures on basic education in each of the foreign countries with serious child labor problems as identified in the prior seven ILAB studies on child labor. This study should also determine the underlying trends and specific amounts that the World Bank and other international financial institutions have committed to specifically combat abusive child labor and to improve access to basic education in these problem countries every year since 1989.²

B. Scope and Structure of the Report

In response to the request from the Senate Appropriations Committee, this report provides information on the 73 developing countries mentioned in the first eight ILAB reports on international child labor (see Box 1). Because no accepted definition of, or criteria for determining, a "serious child labor problem" exists, the inclusion of a particular country in the report does not necessarily demonstrate such a problem. Therefore, all of the countries mentioned in Volumes 1-7 were included in this report with the exception of developed countries and countries that were referenced only in citations of previous reports. The countries mentioned include a collection of nations at different levels of economic development and at various stages in their efforts to address the complex problems of child labor.

The report is divided into two parts. Part One compares available data on education and military expenditures by national governments for the period between 1990 and 2001. Part Two presents the financial contributions of the major international financial institutions (IFIs) since 1989 to basic education and child labor programs.

¹ See Appendix E for a complete listing of ILAB's previous reports on child labor.

² This report has been prepared in accordance with the Departments of Labor, Health and Human Services, and Education and Related Agencies Appropriation Bill of 2002, Senate Report No. 107-84, 107th Congress, October 11, 2001, 4.

In an effort to advance the campaign against child labor, this report concludes with a discussion on the issue of providing basic education to children engaged in or at-risk of participating in the worst forms of child labor. The discussion of withdrawing children from exploitative work conditions through quality and relevant education builds on and extends the discussions contained in earlier U.S. Department of Labor reports.³

Appendices to the report provide more detailed statistical information on military and education expenditures for the period between 1990 and 2001, a historical overview of the IFIs mentioned in this report, and a comprehensive set of tables on the lending and grants of the multilateral development banks by programs related to basic education and the elimination of child labor.

C. Sources of Information

In preparing for this report, the U.S. Department of Labor relied on a variety of information. The IFIs referenced in this report provided information on the amounts spent on basic education and child labor programs, and UNESCO supplied preliminary data on selected government expenditures on education. Other material used in this report came from academic journals, as well as publications from a number of international organizations and nongovernmental organizations (NGOs).

³ Among the previous reports, the ones most closely related to this report are: *Advancing the Campaign Against Child Labor (Volume II): Addressing the Worst Forms of Child Labor* (Washington, DC: USDOL/ILAB, 2002) for a discussion on the international consensus to eliminate the worst forms of child labor; *Advancing the Campaign Against Child Labor (Volume I): Efforts at the Country Level* (Washington, DC: USDOL/ILAB, 2002) for a wide-ranging consideration of national strategies aimed at eliminating child labor; and *By the Sweat and Toil of Children (Volume VI): An Economic Consideration of Child Labor* (Washington, DC: USDOL/ILAB, 2000) for material related to assessing the costs and benefits of child labor.

Box 1: Referenced Countries by World Area

Africa (34)

Angola
Benin
Botswana
Burkina Faso
Burundi
Cameroon
Comoros
Congo, Dem. Rep.
Congo, Rep. of
Côte d'Ivoire
Egypt
Equatorial Guinea
Ethiopia
Gabon
Ghana
Kenya
Lesotho
Madagascar
Mali
Mauritania
Morocco
Mozambique
Nigeria
Rwanda
Senegal
Sierra Leone
Somalia
South Africa
Sudan
Tanzania
Togo
Uganda
Zambia
Zimbabwe

Asia and the Middle East (18)

Afghanistan
Bangladesh
Burma
Cambodia
China
India
Indonesia
Laos
Malaysia
Mongolia
Nepal
Pakistan
Philippines
Sri Lanka
Syria
Thailand
United Arab Emirates
Vietnam

Europe and Central Asia (4)

Albania
Bulgaria
Romania
Turkey

Latin America and the Caribbean (17)

Argentina
Bolivia
Brazil
Colombia
Costa Rica
Cuba
Dominican Republic
Ecuador
El Salvador
Guatemala
Haiti
Honduras
Mexico
Nicaragua
Panama
Paraguay
Peru

NOTES: For the discussion of lending by the World Bank to referenced countries for projects related to education and child labor, the standard regional groupings used by the World Bank have been modified as follows:

- *Latin America and the Caribbean (LAC)*: No change; the referenced country Cuba is located in the region, but is not a member of the World Bank or the Inter-American Development Bank. All other referenced countries in **Latin America and the Caribbean** are borrowing members of both the World Bank and the Inter-American Development Bank.
- *Europe and Central Asia (ECA)*: No change. All 4 referenced countries located in **Europe** are borrowing members of both the World Bank and the European Bank for Reconstruction and Development. The non-referenced countries located in **Central Asia** (Azerbaijan, Kazakhstan, Kyrgyz Republic, Tajikistan, Turkmenistan, and Uzbekistan) are borrowing members of the World Bank, the European Bank for Reconstruction and Development, and the Asian Development Bank.
- *Middle East and North Africa (MENA)*: Countries in the Middle East (World Bank borrowing member countries: Iran, Iraq, Jordan, Lebanon, Syria, West Bank and Gaza, and Yemen; and high-income non-borrowing World Bank member countries: Bahrain, Kuwait, Oman, Qatar, Saudi Arabia, and the United Arab Emirates) were placed under **Asia and the Middle East** and countries in *North Africa* (World Bank borrowing member countries: Algeria, Djibouti, Egypt, Morocco, and Tunisia; and high-income non-borrowing World Bank member countries: Libya and Malta) were placed under **Africa**.
- *(Sub-Saharan) Africa*: Countries in North Africa were combined with those in (Sub-Saharan) Africa under **Africa**. All referenced countries in **Africa** are borrowing members of both the World Bank and the African Development Bank.
- *East Asia and the Pacific (EAP), South Asia (SA), and Middle East (ME)*: Countries were grouped together under **Asia and the Middle East**. All 16 referenced countries located in Asia are borrowing members of both the World Bank and the Asian Development Bank. The 2 referenced countries in the Middle East are Syria (a borrowing member of the World Bank, but not a member of a major regional development bank) and the United Arab Emirates (a high-income non-borrowing member of the World Bank, but not a member of a major regional development bank).

Glossary Of Terms

A. Child Labor

1. Child Labor and its Worst Forms

For the purposes of this report the Department used the international definition of child labor derived from ILO Convention 138, which states that child labor is any economic activity performed by a person under the age of 15. Exceptions are made for developing countries, which may adopt a temporary minimum age of 14 for light work. There is no explicit definition of “light work” in Convention 138, other than it not be likely to harm the health or development of young persons, and that it not prejudice their attendance at school, their participation in vocational orientation or training programs approved by the competent authority, or their capacity to benefit from the instruction received.⁴

A definition of the “worst forms” of child labor can be found in ILO Convention 182. Under this Convention, which applies to children under the age of 18, the worst forms are defined as follows:

(A) all forms of slavery or practices similar to slavery, such as the sale or trafficking of children, debt bondage and serfdom, or forced or compulsory labor, including forced or compulsory recruitment of children for use in armed conflict;

(B) the use, procuring or offering of a child for prostitution, for the production of pornography or for pornographic purposes;

(C) the use, procuring, or offering of a child for illicit activities in particular for the production and trafficking of drugs; and

(D) work, which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children.⁵

⁴ By the Sweat and Toil of Children, Vol. I: *The Use of Child Labor in U.S. Manufactured and Mined Imports* (Washington, D.C: USDOL, 1994): I. See also, *General Survey of the Reports relating to Convention 138 and Recommendation No. 146 concerning Minimum Age*, Report III (Part 4B)(Geneva: International Labor Organization, 1981): 73.

⁵ International Labor Organization, “C182 Worst Forms of Child Labour Convention, 1999,” [cited February 12, 2003]; available from <http://ilolex.ilo.ch:1567/cgilex/convde.pl?query=C182&query0=182&submit=Display>.

B. Levels and Types of Education

1. Pre-Primary Education (ISCED Level 0⁶)

Pre-primary education refers to the introduction of very young children, approximately the age of 3, to a school-like setting. The aim of such programs is to provide socialization, encourage independence, and build upon motor and cognitive skills. The characteristics that define the difference between childcare and pre-primary education are “the educational character of the program; whether it is based at a school or specially equipped center; staff qualifications; and the age-range of the children catered for.”⁷

Programs for children aged 2 years and below do not qualify as pre-primary education, and the upper age limit is determined by the entry age of primary education.⁸

2. Primary Education (ISCED Level 1)

According to UNESCO, primary education, sometimes called elementary education, refers to educational programs that are normally designed on a unit or project basis to give children a sound basic education in reading, writing and mathematics along with an elementary understanding of other subjects such as history, geography, natural science, social science, art and music. Sometimes religious instruction is also provided in primary education programs. These subjects help develop a child’s ability to obtain and use information needed about their homes, community, country, etc.

The entry age for primary education usually varies between five and seven years. In countries with compulsory education laws, primary education generally constitutes the first cycle of compulsory education.⁹

3. Secondary Stage of Basic Education (ISCED Level 2)

This stage, which is more commonly called Lower Secondary Education, is designed to complete the development of basic skills and knowledge. In many countries the secondary stage of basic

⁶ The International Standard Classification of Education was designed by UNESCO to serve as an instrument suitable for assembling, compiling, and presenting statistics of education both within individual countries and internationally. United Nations Educational, Scientific and Cultural Organization, *International Standard Classification of Education, ISCED 1997*, (UNESCO, 1997): 16-22; available from http://portal.unesco.org/uis/TEMPLATE/pdf/isced/ISCED_A.pdf.

⁷ UNESCO, *Education for All: Year 2000 Assessment* [CD-ROM], (Paris, 2001).

⁸ Ibid.

⁹ Compulsory education refers to the number of years or the age-span during which children and youth are legally obliged to attend school. UNESCO, *Education for All 2000 Assessment: Statistical Document*, (Nimes: UNESCO Publishing, 2000), Appendix.

education lays the foundation for lifelong learning and individual development. The programs at this level are usually organized by subject, requiring specialized teachers for each subject area. The end of this level often coincides with the end of compulsory education.¹⁰

4. Upper Level Secondary Education (ISCED Level 3)

Upper level secondary education typically begins at the end of the full-time compulsory education for those countries that have a system of compulsory education. This level often is characterized by more specialization than ISCED level 2 and often teachers need to be more qualified or specialized than for ISCED level 2. The entry age for this level is typically age 15 or 16.¹¹

5. Tertiary Education

Tertiary education provides a curriculum with more advanced content than that found at the secondary level, and requires at least three years of study before a degree is awarded.¹² Those who wish to participate in tertiary programs face the requirement of the successful completion of secondary school.

6. Basic Education

According to UNESCO, basic education refers to a range of educational activities that take place in different settings and that aim to meet the basic learning needs as defined in 1990 in the World Declaration on Education for All. Basic education comprises both formal schooling (primary and sometimes lower secondary) as well as a wide variety of non-formal and informal public and private educational activities offered to meet the defined basic learning needs of groups of people of all ages.¹³

7. Formal Education

Formal education is education provided in a system of schools, colleges, universities or other educational institutions that normally constitutes a continuous “ladder” of full-time education for children and young people, usually beginning at age five, six, or seven and continuing up to 20 or 25 years of age.¹⁴

¹⁰ Ibid.

¹¹ *International Standard Classification of Education*, 16-22.

¹² Ibid.

¹³ Ibid. There is no standard definition of “basic education” for the collection of data. According to UNESCO, basic learning needs comprise both essential learning tools (such as literacy) and basic learning content (such as the knowledge, skills, values and attitudes) required by human beings to develop their full capacities, to live and work in dignity, to participate fully in development, to improve the quality of their lives, to make informed decisions and to continue learning.

¹⁴ Ibid.

8. Non-Formal Education

Non-formal education refers to any organized and sustained educational activities that do not correspond to the definition of formal education. Non-formal education may take place inside or outside educational institutions and may cater to persons of all ages. It may cover educational programs to impart adult literacy, basic education for out-of-school children, life-skills, work skills and general culture. Non-formal education programs do not necessarily follow the ladder system, may not have varying durations and may or may not confer certification of the learning achieved.¹⁵

C. Expenditures and Financial Terms

1. Public Expenditure on Education

This figure includes current and capital expenditures on education by local, regional and national governments, including municipalities. *Current expenditures* are for goods and services consumed within the current year, such as the salaries and fringe benefits of teachers, contracted and purchased goods, including school books and teaching materials, school transportation, medical service, telecommunications, rent for school buildings and other similar costs. *Capital expenditures* are for assets that last longer than one year, such as outlays for the construction, renovation, major repair of school buildings and expenditures for new or used heavy equipment and vehicles. Household contributions are normally excluded from public expenditures.¹⁶

2. Military Expenditures

The definition of military expenditure is generally based on the NATO definition that covers current and capital defense spending, including recruiting, training, construction, and the purchase of military supplies and equipment.¹⁷ The Stockholm International Peace Research Institute (SIPRI) has provided a more detailed definition of military expenditure:

All current and capital expenditure on: (a) the armed forces, including peacekeeping forces; (b) defense ministries and other government agencies engaged in defense projects; (c) paramilitary forces, when judged to be trained and equipped for military operations; and (d) military space activities. Such expenditures should include: (a) military and civil personnel, including retirement pensions of military personnel and social services for personnel; (b) operations and maintenance; (c) procurement; (d) military research and development; and (e) military aid (in the military expenditure of the donor country).¹⁸

¹⁵ Ibid.

¹⁶ *Education for All 2000 Assessment*.

¹⁷ *World Development Indicators 2002* (Washington, D.C.: World Bank, 2002): 307.

¹⁸ SIPRI, *Sources and Methods for the SIPRI Military Expenditure Data* [cited September 11, 2002]; available from http://projects.sipri.org/milex/mex_sources.html.

Civilian-type expenditures for activities such as veterans' benefits, demobilization, and conversion and weapon deconstruction are not included.

3. Gross National Income

Gross national income is the sum of gross value-added by all resident producers plus any product taxes (less subsidies) that are not included in the valuation of output plus net receipts of income from abroad.¹⁹

4. Gross Domestic Product

Gross domestic product is the sum of gross value-added by all resident producers in the economy plus any product taxes and minus any subsidies not included in the value of the products. It is calculated without making deductions for depreciation of fabricated assets or for depletion and degradation of natural resources.²⁰

5. Concessional Financing

Concessional financing is financing provided on terms that are below market interest rates (or at zero interest rates).

6. Investment Loans

These types of loans by the World Bank are granted for projects that help build or reinforce infrastructure that aids in poverty eradication. Sectoral loans in education are one example of investment loans.

7. Adjustment Loans

Adjustment loans by the World Bank are more rapid disbursement instruments intended to support more immediate policy and institutional reforms.

8. The International Financial Institutions

The term "International Financial Institutions (IFIs)," as used in this report, refers to a group of donor government-supported multilateral financial institutions and includes the World Bank, the International Monetary Fund (IMF), and four regional development banks-the Inter-American Development Bank (IDB), the Asian Development Bank (AsDB), the African Development Bank (AfDB), and the European Bank for Reconstruction and Development (EBRD). The World Bank and the four large regional development banks are sometimes referred to as the Multilateral Development Banks (MDBs).

¹⁹ The World Bank, *Data and Statistics: Methodology* [online], 2002, [cited September 9, 2002]; available from <http://www.worldbank.org/data/aboutdata/working-meth.html> [hard copy on file].

²⁰ Ibid.

The MDBs all share a number of characteristics, including principal objectives on economic development and poverty reduction. All provide loans, equity investment, and technical assistance and advice to member countries. Although there are no formal consultative mechanisms among or between the MDBs, informal consultations take place, and most policy decisions follow the lead of the World Bank on major issues of global significance.

The World Bank is the largest of all the MDBs. It operates on a global level and attempts to accommodate longer-term global concerns and issues in its programs and policies. In contrast, the four regional development banks—the IDB, AsDB, AfDB, and EBRD—focus their operations on the conditions and circumstances in the geographical areas of their operation. The EBRD, the newest of the regional banks, differs from the others in its almost exclusive focus on private sector development.

The IMF differs significantly from all of the other IFIs. The IMF focuses on international financial and national macroeconomic issues and provides assistance through a variety of instruments. Where necessary, the IMF requires policy or structural changes in return for its assistance. The IMF does not provide loans for development or for particular projects or sectors. The IMF provides short- to medium-term balance of payments support for countries that are experiencing financial difficulty in meeting their international current account obligations. In recent years, the IMF has begun to incorporate poverty reduction and social safety net considerations into its recommendations to recipient countries.

Through their management of substantial financial resources, the IFIs are in a position to significantly affect a broad set of development issues, including those associated with education and child labor.

Acronyms

AfDB	African Development Bank
AfDF	African Development Fund
AsDB	Asian Development Bank
AsDF	Asian Development Fund
CDF	Comprehensive Development Framework
CEDC	Children in Especially Difficult Circumstances
CSPs	Country Strategy Papers
DAC	Development Assistance Committee
EBRD	European Bank for Reconstruction and Development
ECCD	Early Childhood Care and Development
EFA	Education for All
ESAF	Extended Structural Adjustment Facility
ESPP	Education Sector Policy Paper
FSO	Fund for Special Operations
GNI	Gross National Income
HIPC	Heavily Indebted Poor Country
HNSDP	Health and Nutrition Sector Development Program
IBRD	International Bank for Reconstruction and Development
ICLP	International Child Labor Program
ICSID	International Centre for Settlement of Investment Disputes
IDA	International Development Association
IDB	Inter-American Development Bank
IFC	International Finance Corporation
IFI	International Financial Institution
IIC	Inter-American Investment Corporation
ILAB	Bureau of International Labor Affairs
ILO Convention 182	International Labor Organization, Convention No. 182: Worst Forms of Child Labor
ILO-IPEC	International Labor Organization, International Program on the Elimination of Child Labor
IMF	International Monetary Fund
ISCED	International Standard Classification of Education
IYF	International Youth Foundation
JSF	Japan Special Fund

MDB	Multilateral Development Bank
MIF	Multilateral Investment Fund
MIGA	Multilateral Investment Guaranty Agency
MOU	Memorandum of Understanding
NATO	North Atlantic Treaty Organization
NGO	Nongovernmental Organization
NTF	Nigeria Trust Fund
RETA	Regional Technical Assistance Project
OCR	Ordinary Capital Resources
OECD	Organization for Economic Cooperation and Development
PETI	Brazil's Child Labor Eradication Program
PRGF	Poverty Reduction and Growth Facility
RMCs	Regional Member Countries
SAARC	South Asian Association for Regional Cooperation
SIPRI	Stockholm International Peace Research Institute
SPSDP	Social Protection Sector Development Program
SPTF	Social Progress Trust Fund
TASF	Technical Assistance Special Fund
UN	United Nations
UNDP	United Nations Development Program
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
USDOL	United States Department of Labor
WHO	World Health Organization

Part One: Government Expenditures on Education and Military

Protecting a nation's citizens, increasing the distribution of basic "life-sustaining" goods, raising the quality of life through higher incomes, providing education and access to labor markets, and expanding the availability of social and economic choices of individuals are all important to caring for the health and development of a nation.²¹ The need for human and social capital has become increasingly evident as a key to national development. However, despite decades of experience no universal guaranteed path to foster national development has been established. While there are some common factors that affect the likelihood of success of development schemes, such as investing in education, the diversity among developing countries calls for a unique approach in each situation. This section presents data on government expenditures for national defense and education over the period from 1990 to 2000²² for the 73 countries referenced in this report based on available data.²³

A. Data on Education and Military Expenditures by National Governments

The figures in this section present data on the amounts spent by national governments on both education and defense as a percentage of the country's gross national product or income (GNP or GNI) and central government expenditures. The purpose of this data is not to derive a correlation between education expenditure, defense spending, and child labor, but instead to show how resources are allocated in countries mentioned in ILAB's previous child labor reports. The data does not necessarily suggest the priorities of central governments, but they can be used to illustrate the spending decisions made in approximately the past decade.

Data on basic education, as requested in the Congressional mandate, is not available. The term basic education, by definition, comprises both formal schooling and informal educational activities, and the informal activities in particular are difficult to capture statistically (see Box 2 and Glossary of Terms).²⁴

²¹ Michael P. Todaro and Stephen C. Smith, *Economic Development*, 8th ed., (New York: Addison Wesley, 2003).

²² While the Congressional language called for 2001 data to be included, that data is currently unavailable.

²³ Not all indicators have data for all years during the specified period. Please see specific tables in Appendix A for the years of available data.

²⁴ Informal activities of any kind, including those related to education, are very difficult to capture statistically due to definitional issues, such as determining which informal activities can be considered educational. Further challenges are issues of measurement, such as how data can be collected once a definition is agreed upon universally. Data using a "basic education" indicator is thus not available.

Box 2: What is Basic Education?

[Basic education] is not a fixed or clearcut concept and countries [are] advised...to determine their own definition. Most but by no means all have chosen to restrict 'basic' to primary schooling, meaning the first stage of formal schooling-which so many have yet to attain. 'Basic', in an increasing number of countries, however, now connotes not only early childhood care and education and primary schooling. In some it now encompasses junior secondary schooling and in others it extends to a full secondary education. China, for example, is shifting the focus for much of the country from primary school to the nine year compulsory school, preceded by a variety of early childhood care and education programmes. The National Education Guidelines and Framework Law in Brazil in 1996 defined the whole system from day care provision to the end of secondary schooling as 'basic'. In Nigeria, 'basic' education refers to early childhood care and pre-primary education, primary schooling and the first three years of secondary. Throughout Europe, North America and Australasia, Japan and parts of South Asia, 'basic' includes both primary and secondary levels. In a small but growing number of countries, some kind of post secondary or tertiary education is almost becoming 'basic' in that it is seen as a foundation for working life or further studies for all youth. There are moves to incorporate all levels and forms of education within a framework of 'lifelong learning for all'. These require a reconsideration of just what is best taught and learned in childhood and youth, as a foundation for continuing learning...

'Basic' in this Report refers to competencies, knowledge, attitudes, values and motivations that are deemed necessary in order for people to become fully literate and to have developed the educational foundations for a lifelong learning journey. Basic education commences at birth and may be achieved through either formal or non-formal means and agencies. Competencies, skills and substantive learnings defined as basic, when provided for in schools and similar institutions, are usually cast in the form of a core curriculum which while it includes and builds on literacy includes numeracy, social and scientific knowledge, physical and health education and the arts and crafts. Dimensions like visual and aural literacy and oracy-in a world where multi-media are pervasive-are no less 'basic' than verbal and numerical skills. In short, the four 'Delors pillars'-learning to know; learning to do; learning to live together; learning to be-are all basic. (J. Delors et al. 1996. *Learning: the Treasure Within. Report to UNESCO of the International Commission on Education for the Twenty-first Century*. Paris, UNESCO Publishing, 1996)

The length and nature of schooling that have been defined as 'basic' by countries vary: from a bare minimum of 3-4 years of primary school to a nine year school, or completion of full secondary schooling. Programmes and campaigns of adult literacy are an example of non-formal basic education, as are community health campaigns, parental education in child care and educational campaigns conducted through the mass media. 'Basic' with reference to these minimum levels, should be treated as the very early stages of a process that needs to continue and grow.

SOURCE: Education for All 2000 Assessment: Global Synthesis (Paris: UNESCO, 2000): 16-17.

Because many of the referenced countries in this report lack data on primary and secondary education, most of the analysis focuses on total education expenditures. Even though the proportion of central government budgets devoted to primary education is a better marker for a country's commitment to universal primary education,²⁵ total education spending also gives a sense of the priority placed on education. Appendix A provides more detailed data on education expenditures by level of education. In addition, while data on military and education spending as a percentage of GNI are more available compared to expenditures as a percentage of central government budgets, this discussion concentrates more on the latter. Public expenditures as a percentage of central government budgets provide a better indicator of the priority placed on different services.

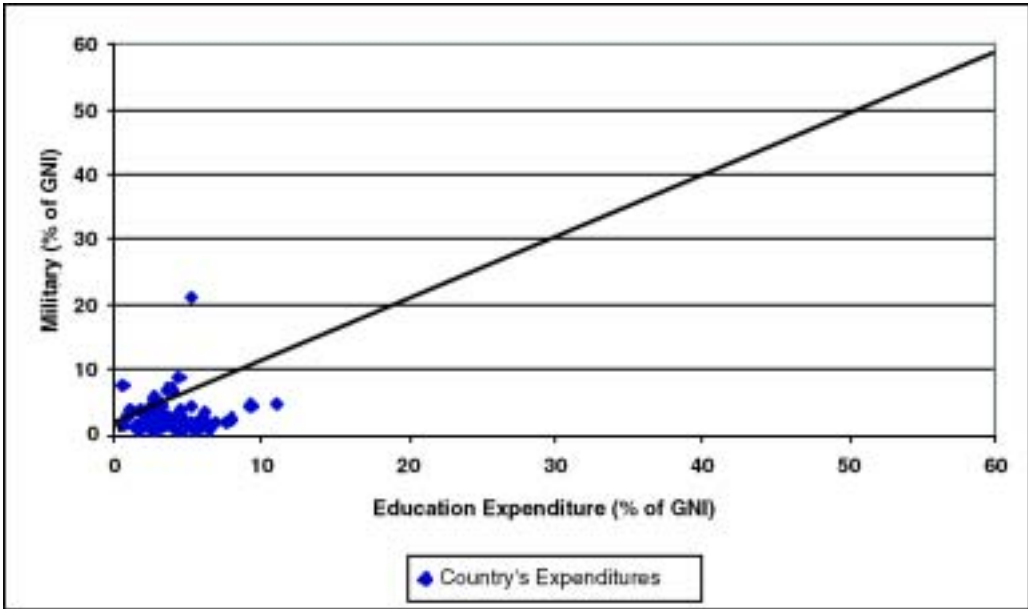
Figures 1.1 and 1.2 illustrate the general groupings of how countries allocate resources to either military or education. A 45 degree line is drawn on both graphs to depict the respective allocations of the countries referenced in this report where the data are available. Countries who fall above the 45 degree line generally devote more resources to the military compared to education, and countries who fall below the 45 degree line generally devote more resources to education compared to the military.

Figure 1.1 demonstrates that military spending as a percentage of GNI is not particularly higher than education spending in most countries. It also shows that most countries spend roughly similar amounts on total education and military spending, with the exception of Angola, Ethiopia, and Burma, three countries that have vastly greater military spending versus total education spending. Each of these countries is currently experiencing instability with either external or internal threats to the federal government,²⁶ which may explain why these countries are outliers when compared to the others shown in the figure.

²⁵ UNESCO, *EFA Global Monitoring Report 2002: Is the World on Track?* Paris: UNESCO Publishing, 2002.

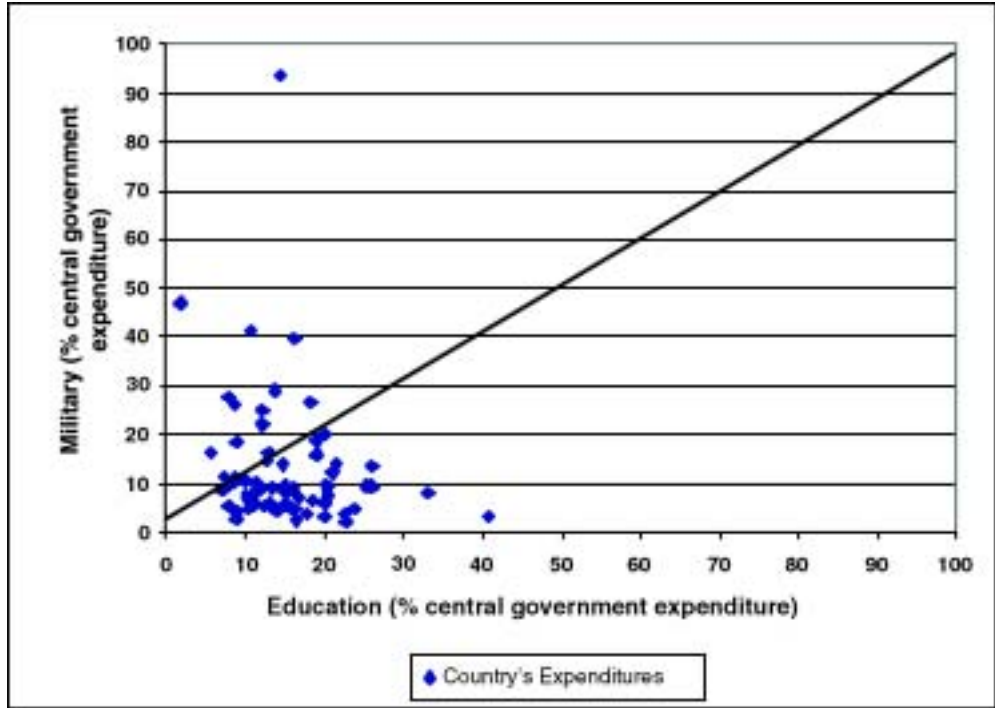
²⁶ U.S. State Department, *Angola, Country Report on Human Rights Practices - 2001*, March 4, 2002 [cited October 17, 2002]; available from <http://www.state.gov/g/drl/rls/hrrpt/2001/af/8217.htm>; U.S. State Department, *Burma, Country Report on Human Rights Practices - 2001*, March 4, 2001 [cited October 17, 2002]; available from <http://www.state.gov/g/drl/rls/hrrpt/2001/eap/8260.htm>; U.S. State Department, *Ethiopia, Country Report on Human Rights Practices - 2001*, March 4, 2002 [cited October 17, 2002]; available from <http://www.state.gov/g/drl/rls/hrrpt/2001/af/8372.htm>.

Figure 1.1. Total Education Spending and Military Expenditures as a Percentage of GNI for Selected Referenced Countries



NOTES: The line on the graph is drawn to represent a 45 degree angle and is not a regression line. Refer to regional tables in Appendix A for the most recent year of data collected for each country. Countries with the available data are featured in this figure.

Figure 1.2. Total Education Spending and Military Expenditures as a Percentage of Central Government Expenditure for Selected Referenced Countries



NOTES: The line on the graph is drawn to represent a 45 degree angle and is not a regression line. Refer to regional tables in Appendix A for the most recent year of data collected for each country. Countries with the available data are featured in this figure.

Comparisons of expenditures as a percentage of central government budgets shows more variation between the amounts devoted to military versus education (see Figure 1.2). Table 1.1 also shows the differences in resource allocations on education and the military across countries and among regions. For the most part, total education receives a greater share of central government budgets than the military. Many of the countries referenced in this report devote less than 10 percent of their national budget to military, while a majority of the countries spend between 10 and 20 percent of their budget on education.

For countries that spend more than 20 percent of their central government budgets on education, it is important to note that primary education usually receives a smaller share of the total education budget. It is also important to note that patterns of education spending in many developing countries often favor personnel costs compared to funds devoted for school improvement and operating expenses. The remainder of the analysis looks at the amounts spent on education and the military as a percentage of central government budgets by region.

Table 1.1. Total Education and Military Expenditures as a Percentage of Central Government Budgets for Referenced Countries

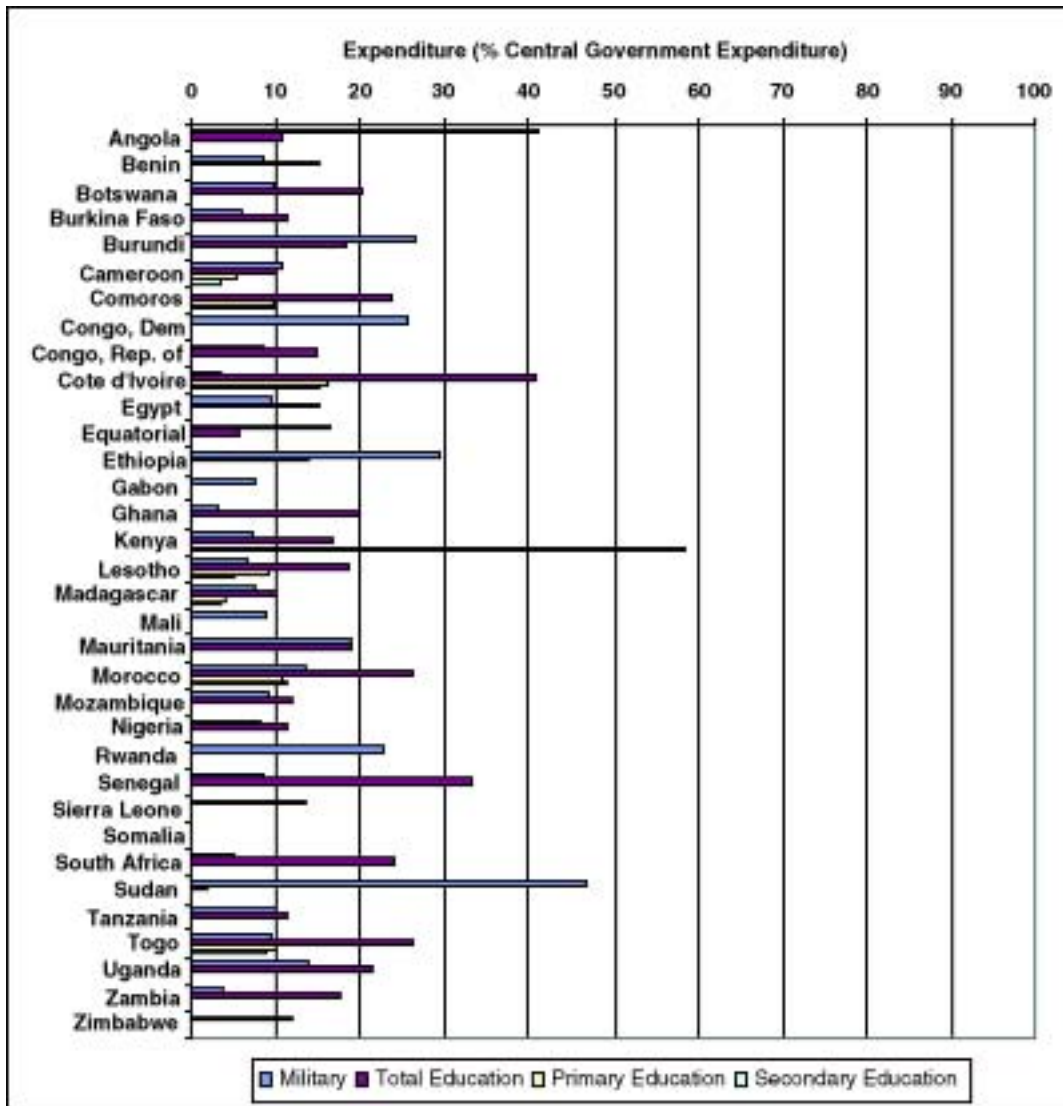
Share of Central Government Budgets Allocated to Total Education		
Education receives less than 10% of central government budget	Education receives between 10% and 20% of central government budget	Education receives more than 20% of central government budget
Africa		
Cameroon, Equatorial Guinea, Sudan	Angola, Benin, Burkina Faso, Burundi, Congo (Brazzaville), Egypt, Ethiopia, Ghana, Kenya, Lesotho, Madagascar, Mauritania, Mozambique, Nigeria, Tanzania, Zambia	Botswana, Cote d'Ivoire, Morocco, South Africa, Senegal, Togo, Uganda
Asia and the Middle East		
Bangladesh, Cambodia, Indonesia, Laos, Pakistan, Sri Lanka, Vietnam	Burma, China, India, Mongolia, Nepal, Syria, United Arab Emirates	Malaysia, Philippines, Thailand
Europe and Central Asia		
Bulgaria	Romania, Turkey	
Latin America and the Caribbean		
Nicaragua, Paraguay	Argentina, Bolivia, Brazil, Colombia, Dominican Republic, Ecuador, El Salvador, Haiti, Honduras, Panama, Guatemala	Costa Rica, Mexico, Peru,
Share of Central Government Budgets Allocated to Military		
Military receives less than 10% of central government budget	Military receives between 10% and 20% of central government budget	Military receives more than 20% of central government budget
Africa		
Benin, Botswana, Burkina Faso, Congo (Brazzaville), Cote d'Ivoire, Egypt, Ghana, Kenya, Lesotho, Madagascar, Mozambique, Nigeria, South Africa, Senegal, Togo, Zambia	Cameroon, Equatorial Guinea, Mauritania, Morocco, Tanzania, Uganda	Angola, Burundi, Ethiopia, Sudan
Asia and the Middle East		
Indonesia, Malaysia, Mongolia, Nepal, Philippines, Thailand	Bangladesh, India, Laos, Sri Lanka, Vietnam	Burma, Cambodia, China, Pakistan, Syria, United Arab Emirates
Europe and Central Asia		
Albania, Bulgaria, Romania	Turkey	
Latin America and the Caribbean		
Argentina, Bolivia, Brazil, Costa Rica, Dominican Republic, El Salvador, Guatemala, Honduras, Mexico, Mongolia, Nicaragua, Panama, Paraguay	Colombia, Ecuador, Peru	Haiti

NOTES: Refer to regional tables in Appendix A for most recent year of data collected for each country. Countries with the available data are featured in this table.

1. Africa

Most of the countries in Africa spend between 10 and 20 percent of their central government budget on education, with more of the countries spending less than 10 percent on the military. Angola, Burundi, Ethiopia, and Sudan spend more than 20 percent on the military, and have much higher allocations to the military compared to education. For example, Angola spends 40.1 percent of the central government budget on military compared to 10.7 percent of total education. Instability due to either external or internal issues is the likeliest reason why some countries are outliers.²⁷

Figure 1.3. Education and Military Expenditures as a Percentage of Central Government Expenditure, Referenced Countries in Africa



SOURCE: Table A.1 in Appendix A in this volume.

NOTES: See Table A.1 for the most recent year of data collected for each country.

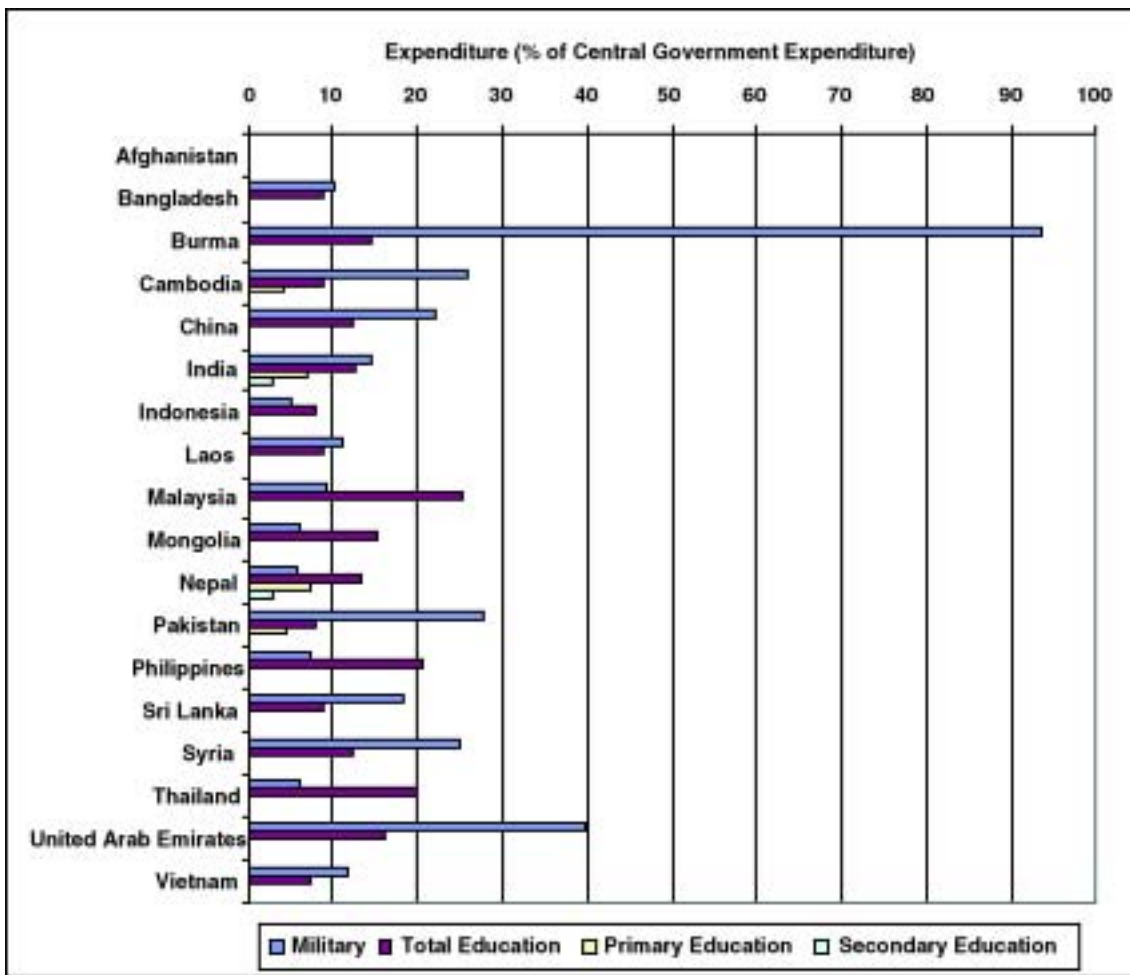
²⁷ Angola, Country Report; Burma, Country Report; Ethiopia, Country Report.

Data on military expenditures are missing for Comoros and Somalia, and data on education expenditures are missing for the Democratic Republic of Congo (Brazzaville), Gabon, Mali, Rwanda, Somalia, and Zimbabwe.

2. Asia and the Middle East

Education spending as a percentage of the central government budget of the countries in Asia and the Middle East range between 7.4 percent in Vietnam to 25.2 percent in Malaysia. While the countries in Asia are fairly evenly distributed among military spending, more of the countries in this region spend more than 20 percent of the central government budget on the military. Burma is a major outlier spending 93.6 percent of its central government budget on the military.²⁸ Data on military and education expenditures are missing for Afghanistan.

Figure 1.4. Education and Military Expenditures as a Percentage of Central Government Expenditure, Referenced Countries in Asia and the Middle East



SOURCE: Table A.2 in Appendix A in this volume.

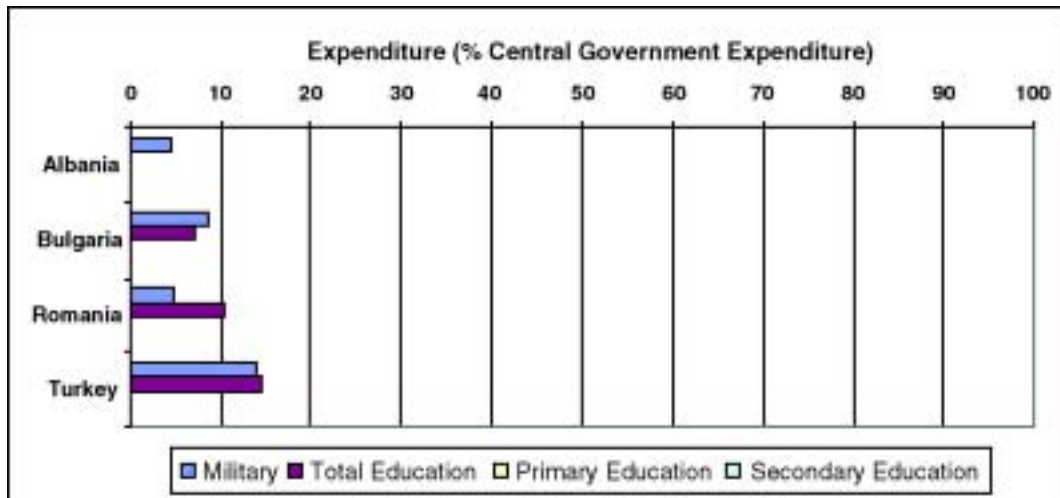
NOTES: Refer to Table A.2 for the most recent year of data collected for each country.

²⁸ Burma has an authoritarian military regime, which accounts for its high levels of military spending. See, *Burma, Country Report*.

3. Europe

Education spending in the three countries of Bulgaria, Romania, and Turkey ranges between 4.7 percent and 13.9 percent. Military spending is not considerably higher, and ranges from 4.5 percent in Albania to 13.9 percent in Turkey. Data on total education expenditures are missing for Albania.

Figure 1.5. Education and Military Expenditures as a Percentage of Central Government Expenditure, Referenced Countries in Europe



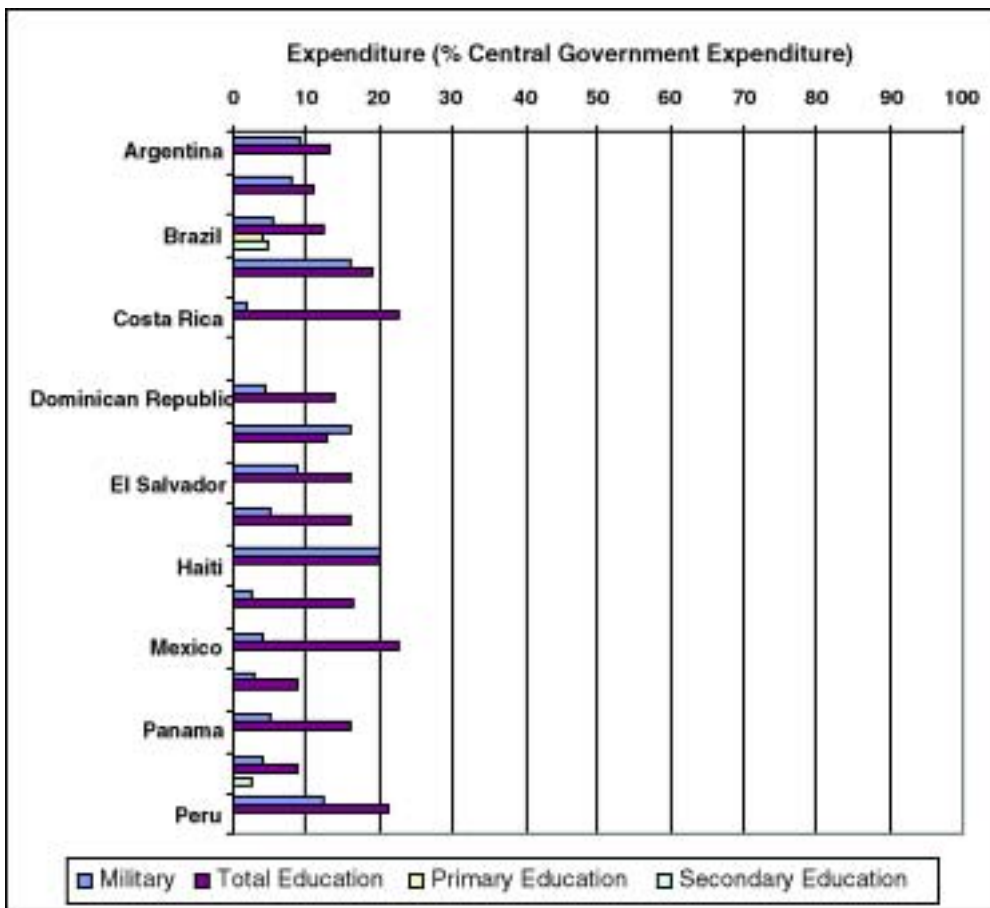
SOURCE: Table A.3 in Appendix A in this volume.

NOTES: Refer to Table A.3 for the most recent years of data collected for each country.

4. Latin America and the Caribbean

Most of the countries in Latin America and the Caribbean allocate between 10 and 20 percent of their central government budget to total education, with a majority of the countries spending less than 10 percent on the military. Military spending for countries such as Colombia, Ecuador, Peru and Haiti range between 12.3 percent and 20.1 percent. Data on military and education expenditures are missing for Cuba.

Figure 1.6. Education and Military Expenditures as a Percentage of Central Government Expenditure, Referenced Countries in Latin America and the Caribbean



SOURCE: Table A.4 in Appendix A in this volume.

NOTES: Refer to Table A.4 for the most recent year of data collected for each country.

B. Sources and Limitation of Data

1. Sources of Information

Data presented in Appendix A on education spending and military expenditures were obtained from the World Bank's World Development Indicators 2002 (WDI 2002) or the UNESCO Institute for Statistics (UIS).

The WDI 2002 is an annual compilation by the World Bank on development data gathered from several international and government agencies and private and nongovernmental organizations around the world. The WDI 2002 includes over 800 indicators on topics in the following six areas: world view, people, environment, economy, states and markets, and global links. There are 85 tables covering the six categories with basic indicators on 224 countries.²⁹

The UIS was created in 1999 to provide member states statistics on education, science and technology, culture, and communication. The Institute collects statistics from across the world to inform policy development on education and analyze program efficiency.³⁰

a. Education Expenditures

Data on education finance indicators are taken from both the WDI 2002 and UIS. Statistics on education expenditure for primary, secondary, and total education are reported as a percentage of a country's GNI and central government spending for the period between 1990 and 1999. The proxy indicators for basic education in this report are primary and total secondary education, and Appendix A provides data on education expenditures.

b. Military Expenditures

Data on military expenditures come from U.S. Department of State's Bureau of Verification and Compliance that are extracted from the WDI 2002. Statistics on military expenditure are reported as a percentage of a country's GNI and central government spending for the period between 1990 and 1999.

2. Limitations of Data

While the data presented in this section and Appendix A represent the most current and verifiable available, they must be considered concurrently with several limitations. For both education and military expenditures, issues of data consistency, comparability, and quality cannot be easily resolved. The collection of both types of data relies heavily on information supplied by individual countries' federal governments, and is thus not always available. While many countries devote considerable resources to the collection of data, others do not have the infrastructure or technical

²⁹ World Bank, *World Development Indicators 2002*, (Washington, D.C.: World Bank Group, 2002).

³⁰ UNESCO Institute for Statistics, "UIS Mission" [cited September 11, 2002]; available from <http://www.unesco.org>.

capacity necessary to undertake such an endeavor, and can sometimes contribute only a limited amount of information.³¹ Since this particular study encompasses 73 countries, including many that are in the early stages of development, lack of data is a recurring issue for both types of statistics presented.

Another challenge in data comparison relies on how countries define their indicators. Countries may define education level and expenditure indicators differently, which creates comparability problems between countries. This problem has been somewhat circumvented due to advances made in the last decade, since UNESCO now takes an active role in consistent data collection in numerous countries based on pre-determined definitions.³²

Comparability continues to be an issue in terms of military expenditure. The Stockholm International Peace Research Institute (SIPRI), a clearinghouse for international military data, notes that there is no universally applicable definition for military spending.³³ Thus, while the World Bank and SIPRI have both adopted a definition based on NATO's defense expenditure definition,³⁴ this definition cannot be applied to all countries.³⁵ The data is therefore not comparable between countries that use their own definitions of defense expenditure and those that follow NATO's definition. SIPRI notes that military definitions continue to be inconsistent, requiring that datasets be constantly, and often extensively, revised.³⁶ SIPRI also notes "military expenditure data are not suitable for close comparison between individual countries and are more appropriately used for comparisons over time."³⁷

While the data presented in this section does demonstrate the difference between military and education spending that is required for this report, any statistical interpretation and conclusions that are drawn from these data must be made with caution and awareness of possible inconsistencies.

³¹ *Education for All 2000 Assessment*, 4-5.

³² *Ibid.*

³³ SIPRI, "Sources and methods for the SIPRI military expenditure data," [cited October 10, 2002]; available from http://projects.sipri.se/milex/mex_sources.html.

³⁴ The Stockholm International Peace Research Institute (SIPRI) has provided a more detailed definition of military expenditure. Military expenditure data include all current and capital expenditure on: (a) the armed forces, including peacekeeping forces; (b) defense ministry and other government agencies engaged in defense projects; (c) paramilitary forces, when judged to be trained and equipped for military operations; and (d) military space activities. Such expenditures should include: (a) military and civil personnel, including retirement pensions of military personnel and social services for personnel; (b) operations and maintenance; (c) procurement; (d) military research and development; and (e) military aid (in the military expenses of the donor country). Excluded are civil defense and current expenditures on previous military activities, such as for veterans' benefits, demobilization, conversion and weapon destruction. This definition can be found in "Sources and methods."

³⁵ "Sources and methods"; *World Development Indicators 2002*.

³⁶ "Sources and methods."

³⁷ *Ibid.*

Part Two:

Multilateral Development Bank Policies, Strategies, and Lending Activities Related to Basic Education and Child Labor Related Projects

This chapter presents available information on the policies, strategies, and lending activities of the leading Multilateral Development Bank's (MDBs) related to improving children's access to quality basic education and the elimination of child labor.³⁸ Based on information provided to ILAB by the World Bank, the AfDB, the AsDB, and the IDB, the chapter focuses on the amount and trends of these MDBs lending since 1989 to the 73 referenced countries.³⁹ The discussion in this chapter concentrates on overall levels of funding, rather than analysis or evaluation of specific programs that have been funded by the MDBs. Appendix C of this report contains supporting detailed statistical tables that underlie the summary figures that appear in this chapter.⁴⁰ Depending upon availability, the data included in this chapter generally cover the period 1989 to 2002 and are based on either fiscal year (World Bank) or calendar years (AfDB, AsDB, and IDB).

The MDBs are aware of and are taking steps to address the international goals of universal primary education and the elimination of gender inequity in primary and secondary schooling that were set under the Education for All initiative in Jomtien, Thailand in 1990.⁴¹ They have generally adopted a broad definition of "basic education," which includes not only primary and lower secondary education, but also preschool and non-formal education (i.e., literacy, numeracy, and basic life skills training for adults and out-of-school youth).⁴² However, the precise definition of "basic education"

³⁸ A detailed description of the IFI's creation and policies can be found in Appendix B of this volume.

³⁹ The referenced countries are the 73 countries mentioned in the first seven ILAB reports on international child labor issues; see Box 1 in the introductory chapter.

⁴⁰ Appendix F, which is available upon request, contains detailed source loan and grant information obtained from the World Bank, AfDB, AsDB, and the IDB that form the basis for the summary tables in Appendix C and figures presented in this chapter.

⁴¹ The Education for All (EFA) initiative was launched at the 1990 World Conference on Education for All, which was held in Jomtien, Thailand, and sponsored by the United Nations Educational, Scientific, and Cultural Organization (UNESCO), the United Nations International Children's Fund (UNICEF), the United Nations Development Program (UNDP), and the World Bank. For more information on EFA, see UNESCO, *World Declaration on Education for All* [cited March 18, 2003]; available from http://www.unesco.org/education/efa/ed_for_all/background/jomtien_declaration.shtml; UNESCO, *Framework for Action: Meeting Basic Learning Needs* [cited March 18, 2003]; available from http://www.unesco.org/education/efa/ed_for_all/background/07Bpubl.shtml; see also, UNESCO's home page for Education for All [cited March 18, 2003]; available from <http://www.unesco.org/education/efa/index.shtml>. The *Conclusion* of this report also provides a brief discussion of EFA and its relation to child labor.

⁴² Under an international (formal) education classification system established by UNESCO: pre-primary education constitutes Level 0; primary education, the first stage of basic education, constitutes Level 1; and lower secondary education, the second stage of basic education, constitutes Level 2. For complete definitions, refer to the glossary of this volume. *International Standard Classification of Education, ISCED 1997*.

for a particular country usually depends on the country's culture, level of technology and development, and size and skill endowment of its labor force, among other factors. In many cases, the focus of the MDBs is on programs to facilitate the successful completion of primary (elementary) school.

Most MDB-sponsored child labor related projects (e.g., social protection, children at risk, health, poverty alleviation, and social awareness) are more indirect than the more targeted and direct interventions or rescues supported by other UN agencies concerned specifically about child labor issues such as the ILO and UNICEF. In recent years, some MDBs have developed more direct intervention programs related to street children, or income or other types of support programs for parents sending their children to school rather than work. MDBs' strategies, programs, and funding of child-related health, nutrition, and population projects are not covered in this report.

A. The World Bank

The World Bank addresses children's development and protection through its broad focus on poverty reduction, and many other specific operations in the areas of education, health, social protection, and water. Although the World Bank's operational lending for education and social protection may be essential in providing an enabling environment for children's welfare (e.g., increased opportunities or the reduction of child labor), the World Bank is also engaged in additional activities which indirectly benefit children, including analytical work, economic and sector work, technical assistance, and capacity enhancement that are not covered in this report. Given the broad mandate of the World Bank and the nature of its assistance instruments, it is often difficult to quantify the exact amount of lending or other assistance instruments that specifically relate to children. The most comprehensive review to date of the World Bank's activities related to children throughout the 1990s suggests that the World Bank has conducted more than 350 studies on children's issues and provided to developing countries approximately \$4 billion in social protection loans and credits, about \$7 billion in education loans and credits, and another \$10 billion in health loans and credits.⁴³ The information presented here refines, extends, and expands on this review.

1. Education Sector Initiatives

a. Policies and Strategies

The World Bank was one of the founding partners of the EFA initiative. It is committed to the international targets of universal primary education, adult literacy, and gender parity in education, as called for in EFA and set forth by the Development Assistance Committee (DAC) of the Organization for Economic Cooperation and Development (OECD).⁴⁴ The World Bank's Education Sector

⁴³ Iqbal Kaur and Zafiris Tzannatos, "The World Bank and Children: A Review of Activities," Social Protection Discussion Paper Series, No. 0220, Human Development Network, Social Protection Unit, Washington, D.C., July 2002 [cited February 10, 2003]; available from <http://www1.worldbank.org/sp/>.

⁴⁴ Organization for Economic Cooperation and Development, Development Assistance Committee, *Shaping the 21st Century: The Contribution of Development Cooperation*, Paris, May 1996 [cited February 11, 2003] 2, 10; available from <http://www.oecd.org/pdf/M00003000/M00003334.pdf>.

Strategy builds on these initiatives. This strategy paper is a comprehensive document that assesses the state of education in the world, describes how the World Bank's role in the sector has evolved, sets out a strategy intended to guide activities and set priorities, describes these priorities, and defines processes and principles that will assist the World Bank in more effectively engaging educational issues. According to this strategy, the World Bank considers that the education sector is central to its development agenda and that education plays a crucial role in its Comprehensive Development Framework (CDF).⁴⁵

The World Bank's long-term strategic objective in the education sector as spelled out in its strategy paper is to ensure universal access to adequate basic education that provides basic skills, including literacy, numeracy, reasoning, and social skills. Such skills serve as the basis and foundation for more advanced learning and work later in life. To achieve this objective, the strategy identifies four priorities: (1) basic education; (2) early intervention; (3) innovative delivery; and (4) selected areas of system reform.⁴⁶

It helps client governments identify and implement strategies to improve access to education, with a particular focus on reaching out to the poor and marginalized. The World Bank's education sector lending to client countries depends on the circumstances within each country and the types of strategies developed in consultation between the national authorities and the World Bank. To advance its education agenda more quickly, the World Bank has launched a two-prong global effort in selected countries: basic education programs for girls, which target 15 countries with especially wide gaps between boys' and girls' primary school enrollment rates, and basic education programs for the poorest, which aim to accelerate primary enrollment rates in 16 sub-Saharan African countries.⁴⁷

The World Bank's Education Sector Strategy draws on regional strategies that were developed by its regional education teams. These strategies, reflecting regional differences and circumstances, were developed for sub-Saharan Africa,⁴⁸ East Asia and the Pacific,⁴⁹ Europe and Central Asia,⁵⁰ Latin America and the Caribbean,⁵¹ and the Middle East and North Africa.⁵²

⁴⁵ International Bank for Reconstruction and Development, *The World Bank: Education Sector Strategy*, Washington, D.C., 1999 [cited February 10, 2003]; available from <http://www1.worldbank.org/education/strategy.asp>. The Comprehensive Development Framework (CDF) is a planning process developed by the World Bank that emphasizes a holistic approach to development, recognizing that sustainable development requires many social and structural elements in addition to strong economic performance. World Bank Group, "Comprehensive Development Framework" [cited February 10, 2003]; available from <http://www.worldbank.org/cdf/>.

⁴⁶ *Education Sector Strategy*, 29.

⁴⁷ *Ibid*, 29-36.

⁴⁸ World Bank, *A Chance to Learn: Knowledge and Finance for Education in Sub-Saharan Africa*, (Washington, D.C., World Bank Group, February 2001).

⁴⁹ World Bank, *Education and Training in the East Asia and Pacific Region*, (Washington, D.C., World Bank Group, June 11, 1998).

⁵⁰ World Bank, *Hidden Challenges to Education Systems in Transition Economies*, (Washington, D.C., World Bank Group, September 2000).

⁵¹ World Bank, *Educational Change in Latin America and the Caribbean*, (Washington, D.C., World Bank Group, December 3, 1999); World Bank, *A Caribbean Education Strategy*, (Washington, D.C., World Bank Group, 2000).

⁵² World Bank, *Education in the Middle East and North Africa: A Strategy Towards Learning for Development*, (Washington, D.C., World Bank Group, 1998).

Education sector initiatives of the World Bank's were reviewed by the Development Committee, an advisory body to the governors of the World Bank and the IMF, during the organizations' annual meetings held in September 2001. The review focused on two international development goals: (1) the achievement of universal primary education; and (2) the elimination of gender inequalities in education.

In a paper prepared for the Development Committee, the World Bank's education unit emphasized that the EFA initiative was necessary for achieving the millennium goals of dynamic and democratic countries. However, the paper acknowledged that the goal would be achievable only if it was accompanied by increased action at the national and international levels over the next 10 years, in conjunction with more effective coordination of the various EFA efforts. While additional resources would need to be committed, they also needed to be linked to the development of a sound policy framework in the education sector. The paper concluded that EFA was unlikely to be achieved by 2015 without a significant acceleration of country efforts accompanied by increased international support.⁵³

In response, the Development Committee directed the World Bank to develop an action plan to accelerate progress in the education sector. This action plan was discussed and endorsed by the Development Committee during the April 2002 meetings of the World Bank and the IMF. According to the World Bank's analysis, the problems associated with achieving EFA by 2015 are greater than originally anticipated and there is an urgent need to address four areas in order to accelerate progress. These areas are: data collection; policy development; institutional capacity building; and financing. Overall, the World Bank estimates that achieving EFA by 2015 would require that the 47 countries with the lowest primary school completion rates would need to increase annual education spending from \$7.4 billion to \$16.4 billion. While a number of these countries would be able to raise some of the necessary funds from domestic sources, the World Bank estimates a gap would remain of between \$2.5 billion and \$5 billion per year that would require external financing.⁵⁴

The World Bank's action plan initially proposed that about 10 countries be selected for a "fast-track" program of increased and immediate support to help generate an early demonstration effect

⁵³ World Bank, *Education for Dynamic Economies: Accelerating Progress Towards Education For All (EFA)*, (Washington, D.C.: World Bank Group, Fall 2001). The Joint Ministerial Committee of the Boards of Governors of the Bank and Fund on the Transfer of Real Resources to Developing Countries, better known as the Development Committee, consists of 24 members, usually ministers of finance or development, and is the main policy making body of the World Bank and the IMF on development issues.

⁵⁴ World Bank, *Education for Dynamic Economies: Action Plan to Accelerate Progress Towards Education for All*, (Washington, D.C.: World Bank Group, April 2002): 10, 13, 18.

for possible replication on a broader basis.⁵⁵ The Development Committee urged the World Bank to continue to work together with UNESCO and called on all countries to give priority to achieving the goal of universal primary education completion by 2015, as well as making progress toward the elimination of gender disparities in primary and secondary school enrollment by 2005. The Development Committee further committed to work on this issue and provides additional resources necessary for achieving these objectives.⁵⁶

Subsequently, the World Bank increased the number of countries for its fast track program, and, on June 12, 2002, invited 23 countries to join the EFA Fast Track.⁵⁷ According to the World Bank, the countries invited to join the program account for 67 million of the school-age children who have never been in a classroom.⁵⁸

On November 27, 2002, the World Bank, UNESCO, and other international donors announced that they had agreed to work initially under the EFA Fast Track Initiative with 7 countries (Burkina Faso, Guinea, Guyana, Honduras, Mauritania, Nicaragua, and Niger) and fund a program costing an estimated \$400 million between 2003 and 2005. The program will help children unable to attend school or who would otherwise leave school early as well as provide training for new teachers, pay teachers' salaries, build new schools, help education systems respond to HIV/AIDS, and put in place other steps to ensure a quality primary education for all children.⁵⁹

In the 1998 Replenishment Agreement for the International Development Association (IDA), donor country members reaffirmed the international development community's commitment to achieving universal primary education by 2015.⁶⁰ In this agreement, World Bank donors called on the IDA to focus its efforts on four key areas: (1) investing in people; (2) promoting broad-based growth; (3) supporting good governance; and (4) protecting the environment. Under the portion of the agreement on investing in people, donors included completion of primary education so "...that children

⁵⁵ Ibid, 22.

⁵⁶ World Bank, "Communiqué of the Development Committee," Washington, D.C., April 21, 2002.

⁵⁷ Eighteen countries (Albania, Bolivia, Burkina Faso, Ethiopia, Gambia, Ghana, Guinea, Guyana, Honduras, Mauritania, Mozambique, Nicaragua, Niger, Tanzania, Uganda, Vietnam, Yemen, and Zambia) are eligible to receive additional financing to support their primary education programs if they prioritize primary education and adopt policies to improve the quality and efficiency of their primary schooling systems. For the other 5 countries (Bangladesh, the Democratic Republic of the Congo, India, Nigeria, and Pakistan)-those with the largest number of children not in school-the World Bank and donor community plan to work with these countries to address the data, policy, and capacity gaps that need to be resolved for EFA grant financing support. Eighteen of the 23 countries invited for the Fast Track EFA initiative are referenced countries covered in this report.

⁵⁸ World Bank, "World Bank Announces first Group of Countries for Education for All "Fast Track," News Release No. 2002/345/S, Washington, DC., June 12, 2002.

⁵⁹ World Bank, "Education for All the World's Children: Donors Have Agreed to Help First Group of Countries on Education Fast-Track," Press Release No. 2003/155/HD, Washington, D.C., November 27, 2002.

⁶⁰ International Development Association, *Additions to IDA Resources: Twelfth Replenishment: A Strategy for Poverty Reduction*, (Washington, D.C.: International Development Association, December 23, 1998): iv.

who must work do not sacrifice opportunities to learn.”⁶¹ The document emphasized the importance of education for girls and stated that this has a catalytic impact on other sectors of development. The report also called on the IDA to include an education action plan in its Country Assistance Strategies (CASs) and recommended that education action plans for all IDA borrowers be prepared and updated.⁶²

In the current draft of the Thirteenth Replenishment Agreement of IDA, donor members emphasize the importance of education in achieving poverty reduction, and reiterate the importance of achieving universal primary education by 2015. The donor countries request that a strategy be prepared aimed at accelerating progress and that IDA work closely with borrowing countries toward achieving this goal. Again, the importance of closing the gender gap in education was emphasized.⁶³

The International Finance Corporation (IFC), a member of the World Bank Group that provides loans to private sector projects, also developed and released an education sector strategy in June 2001.⁶⁴ This document identifies a range of potential investments in education suitable for private sector development that would contribute to the World Bank’s overall education objectives. The strategy separates projects into those with a higher investment probability, where the rationale for private sector involvement is strongest, and those with lower investment probability, where further development of the market is necessary before IFC participation becomes available. Under the first category, the IFC includes tertiary education, technical and vocational training, technology-based education and distance education, ancillary services, and student financing. Under the lower investment probability part, the IFC includes early childhood schooling and primary and secondary education.⁶⁵

b. Lending for Basic Education

The World Bank claims to be the “world’s largest external funder of education,” accounting for about 30 percent of total external financing for education to developing countries since FY1990.⁶⁶ The World Bank has provided over \$30 billion in education sector loans and credits for over 670 projects in developing countries since it began funding education programs in FY1963; currently, it

⁶¹ Ibid, iv, 5.

⁶² Ibid, 5.

⁶³ International Development Association, *Additions to IDA Resources: Thirteenth Replenishment: Supporting Poverty Reduction Strategies (Draft)*, (Washington, D.C.: International Development Association, November 20, 2001): 11.

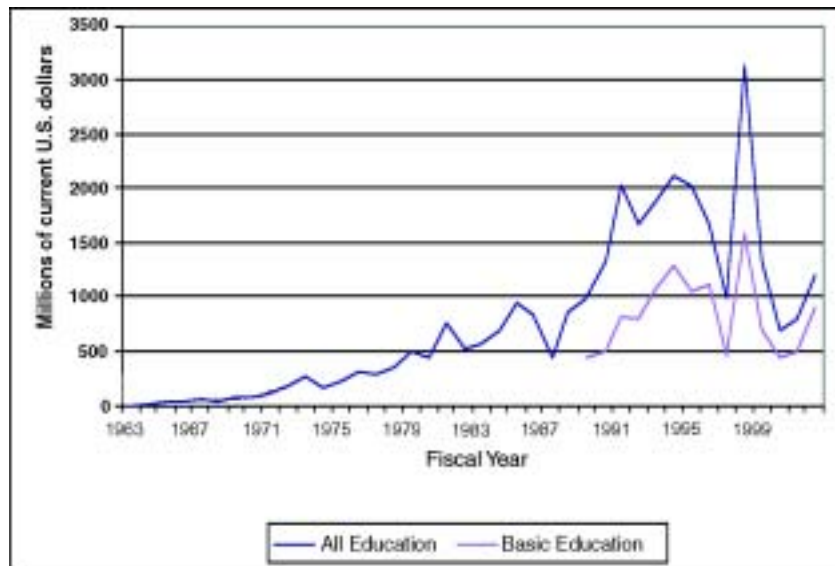
⁶⁴ International Finance Corporation, *Investing in Private Education: IFCs Strategic Direction*, (Washington, D.C.: International Finance Corporation, June 2001).

⁶⁵ Ibid, 12-13.

⁶⁶ World Bank, Human Development Network, *Education Sector Strategy*, (Washington, D.C.: World Bank Group, 1999): 23-24. The World Bank reports lending data on a fiscal year basis. Their fiscal year begins on July 1 of the preceding year and ends on June 30 of the current year (e.g., fiscal year 2000 began on July 1, 1999 and ended on June 30, 2000).

is financing 153 education projects in 79 developing countries.⁶⁷ In FY2000, the World Bank made new education sector loan or credit commitments to 20 developing countries in the amount of \$1.2 billion (or about six percent of total World Bank new lending in FY2000). Since FY1963, lending for primary education has increased both in dollar terms and as a proportion of overall education lending. Since FY1989, lending for “basic education” projects (defined below) has grown from about 40 percent of all education sector loans to 74 percent in FY2002 (See Figure 2.1). The World Bank has noted that a relatively small number of countries account for a large share of its loans and credits for education projects due to the fact that they are larger developing countries that have well-established programs with the World Bank.⁶⁸

Figure 2.1. World Bank Education Sector Lending, Total and For Basic Education, Fiscal Years 1963-2002



SOURCE: Table C.1 in Appendix C of this volume.

In pursuing its education agenda, the World Bank considers that funding for the education sector should be treated as an integrated whole. While the World Bank is increasing its focus on basic education (which it defines as primary and lower-level secondary), it continues to support projects in other education sub-sectors, such as upper-level secondary and tertiary education, training and research support for teachers and school administrators, and system-wide education delivery and

⁶⁷ World Bank, “10 Things You Never Knew About the World Bank” [cited February 10, 2003]; available from <http://www.worldbank.org/tenthings/one.htm>. The number and amount of loans or credits currently financed is much larger than the number and amount of new loan or credit commitments each fiscal year since the loans and credits normally extend over a number of years.

⁶⁸ *Education Sector Strategy*, 23-24.

administrative improvements. It believes that improvements in these areas will have a direct and positive impact on the quality of education at all levels.⁶⁹

The World Bank provided data for this report on all education sector lending (IBRD loans and IDA credits) for project commitments made from FY1989 through FY2002.⁷⁰ Total commitments for each project were distributed among the following sub-sector categories: Pre-Primary; Primary; Secondary-Vocational; Secondary-General; University; Science and Technology; Polytechnic; Technical Institute; Teacher Training; Labor Market/Social Security and Employment; Institutional Development; and Other. In addition, the World Bank provided an estimate of the amount of each loan or credit going to “basic education.”

While the customary definition of “basic education” used by the World Bank is primary plus lower secondary, an expanded definition was used by the World Bank at the request of ILAB in a special tabulation provided for this report. In this tabulation, the definition of “basic education” was expanded to correspond more closely to the non-formal and lifelong learning aspects mentioned in UNESCO’s *International Standard Classification of Education (ISCED 1997)* definition of basic education. According to the ISCED 1997, basic education roughly includes primary education and pre-primary education as well as literacy and numeracy programs for adults, and non-formal education within or outside the school system. The adult and non-formal education programs which fall under this definition of “basic education” are similar in content to programs in primary education for those considered too old to enter elementary schools and that require no previous formal education. In addition, the ISCED 1997 definition includes lower secondary education and teacher training as well as special needs education programs and all adult education that is similar in content to the education given at this level, e.g., the education that provides adults the basic skills necessary for further learning. The data presented in the World Bank’s tabulation prepared for ILAB include lending operations (investment and adjustment) assigned to the Education Sector board and exclude those projects that do not fall directly under the Education Sector.⁷¹ Thus, adjustment loans not mapped to the Education Sector that may have conditionality pertaining to Education Sector are not reported in the tabulation.⁷²

⁶⁹ World Bank, “Education: More for Primary Education . . . within a holistic approach” [cited February 11, 2003]; available from <http://www1.worldbank.org/education/primary.asp>. See also *Education Sector Strategy*, 23-24.

⁷⁰ The World Bank sector definitions used in this report are based on the “old” sector definitions (based on the kinds of issues, topics, or activities falling under a sector) used by the World Bank to classify lending projects until the introduction of “new” sector definitions (based on the part of the economy supported by the World Bank intervention) that were introduced on July 5, 2002. Under the new system, a project may now be classified into up to five sectors with each sector being assigned a percentage. See, World Bank, *The World Bank Annual Report 2002* (Vol. 1), Washington D.C., [cited February 13, 2003] 26; available from <http://www.worldbank.org/annualreport/2002/pdf/WBAR2002Vol1.pdf>; World Bank, OPCS Advisory Service, *Measuring Thematic and Sector Alignment*, (Washington, D.C.: World Bank Group, August 23, 2002).

⁷¹ Thus, the projects included in this report are not inclusive of all education activities if the projects do not fall under the Education Sector. For example, projects focusing on rural development that have an education component would not be included in the amounts presented in this report.

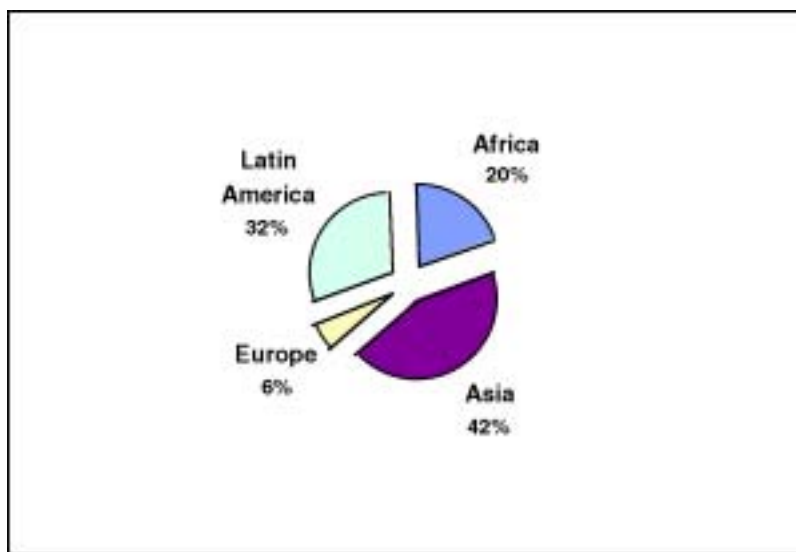
⁷² P. Tzannatos, Adviser to Managing Director at the World Bank, E-mail communication, October 11 2002 [on file].

Practically speaking in implementing this definition, the World Bank staff included in most cases under “basic education” the sum of the following loan components: Pre-Primary; Primary; Secondary-Vocational; part (half) of Secondary-General; and Teacher Training. For loans or credits explicitly designated for basic education in the project description, the entire amount was placed under “basic education.” In general, no part of any education sector adjustment loan or credit was allocated to “basic education.”

Since World Bank education sector loans and credits are for substantial amounts for longer-term major projects or programs and are for a variety of projects based on the needs of borrowing countries, commitments are not generally made every year to a country for these purposes. Thus, the focus of this review will be on cumulative lending over the period FY1989 to FY2002.

World Bank education sector loans and credits for all types of education projects totaled \$21.9 billion for 327 projects over the period FY1989 through FY2002. Twenty percent of the value of all lending went to countries in Africa, 42 percent to countries in Asia, 6 percent to countries in Europe, and 32 percent to countries in Latin America and the Caribbean (See Figure 2.2). Seventy percent of all education sector lending over this period (\$15.4 billion) went to 242 projects that contained some aspects related to improving access to basic education, most of which (\$11.7 billion) went towards specific basic education programs.

Figure 2.2. Share of World Bank Total Education Sector Lending to All Countries by World Region, Total, FY1989-FY2002

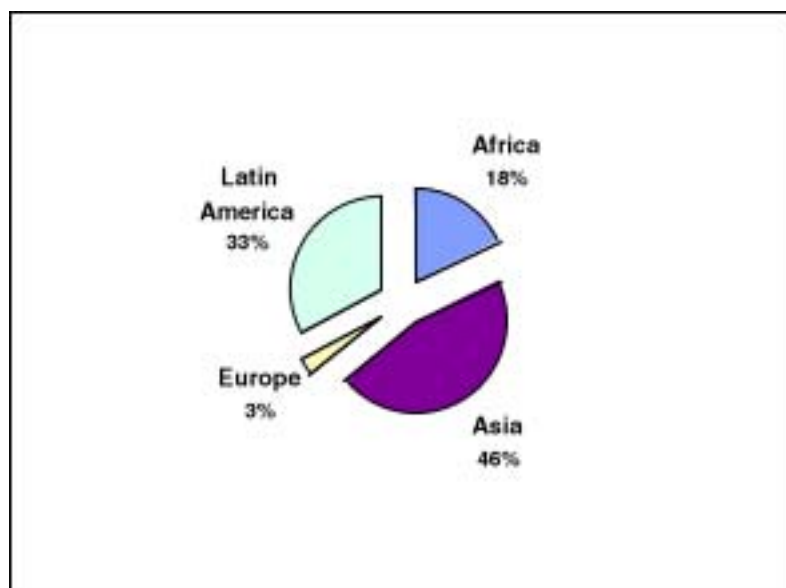


SOURCE: Table C.2 in Appendix C of this volume.

The referenced countries together generally accounted for over 80 percent of the value of all World Bank education sector loans and credits over the period FY1989 to FY2002. Total World Bank education sector loans and credits to the referenced countries amounted to \$18.2 billion over this

period, with 18 percent going to 24 referenced countries in Africa, 46 percent to 14 referenced countries in Asia, 3 percent to four referenced countries in Europe, and 33 percent to the 16 referenced countries in Latin America and the Caribbean (See Figure 2.3). Seventy-two percent of all education sector loans or credits to the referenced countries over this period (\$13.0 billion) went to projects that contained some aspects related to improving access to basic education, most of which (\$10.1 billion) went towards specific basic education programs in the referenced countries.

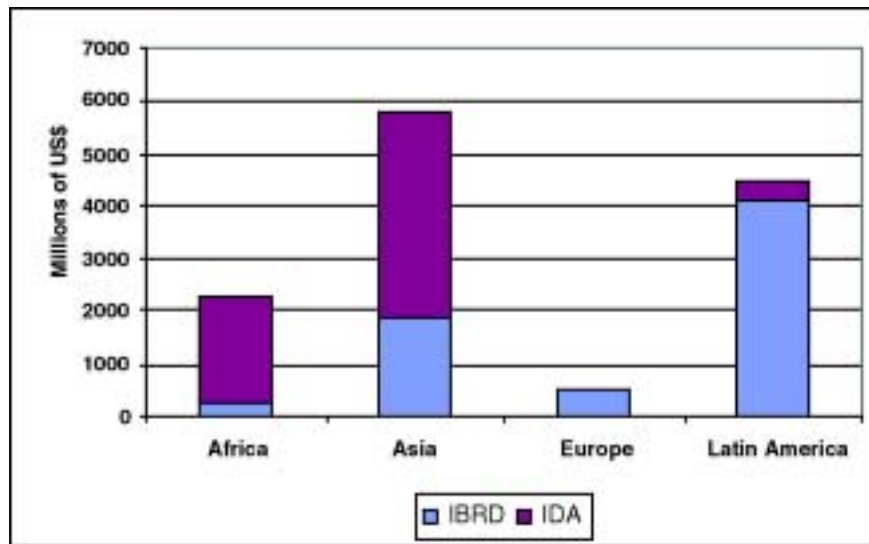
Figure 2.3. Share of World Bank Total Education Sector Lending to Referenced Countries by World Region, Total, FY1989-FY2002



SOURCE: Table C.2 in Appendix C of this volume.

Overall, World Bank education sector lending to the referenced countries for projects with basic education components was fairly evenly divided between IBRD loans (52 percent) and IDA credits (48 percent) over the period. However, on a regional basis, referenced countries in Africa and Asia received primarily IDA credits (88 percent and 67 percent, respectively) while referenced countries in Europe and Latin America received mostly IBRD loans (96 percent and 92 percent, respectively), reflecting the regional differences in eligibility of referenced countries for IBRD and IDA forms of lending (See Figure 2.4).

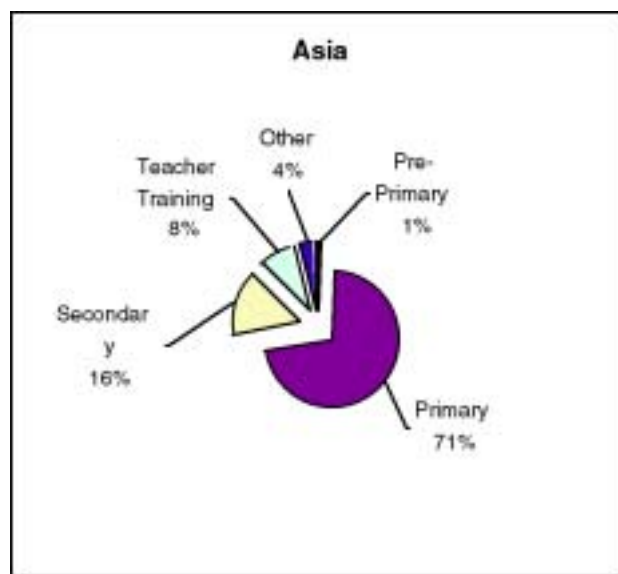
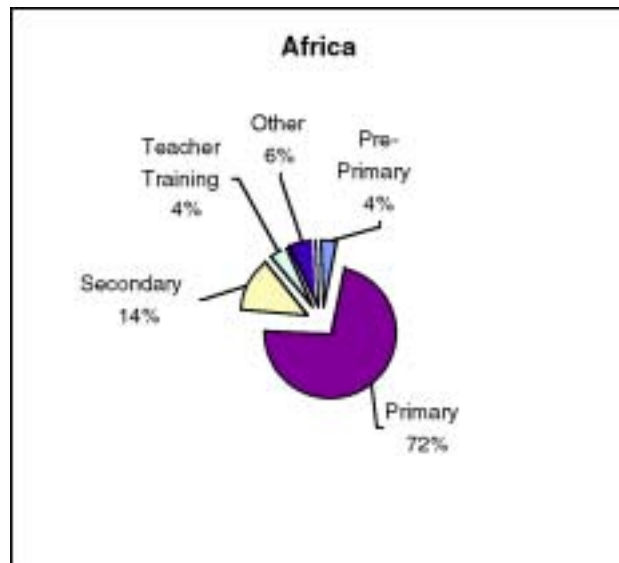
Figure 2.4. World Bank Education Sector Lending with Basic Education Components to Referenced Countries by Region and Type of Lending (IBRD or IDA), Total FY1989-FY2002



SOURCE: Table B.2 in Appendix B of this volume.

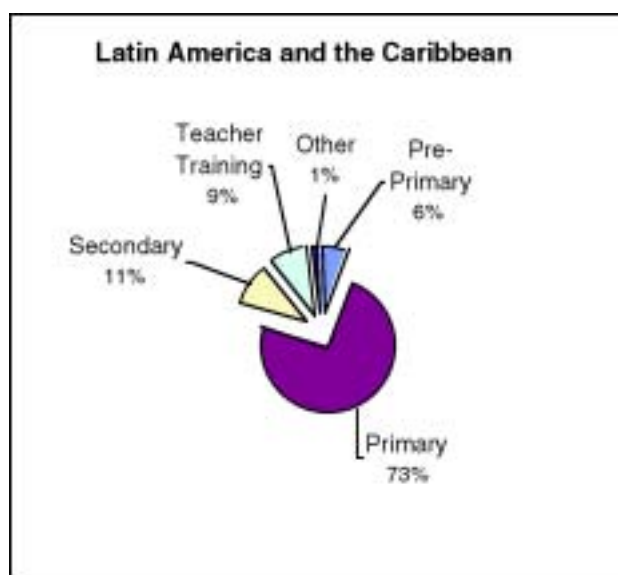
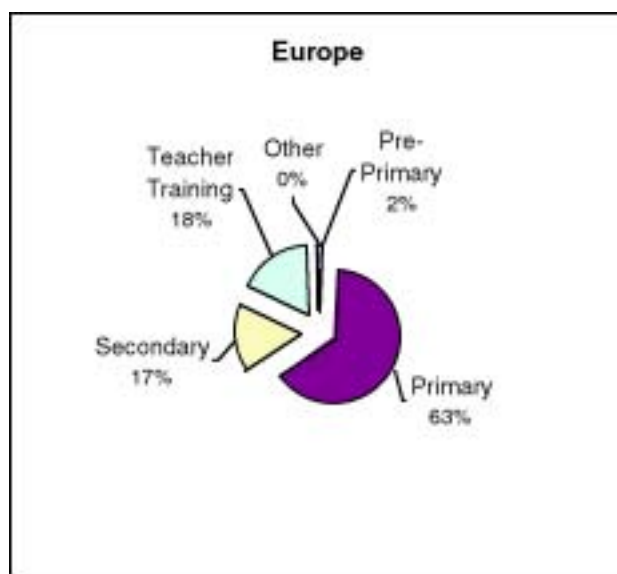
Of the \$10.1 billion in World Bank lending that went for specific basic education programs in the referenced countries over the period FY1989 to FY2002, most (71 percent) was for primary education programs, followed by general secondary education programs (14 percent) and teacher training programs (8 percent); by region, these allocations for the referenced countries follow closely the overall sub-sector allocation (See Figure 2.5).

Figure 2.5. World Bank Education Sector Lending for Basic Education to the Referenced Countries by Basic Education Sub-Sector and Region, FY1989-FY2002



SOURCE: Table C.3 in Appendix C in this volume.

Figure 2.5. World Bank Education Sector Lending for Basic Education to the Referenced Countries by Basic Education Sub-Sector and Region, FY1989-FY2002 (continued)

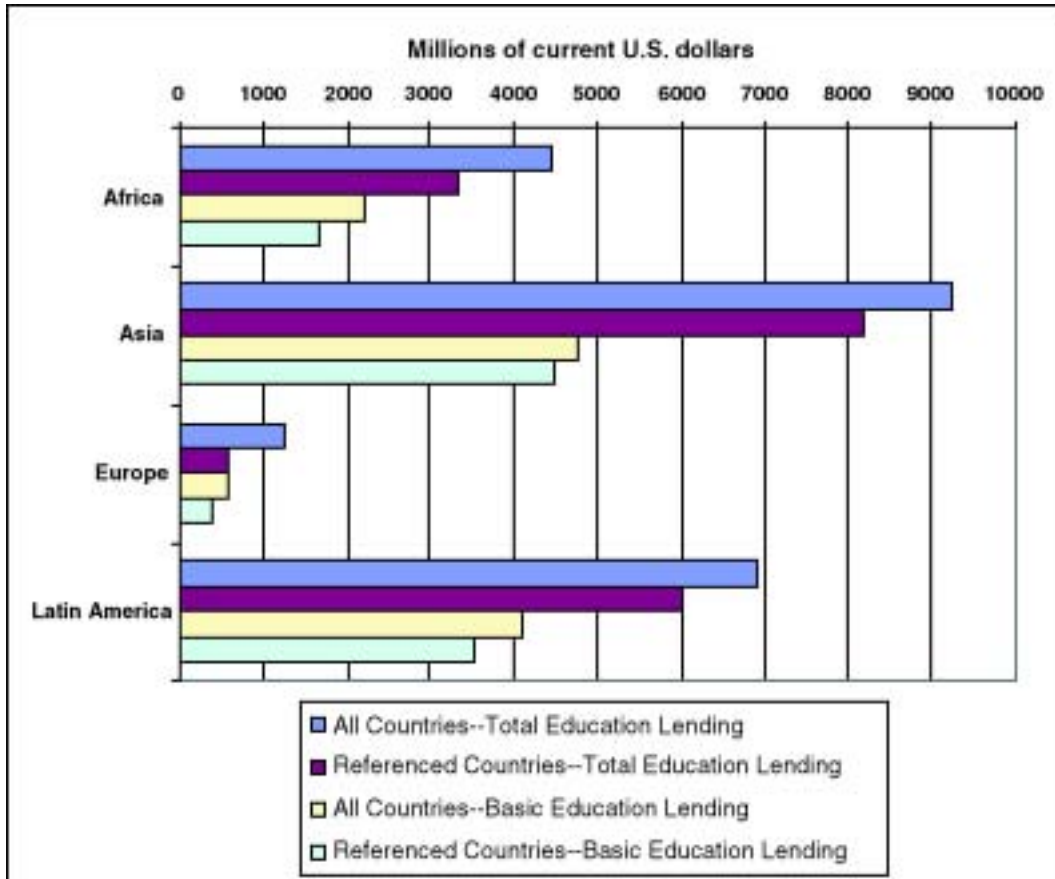


SOURCE: Table C.3 in Appendix C in this volume.

Figures 2.6a through 2.6e provide information for the referenced countries by world region on cumulative World Bank education sector lending for all education and basic education projects over the period FY1989 to FY2002; Figure 2.6a presents a summary for the four regions and Figures 2.6b through 2.6e provide detailed information on the referenced countries in each region.⁷³ A summary by region follows:

⁷³ Annual data supporting the information in these figures can be found in Appendix C, Tables C.4a through C.4e.

Figure 2.6a. World Bank Education Sector Lending to All Countries and the Referenced Countries by Region, Total Education Lending and Basic Education Lending, Total FY1989-FY2002



SOURCE: Table C.4a in Appendix C of this volume.

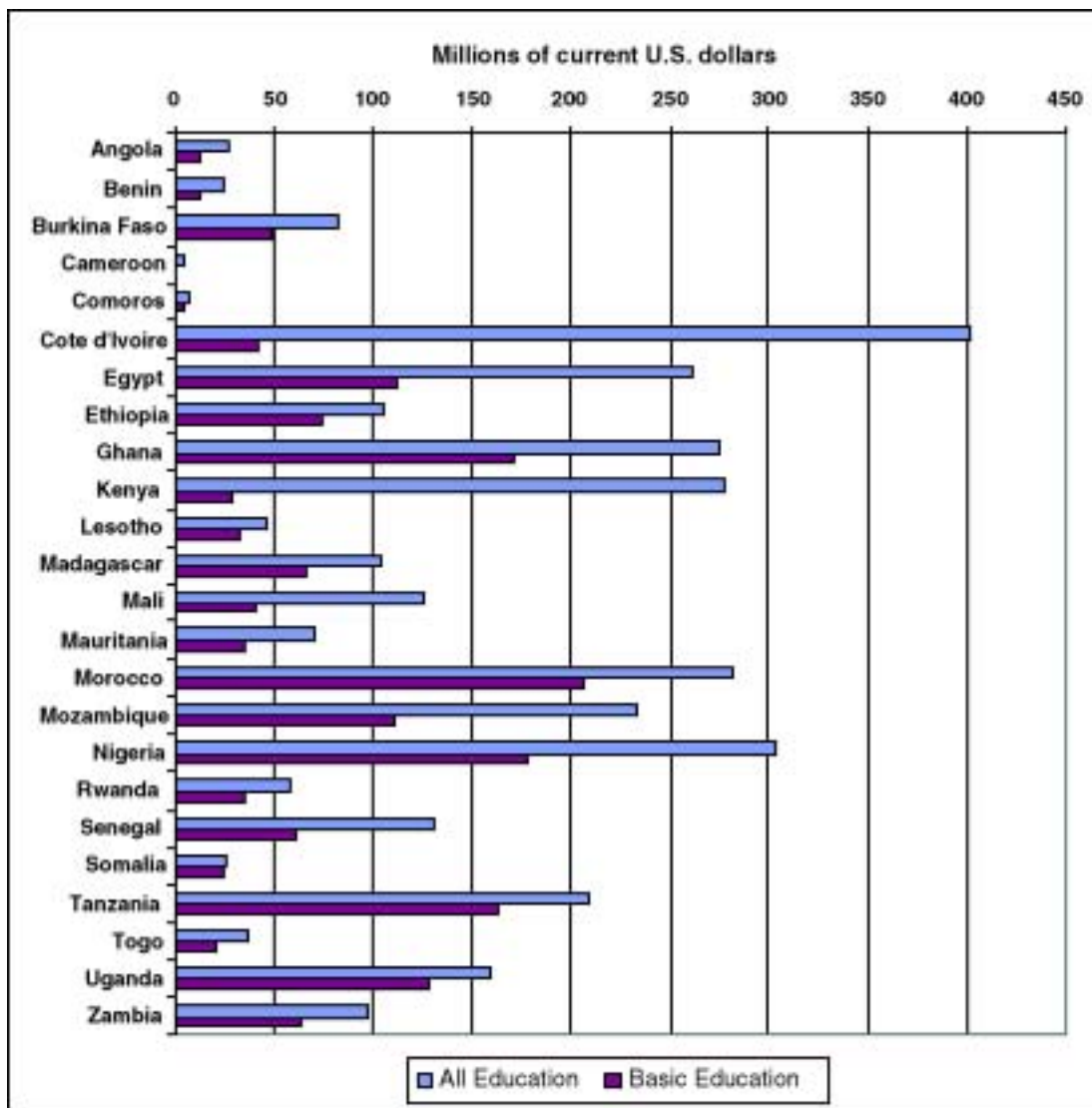
Africa: Twenty-four referenced countries in the region accounted for \$3.3 billion, or 75 percent, of total World Bank education sector lending to the region. These countries accounted for \$1.7 billion, or 76 percent, of all lending to the region for basic education projects. (See Figure 2.6b)

Referenced countries in the region with over \$100 million in cumulative total education section lending over the period include: Côte d’Ivoire (\$402 million); Egypt (\$261 million); Ethiopia (\$105 million); Ghana (\$274 million); Kenya (\$277 million); Madagascar (\$104 million); Mali (\$125 million); Morocco (\$282 million); Mozambique (\$233 million); Nigeria (\$303 million); Senegal (\$131 million); Tanzania (\$209 million); and Uganda (\$160 million). These 13 referenced countries accounted for about 64 percent of total World Bank education sector lending to all countries in the region, and about 86 percent of total World Bank education sector lending to all of the referenced countries in the region.

Referenced countries in the region with over \$50 million in cumulative education sector lending for basic education over the period include: Egypt (\$112 million); Ethiopia (\$74 million); Ghana (\$172 million); Madagascar (\$66 million); Morocco (\$206 million); Mozambique (\$111 million); Nigeria (\$178 million); Senegal (\$61 million); Tanzania (\$163 million); Uganda (\$128 million); and Zambia (\$64 million). These 11 referenced countries accounted for about 60 percent of total World Bank basic education lending to all countries in the region, and about 80 percent of total World Bank basic education lending to all of the referenced countries in the region.

Over the period, 10 referenced countries in the region (Botswana, Burundi, the Democratic Republic of the Congo, the Republic of the Congo, Equatorial Guinea, Gabon, Sierra Leone, South Africa, Sudan, and Zimbabwe) did not receive any World Bank education sector lending.

Figure 2.6b. World Bank Education Sector Loans to Referenced Countries in Africa, Total, FY1989-FY2002



SOURCE: Table C.4b in Appendix C in this volume.

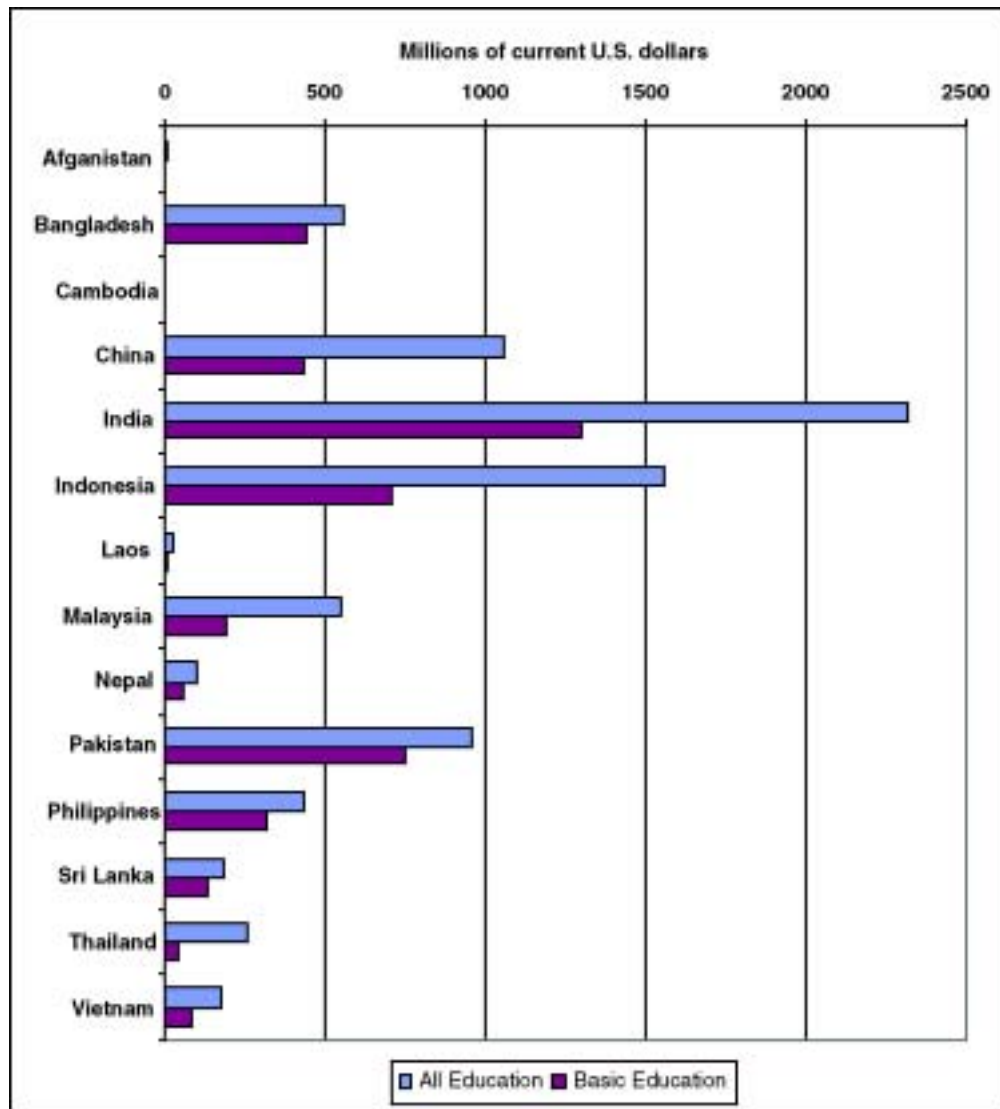
Asia and the Middle East: Fourteen referenced countries in the region accounted for \$8.2 billion, or 88 percent, of total World Bank education sector lending to the region. These 14 countries in turn accounted for \$4.5 billion, or 94 percent, of all lending to the region for basic education projects (See Figure 2.6c).

Referenced countries in the region with over \$500 million in cumulative total education sector lending over the period include: Bangladesh (\$562 million); China (\$1.1 billion); India (\$2.3 billion); Indonesia (\$1.6 billion); Malaysia (\$551 million); and Pakistan (\$956 million). These six referenced countries accounted for about 76 percent of total World Bank education sector lending to all countries in the region, and about 85 percent of total World Bank education sector lending to all of the referenced countries in the region.

Referenced countries with over \$250 million in cumulative education sector lending for basic education over the period include: Bangladesh (\$445 million); China (\$435 million); India (\$1.3 billion); Indonesia (\$708 million); Pakistan (\$747 million); and the Philippines (\$316 million). These six referenced countries accounted for about 82 percent of total World Bank basic education lending to all countries in the region, and about 88 percent of total World Bank basic education lending to all of the referenced countries in the region.

Over the period, four referenced countries in the region (Burma, Mongolia, Syria, and the United Arab Emirates-a high-income member of the World Bank not eligible for World Bank lending) did not receive any World Bank education sector lending.

Figure 2.6c. World Bank Education Sector Loans to Referenced Countries in Asia, Total, FY1989-FY2002



SOURCE: Table C.4c in Appendix C of this volume.

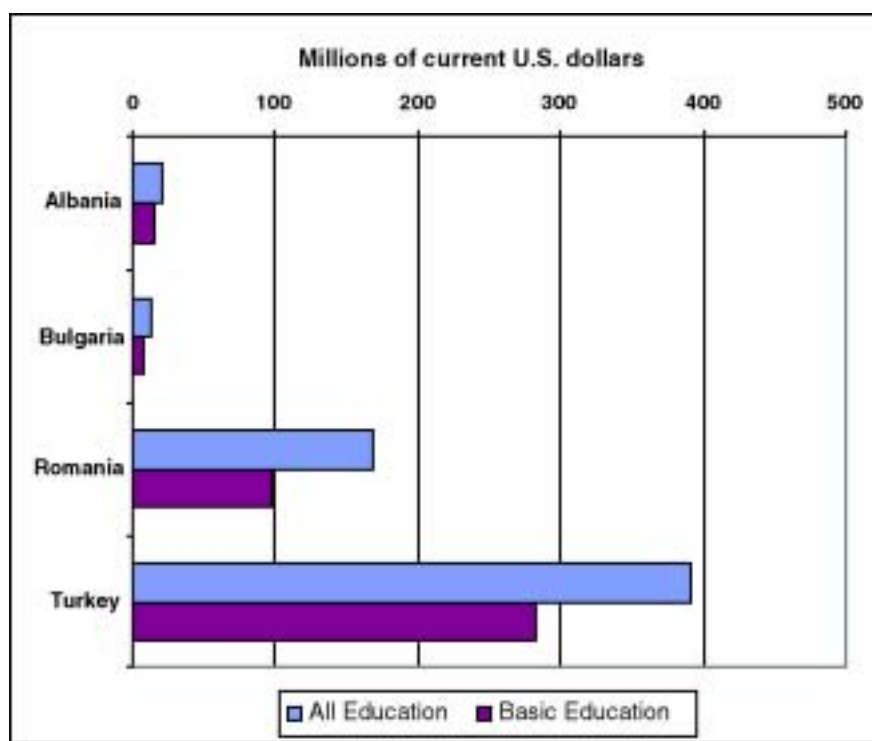
Europe and Central Asia: Four referenced countries in the region accounted for \$596 million or 47 percent of total World Bank education sector lending to the region, and \$403 million or 69 percent of all lending to the region for basic education projects (See Figure 2.6d).

Referenced countries in the region with over \$100 million in cumulative total education sector lending over the period include: Romania (\$170 million) and Turkey (\$390 million)-these two referenced countries accounted for about 44 percent of total World Bank education sector lending to all countries in the region, and about 94 percent of total World Bank education sector lending to the referenced countries in the region.

Referenced countries in the region with over \$50 million in cumulative education sector lending for basic education over the period include Romania (\$98 million) and Turkey (\$283 million). These two referenced countries accounted for about 66 percent of total World Bank basic education lending to all countries in the region, and about 94 percent of total World Bank basic education lending to all of the referenced countries in the region.

Over the period, all four referenced countries in Europe received some World Bank education sector lending.

Figure 2.6d. World Bank Education Sector Loans to Referenced Countries in Europe, Total, FY1989-FY2002



SOURCE: Table C.4d in Appendix C of this volume.

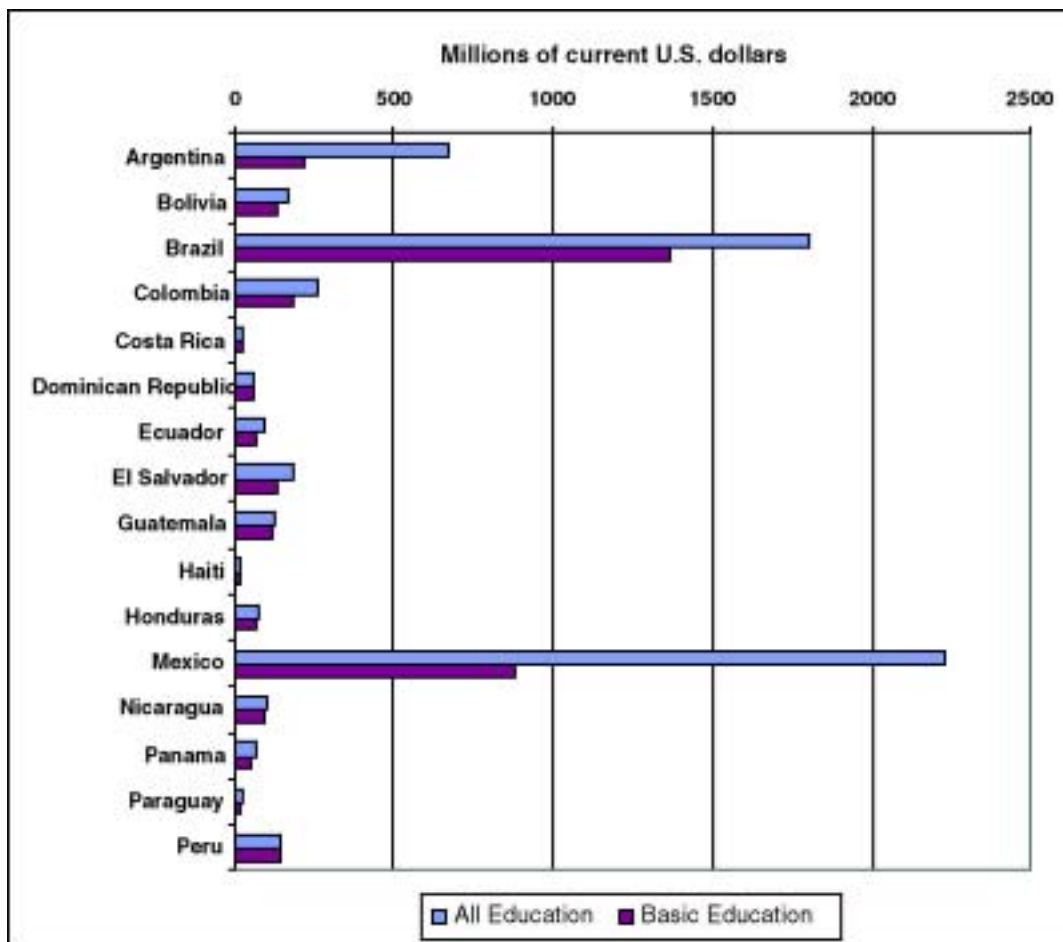
Latin America and the Caribbean: Sixteen referenced countries in the region accounted for \$6.0 billion, or 87 percent, of total World Bank education sector lending to the region. These countries account for \$3.5 billion or 87 percent of all lending to the region for basic education projects (See Figure 2.6e).

Referenced countries in the region with over \$500 million in cumulative total education sector lending over the period include Argentina (\$675 million); Brazil (\$1,799 million); and Mexico (\$2,228 million). These three referenced countries accounted for about 68 percent of total World Bank education sector lending to all countries in the region, and about 78 percent of total World

Bank education sector lending to all of the referenced countries in the region. Referenced countries in the region with over \$200 million in cumulative education sector lending for basic education over the period include Argentina (\$215 million); Brazil (\$1,367 million); and Mexico (\$882 million). These three referenced countries accounted for about 60 percent of total World Bank basic education lending to all countries in the region, and about 70 percent of total World Bank basic education lending to the referenced countries in the region.

Over the period, one referenced country in the region (Cuba), not a World Bank member and therefore ineligible for World Bank lending, did not receive any World Bank education sector lending.

Figure 2.6e. World Bank Education Sector Loans to Referenced Countries in Latin America and the Caribbean, Total, FY1989-FY2002



SOURCE: Table C.4e in Appendix C of this volume.

2. Initiatives Related to the Elimination of Child Labor

a. Policies and Strategies

The World Bank began to give greater consideration to labor issues in its development agenda with the release of the World Development Report 1995: *Workers in an Integrating World*.⁷⁴ This document discussed a broad range of labor topics, including child labor, as they relate to and are affected by an increasingly integrated world economy. In 1998, the World Bank published a seminal paper, *Child Labor: Issues and Directions for the World Bank*, which examined the problem of child labor, the economic consequences of the use of child labor, and what steps the World Bank could take to address the negative impacts of child labor.⁷⁵

In May 1998, the World Bank established its Global Child Labor Program, as the focal point for Bank-wide child labor and child protection activities, policies, and projects. The Child Labor Program is housed in the World Bank's Social Protection Unit,⁷⁶ part of the Human Development Network. One of the program's main objectives is to integrate child labor issues into its activities and to increase the impact of its work on children's issues in its ongoing poverty reduction efforts. The program supports various child labor and child protection projects and initiatives, including research and analysis, studies, evaluations of child labor programs, and awareness building through training, seminars, and information disseminated on the Bank's web site. Policy implications derived from these activities are fed into the World Bank's dialogue with clients and donors. The program draws upon the experience of international labor experts, NGOs, and bilateral and multilateral organizations, including the ILO.⁷⁷

In the *Twelfth Replenishment Agreement for the International Development Association (IDA)* in 1998,⁷⁸ donor countries requested that the World Bank conduct a review and analysis of core labor

⁷⁴ World Bank Group, *World Development Report 1995: Workers in an Integrating World*, (New York: Oxford University Press, 1995).

⁷⁵ Peter Fallon and Zafiris Tzannatos, *Child Labor: Issues and Directions for the World Bank*, (Washington D.C., World Bank, Human Development Network, Social Protection, February 1998).

⁷⁶ The World Bank's Social Protection Unit oversees a broad collection of programs to assist individuals, households, and communities better manage income risks that leave people vulnerable through a variety of programs and measures to improve or protect human capital. Social protection interventions address such topics as provision of basic social services (education, health, and sanitation), children in difficult circumstances, family and community support, capacity and institution building, labor market reform, pension reform, unemployment insurance, and active and passive labor market programs, among others. For more information, see World Bank, "Social Protection Overview," [cited September 17, 2002]; available from <http://www1.worldbank.org/sp/>.

⁷⁷ World Bank, *Child Labor and Protection: About the World Bank Global Child Labor Program*, [cited September 17, 2002]; available from http://www1.worldbank.org/sp/childlabor/cpi_gclp.asp.

⁷⁸ The International Development Association (IDA) is the World Bank's concessional lending window, providing long-term loans at zero interest rates to the world's poorest countries.

standards (CLS), including child labor issues, in Country Assistance Strategies (CASs).⁷⁹ The CAS is the basic planning document used by the World Bank, from which lending programs are drawn. In the draft *Thirteenth Replenishment Agreement for the International Development Association* (IDA), donor countries reiterate their recommendation that a review of core labor standards be included in CASs, emphasize the importance of the elimination of harmful child labor to poverty reduction, and call on the IDA to strengthen its consultations and collaborations with international organizations such as the ILO.⁸⁰

In 1998, the International Finance Corporation (IFC)-the World Bank Group's lending vehicle to the private sector in member countries-adopted a policy that prohibits the use of harmful child labor and forced labor in its projects.⁸¹ The policy also requires adherence to all domestic laws that enforce core labor standards, including those that relate to child labor. In 2002, the IFC completed and distributed guidelines for borrowers in the implementation of the policy. *This Good Practice Note: Addressing Child Labor in the Workplace and Supply Chain* provides private-sector companies with a range of good practices that other companies have successfully used in addressing child labor problems.⁸² The Multilateral Investment Guaranty Agency (MIGA), a World Bank institution that provides political risk insurance to investors and lenders for projects in developing countries, adopted a policy in 1998 excluding from coverage those business activities involving slave labor or child labor that are inconsistent with internationally recognized norms.⁸³

In 2000, the World Bank's Executive Board approved a *Social Protection Strategy Paper* that provides guidance to Bank staff on broad issues of social protection, including core labor standards. The strategy paper discusses the negative impact of child labor, makes the case for a pro-active engagement by the World Bank in this area, and urges continued cooperation with UNESCO and the ILO in this effort.⁸⁴

⁷⁹ International Development Association, *Additions to IDA Resources: Twelfth Replenishment, A Partnership for Poverty Reduction*, (Washington, D.C., November 1998): x, 18.

⁸⁰ International Development Association, *Additions to IDA Resources: Thirteenth Replenishment, Supporting Poverty Reduction Strategies*, Washington, D.C., November 2001[cited December 19, 2002] 10-11, 12-13, 19; available from <http://www.worldbank.org/ida/IDA13Report.pdf>.

⁸¹ International Finance Corporation, *IFC Policy on Harmful Child and Forced Labor*, Washington, D.C., March 1998 [cited February 10, 2003]; available from <http://www.ifc.org/enviro/enviro/childlabor/childsafeguard.htm>. The IFC provides loans and equity financing for private sector projects in developing countries.

⁸² International Finance Corporation, *Good Practice Note: Addressing Child Labor in the Workplace and Supply Chain*, (Washington, D.C.: International Finance Corporation, June 2002).

⁸³ Multilateral Investment Guaranty Agency, *MIGA Operational Regulations*, Washington, D.C. [cited February 12, 2003] para. 3.08; available from <http://www.miga.org/screens/about/regulations/Operations-Regulations-030115.pdf>.

⁸⁴ World Bank, *Social Protection Strategy: From Safety Net to Springboard*, (Washington, D.C.: World Bank Group, 2000): 31, 41, 43, 45, 46.

Partnerships with other international organizations, private foundations, nongovernmental organizations, and other international donors provide another avenue in which the World Bank addresses children's issues. A key partnership among the World Bank, ILO, and UNICEF-Understanding Children's Work Project (UCW)-builds on the complementarities of the three international organizations in the areas of research, data collection and analysis, and evaluations of child labor interventions.⁸⁵ In another partnership with UNICEF, the World Bank supports the Changing Minds, Policies and Lives project to promote community services for children deprived of parental care and support systemic reform in child welfare systems in Central and Eastern Europe.⁸⁶ In collaboration with the George Soros Foundation and the King Baudouin Foundation, the World Bank supports the Program for Children and Youth at Risk on the Streets initiative to alleviate the problems suffered by street children in Eastern Europe.⁸⁷

b. Lending for Projects Related to the Elimination of Child Labor

The World Bank's Social Protection Unit manages a very dynamic portfolio of projects. This was especially the case during the 1990s when world economic developments such as the restructuring of Eastern Europe and the East Asian financial crisis brought to light the need for appropriate social safety nets, labor market programs, and retirement schemes. From FY1992 to FY1998, World Bank lending in the area of social protection grew six-fold and represented over 13 percent of total World Bank lending in FY1998.⁸⁸ Cumulative World Bank lending for social protection projects over the last decade (1990 to 2000) has been estimated to be nearly \$11 billion.⁸⁹

There are a number of difficulties associated with separating out the exact portion of the total for each World Bank social protection project that may be directly related to child-related activities. For example, the World Bank has placed a greater emphasis in recent years on multi- and cross-sectoral lending. Such projects are designed to address broader developmental objectives, and frequently involve a number of components, including education and/or social protection.

⁸⁵ For more information, see the project's web site: Understanding Children's Work, [cited February 10, 2003]; available from <http://www.ucw-project.org>.

⁸⁶ For more information, see the project's web site: Changing Minds, Policies, and Lives [cited February 10, 2003]; available from <http://www.eurochild.gla.ac.uk/changing/>.

⁸⁷ For more information, see the related web sites: World Bank, Children and Youth [cited February 10, 2003]; available from <http://www.worldbank.org/childrenandyouth>; World Bank, Street Children [cited February 10, 2003]; available from <http://www.worldbank.org/wbi/education/streetchildren/>.

⁸⁸ World Bank, "Social Protection Overview," [cited September 17, 2002]; available from <http://www1.worldbank.org/sp/>.

⁸⁹ See Iqbal Kaur and Zafiris Tzannatos, "The World Bank and Children: A Review of Activities," Social Protection Discussion Paper Series, No. 0220, Washington, D.C., The World Bank, Human Development Network, Social Protection Unit, July 2002 [cited February 14, 2003] 14; available from [http://wbln0018.worldbank.org/HDNet/hdocs.nsf/c840b59b6982d2498525670c004def60/50179cfd46a5d04b85256c0c007333d8/\\$FILE/0220.pdf](http://wbln0018.worldbank.org/HDNet/hdocs.nsf/c840b59b6982d2498525670c004def60/50179cfd46a5d04b85256c0c007333d8/$FILE/0220.pdf).

The problem of identifying child-related activities arises not only in determining what components of social protection loans have a direct or indirect bearing on children, but also, at times, in identifying the precise dollar amounts of the component activities related to child labor or child protection. As a result, this study reports the total amount of the loan commitment or grant for each project, of which the amount directed toward child labor-related activities may only be an identifiable fraction of the total project amount. For projects where it was not at all possible to identify the part related to child labor or child protection, the loans were not included in this report. Thus, the amounts of World Bank lending reported here for projects related to the elimination of child labor may be understated by some undefined amount.

For this report, the following sub-categories of World Bank social protection lending for children (i.e., lending related to the elimination of child labor) were used:⁹⁰

(1) *Provision of basic social services:* Basic social services includes those services provided in addition to a government's traditional health and education programs. These are typically intended to provide protection for vulnerable groups against adverse social effects that may arise out of economic and/or political deterioration. Such services included in this report are: maintaining pre-school and basic education by supporting construction and the rehabilitation of education facilities; providing support for refurbishing and equipping existing facilities; supporting new construction for kindergartens for poor children; training teachers; and generating employment projects that include a component for school construction and/or rehabilitation.

(2) *Provision of services for children in difficult circumstances:* Services for children in difficult circumstances encompasses those projects that finance programs targeted toward at-risk children, which are intended to address issues associated with the institutionalization of children and problems caused by economic and social dislocation. These services include rehabilitation services for at-risk youth; technical assistance in designing multi-sectoral programs for low-income youth, often in collaboration with NGOs and research organizations; and improving the quality of care for at-risk youth through community-based services.

(3) *Provision of family and community-based support:* Family and community-based support includes resources to support the delivery of services for safety net programs to assist orphans and street children, providing day care for children at risk, setting up small group homes to provide alternative care for at-risk youth, and foster care training services.

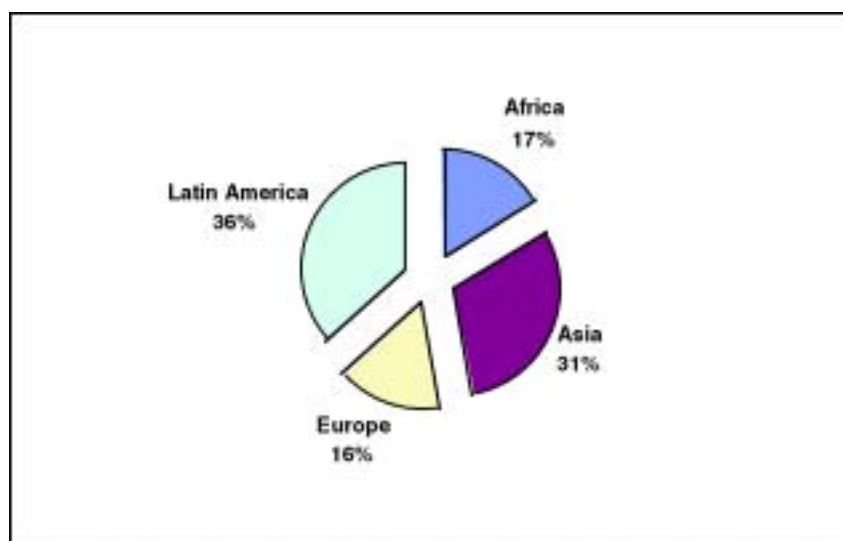
(4) *Support for capacity and institution building to implement these interventions:* Capacity and institutional building includes the strengthening of local institutions, and providing technical assistance to local governments and community-based organizations.

⁹⁰ These four sub-categories of social protection sector lending correspond to the sub-categories used in Kaur and Tzannatos in their review of World Bank lending for child related projects. Like the Kaur and Tzannatos study, the period of analysis for World Bank social protection lending in this study begins with FY1990 (i.e., starting July 1, 1989) instead of FY1989 due to limitations in data availability. See "The World Bank and Children: A Review of Activities."

The project amounts reported in this study are only the amounts that have been provided by the World Bank. The World Bank's social protection projects are often co-financed by national governments or other donors, such as NGOs, as are those in the education sector. In such cases, it is difficult to accurately assess the share of funding actually committed to, and expended by, national governments or NGOs. For this reason, they are not included in this study. To the extent that these amounts are significant, the World Bank loan commitments reported here may be understated.

Cumulative World Bank social protection loans and credits for projects with child labor related components totaled \$5.1 billion for 74 projects over the period FY1990 through FY2002.⁹¹ Seventeen percent went to countries in Africa, 31 percent to countries in Asia, 16 percent to countries in Europe, and 36 percent to countries in Latin America and the Caribbean (See Figure 2.7). Eighty-nine percent (\$4.5 billion) of this lending went towards specific child labor related programs.

Figure 2.7. Share of World Bank Social Protection Lending to All Countries with Child Labor Related Components by World Region, Total, FY1990-FY2002

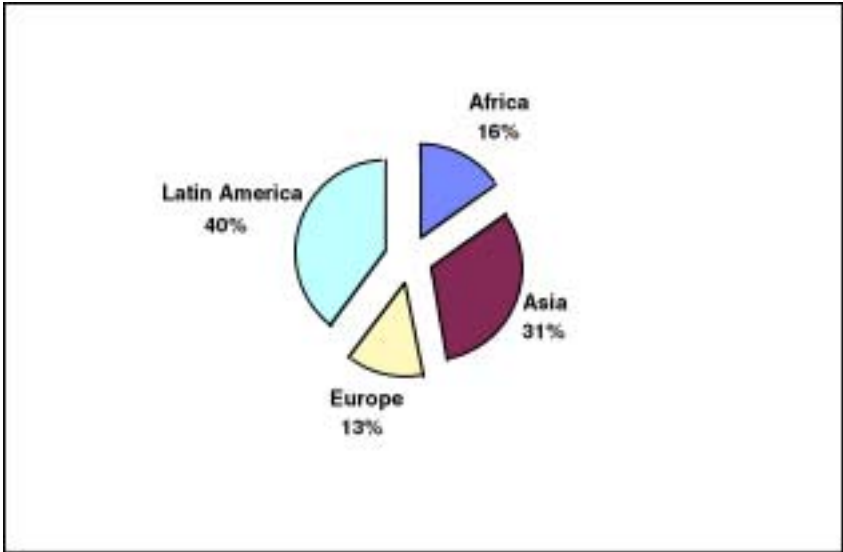


SOURCE: Table C.5 in Appendix C of this volume.

The referenced countries together accounted for over 90 percent of all World Bank social protection loans and credits with child labor related components during the period FY1990 to FY2002. Cumulative World Bank social protection lending with child labor related components to the referenced countries amounted to \$4.6 billion for 57 projects over this period. Fifteen percent went to 12 referenced countries in Africa, 37 percent to nine referenced countries in Asia, 12 percent to three referenced countries in Europe, and 37 percent to 10 referenced countries in Latin America and the Caribbean (See Figure 2.8). Nearly all (\$4.1 billion) of these loan and credits was dedicated to specific child labor related projects.

⁹¹ Appendix F, available upon request, provides a listing and description of selected projects provided by the World Bank.

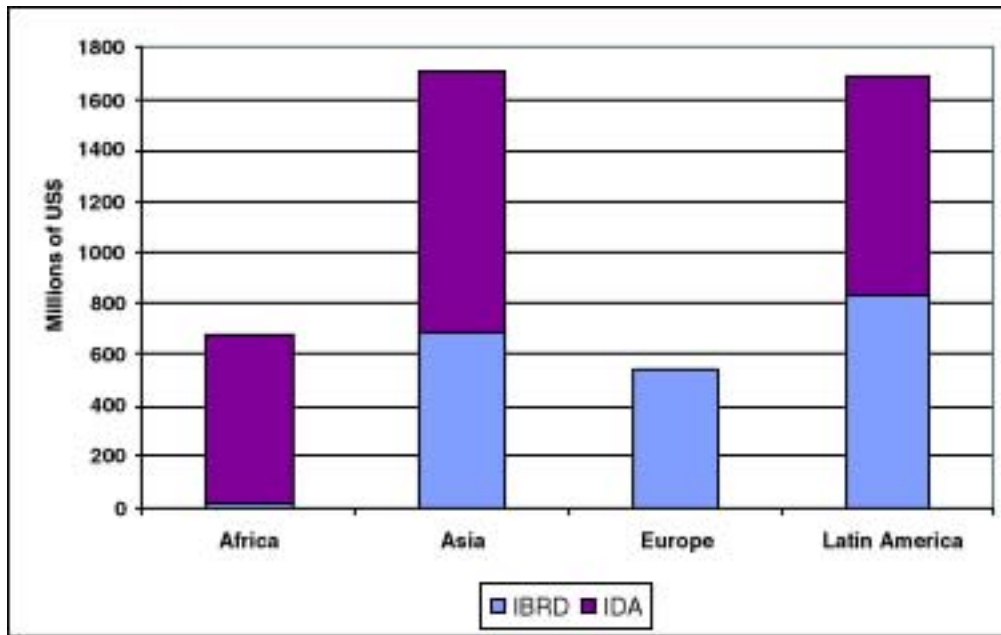
Figure 2.8. Share of World Bank Social Protection Lending to Referenced Countries with Child Labor Related Components by World Region, Total, FY1990-FY2002



SOURCE: Table C.5 in Appendix C in this volume.

Overall, World Bank social protection lending to the referenced countries for projects with child labor related components was fairly evenly divided between IBRD loans (45 percent) and IDA credits (55 percent) over the period. However, on a regional basis referenced countries in Africa and Asia received primarily IDA credits (97 percent and 60 percent, respectively) while referenced countries in Europe received only IBRD loans and the referenced countries in Latin America received a fairly even mix of IBRD loans (49 percent) and IDA credits (51 percent). Again, this reflects regional differences in the eligibility of referenced countries for IBRD and IDA forms of lending (See Figure 2.9).

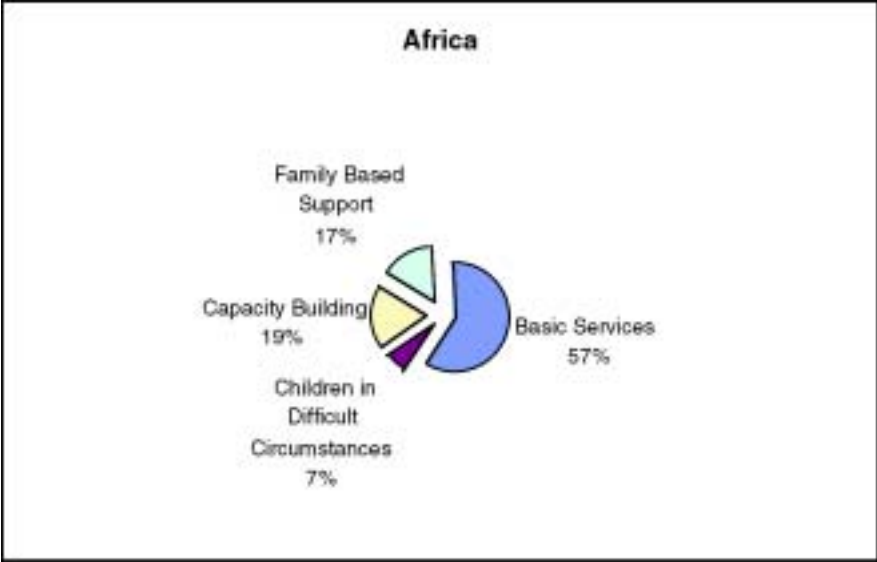
Figure 2.9. World Bank Social Protection Lending with Child Labor Related Components to Referenced Countries by Region and Type of Lending (IBRD or IDA), Total, FY1990-FY2002



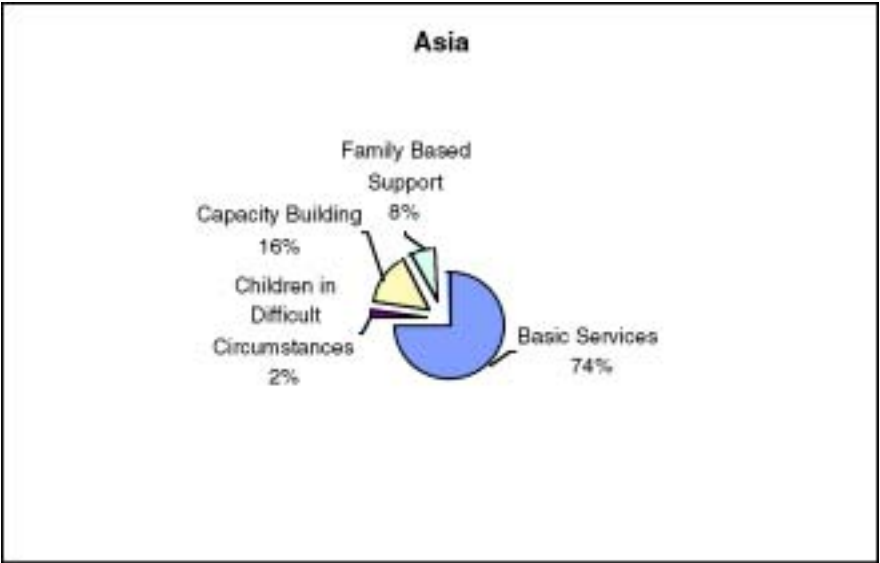
SOURCE: Table C.5 in Appendix C in this volume.

Of the \$4.1 billion in cumulative World Bank social protection lending that went to specific child labor related projects in the referenced countries over the period FY1990 to FY2002, most (59 percent) was for the provision of basic social services, followed by family and community-based support (23 percent), supporting policy change and capacity building (12 percent), and services for children in difficult circumstances (6 percent); by region, the sub-sector distribution varies somewhat (See Figure 2.10).

Figure 2.10. World Bank Social Protection Lending to Referenced Countries with Child Labor Related Components by Component Share of Total, by Region, FY1990-FY2002

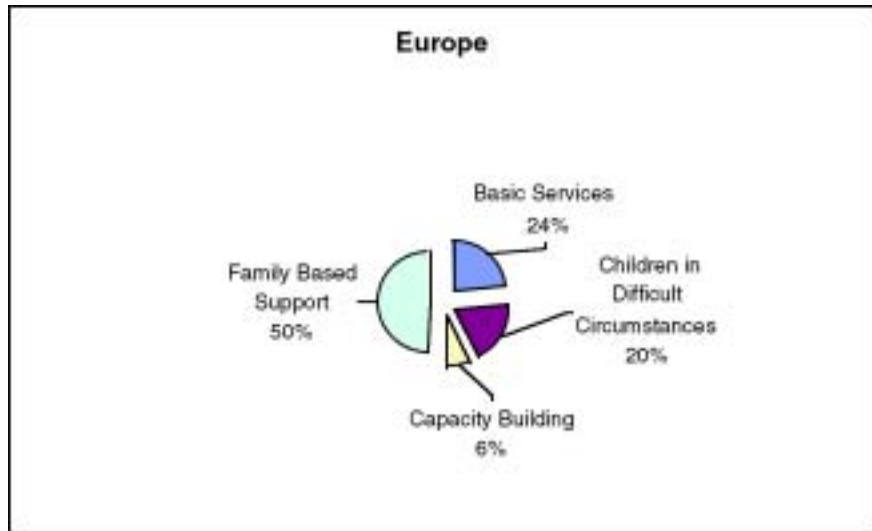


SOURCE: Table C.6 in Appendix C in this volume.

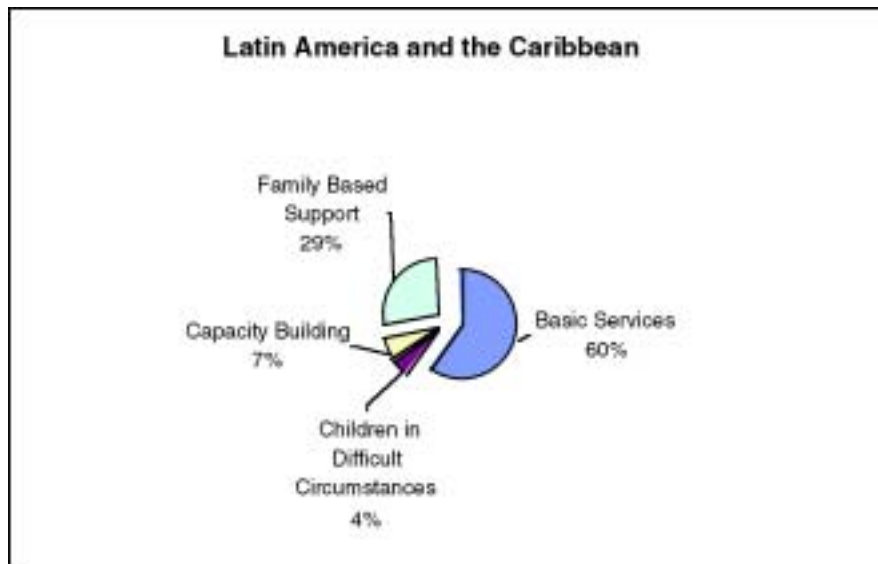


SOURCE: Table C.6 in Appendix C of this volume.

Figure 2.10. World Bank Social Protection Lending to Referenced Countries with Child Labor Related Components by Component Share of Total, by Region, FY1990-FY2002 (continued)



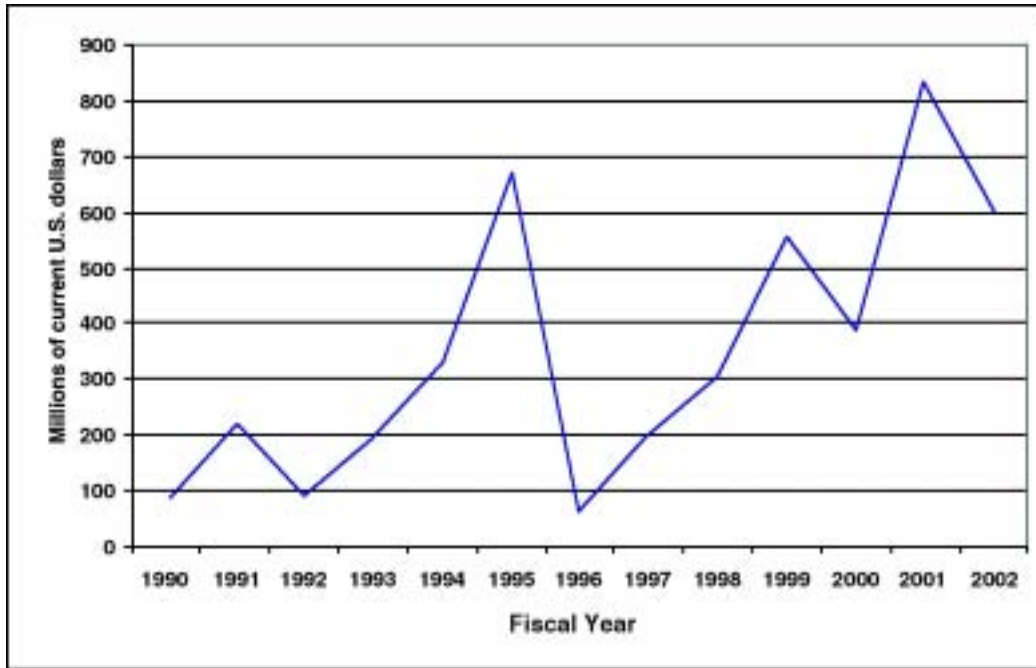
SOURCE: Table C.6 in Appendix C of this volume.



SOURCE: Table C.6 in Appendix C of this volume.

Figure 2.11 plots the level of World Bank social protection lending for child labor related programs over the period FY1990 to FY2002. This graph shows a distinct upward trend over this period.

Figure 2.11. Child Labor Related Components of World Bank Social Protection Loans to All Countries, FY1990-FY2002

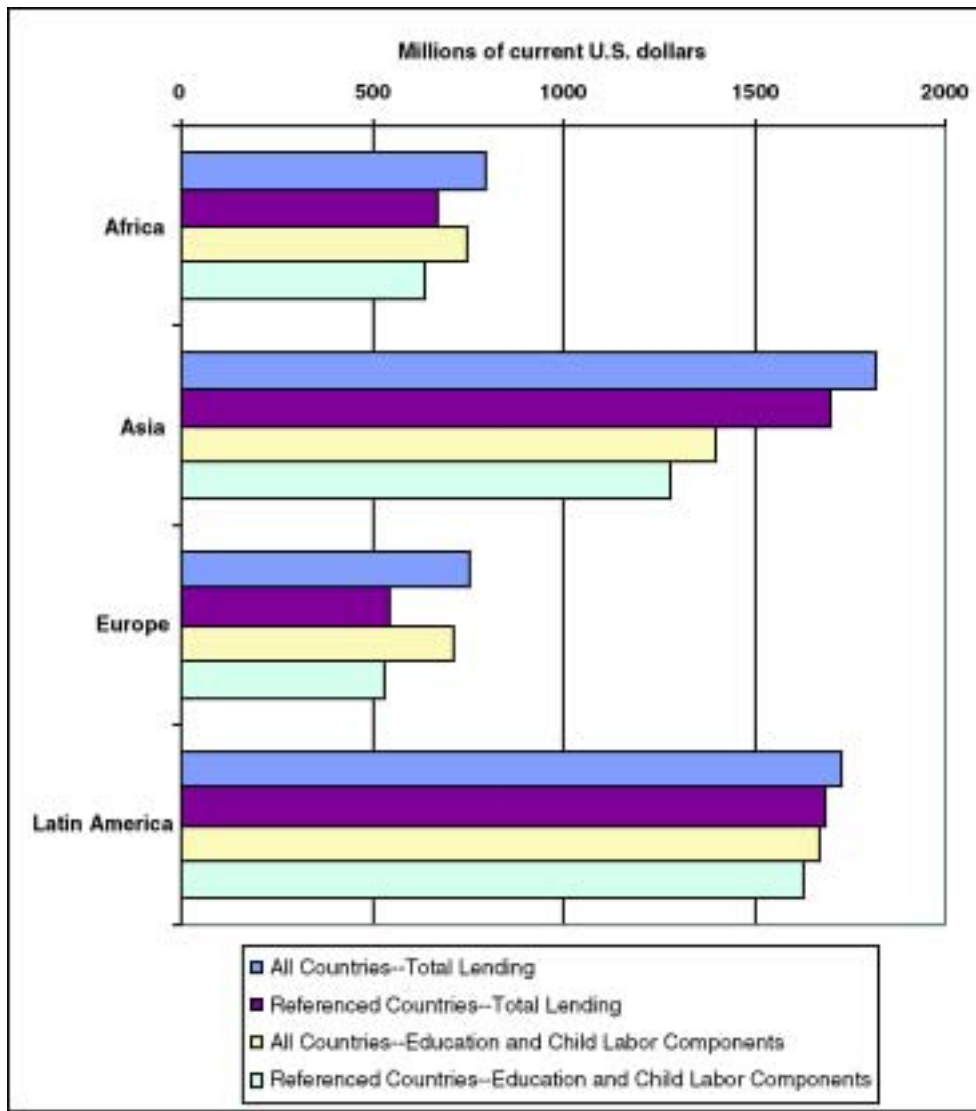


SOURCE: Table C.7a in Appendix C of this volume.

Figures 2.12a through 2.12e present information for the referenced countries by world region on cumulative amount of child labor related components of all World Bank social protection lending with child labor related components over the period FY1990 to FY2002; Figure 2.12a presents a summary for the four regions and Figures 2.12b through 2.12e provide detailed information on the referenced countries in each region.⁹² A summary by region follows:

⁹² Annual data supporting the information in these Figures can be found in Appendix C, Tables C.7a through C.7e.

Figure 2.12a. World Bank Social Protection Sector Lending to All Countries and the Referenced Countries by Region, Total Lending with Child Labor Related Components and Total of Child Labor Related Components, Total, FY1990-FY2002



SOURCE: Table C.7a in Appendix C in this volume.

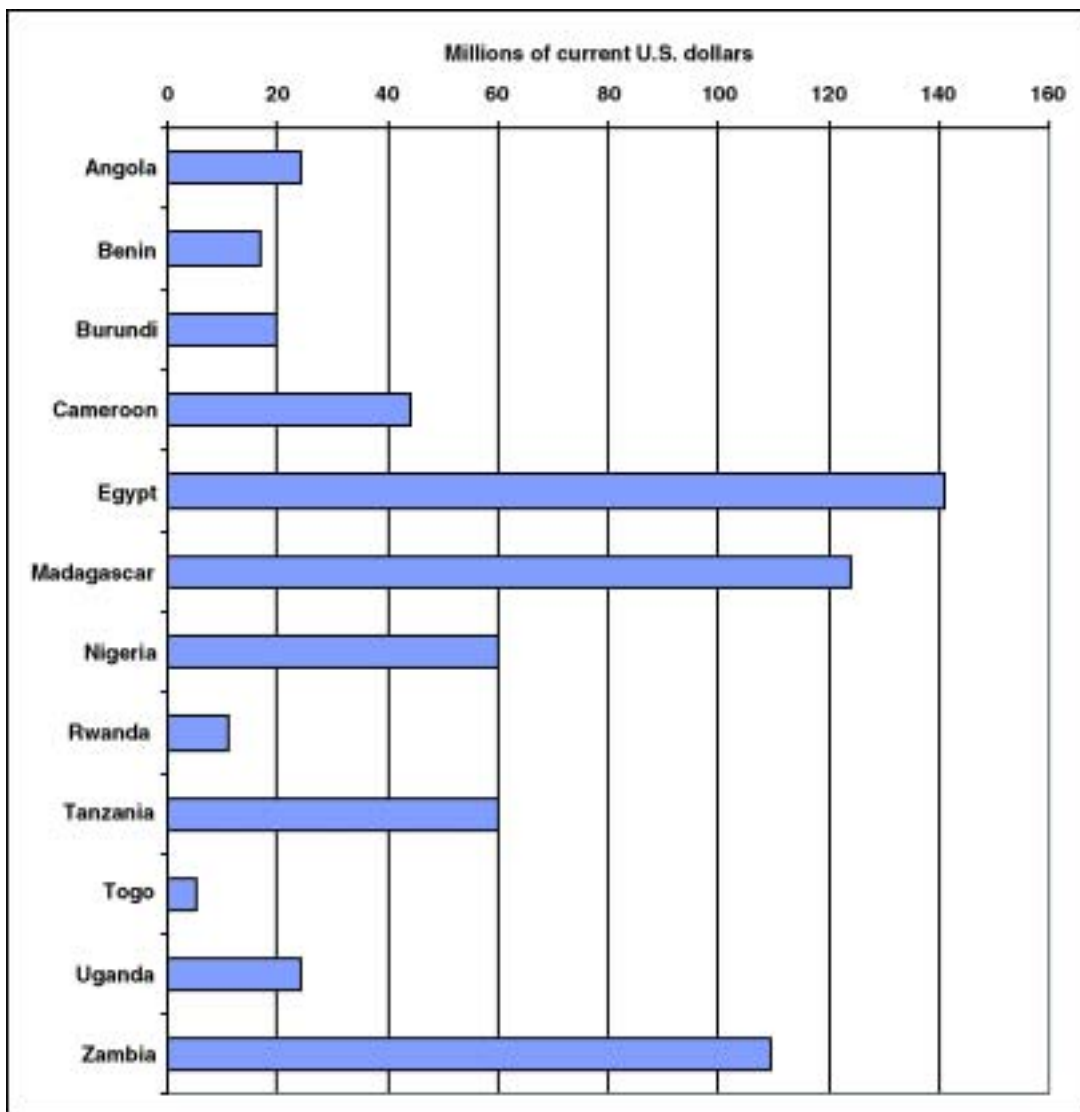
Africa: Twelve referenced countries in the region accounted for \$640 million, or 85 percent, of total World Bank social protection lending to the region for child labor related projects over the period (See Figure 2.12b).

Referenced countries in the region with \$60 million or more in such cumulative social protection lending over the period include: Egypt (\$141 million); Madagascar (\$124 million); Nigeria (\$60

million); Tanzania (\$60 million); and Zambia (\$110 million). These five referenced countries accounted for about 66 percent of such World Bank social protection lending to all countries in the region, and about 77 percent of such World Bank social protection lending to referenced countries in the region over the period.

Twenty-two referenced countries in the region-Botswana, Burkina Faso, Comoros, the Democratic Republic of the Congo, The Republic of the Congo, Côte d’Ivoire, Equatorial Guinea, Ethiopia, Gabon, Ghana, Kenya, Lesotho, Mali, Mauritania, Morocco, Mozambique, Senegal, Sierra Leone, Somalia, South Africa, Sudan, and Zimbabwe-did not receive any World Bank social protection lending for child labor related projects over the period.

Figure 2.12b. World Bank Social Protection Lending Child Labor Related Components to Referenced Countries in Africa, Total, FY1990-FY2002



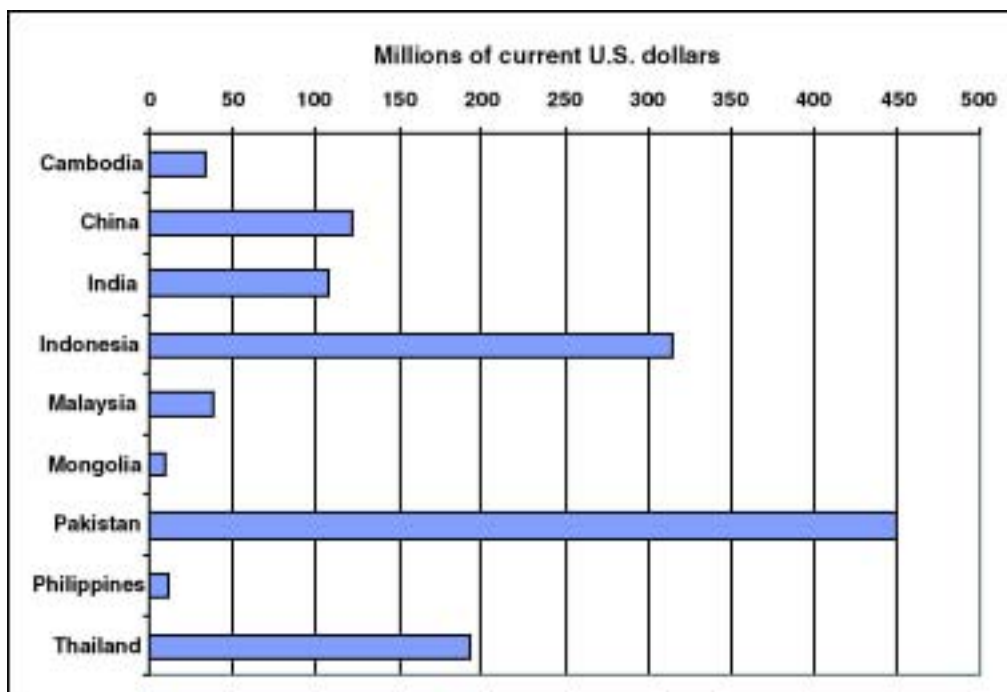
SOURCE: Table C.7b in Appendix C of this volume.

Asia and the Middle East: Nine referenced countries in the region accounted for \$1.3 billion, or about 92 percent, of total World Bank social protection lending to the region for child labor related projects over the period (See Figure 2.12c).

Referenced countries in the region with \$100 million or more in such cumulative social protection lending over the period include: China (\$122 million); India (\$107 million); Indonesia (\$316 million); Pakistan (\$450 million); and Thailand (\$193 million). These five referenced countries accounted for about 84 percent of such World Bank social protection lending to all countries in the region and about 93 percent of such World Bank lending to referenced countries in the region.

Nine referenced countries in the region-Afghanistan, Bangladesh, Burma, Laos, Nepal, Sri Lanka, Syria, the United Arab Emirates, and Vietnam-did not receive any World Bank social protection lending for child labor related projects over the period.

Figure 2.12c. World Bank Social Protection Lending with Child Labor Related Components to Referenced Countries in Asia and the Middle East, total, FY1990-FY2002

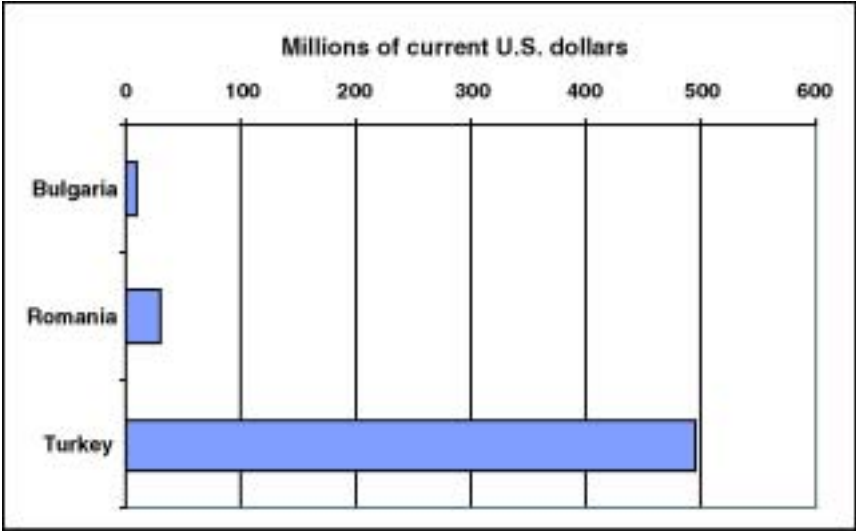


SOURCE: Table C.7c in Appendix C of this volume.

Europe: Three referenced countries in the region accounted for \$534 million or 75 percent of total World Bank social protection lending to the region for child labor related projects over the period (See Figure 2.12d).

One referenced country, Turkey, received \$495 million in such cumulative loans from the World Bank. This accounted for about 69 percent of total World Bank social protection lending for child labor related projects to all countries in the region, and about 93 percent of such World Bank lending to referenced countries in the region over the period.

Figure 2.12d. World Bank Social Protection Lending with Child Labor Related Components to Referenced Countries in Europe and Central Asia, Total, FY1990-FY2002



SOURCE: Table C.7d in Appendix C in this volume.

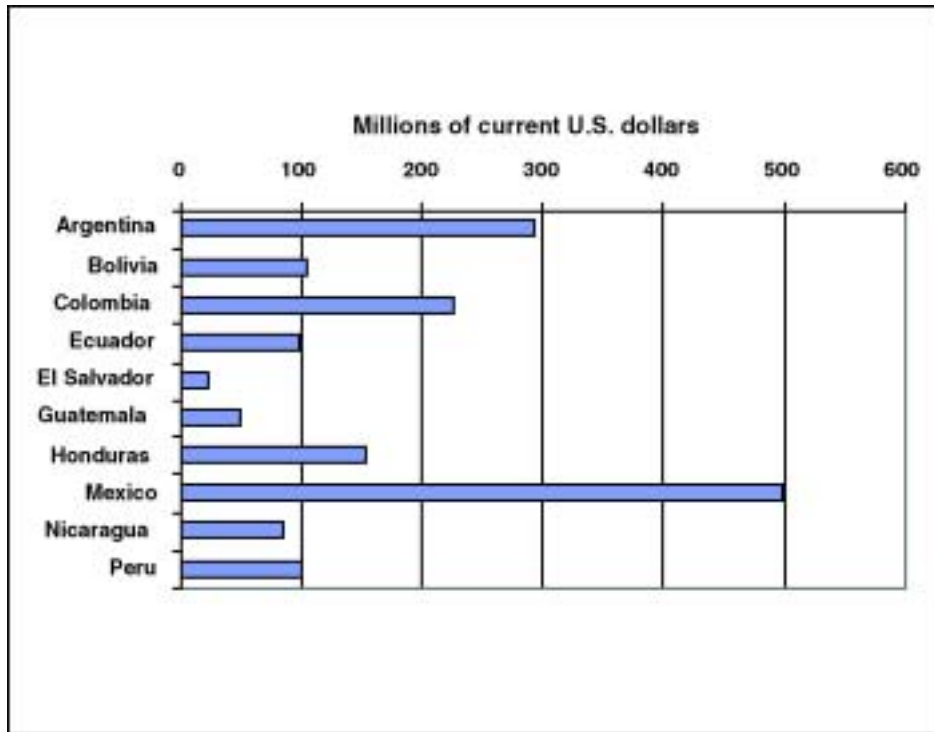
One referenced country in the region-Albania-did not receive any World Bank social protection lending for child labor related projects over the period.

Latin America and the Caribbean: Ten referenced countries in the region accounted for \$1.6 billion, or 98 percent, of total World Bank social protection lending to the region for child labor related projects over the period (See Figure 2.12e).

Referenced countries in the region with \$150 million or more in such cumulative social protection lending over the period include: Argentina (\$293 million), Colombia (\$227 million), Honduras (\$153 million), and Mexico (\$499 million). These four referenced countries accounted for about 70 percent of such World Bank social protection lending to all countries in the region and about 72 percent of such World Bank lending to referenced countries in the region.

Seven referenced countries in the region-Brazil, Costa Rica, Cuba, the Dominican Republic, Haiti, Panama, and Paraguay-did not receive any World Bank social protection lending for child labor related projects over the period.

Figure 2.12e. World Bank Social Protection Lending with Child Labor Related Components to Referenced Countries in Latin America and the Caribbean, Total, FY1990-FY2002

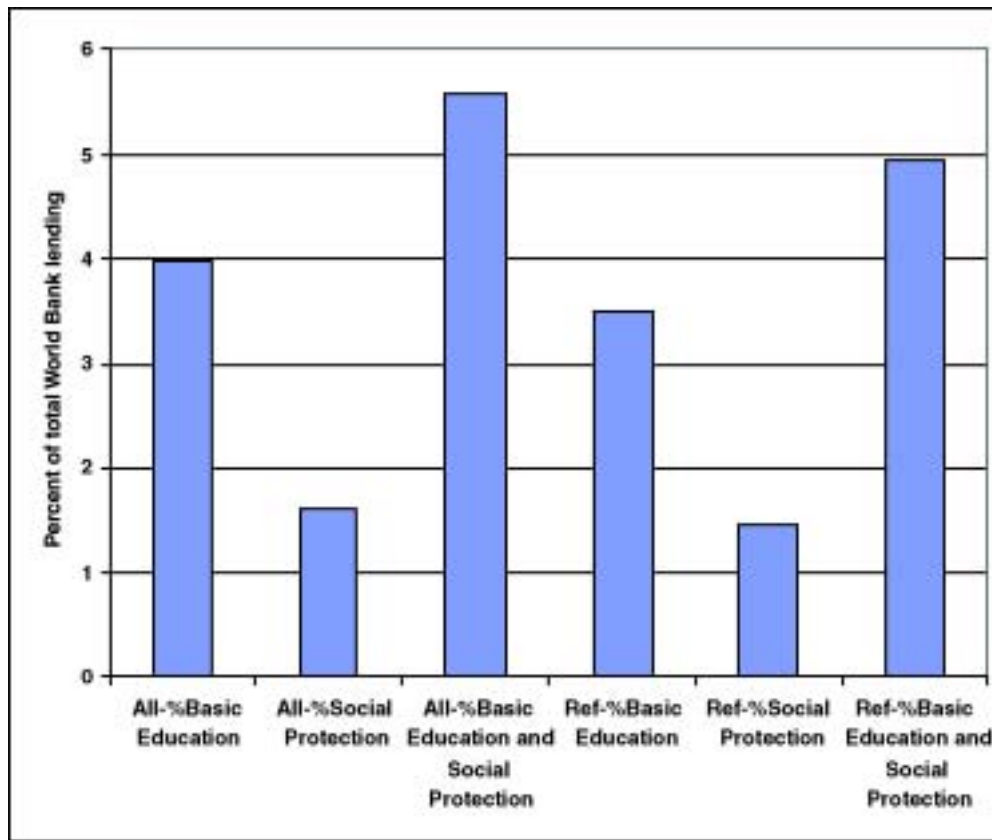


SOURCE: Table C.7e in Appendix C of this volume.

3. Share of Total World Bank Lending for Basic Education and Social Protection Projects with Child Labor Related Components

Of the \$282.3 billion the World Bank lent to member countries over the period FY1990 to FY2002, about four percent (\$11.2 billion) funded basic education projects and about 1.6 percent (\$4.5 billion) funded child labor related aspects of social protection projects. Over this period, the referenced countries received cumulative funding for basic education projects amounting to \$9.8 billion (about 3.5 percent of all World Bank lending). They also received cumulative funding for child labor related social protection projects amounting to \$4.1 billion (about 1.5 percent of all World Bank lending). Thus, approximately \$6 out of every \$100 in World Bank lending over the period FY1990 to FY2002 went for either basic education or social protection projects with child labor related components, and the referenced countries accounted for about 85 percent of such lending (See Figure 2.13).

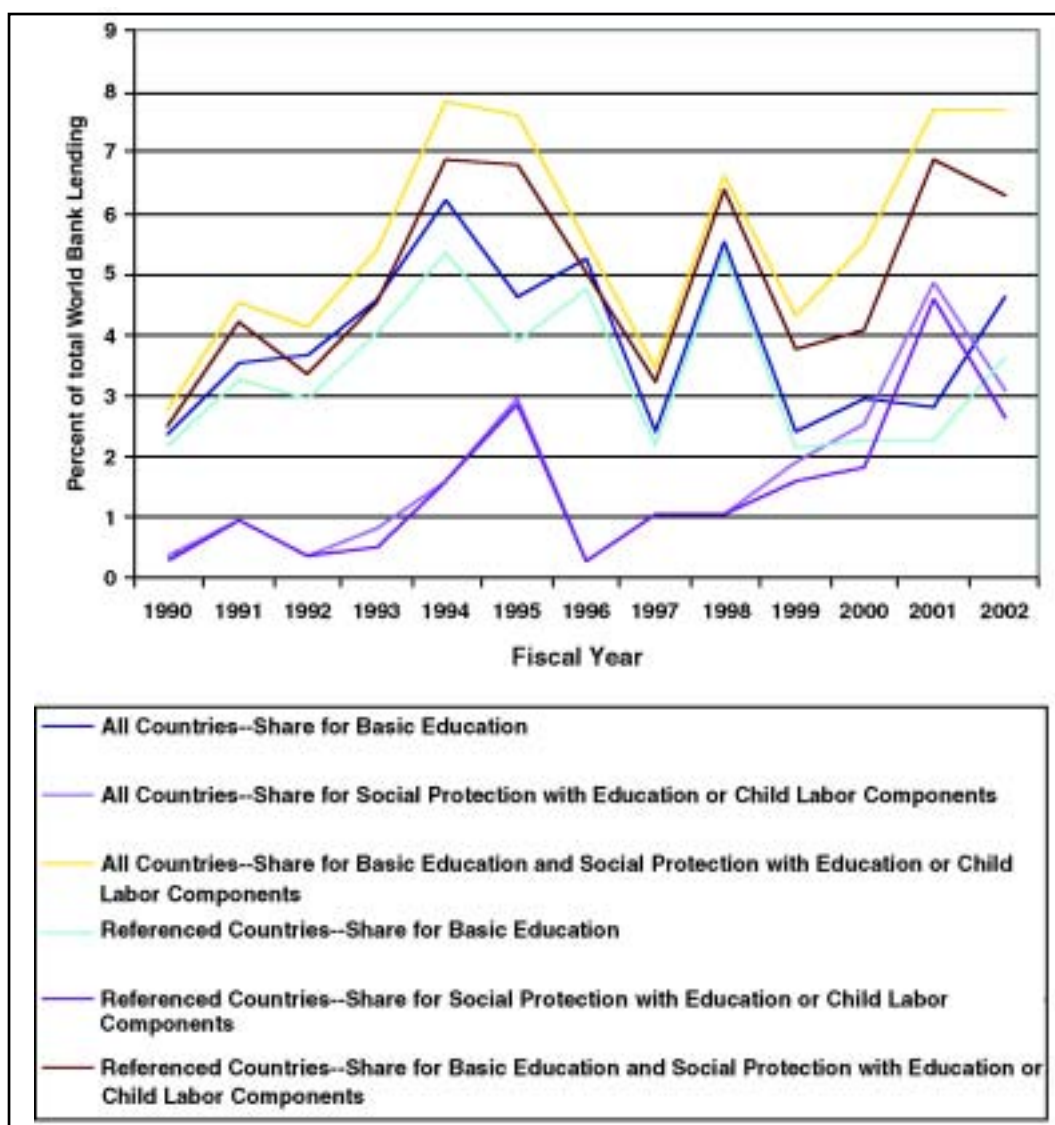
Figure 2.13. Share of Total World Bank Lending for Basic Education and Social Protection Programs with Education or Child Labor Related Components, All Countries and Referenced Countries, Total FY1990-FY2002



SOURCE: Table C.8 in Appendix C of this volume.

Figure 2.14 plots the annual share of all World Bank lending to all countries and the referenced countries for basic education and social protection child labor related projects over the period FY1990 to FY2002. The figure shows that the share of all World Bank lending for these two country groupings has generally increased over time. The “all-countries” share for basic education projects has risen from slightly over 2 percent in 1990 to a high in 1994 of slightly over 6 percent, after which it falls but peaks again in 1998 at slightly under six percent. The “referenced countries” share tracks very closely to the all-countries share. The all-countries share for education and child labor related social protection rises from less than one percent in 1990 to about three percent in 1995, and then falls before peaking again in 2001 at nearly 5 percent. Again, the referenced countries share tracks closely the all-countries share.

Figure 2.14. Share of Total World Bank Lending for Basic Education and Social Protection Projects with Child Labor Related Components, All Countries and Referenced Countries, FY1990-FY2002



SOURCE: Table C.8 in Appendix C of this volume.

The figures presented here represent rather conservative estimates of World Bank lending for basic education and child labor-related social protection projects and should, therefore, be interpreted with caution. Some project lending was not included if the amounts of the components related to these two areas were not readily identifiable or available. In general, structural adjustment loans or loans where specific child labor related amounts could not be identified were not included. No attempt was made to quantify the dollar amount of World Bank research on education and child labor issues that underpins many of the projects that it funds in these areas.

The focus of this review of World Bank funding was on projects related to improving access to basic education and identifiable projects that help to eliminate or alleviate child labor. In particular, the scope was narrower than the broader approach taken in an earlier review by staff at the World Bank who considered child-related projects that included broader issues affecting children such as health, early childhood development, HIV/AIDs, among others.⁹³

B. The African Development Bank

1. Education Sector Initiatives

a. Policies and Strategies

The African Development Bank (AfDB) outlined its long-term education goals in 1999 in a vision statement: *A Re-Invigorated Bank: An Agenda for Moving Forward*.⁹⁴ This statement commits the AfDB to focus its operations on three sectoral themes (rural development, human resource development, and private sector development) and two cross-cutting issues (gender and the environment). Under the human resource development theme, the AfDB seeks to direct its resources toward primary and vocational training, institutional development, selective interventions in tertiary education in the area of critical skill shortages, and research. Under its cross-cutting gender focus, the elimination of gender disparities in both primary and secondary education is a priority.⁹⁵

The AfDB's 1999 *Education Sector Policy Paper* (ESPP) specified education as a holistic and integrated system, and identified the following priority areas for attention: (1) quality basic education for all; (2) provision of mid- and high-level skills; and (3) organization and management of the education sector.⁹⁶ The AfDB views basic education "in its broad meaning as referring to the educational arrangement that aims at providing the learner (child or adult) with the basic knowledge (general or technical) required for his/her smooth functioning as an active member of society."⁹⁷ Under the rubric of basic education, the AfDB includes formal primary education and the first cycle of secondary education (nine to ten years, depending on the country), non-formal training in areas such as literacy and other programs for adolescents and adults, and early childhood education.⁹⁸

⁹³ "The World Bank and Children: A Review of Activities."

⁹⁴ African Development Bank/African Development Fund, *A Reinvigorated Bank: An Agenda for Moving Forward*, [cited February 10, 2003]; available from http://www.afdb.org/knowledge/documents/The_Banks_Vision.htm.

⁹⁵ Ibid.

⁹⁶ The African Development Bank/African Development Fund, *Education Sector Policy Paper (ESPP)*, (Abidjan: African Development Bank, December, 1999): 19-23.

⁹⁷ Ibid, *Executive Summary*, third revision: iv. This document was revised and approved by the AfDB Board on March 1, 2000.

⁹⁸ Ibid, 21.

The AfDB recognizes that the relevance and applicability of education are an important measure of quality, and therefore focuses on curriculum reform as the main instrument toward increasing the relevance of basic education.

In its ESPP, the AfDB states that it will focus its efforts on five strategic actions: (1) improving access to educational opportunity, including achieving universal primary education by 2015; (2) improving equity in education, particularly in the participation of girls and disadvantaged groups, such as the poor, street children, refugees, the disabled, orphans, and youth residing in remote districts; (3) improving the quality of instruction and output; (4) improving management and planning capabilities; and (5) improving educational financing mechanisms.⁹⁹

To improve access to educational opportunities, the AfDB has expressed interest in funding programs that expand formal and non-formal educational opportunities with the objective of improving basic reading, writing, and arithmetic. This includes support for private education programs (e.g., by entities in the private sector such as NGOs, religious organizations, and local community organizations). The AfDB also seeks to support non-formal education programs for adults as well as children who have not had the chance to enroll in the formal education system. Finally, the AfDB provides support to the rehabilitation and reconstruction of education systems in countries that suffer from natural and/or man-made disasters.¹⁰⁰

Under the equity rubric, the AfDB supports programs that encourage organizing learning environments, multi-grade teaching, mobile schools, multiple shifts, and periodic learning sessions, with teaching adjusted to local agricultural conditions and nomadic cultures. To improve the quality of instruction and output, the AfDB seeks to support the improvement of physical and human resources at all levels.¹⁰¹

Activities undertaken under the Improving Management and Planning Capacities and Improving Educational Financing Mechanisms initiative seek to indirectly affect the delivery of basic education among member countries. The AfDB supports member-country efforts in such areas as the effective use of data, management and planning techniques, professional education networks as well as the more efficient allocation of country resources.¹⁰²

Basic education is also highlighted in the AfDB's Gender Policy, adopted in 2001. That operational policy states: "Basic literacy is essential in improving women's living standards, as educated women tend to invest more time and resources in child health and nutrition."¹⁰³ The ESPP as well as

⁹⁹ Ibid, 23-28.

¹⁰⁰ Ibid, 23-24.

¹⁰¹ Ibid, 24-27.

¹⁰² Ibid, 27-28.

¹⁰³ African Development Bank/African Development Fund, The Gender Policy, ADB/BD/WP/2001/61, June 14, 2001, 22-23.

the Gender Policy state that the AfDB seeks to increase female access to education in those countries where enrolment rates for girls are lower than 50 percent. In addition, the AfDB seeks to establish child-care and pre-school facilities, develop gender-sensitive curricula, and support the training of female teachers.¹⁰⁴

b. Lending for Basic Education

An official at the AfDB has noted, with regard to the composition of AfDB lending for education, “that, on average, investment made in the four sub-categories of education are around 26 percent for Primary Education, 44 percent for Secondary Education, 19 percent [for] Higher Education and 11 percent for Non-formal Education. In addition, [t]he trend over the last few years shows an increase of investment in primary education with a proportional decrease in higher education.”¹⁰⁵

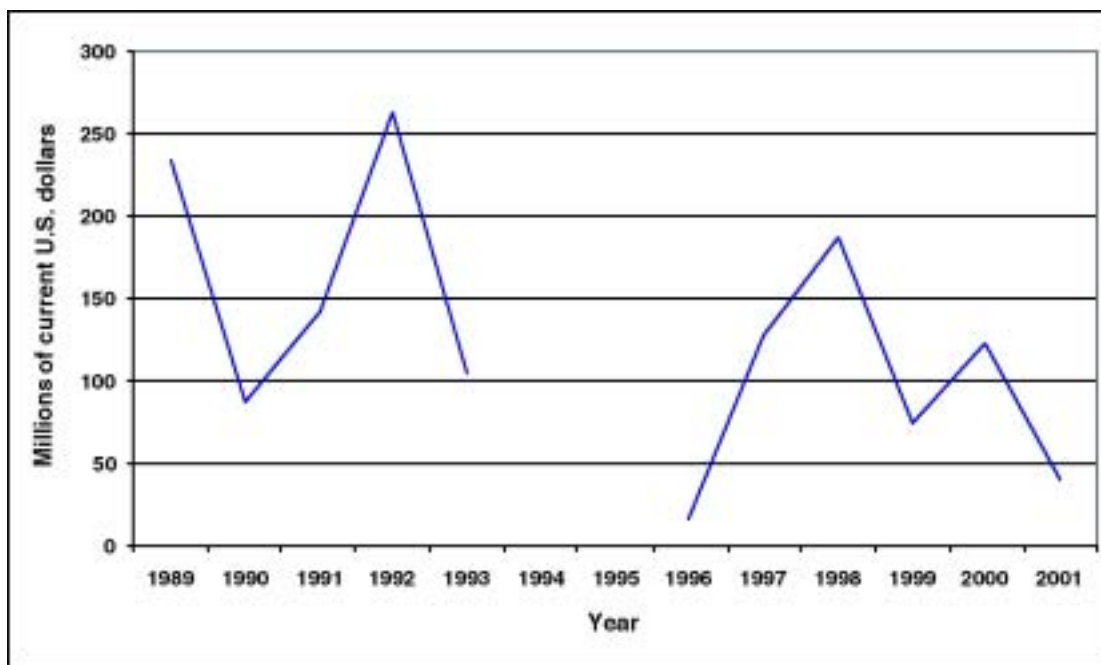
The AfDB provided data for this report on its education sector lending for basic education projects that include commitments made from calendar year 1989 through calendar year 2001. AfDB education sector lending data were not available for 1994, 1995, or 2002.

AfDB lending for basic education projects, which totaled over \$1.4 billion over the period 1989 to 2001, peaked in 1992 at \$263 million and since then has shown a generally downward trend; AfDB lending in general has also shown a downward trend over this same period (See Figure 2.15).

¹⁰⁴ Ibid, 23

¹⁰⁵ Beileh D. Abdirahman, Manager, Operations Policies and Procedures, Operations Policies and Review Department, African Development Bank, e-mail communication, September 12, 2002, conveying data for this report to Ambassador Cynthia S. Perry, U.S. Executive Director, African Development Bank, Abidjan, Côte d’Ivoire.

Figure 2.15. African Development Bank Lending to All Member Countries for Basic Education Projects, 1989-2001

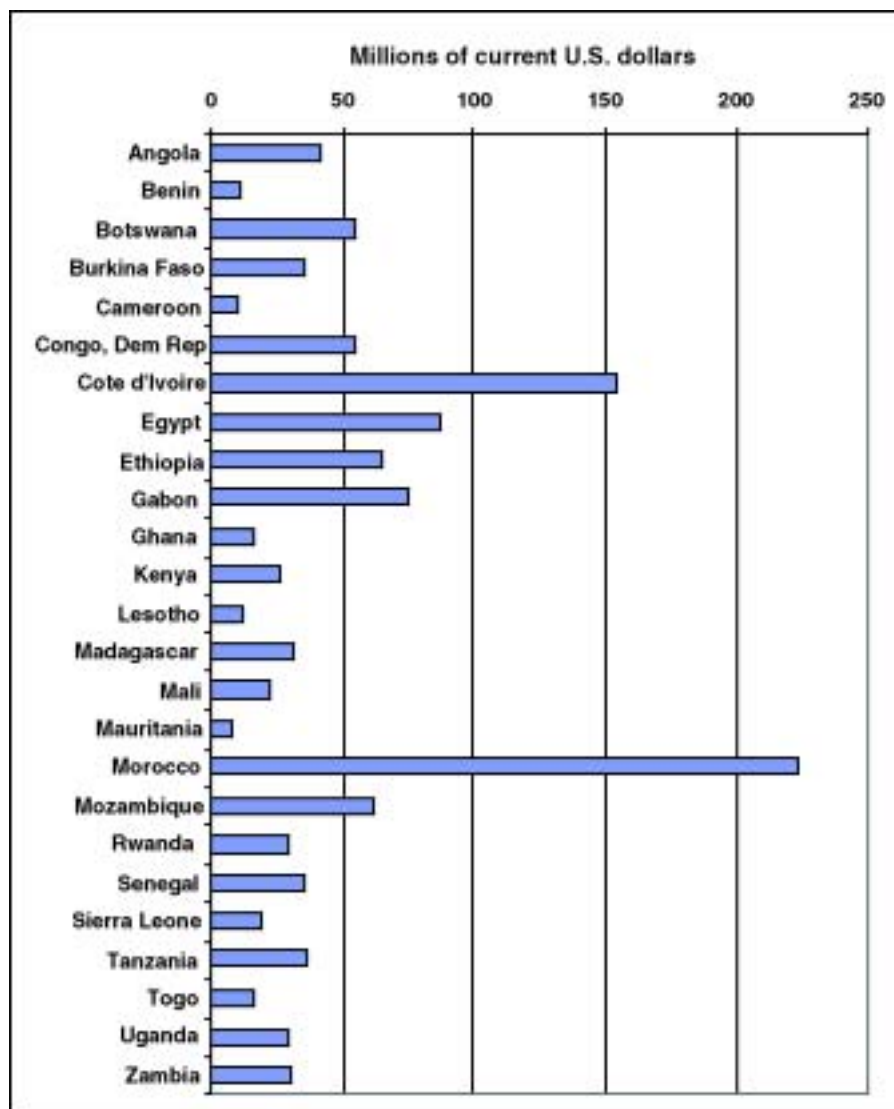


SOURCE: Table C.9 in Appendix C of this volume.

Of the total \$1.4 billion in basic education lending by the AfDB over the period 1989 to 2001, slightly over 60 percent came from the African Development Fund (AfDF) concessional lending window, about 37 percent from the AfDB market-rate lending window, and slightly over two percent from the Technical Assistance Fund (TAF) or the Nigeria Trust Fund (NTF).

Figure 2.16 summarizes cumulative AfDB lending to the referenced countries in the region for basic education projects over the period 1989 to 2001. Twenty-five referenced countries in the region accounted for \$1.2 billion, or 84 percent of all AfDB lending for basic education projects over the period 1989-2001. Eight referenced countries, each with total lending for basic education projects over \$50 million, accounted for about 65 percent of all AfDB lending to referenced countries in the region for basic education projects over this period and included: Botswana (\$55.1 million); the Democratic Republic of the Congo (\$55.1 million); Côte d'Ivoire (\$153.9 million); Egypt (\$86.8 million); Ethiopia (\$64.8 million); Gabon (\$75.6 million); Morocco (\$223.6 million); and Mozambique (\$61.8 million).

Figure 2.16. Africa Development Bank Lending to All Member Countries for Basic Education Projects, 1989-2001



SOURCE: Table C.9 in Appendix C in this volume.

Nine referenced countries in the region-Burundi; Comoros; the Republic of the Congo; Equatorial Guinea; Nigeria; Somalia; South Africa; Sudan; and Zimbabwe-did not receive any AfDB lending for basic education projects over the period.

2. Initiatives Related to the Elimination of Child Labor

a. Policies and Strategies

The management of the AfDB designated a Task Force in 1998 to conduct a study on the incorporation of core labor standards into AfDB policies and programs. In its report, the Task

Force estimated that one-third of the approximately 250 million children who work worldwide live in Africa and that such children “are denied the opportunity of acquiring an education, often work in dangerous and hazardous conditions, are paid poorly, and have little or no capacity to organise and defend themselves against exploitative conditions.”¹⁰⁶ The Task Force issued its report in October 1998, recommending that the AfDB pursue an active agenda on labor standards and that labor standards be incorporated into its sectoral and non-sectoral policy guidelines.

In response to the Task Force report, AfDB management agreed to pursue a three-part strategy consisting of (1) sensitizing AfDB staff to core labor standards in cooperation with the ILO; (2) playing an active role in the debate and activities on labor issues; and (3) incorporating core labor standards, including the abolition of child labor, into its planning documents, including Country Strategy Papers (CSPs).¹⁰⁷ CSPs are basic country level planning documents of the AfDB that provide the underpinning for lending and non-lending projects and programs. The AfDB notes that as of 1999 to 2000, all new CSPs contain a section on ratification and implementation of international labor conventions, collective bargaining rights, gender and discrimination issues at work, and the existence of child labor.¹⁰⁸ The AfDB’s *Annual Report, 2000* notes that child labor practices and policies are emphasized within the framework of CSP dialogue.¹⁰⁹ In addition, a number of projects financed under the eighth replenishment of the AfDF had either a child labor component or focused on training and literacy programs for disadvantaged groups—mainly women and youth.¹¹⁰

A number of the AfDB’s Operational Policies and Guidelines now incorporate references to core labor standards, including child labor. The AfDB’s Agriculture Policy¹¹¹ states that AfDB lending is guided by the ILO’s Declaration on Labor Standards [sic].¹¹² The AfDB recognizes that child labor is used extensively as part of household labor in small-scale agriculture, but considers that its potential for abuse is minimal. However, the policy acknowledges that there is a potential for the

¹⁰⁶ Cyril Enweze, Vice President, African Development Bank/African Development Fund, Core Labor Standards and Their Implications for Bank Group Operations: Report of the Task Force memorandum, December 3, 1998, to Alice Dear, U.S. Executive Director, African Development Bank/African Development Fund, 5 [on file].

¹⁰⁷ Ibid.

¹⁰⁸ African Development Bank/African Development Fund, *Annual Report, 2000*, ADB-ADF/BG/AR/2000, 2000, 83.

¹⁰⁹ Ibid.

¹¹⁰ Ibid. *Annual Report, 2000*, cites the *Egypt Technical Industrial Schools Phase II* project as one that focused on child labor. Three other projects which focused on training and literacy programs for mainly women and youth were: the *Lesotho Highlands Eco-tourism project*, the *Cape Verde Project for the Socio-Economic Promotion of Disadvantaged Groups* and the *Gambia Skills Improvement project*.

¹¹¹ African Development Bank/African Development Fund, *Agriculture and Rural Development Sector: Bank Group Policy*, Abidjan, January 2000 [cited February 10, 2003]; available from http://www.afdb.org/projects/policies/pdf/agri_policy_apr2000.pdf?n1=10&n2=1&n3=0.

¹¹² The ILO’s *Declaration on Fundamental Principles and Rights at Work* was adopted on June 18, 1998. The Declaration commits member countries to support the four labor principles: (1) freedom of association and the right to collective bargaining; (2) the elimination of forced or compulsory labor; (3) the elimination of child labor; and (4) the elimination of discrimination in employment.

use of abusive child labor in large-scale commercial agriculture and calls for particular attention to be paid to this issue when appraising projects.¹¹³ The AfDB's Policy for Integrated Water Resources Management also acknowledges core labor standards as articulated by the ILO's Declaration, and notes the potential problem of the use of abusive child labor in water resource construction projects.¹¹⁴

The AfDB's revised Policy on Population and Strategies for Implementation recognizes that rapid population growth not only affects the capacity to create jobs and absorb the supply of labor, but also can lead to tighter competition for limited employment opportunities, and result in the violation of core labor standards—such as the minimum age for employment and child labor.¹¹⁵

The AfDB's Policy on Good Governance discusses the issue of core labor standards in promoting public-private partnerships,¹¹⁶ and the related operational guidelines include questions about child labor and core labor standards that AfDB staff should ask when considering legal and judicial reforms in a country.¹¹⁷

On June 12, 2002, the AfDB's Board of Directors approved a Cooperation Agreement with the ILO in which the two organizations agree to cooperate in areas of mutual concern.¹¹⁸ The agreement addresses labor standards and commits the parties to cooperate on a wide range of activities, from country operational work to research studies and human resources development and training. The agreement also includes cooperation in the development of policies and procedures related to fundamental principles and rights at work.¹¹⁹

¹¹³ *Agriculture and Rural Development Sector*, 29.

¹¹⁴ African Development Bank/African Development Fund, *Policy for Integrated Water Resources Management*, (Abidjan: African Development Bank, April 2000): 19.

¹¹⁵ African Development Bank/African Development Fund, *Policy on Population and Strategies for Implementation* (revised version), (Abidjan: African Development Bank, February 2001): 4.

¹¹⁶ Communication from U.S. Executive Director's Office, AfDB, August 6, 2002.

¹¹⁷ *Ibid.* See also African Development Bank/African Development Fund, *Operational Guidelines on Good Governance*, (Abidjan: African Development Bank, 2001): 13.

¹¹⁸ As of January 1, 2003, the agreement was awaiting approval by the AfDB's Board of Governors; once approved by the Board of Governors, the President of the AfDB will sign it with the Director General of the ILO.

¹¹⁹ The ILO's *Declaration on Fundamental Principles and Rights at Work*, ratified in 1998, commits all ILO member states to promote and realize the following fundamental labor rights: (1) freedom of association and the effective recognition of the right to collective bargaining; (2) the elimination of all forms of forced or compulsory labor; (3) the effective abolition of child labor; and (4) the elimination of discrimination in respect of employment and occupation.

b. Lending for Projects Related to the Elimination of Child Labor

The AfDB has not approved projects specifically targeting child labor.¹²⁰ However, as discussed above, all relevant AfDB policies and guidelines developed or reviewed since 1999 have taken into account issues related to core labor standards. The AfDB notes that the “Education Policy and the Gender Policy, in particular, are examples of the shift toward a more holistic approach to education, and they support the Bank involvement in poverty reduction projects and activities, aimed at creating the most favorable conditions for keeping children out of child labor.”¹²¹ Through its participation in international fora, the AfDB has strengthened its commitment to the U.N. Millennium Development Goals and the Education for All targets. This commitment has underscored the importance of keeping all children, especially girls, in school. In this regard, the AfDB cites examples of projects such as one in Egypt in 1989 that upgraded secondary technical schools and attempted to raise the employability of secondary school leavers so that parents would be encouraged to allow their children to spend more time in formal education.¹²² The AfDB also cites its investments in the education sector as key to its vision of poverty reduction, by ensuring that each individual receives the necessary basic skills (reading, writing, numeracy) for making appropriate decisions about their future.¹²³

3. Share of Total African Development Bank Lending for Basic Education and Child Labor or Child Welfare-Related Projects

Of the \$29.4 billion the African Development Bank lent to regional member countries over the period 1989-2001, 4.8 percent, or \$1.4 billion, funded basic education projects in regional member countries. During this period the referenced countries received \$986 million in loans for basic education, equal to 3.4 percent of total AfDB lending. Thus, just under \$5 of every \$100 in AfDB loans went towards basic education for regional countries, with the referenced countries accounting for about 70 percent of that total. (See Figure 2.17)

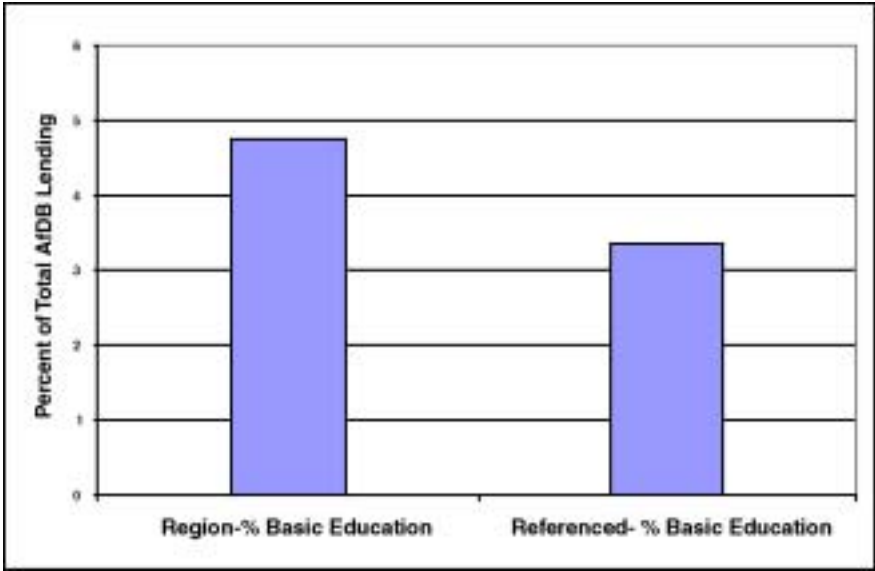
¹²⁰ Communication to U.S. Department of Labor from the U.S. Executive Director’s Office, AfDB, June 20, 2002.

¹²¹ Ibid.

¹²² Ibid.

¹²³ Ibid.

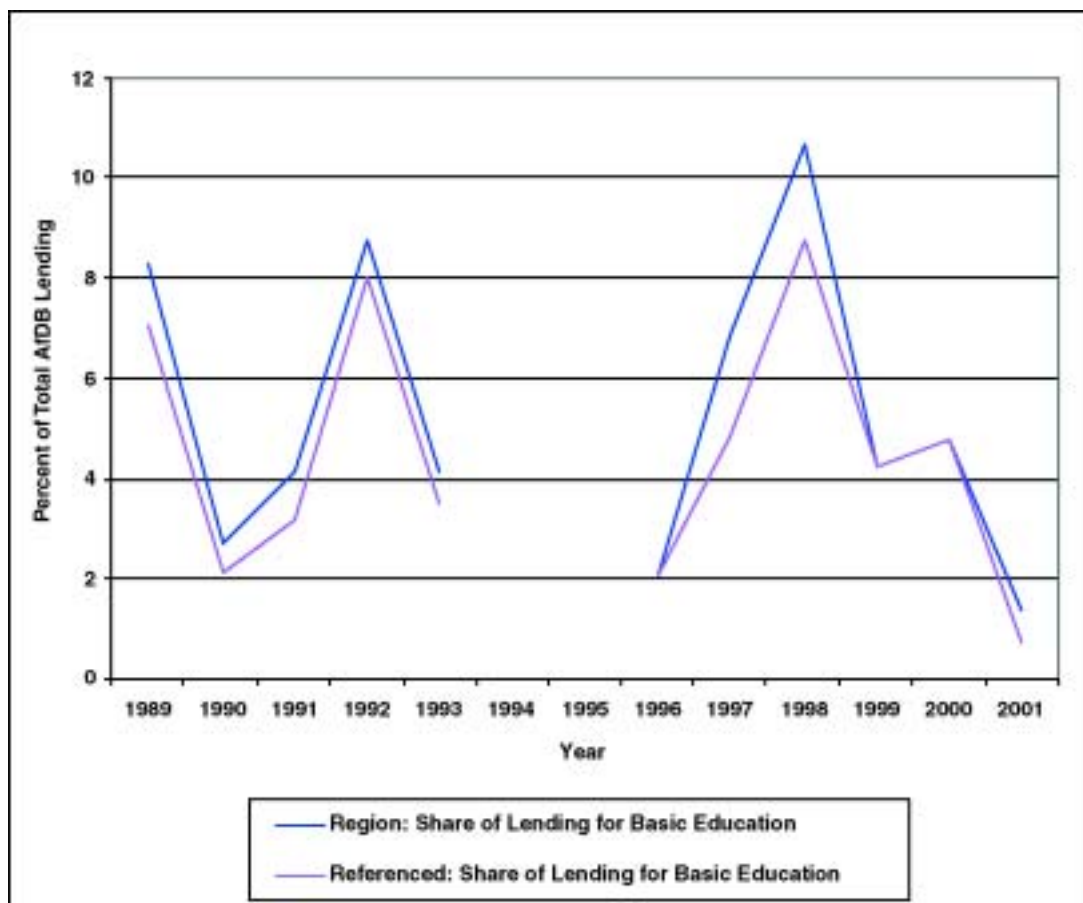
Figure 2.17. Share of African Development Bank Lending for Basic Education, Regional and Referenced Countries, 1989-2001



NOTE: Total lending includes approvals for the AfDB, the Concessional African Development Fund (ADF), and the Nigerian Trust Fund (NTF). All amounts are in millions of U.S. dollars. Approvals include loans and grants, private and public equity investments, emergency operations, HIPC debt relief, loan reallocations and guarantees.
 SOURCE: African Development Bank, Annual Reports 2000 and 2001.

Figure 2.18 plots the annual share of AfDB lending for basic education for regional and referenced countries. Allowing for the absence of data in 1994 and 1995, lending for regional and referenced countries track each other closely, and presents a mixed trend. The share of loans ranges from a low of 1.4 percent for regional countries in 2001 (0.7 percent for referenced countries), to a high of 10.7 percent in 1998 (8.7 percent for referenced countries).

Figure 2.18. Share of Total African Development Bank Lending for Basic Education, Regional Members and Referenced Countries, 1989-2001



SOURCE: African Development Bank, Annual Reports 2000 and 2001.

C. The Asian Development Bank

1. Education Sector Initiatives

a. Policies and Strategies

Asian Development Bank (AsDB) programs and policies are intended to address the priorities that it has identified for the region: economic growth; human development; gender equality and development; good governance; environmental protection; private sector development; and regional cooperation.¹²⁴ Under the human development priority, the AsDB includes loans and technical assistance for education, health and nutrition, water supply and sanitation, and urban sectors.¹²⁵

¹²⁴ Asian Development Bank, "ADB Operations," [cited February 10, 2003]; available from <http://www.adb.org/About/bankoper.asp>.

Under its gender equality priority, the AsDB includes providing economic opportunities for poor women to improve their incomes, including through greater access to education.¹²⁶

In its first education policy paper issued in 1988, the AsDB officially recognized basic education as a human right.¹²⁷ Education is now recognized as a prerequisite for development, and basic education—especially for girls and women—is acknowledged as being closely linked to the achievement of other human development indicators such as lower infant mortality rates, and reduced fertility rates.¹²⁸ The AsDB also notes that the incidence of child labor declines with higher education enrollment.¹²⁹

In August 2002, the AsDB approved a New Education Policy that underscored its support for the U.N.'s Millennium Development Goals. These goals include enrolling all children in primary school by the year 2015, promoting gender equality, and empowering women.¹³⁰ This new policy focus on educational development is an effort to alleviate what the AsDB describes as “the drastic situation in the Asia-Pacific region,” where:

- About 75 percent of the world's illiterates live, two-thirds of them women;
- Millions drop out of primary school due to poverty, and half of all children never reach secondary school; and
- Nearly 40 percent of children under age five are malnourished.¹³¹

The AsDB's priorities for the education sector are: reducing poverty; enhancing the status of

¹²⁵ Asian Development Bank, “Supporting Human Development,” [cited February 10, 2003]; available from <http://www.adb.org/About/objhrd.asp>.

¹²⁶ Asian Development Bank, “Improving the Status of Women,” [cited February 10, 2003]; available from www.adb.org/About/objwid.asp.

¹²⁷ Asian Development Bank, *Policy on Education*, August 2002, [cited February 14, 2003] 1; available from <http://www.adb.org/Documents/Policies/Education/R146-02.pdf>.

¹²⁸ *Ibid.*

¹²⁹ *Ibid.*

¹³⁰ Asian Development Bank, “New Education Policy Aims for Universal Primary Education, Gender Equality,” News Release, August 30, 2002 [cited February 10, 2003]; available from <http://www.adb.org/Documents/News/2002/nr2002143.asp>.

¹³¹ *Ibid.*

women; and providing the knowledge, attitudes, and skills essential for pro-poor, sustainable economic growth.¹³² In support of this, the New Education Policy gives particular attention to increasing equity and access, improving quality, strengthening management and partnerships, and applying innovative technologies, especially in information and communications.¹³³ These goals will be applied to each education sub-sector, though the balance of investments across sub-sectors will be determined according to a particular country's situation.¹³⁴

The New Education Policy lays out specific goals in sub-sectors related to basic education. The policy defines "basic education" as education provided for children between the ages of 6 and 14.¹³⁵ Priority is given to investment in basic education in countries where universal access has not been achieved (especially for girls), where poverty and equity constraints combine to deny access to the completion of basic education by the poor, and in countries where the quality of basic education is inadequate. The AsDB notes that it plans to "actively engage in policy dialogue with governments to identify strategies to assist poor children and girls, including targeted subsidies, scholarships, and special incentives."¹³⁶ The AsDB also supports the development of a nine-year course of basic education in countries that are expanding their period of compulsory basic education.

In literacy and non-formal education, the AsDB is expanding support for innovative programs, especially in collaboration with NGOs. Recognizing the importance of good health, nutrition, and mental stimulation, it plans to expand support for early childhood development, with emphasis on low-cost, community-based provision.¹³⁷ With regard to secondary education, the AsDB seeks to increase its emphasis on cost-sharing, private sector provision, and special programs to increase access by the poor and women.

b. Lending for Basic Education

The AsDB's average annual investment in education has remained fairly steady at nearly six percent of its total annual lending since 1991.¹³⁸ Since 1970, it has invested \$5.3 billion in education sector development, two-thirds of this since 1991.¹³⁹ The AsDB plans to invest over one billion U.S.

¹³² *Policy on Education, ii.*

¹³³ "New Education Policy Aims for Universal Primary Education."

¹³⁴ *Ibid.*

¹³⁵ *Ibid.*, 1.

¹³⁶ *Ibid.*, 23.

¹³⁷ *Ibid.*

¹³⁸ *Policy on Education, iii.*

dollars in loans for education projects in the period 2002 to 2004.

Since 1990, the AsDB has been a major regional supporter of the EFA initiative. The education sector loan portfolio is now focused more on basic education, with increasing attention to teacher training, curriculum, and education planning. During the two decades from 1970 to 1990, 48 percent of AsDB's education investment was in technical and vocational education and 11 percent in basic education. These proportions have nearly reversed in the last decade (1991 to 2001), with investment in technical and vocational education declining to 14 percent, while basic education has risen to 41 percent of AsDB's education loan portfolio.¹⁴⁰ The nature of technical assistance grants for education has changed as well, with an increasing amount being given to support broader policy, research, and capacity-building activities rather than project preparation.¹⁴¹

The AsDB provided data for this report on its education sector lending and technical assistance for basic education projects covering commitments made over the period calendar year 1989 through calendar year 2001.

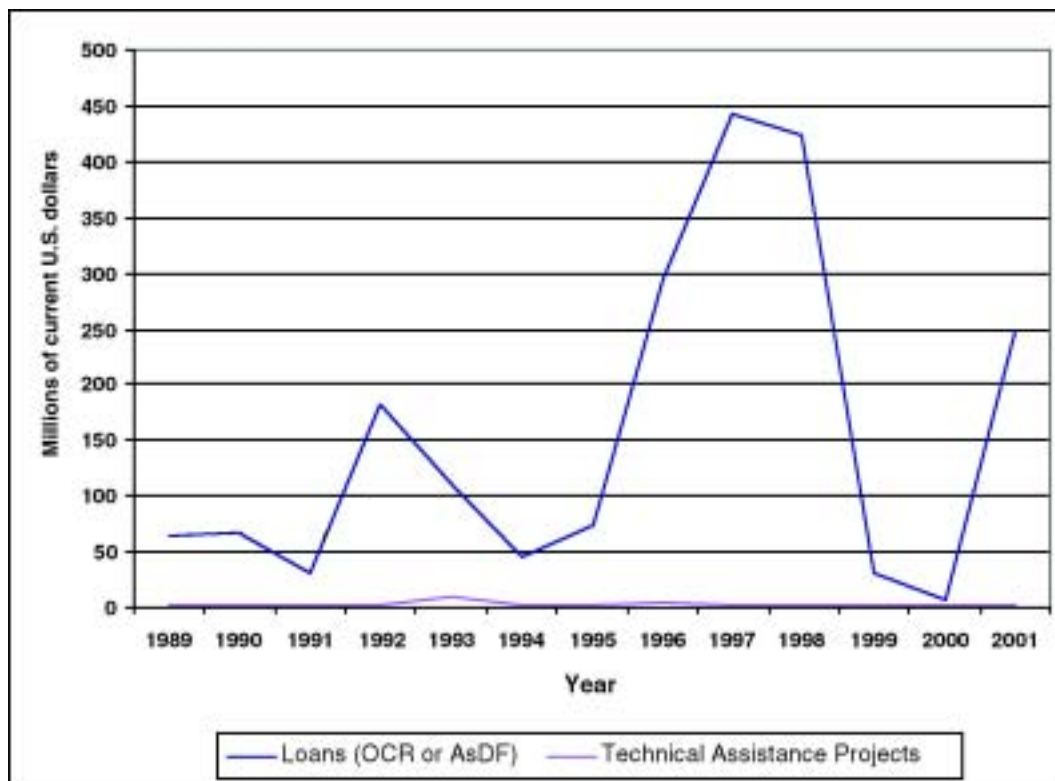
The bulk of AsDB support for basic education projects has come through lending (slightly over \$2 billion over the 1989 to 2001 period) from either AsDB ordinary capital resources, which accounted for about one-third, or the AsDF concessionary lending window, which accounted for about two-thirds. In comparison, the level of technical assistance has been very small (\$41 million over the period 1989 to 2001). AsDB lending for basic education projects has shown a generally increasing trend over the period 1989 to 1998. There was an exceptional downturn during the 1999 to 2000 Asian financial crisis, but a strong rebound in 2001 (See Figure 2.20).

¹³⁹ Ibid.

¹⁴⁰ Ibid.

¹⁴¹ Ibid.

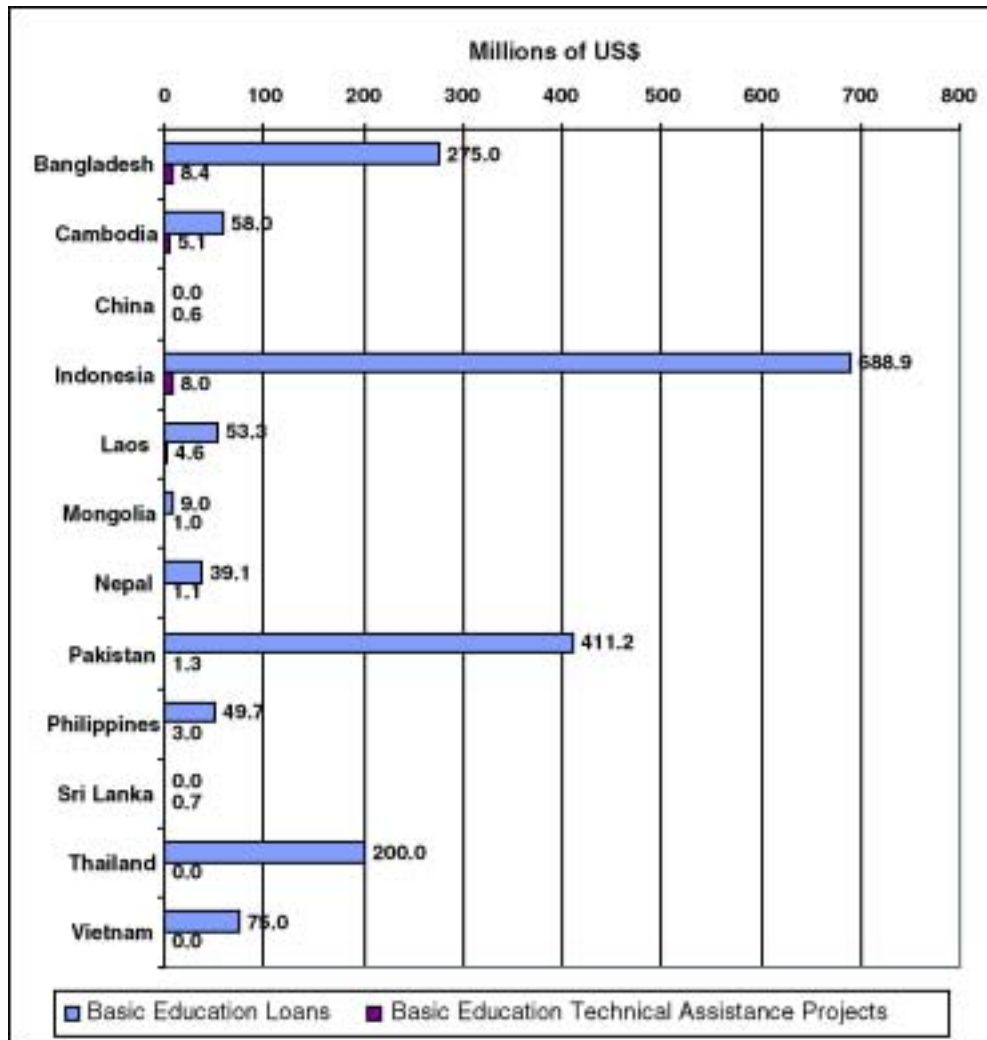
Figure 2.20. Asian Development Bank Lending and Technical Assistance to All Countries in the Region for Basic Education Projects, 1989-2002



SOURCE: Tables C.10 and C.11 in Appendix C in this Volume.

Figure 2.21 summarizes cumulative AsDB lending and technical assistance to the referenced countries in the region over the period 1989 to 2001. Twelve referenced countries in the region accounted for \$1.9 billion, or 91 percent of all AsDB lending for basic education projects over the period 1989 to 2001. Four referenced countries in the region, each with total lending over \$100 million, accounted for slightly less than \$1.6 billion, or 77 percent of all AsDB lending for basic education over the period 1989 to 2001. These countries were: Bangladesh (\$275 million), Indonesia (\$689 million), Pakistan (\$411 million), and Thailand (\$200 million). Eight referenced countries in the region received technical assistance grants for basic education projects over the period, with most of these grants going to Bangladesh (\$8.4 million), Indonesia (\$8.0 million), Cambodia (\$5.1 million), and Laos (\$4.6 million).

Figure 2.21. Asian Development Bank Cumulative Lending and Technical Assistance to Referenced Countries in the Region for Basic Education Projects, 1989-2001



SOURCE: Tables C.10 and C.11 in Appendix C of this volume.

Four referenced countries in the region that are members of the AsDB-Afghanistan, Burma, India, and Malaysia-did not receive any AsDB lending or technical assistance for basic education projects over the period.

2. Initiatives Related to the Elimination of Child Labor

a. Policies and Strategies

Over the last several years, the AsDB has increasingly underscored the importance of respect for core international labor standards, including combating child labor, in its loan operations. In the replenishment of the Asian Development Fund (AsDF) in November 2000, the donors called for the promotion of core labor standards, including the abolition of child labor, through mainstreaming core labor standards into AsDB planning documents, such as Country Strategy Papers (CSPs).¹⁴² It

also called for direct support for projects that assist member countries in addressing issues associated with core labor standards.¹⁴³ In a regional technical workshop on labor standards held at AsDB headquarters in September 2002, the AsDB committed to “comply with internationally recognized core labor standards” in the design and formulation of its loans.¹⁴⁴ It also committed to “take all necessary and appropriate steps to ensure that for all AsDB financed procurement of goods and services, contractors, subcontractors, and consultants will comply with the country’s labor legislation...as well as with the Core Labor Standards.”¹⁴⁵ The AsDB’s “Social Protection Strategy Action Plan” calls for these safeguards to be institutionalized as “good social protection practices,” beginning in 2002.¹⁴⁶

To implement this commitment, the AsDB has developed a *Labor Market Assessment* as part of its *Handbook on Poverty and Social Analysis: A Working Document*.¹⁴⁷ The handbook is intended to guide AsDB staff, consultants, and borrowing countries in the preparation of country strategies and projects to combat poverty. The Labor Market Assessment addresses, inter alia, the structure of labor markets, labor market legislation, the interests of social stakeholders, and child labor issues. The assessment states:

The primary goals of looking at the labor legislation are the identification of (i) legislation that acts to restrict the operations of the labor market, and (ii) possible noncompliance with the international Core Labor Standards. All A[s]DB interventions must be designed in accordance with national and international legislation—such as the Core Labor Standards.¹⁴⁸

Further, the Executive Board of the AsDB approved a *Social Protection Strategy* in September 2001 that addresses a range of social issues, including child labor. The strategy has five basic components: labor market policies and programs; social insurance; social assistance and welfare service programs; micro- and area-based approaches to protect communities in the informal sector; and child protection to ensure the healthy and productive development of children.¹⁴⁹ The strategy

¹⁴² Asian Development Bank, *ADF VII Donor’s Report: Fighting Poverty in Asia*, (Manila: Asian Development Bank, 2000): paras. 77-79.

¹⁴³ Ibid.

¹⁴⁴ Asian Development Bank, “Labor Issues in ADB Operations,” presentation at the Regional Technical Workshop on Labor Standards, Manila, Philippines, September 18-19, 2002 [cited February 10, 2003]; available from http://www.adb.org/Documents/Events/2002/Core_Labor_Standards/ortiz.pdf.

¹⁴⁵ Ibid.

¹⁴⁶ Asian Development Bank, “ADB Social Protection Strategy Action Plan,” [cited February 10, 2003]; available from <http://www.adb.org/SocialProtection/actionplan.pdf>.

¹⁴⁷ Asian Development Bank, *Handbook on Poverty and Social Analysis: A Working Document*, (Manila, Asian Development Bank, 2001): Appendix 9.

¹⁴⁸ Ibid, 3-4.

reiterates the obligation of AsDB member countries to respect and promote the core labor standards, including the elimination of child labor.¹⁵⁰ It also invokes the U.N. Convention on the Rights of the Child which defines “good governance” as including the provision of measures to ensure that the “child is protected from all forms of abuse and exploitation, such as child labor, child prostitution, or the adversities faced by the girl child, street-children, children with disabilities, and children under armed conflict.”¹⁵¹

Children and youth constitute 40 percent of the population in the Asian and Pacific region.¹⁵² In its discussion of “child protection,” the *Social Protection Strategy* acknowledges that the Asia and Pacific region holds three-quarters of the world’s stunted and underweight children, and that “investing in child protection is of profound significance to the development of the region.”¹⁵³ The strategy is supportive of initiatives to provide social protection for the young, such as: (1) early childhood development; (2) school feeding programs, scholarships, or school fee waivers; (3) waiving of fees for mothers and children for health services; (4) street children initiatives; (5) child rights advocacy/awareness programs against child abuse and child labor; (6) youth programs to avoid marginalization of teenagers, criminal behavior, sexually-transmitted diseases, early pregnancies, and drug addiction; and (7) family allowances, such as means-tested cash transfers or coupons/stamps for basic goods and services to assist families with young children.¹⁵⁴

The strategy was adopted from the work of an AsDB Working Group on Social Protection, which developed a manual on *Social Protection in Asia and the Pacific*.¹⁵⁵ This manual, intended for use by professionals in the field, is comprehensive and presents a range of social protection interventions and suggestions on prioritizing them. Three chapters of the manual address child protection and recommend various alternative approaches toward resolving problems in this area. The emphasis is on an integrated approach. The manual recognizes that hazardous child labor remains a major problem in Asia and places special focus on problems of girls, youth, street children, children with disabilities, children affected by armed conflict, child prostitution, and children from ethnic minorities.¹⁵⁶

¹⁴⁹ Asian Development Bank, *Social Protection Strategy*, [cited February 10, 2003]; available from http://www.adb.org/Documents/Policies/Social_Protection/social_protection.pdf.

¹⁵⁰ *Social Protection Strategy*.

¹⁵¹ *Ibid.*, 12.

¹⁵² *Ibid.*, 12.

¹⁵³ *Ibid.*

¹⁵⁴ *Ibid.*, paras. 18-19.

¹⁵⁵ Asian Development Bank, *Social Protection in Asia and the Pacific* [cited December 11, 2002]; available from http://www.adb.org/Documents/Books/Social_Protection/social_protection.pdf.

¹⁵⁶ *Ibid.*, 546-578.

In May 2002, the AsDB signed a Memorandum of Understanding (MOU) with the ILO to strengthen cooperation to “maximize the use of scarce resources and their development impact.”¹⁵⁷ The institutions agreed to collaborate in a number of areas, including exchange of research and best practices; consultation on AsDB country strategies and assistance plans; participation of ILO technical staff in some missions to prepare country poverty analysis or country strategy papers; and participation with government and civil society organizations in countries where the AsDB plans a social protection intervention. At a regional technical workshop on labor standards held at AsDB headquarters in September 2002, participants (which included, governments, civil society organizations, aid agencies, and AsDB and ILO staff) outlined recommendations for future regional actions to address moving children from work to school, and for eliminating the worst forms of child labor.¹⁵⁸ At that workshop, AsDB staff discussed designing pro-active interventions on labor in AsDB projects, subject to agreement by member governments and introduction in AsDB’s country strategy pipeline.¹⁵⁹ These could include programs to fight child labor, either as stand-alone projects, or as components of loans with broader objectives (such as in the education sector).¹⁶⁰

The AsDB notes that close monitoring of core labor standards, facilitated by the ILO-AsDB MOU, will strive to curb the demand for child labor and trafficked commercial sex workers.¹⁶¹ The AsDB estimates that 150,000 persons from South Asia, and 225,000 from Southeast Asia, are trafficked annually, most of these are poor women and children.¹⁶² In response, the AsDB started a “Regional Technical Assistance Project (RETA) in South Asia” in July 2001 to better understand the underlying causes of trafficking in women and children, and to identify how AsDB can contribute to anti-trafficking initiatives through country programs and policy dialogue.¹⁶³ The RETA included a series of national consultation workshops in Bangladesh, India, and Nepal; an “exposure visit” of the South Asia delegation to Thailand; and a regional workshop at AsDB headquarters in May 2002. The regional workshop explored specific links between AsDB-supported poverty reduction and regional cooperation programs, and anti-trafficking initiatives carried out by public- and private-

¹⁵⁷ Asian Development Bank, “ADB, ILO Strengthen Partnership for Workers’ Welfare in Asia,” May 9, 2002 [cited February 10, 2003]; available from <http://www.adb.org/Documents/News/2002/nr2002079.asp>; Asian Development Bank, “ILO, ADB join forces to improve labour standards, promote development,” October 11, 2002 [cited February 10, 2003]; available from <http://www.ilo.org/public/english/bureau/inf/pr/2002/47.htm>.

¹⁵⁸ Asian Development Bank, “Regional Technical Workshop on Labor Standards,” September 2002 [cited February 10, 2003]; available from http://www.adb.org/Documents/Events/2002/Core_Labor_Standards/default.asp.

¹⁵⁹ “Labor Issues in ADB Operations.”

¹⁶⁰ Ibid.

¹⁶¹ Asian Development Bank, “Fighting Trafficking: Ending the Agony,” [cited February 10, 2003], available from http://www.adb.org/Documents/Periodicals/ADB_Review/2002/vol34_5/ending_agony.asp.

¹⁶² Ibid.

¹⁶³ Asian Development Bank, “Combating Trafficking of Woman and Children in South Asia,” [cited February 10, 2003]; available from <http://www.adb.org/Gender/reta5948.asp>.

sector partners in the region.¹⁶⁴ It also provided a venue for participants to discuss follow-up actions to the recently signed South Asian Association for Regional Cooperation (SAARC) Convention on Preventing and Combating Trafficking in Women and Children for Prostitution.¹⁶⁵

The AsDB's main approaches to combating child labor include: (1) reducing poverty; (2) educating children; (3) providing services to working children; (4) raising awareness; (5) legislating and regulating child labor; and (6) elimination of abusive child labor through international measures.¹⁶⁶ Investments in primary and basic education (primary and lower secondary) currently are the major approaches in the education sector to reduce the incidence of child labor.¹⁶⁷ Interventions include support to governments for compulsory primary education, flexible school calendars (so as not to conflict with peak agricultural seasons), and reducing the cost to households of school attendance through scholarships, free textbooks, and supplies.¹⁶⁸ For example, two Indonesia loans, the Junior Secondary Education Project in 1992, and the Second Junior Secondary Education Project in 1997, both have targeted education programs for children who are in informal employment, live long distances away from school, and cannot attend school during regular hours.¹⁶⁹ The AsDB notes that these loans have successfully kept children in school and delayed their entrance into the workforce.¹⁷⁰

b. Lending for Projects Related to the Elimination of Child Labor

In 1985 social protection projects constituted only about one percent of total AsDB lending. Since then, they have grown to about 13 percent of total lending during the period 1998 to 2000.¹⁷¹ The largest part of AsDB social protection lending goes to labor markets projects (about 40 percent) and to child protection interventions (about 20 percent).¹⁷²

¹⁶⁴ Asian Development Bank, "Regional Workshop for RETA 5948: Combating Trafficking of Women and Children in South Asia," May 2002 [cited February 10, 2003]; available from <http://www.adb.org/documents/events/2002/reta5948/default.asp>.

¹⁶⁵ Ibid.

¹⁶⁶ Chantale Yok-Min Wong, Alternate U.S. Executive Director for AsDB, e-mail communication, June 21 2002.

¹⁶⁷ Ibid.

¹⁶⁸ Ibid.

¹⁶⁹ Ibid.

¹⁷⁰ Ibid.

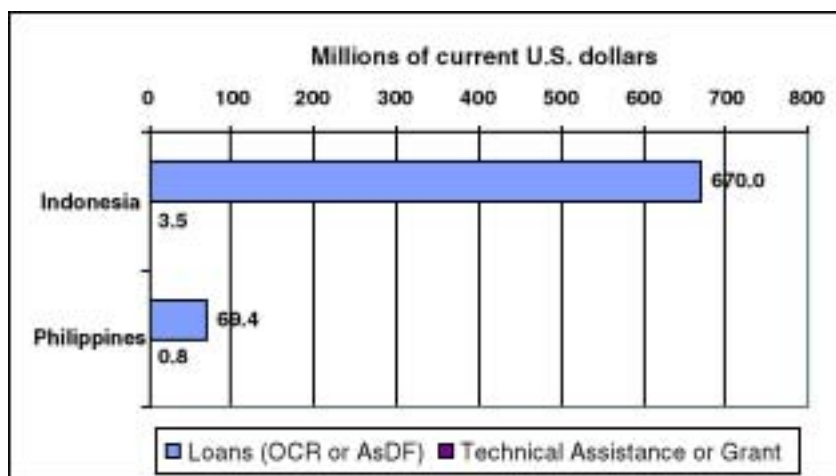
¹⁷¹ The AsDB notes that the significant increase was due to increased social safety net interventions in the wake of the Asian financial crisis. It adds: "the trend, however, reflects an important increase in lending in the sector." Asian Development Bank, *Social Protection Strategy*, August 2001 [cited February 10, 2003] 17; available from http://www.adb.org/Documents/Policies/Social_Protection/social_protection.pdf.

¹⁷² *Social Protection Strategy*, p. 17.

The AsDB provide information for this report on its lending, technical assistance, and grants for child welfare oriented and child labor related projects for which commitments were made over the period 1989 to 2001. AsDB support for these projects amounted to \$739 million in lending and \$11.6 million in technical assistance or grants over the period 1989 to 2001.

Figure 2.22 summarizes cumulative AsDB lending and support to the referenced countries in the region for child labor or child welfare-oriented projects over the period 1989 to 2001. Only two referenced countries-Indonesia and the Philippines-out of the 16 referenced countries in the region that are members of the AsDB received such support. These two referenced countries accounted for all of the AsDB lending and about 37 percent of all AsDB technical assistance or grants for child labor or child welfare-oriented projects over the period.

Figure 2.22. Asian Development Bank Loans, Technical Assistance, and Grants to Referenced Countries for Child Labor or Child Welfare Oriented Projects, Total, 1989-2001



SOURCE: Table C.12 in Appendix C of this volume.

The projects supported in these two referenced countries were outside of the basic or formal education sub-sectors and were aimed at improving child welfare or assisting at-risk children. A number of these projects are in the technical/vocational education sub-sector, and cater to children who tend to be less academically oriented, and are from a pool of children with higher potential of becoming working children.¹⁷³ Though these projects were not designed specifically to address the problem of child labor, the AsDB notes that they have helped delay the entrance of children into the workforce, and helped to prepare them with skills-training for improved job prospects.¹⁷⁴

Other projects included are those aimed at reducing the prevalence of street children. For example, two projects in Indonesia, the “Social Protection Sector Development Program” (SPSDP) and the

¹⁷³ Ibid.

¹⁷⁴ Ibid.

“Health and Nutrition Sector Development Program” (HNSDP), had specific components related to street children.¹⁷⁵ The SPSDP provided scholarships, technical/vocational training, and supplementary feeding to street children through an existing program of the Ministry of Social Affairs (with assistance of the United Nations Development Program in Jakarta) in eight cities. The HNSDP expanded the SPSDP program to 12 cities and added health programs for street children. The Government of Indonesia also added income-generation activities for the parents of street children.¹⁷⁶ A grant from the Japan Fund for Poverty Reduction to assist girl street children at risk of sexual abuse was also processed in conjunction with these two loans.¹⁷⁷

3. Share of Total Asian Development Bank Lending for Basic Education and Child Labor or Child Welfare-Related Projects

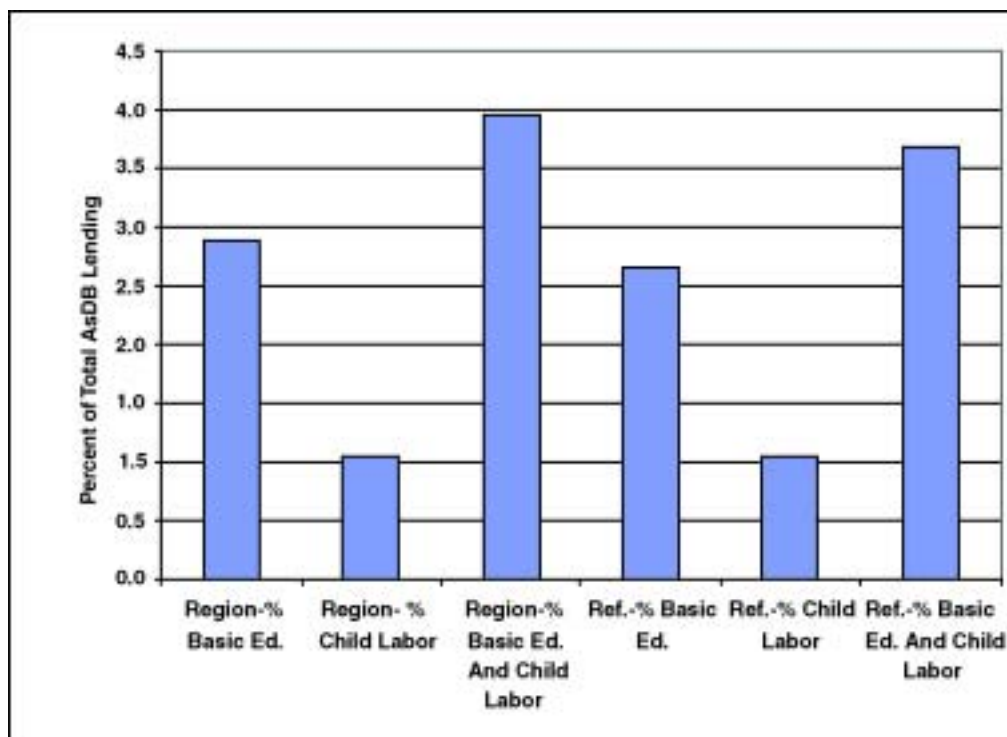
Of the \$71.5 billion the Asian Development Bank lent to regional member countries over the period 1989 through 2001, roughly 3 percent (\$2.1 billion) funded basic education projects, and about 1 percent (\$751 million) funded projects related to the elimination of child labor. The referenced countries received cumulative loans for basic education totaling \$1.9 billion, or 2.6 percent of total AsDB lending over the period. They also received \$744 million for projects related to the elimination of child labor, equaling about 1 percent of total AsDB loans over the period. Thus, approximately \$4 out of every \$100 over the period 1989 through 2001 went for basic education projects and projects related to the elimination of child labor, with the referenced countries accounting for about 93 percent of this total (see Fig. 2.23).

¹⁷⁵ Data were provided by the Asian Development Bank, Regional and Sustainable Development Department, Agriculture and Social Sectors Division, “List of Child Labor-Oriented Projects by Year of Approval, 1989-2001;” Asian Development Bank, “Social Protection Sector Program (SPSDP),” [cited February 10, 2003]; available from <http://www.adb.org/Documents/Profiles/LOAN/32255013.ASP>; Asian Development Bank, “Health and Nutrition Sector Development Program (HNSDP),” [cited November 19, 2002]; available from <http://www.adb.org/Documents/Profiles/LOAN/32516013.ASP>.

¹⁷⁶ Ibid. The street children component was developed in response to the U.S. Director’s request (during the financial crisis of 1997/98) to examine how the AsDB could assist in alleviating the problem of child labor in Indonesia.

¹⁷⁷ Asian Development Bank, “Loan JFPR 9000, Assisting Girl Street Children at Risk of Sexual Abuse,” 2001 [cited February 10, 2003]; available from <http://www.adb.org/Documents/RRPs/INO/jfpr9000.asp>.

Figure 2.23. Share of Total Asian Development Bank Lending for Basic Education and Child Labor-Related Projects, Regional Members and Referenced Countries, Total, 1989-2002

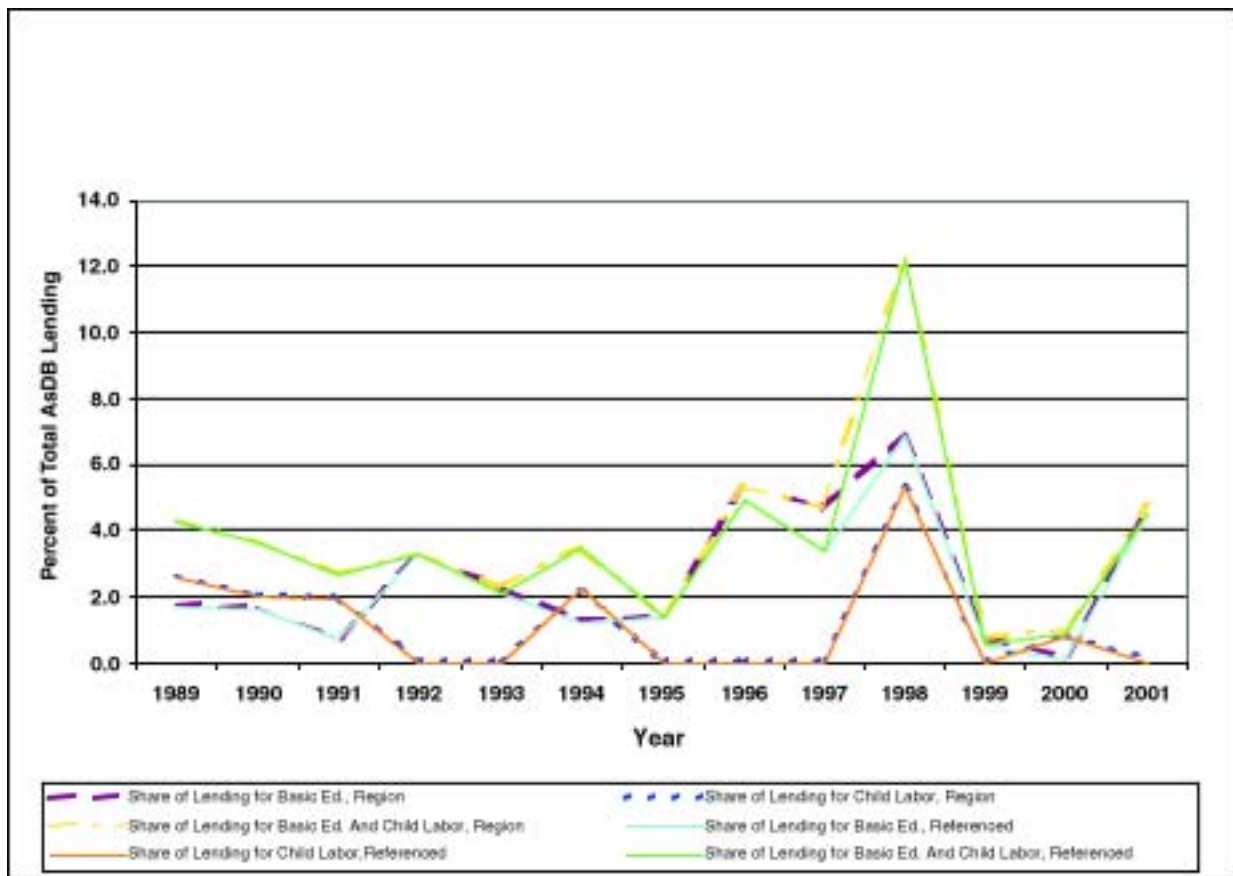


NOTES: Total lending includes loans made out of ordinary capital and concessionary finance from the Asian Development Fund (ADF). This includes government and government-guaranteed loans, as well as some private sector loans. Technical assistance comprises grants funded by AsDB and other sources.

SOURCE: Asian Development Bank, Annual Reports, 1989 to 2001.

Figure 2.24 plots the annual share of AsDB lending for basic education and for projects related to the elimination of child labor, for both member regional countries and the referenced countries over the period 1989 to 2001. Between 1989 and 1997, the share of lending for basic education for both regional and referenced countries varied between just under 1 percent to over 5 percent. During that same period, the share of loans related to the elimination of child labor varied from 0 percent to 2.6 percent for both the regional members and referenced countries. During the peak of the Asian financial crisis in 1998, the share of lending for both basic education and child labor-related projects spiked at over 12 percent for both the regional and referenced countries. After falling off in 1999, the share of lending for basic education has increased again in 2000 and 2001, and stood at 4.6 percent for member regional countries in 2001 (4.5 percent for referenced countries). Loans for child labor or welfare-related projects for both regional and referenced countries rose slightly in 2000, but fell off again in 2001.

Figure 2.24. Share of Total Asian Development Bank Lending for Basic Education and Child Labor, Regional Members and Referenced Countries, 1989-2001



SOURCE: Asian Development Bank, Annual Reports, 1989 to 2001.

D. The Inter-American Development Bank

1. Education Sector Initiatives

The Inter-American Development Bank (IDB) considers that:

after more than a decade of market-oriented economic reforms, the low level of educational achievement of most of the workforce of Latin America and the Caribbean, and the large disparities in social and economic opportunities among its citizens, continue to undermine the region’s development potential. Despite substantial gains in reducing illiteracy, improving gender equality and providing access to primary education, much remains to be done.¹⁷⁸

¹⁷⁸ Inter-American Development Bank, “Education,” [cited February 12, 2003]; available from <http://www.iadb.org/excr/topics/education.htm>.

The IDB notes that education in the region is marked by problems such as high repeat and drop-out rates, lack of access for certain groups at every level within the system, inefficient use of resources, and budgetary cutbacks.¹⁷⁹ Most of the children who do not attend school are from low-income urban homes and rural areas.¹⁸⁰ IDB loans have historically helped to expand physical infrastructure in the education system. Recently, the emphasis has shifted to improving the quality, equity, and efficiency of education by focusing on complementary components in addition to upgrading physical infrastructure. These include: planning and management of the education system, curriculum development, the production and distribution of textbooks and guides for teachers, and equipment and training.¹⁸¹

a. Policies and Strategies

In May 2000, the IDB issued a strategy paper, *Reforming Primary and Secondary Education in Latin America and the Caribbean*.¹⁸² Its executive summary contains the following statement:

Inadequate education is a critical impediment to long-term economic growth in the region. In spite of substantial gains, the percentage of children who fail to complete primary schooling is almost twice that which would be expected on the basis of the region's income level. Children across the region consistently score lower on international tests than do children in developing countries with similar per capita incomes. Large differences in educational achievement between the poorest and richest segments of society exacerbate the income inequality endemic to the region.¹⁸³

According to the strategy paper, the IDB's main objectives for primary and secondary education are to improve quality and equity. In contrast with other world regions, the IDB finds that gender inequity in education is not a significant problem.¹⁸⁴ The paper examines five critical areas of education reform where action is needed: (1) making teachers partners in reform through training and rewards; (2) providing more and better textbooks and teaching materials; (3) selectively supporting the use of technology in education; (4) decentralizing educational management and increasing accountability of key stakeholders; and (5) strengthening early childhood education and development.

¹⁷⁹ Inter-American Development Bank, "Sectoral Overview: Education," [cited February 10, 2003]; available from <http://www.iadb.org/EXR/pipeline/edu.htm>.

¹⁸⁰ Ibid.

¹⁸¹ Ibid.

¹⁸² Inter-American Development Bank, *Reforming Primary and Secondary Education in Latin America and the Caribbean: An IDB Strategy*, (Washington, D.C., Inter-American Development Bank, May 2000).

¹⁸³ Ibid, 1.

¹⁸⁴ Ibid, 11.

To address these reform areas, the IDB plans to commit support for a number of measures. These include: (1) an increase in financial support for pre- and in-service training for teachers; (2) the use of technology to expand coverage and improve quality; (3) continuing commitment to equity in its primary and secondary education projects; (4) promotion of better research, statistics, experimentation and innovation, including pilot projects; and (5) support for improved primary and secondary education in its broadest context. This includes securing widespread support for education reform from stakeholders, including students, parents, teachers, the education authorities, NGOs, business, and the media. Finally, the IDB states that it views its commitment to primary education as long-term.¹⁸⁵

The IDB's Sustainable Development Department houses the Education, Training, Science and Technology Unit, which develops the education strategies discussed above and approves education sector loans. The Education Unit also undertakes studies in conjunction with other offices in the IDB and commissions experts to conduct studies to determine best practices and promising new approaches. For example, the IDB has recently undertaken expanded initiatives in teacher training, compiling innovations in six case study countries; survey research and data collection in another six countries to better understand institutional incentives affecting teacher behavior; and experiments and controlled observation in various Latin American school systems to determine how best to foster civic education.¹⁸⁶

Operational Policy 743: Education (OP-743) guides IDB staff in their efforts to assist borrowing member countries.¹⁸⁷ This operational directive differs from the strategy paper in that it is a more narrowly focused document intended to inform and guide IDB staff in determining their evaluation criteria for loans rather than spelling out a broad strategy with overall priorities for lenders and borrowers.

OP-743 lays out three education and training objectives for the IDB: (1) human resource training in technical and scientific skills necessary for economic and social development; (2) equality of education opportunities; and (3) efficiency in education investments to stimulate and support country efforts for planning and reforms in education content, teaching methods, administration, institutions, and systems.

In support of these objectives, *OP-743* states that the IDB prefers to finance education projects in the following areas:

- Higher education at the professional, postgraduate and scientific and technological levels, and the training of specialized technicians in short-duration courses.

¹⁸⁵ Ibid, 40-42.

¹⁸⁶ Inter-American Development Bank, "Primary and Secondary Education: Ongoing Activities," September 26, 2000 [cited February 10, 2003]; available from http://www.iadb.org/sds/sci/site_253_e.htm.

¹⁸⁷ Inter-American Development Bank, "OP 743 - Education" [cited February 10, 2003]; available from <http://www.iadb.org/cont/poli/OP-743E.htm>. According to the introductory note to *OP-743*, the operational policies of the Inter-American Development Bank are intended to provide operational guidance to staff in assisting the Bank's borrowing member countries. Many of the operational policies have been superseded by specific mandates, and the policies are under a process of continual review.

- Technical education and professional training programs to produce skilled workers and mid-level technicians in occupations needed in the economy.
- Education programs to provide minimum social and work skills to young people and adults who did not have access to formal education.
- Programs to introduce reforms in curriculum, teaching methods, structure, organization, and functioning of basic, formal and non-formal, education at the primary and secondary level. These programs include research, teacher training, non-traditional education, and the design, production, and evaluation of materials, equipment, and communication systems.
- Programs for improving efficiency and fairness in financing education and promoting the establishment of additional sources of funding by providing student loans and other such instruments.¹⁸⁸

In the *OP-743*, the IDB recognizes that there are considerable differences in the education needs of member countries and, therefore, programs must be responsive to the particular circumstances of its client member-states. The IDB acknowledges that, in most of the less developed countries and even in some of the more advanced countries, there are serious shortcomings in primary level education that result in high levels of adult illiteracy and low average productivity in the workforce. In response, the IDB plans to bring greater focus to this area and engage member countries to address underlying problems. The IDB also plans to stimulate the development of non-formal education programs where their feasibility has been established.¹⁸⁹

OP-743 includes equality in education opportunities as one of several specific criteria for the evaluation of the effectiveness of projects. The criterion states that the project should include “measures to facilitate access to education for young people and adults forming part of the low-income sectors to facilitate their successful incorporation into the labor force or to improve their productive capacity. Appropriate solutions should be provided to offset the cultural and financial disadvantages of the poorest students so that they can receive the benefits of the education process.”¹⁹⁰

b. Lending for Basic Education

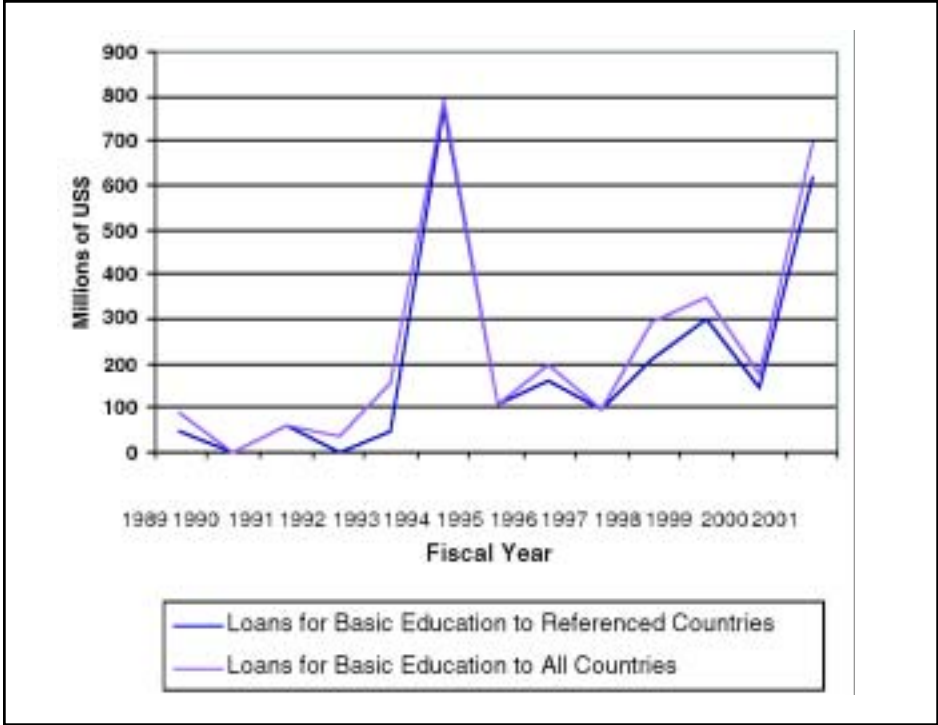
The IDB supplied information for this report on loans and technical cooperation grants for basic education projects covering commitments made from 1989 to 2001. The bulk of IDB support for basic education projects—slightly over \$3 billion over the 1989 to 2001 period—has come through loans from either ordinary capital resources or the Fund for Special Operations (FSO), its

¹⁸⁸ *OP-743*, 1-2.

¹⁸⁹ *Ibid*, 2.

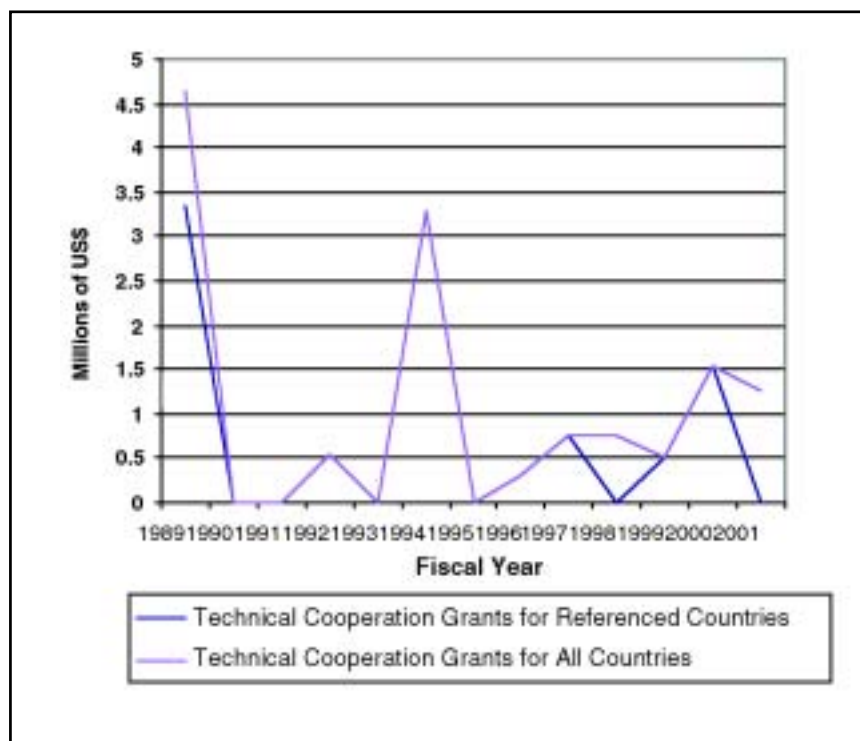
¹⁹⁰ *Ibid*, 3.

Figure 2.25a. Inter-American Development Bank Loans for Basic Education, 1989-2001



SOURCE: Table C.13A in Appendix C in this volume.

Figure 2.25b. Inter-American Development Bank Technical Cooperation Grants for Basic Education, 1989-2001

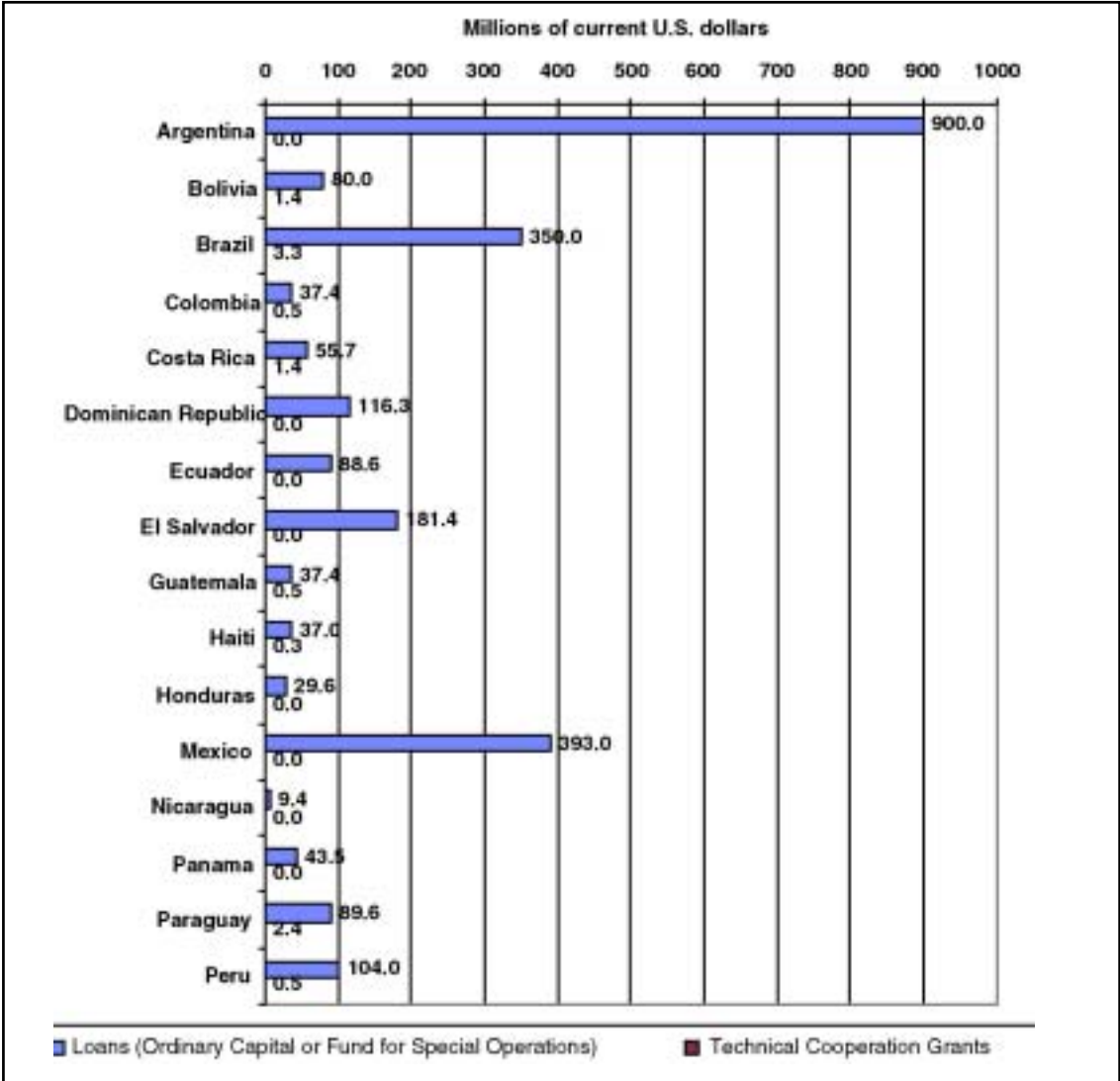


SOURCE: Table C.13B in Appendix C in this volume.

concessional lending window. In comparison, the level of IDB technical assistance has been very small: \$14 million over the period 1989 to 2001. IDB lending for basic education projects has shown a generally increasing trend over the period 1989 to 2001 (See Figure 2.25a and Figure 2.25b).

Figure 2.26 summarizes cumulative IDB lending and technical cooperation grants to the referenced countries in the region over the period 1989 to 2001. All 16 referenced countries in the region that are members of the IDA received either loans or a combination of loans and technical cooperation grants and accounted for \$2.6 billion (about 84 percent) of all IDB lending for basic education projects over the period 1989 to 2001. Six referenced countries in the region, each with total lending over \$100 million, accounted for slightly over \$2 billion, or about 67 percent of all IDB millio); Brazil (\$350 million); the Dominican Republic (\$116 million); El Salvador (\$181 million); Mexico (\$393 million); and Peru (\$104 million).

Figure 2.26. Inter-American Development Bank Loans and Technical Cooperation Grants to Referenced Countries for Basic Education Projects, Total, 1989-2001



SOURCE: Tables C.13a and C.13b in Appendix C of this volume.

One referenced country in the region (Cuba) that is not a member of the IDB and is not eligible for IDB lending did not receive any IDB lending or technical assistance for basic education projects over the period.

2. Initiatives Related to the Elimination of Child Labor

The IDB notes: “the reduction of child labor is an important instrument to curb the transmission of poverty from one generation to another. ... Although child labor has been gradually diminishing in Latin America, rates remain high in some countries, especially in rural areas.”¹⁹¹

a. Policies and Strategies

Since the early 1990s, the IDB notes that it has approved over sixty operations totaling over \$3.5 billion to support basic services (e.g., health, sanitation, nutrition, early child care and development, pre-school and education) with a broad focus on disadvantaged children and adolescents in Latin America and the Caribbean.¹⁹² The IDB’s Children and Youth Unit, located in the Social Development Division of the Sustainable Development Department, has a mission statement that recognizes:

Children born into poverty tend to remain poor for many reasons, but one is preeminent: they are much less likely to succeed in school. A critical cause of school failure among children in poverty is that they are not “ready to learn” when they enter school, and they seldom catch up. Early childhood intervention programs can help break this cycle of poverty; they can help level the playing field for disadvantaged children and help them reach their full potential. The Inter-American Development Bank (IDB) is committed to breaking the cycle of poverty and sees early childhood care and development (ECCD) as a cost-effective approach that can enhance investments in other areas, such as education, health care, and violence prevention programs.¹⁹³

In 1998, the IDB began to develop an integrated strategy on Early Child Care and Development (ECCD) that set out a combination of preventive approaches to children’s needs, particularly those at high risk.¹⁹⁴ In addition to lending for early childhood intervention programs, the IDB has developed educational materials to help people working in this area design, execute, and evaluate ECCD programs.¹⁹⁵

¹⁹¹ Inter-American Development Bank, “IDB Approves Financing to Support Innovative Programs to Reduce Child Labor in Latin America, Caribbean,” Press Release, July 18, 2002.

¹⁹² Inter-American Development Bank, “Don’t Call Me Street Kid Campaign: Our History,” [cited February 10, 2003]; available from http://www.iadb.org/exr/spe/kidscampaign/SK02_atcSub01.htm.

¹⁹³ Inter-American Development Bank, “Children and Youth: Mission Statement,” June 26, 2001 [cited February 10, 2003]; available from http://www.iadb.org/sds/soc/site_10_e.htm.

¹⁹⁴ “Don’t Call Me Street Kid Campaign.”

¹⁹⁵ Among the materials developed by the Bank for ECCD programs are “An ECCD Guide: A Toolkit for Early Childhood Care and Development,” and a video, “Breaking the Poverty Cycle: Investing in Early Childhood.” Inter-American Development Bank, “ECCD Materials from the IDB,” [cited February 10, 2003]; available from http://www.iadb.org/sds/SOC/publication_53_e.htm.

Since the early 1990s, the IDB has financed a number of programs targeted at children in at-risk situations, including children on the street, and children and youth in particularly difficult circumstances. The IDB's "Children in Especially Difficult Circumstances" (CEDC) was, in part, a response to the surge of children at risk in the wake of the economic crisis of the 1980s.¹⁹⁶ The CEDC program began funding projects in 1991. The general purpose of the CEDC program is to foster the protection and integration into society of minors in extremely difficult circumstances, through, inter alia, mobilizing help from the public and private sectors, providing direct assistance to children at risk, and providing opportunities for these children to develop their physical, economic, social and psychological potential.¹⁹⁷

In January 2002, the IDB formally launched the "Don't Call Me Street Kid" campaign in cooperation with UNICEF and other civil-society and government organizations. The campaign, which will be carried out simultaneously in ten countries¹⁹⁸ in Latin America and the Caribbean, aims to "promote a public debate on innovative programs to reduce the number of children who spend most of their time on the street."¹⁹⁹ The campaign will utilize various communications media, including a video documentary showcasing innovative projects, to raise awareness of the problems confronting street children and to promote public discussion of ways to address these issues.

In 1999, the IDB's private sector lending subsidiary, the Inter-American Investment Corporation (IIC), adopted a policy prohibiting the use of harmful child labor or forced labor in its sponsored projects as well as requiring adherence to all domestic laws enforcing core labor standards, including those addressing child labor.²⁰⁰ Also in 1999, the IDB's Private Sector Department (PRI), which finances private investment in the development of infrastructure and capital markets in excess of \$30 million, adopted a policy requiring adherence to core labor standards, including protections against child labor, in the Common Agreements for its projects. Agreements must include: (1) language on workers rights, including child labor, which is consistent with the ILO's Declaration on Fundamental Principles and Rights at Work; (2) compliance with all applicable labor laws, regulations, and standards; and (3) compliance with all ILO conventions and treaties, which have been

¹⁹⁶ Ricardo Moran and Claudio de Moura Castro, *Street Children and the Inter-American Development Bank: Lessons from Brazil*, Inter-American Development Bank Sustainable Development Department, March 1997 [cited February 14, 2003]; available from <http://www.iadb.org/sds/doc/1329eng.pdf>.

¹⁹⁷ Tables on CEDC projects, reimbursable and non-reimbursable, provided to U.S. Department of Labor by IDB, October 2002.

¹⁹⁸ The ten countries are: Bolivia, Brazil, Colombia, El Salvador, Guatemala, Honduras, Jamaica, Mexico, Nicaragua, and Peru.

¹⁹⁹ Inter-American Development Bank, "IDB Launches 'Don't Call Me Street Kid' Campaign in Mexico to Promote Public Discussion on High-Risk Children," Press Release, January 11, 2002.

²⁰⁰ Inter-American Investment Corporation, *Procedure for Environmental and Labor Review of IIC Projects, Revised Version*, Washington, D.C., April 8, 1999 [on file].

ratified by the host government.²⁰¹ To implement this policy, the PRI has developed guidelines for conducting its appraisal of labor issues in its review of projects. The review covers a broad range of labor issues, including the minimum age for employment in a project.²⁰²

b. Lending for Projects Related to the Elimination of Child Labor

Since its inception in 1991, the CEDC has financed-through loans and grants-64 projects totaling \$534 million.²⁰³ Thirty-eight projects were identified in the area of targeting child labor, with total financing of \$446.4 million between 1991 and 2001. These projects include early childhood development programs that improve school entrance and performance outcomes; projects that strengthen assistance and service programs for children on the streets; and projects that provide job skills training for urban youth. There were 31 projects that were financed under the auspices of the CEDC program. The seven non-CEDC projects are youth training or job assistance projects administered by the MIF.²⁰⁴ IDB lending for child labor-related projects has shown a generally upward trend over the period, peaking in 1998 (See Figure 2.27).

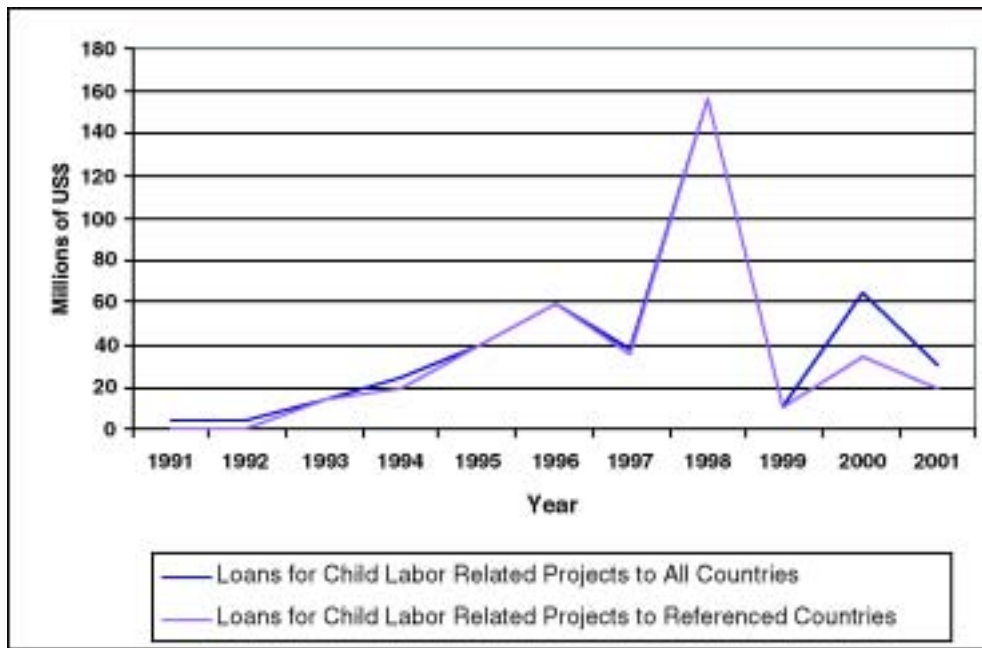
²⁰¹ Inter-American Development Bank, *Loan or Common Agreement: Environmental and Social Aspects*, (Washington, D.C.: Inter-American Development Bank, 1999) (on file). All IDB member countries have ratified ILO conventions on child labor and have laws on the books that prohibit or restrict the use of child labor.

²⁰² *Environmental and Social Aspects*.

²⁰³ Tables on CEDC projects, reimbursable and non-reimbursable, provided to U.S. Department of Labor by IDB, October 2002.

²⁰⁴ Financing sources include: loans (ordinary capital), a concessional, low-interest loans through the IDB's concessional lending window, funds from the Fund for Special Operations (FSO), or technical cooperation grants administered by a trust fund or the Multilateral Investment Fund (MIF).

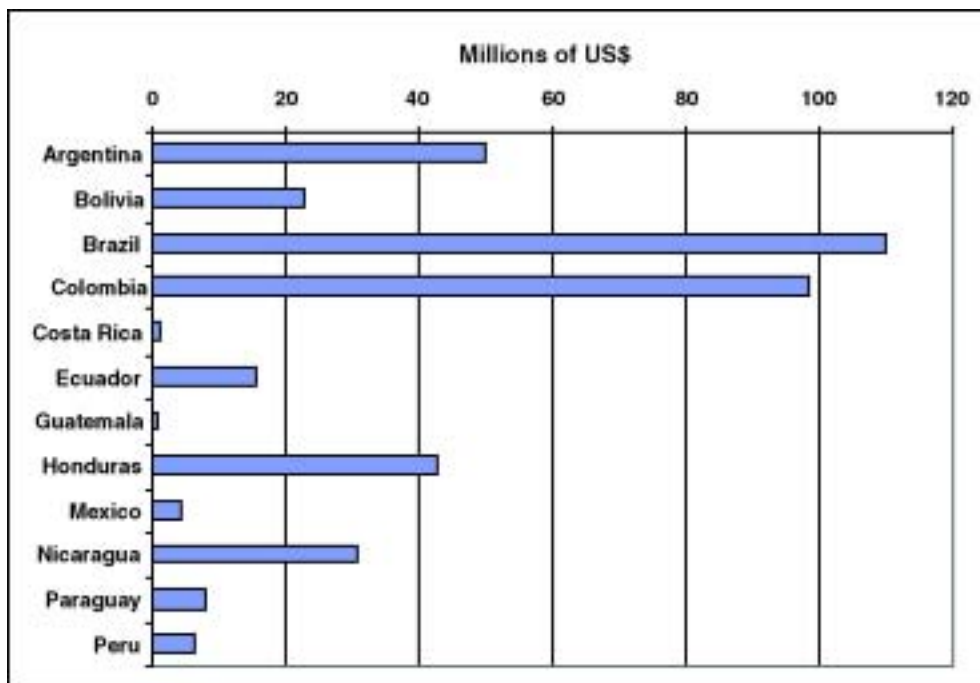
Figure 2.27. Inter-American Development Bank Loans for Child Labor Related Projects, 1991-2001



SOURCE: Table C.14 in Appendix C of this volume.

Figure 2.28 summarizes cumulative IDB lending to the referenced countries in the region over the period 1991 to 2001. Twelve referenced countries in the region accounted for \$390 million, or about 87 percent of all IDB lending for child labor-related projects over the period. Six referenced countries, each with total lending over \$20 million, accounted for slightly over \$354 million, or about 79 percent of all IDB lending for child labor related projects over the period; these countries were: Argentina (\$50 million); Bolivia (\$23 million); Brazil (\$110 million); Colombia (\$98 million); Honduras (\$43 million); and Nicaragua (\$31 million).

Figure 2.28. Inter-American Development Bank Loans for Child Labor Related Projects to Referenced Countries in Latin America and the Caribbean, Total, 1991-2001



SOURCE: Table C.14 in Appendix C of this volume.

Four referenced countries in the region that are members of the IDB—Costa Rica, the Dominican Republic, Haiti, and Panama—did not receive any IDB lending for child labor-related projects over the period. Cuba, the only referenced country in the region that is not a member of the IDB and is not eligible for IDB lending, also did not receive any IDB funds.

In July 2002, the IDB announced approval of a grant for ₡450,000 (about \$447,000) to identify and finance innovative programs to reduce child labor in Latin America and the Caribbean.²⁰⁵ The European Fund for Technical Assistance, administered by the IDB, will finance the design and implementation of selected projects, with priority given to those projects with high levels of child labor.

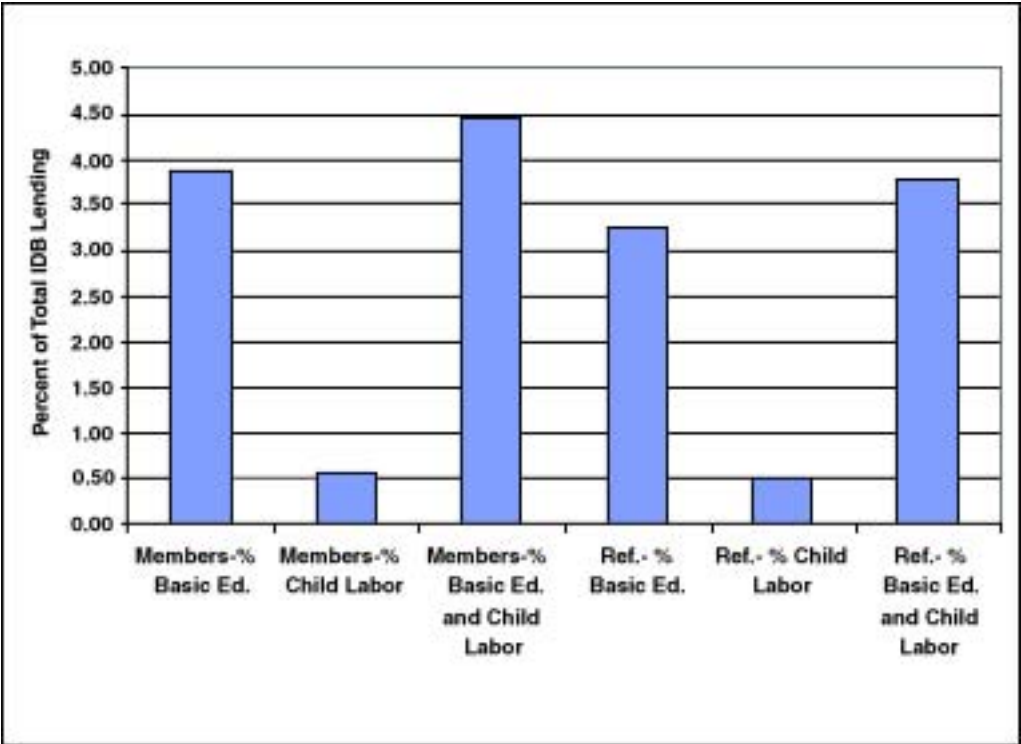
3. Share of Total Inter-American Bank Lending for Basic Education and Projects Related to the Elimination of Child Labor

Of the \$76.9 billion in loans made by the Inter-American Development Bank to all regional member countries over the period 1991 to 2001, about four percent (\$3 billion) funded basic education projects, and six-tenths of 1 percent (\$446 million) funded projects related to the elimination of

²⁰⁵ Inter-American Development Bank, *IDB Approves Financing to Support Innovative Programs to Reduce Child Labor in Latin America and the Caribbean*, [online] July 18, 2002, [cited October 30, 2002]; available from <http://www.iadb.org/exr/PRENSA/2002/cp15502e.htm>.

child labor. The referenced countries received cumulative loans for basic education totaling \$2.5 billion, equal to 3.3 percent of total IDB loans over the period, and comprising 85 percent of all basic education loans made to IDB member countries. The referenced countries also received loans of \$390 million for projects related to the elimination of child labor, equal to one-half of 1 percent of total IDB lending, and comprising 87 percent of total lending for child labor-related projects to all IDB member countries. Thus, during the period 1991-2001, slightly under \$4.50 out of every \$100 in loans by the IDB went towards basic education and child labor-related projects for member countries. The referenced countries accounted for 85 percent of this total, or just under \$4.00 of every \$100 (3.8 percent of total IDB lending). (See Figure 2.29)

Figure 2.29. Share of Total Inter-American Development Bank Lending for Basic Education and Child Labor-Related Projects, All Member and Referenced Countries, 1991-2001

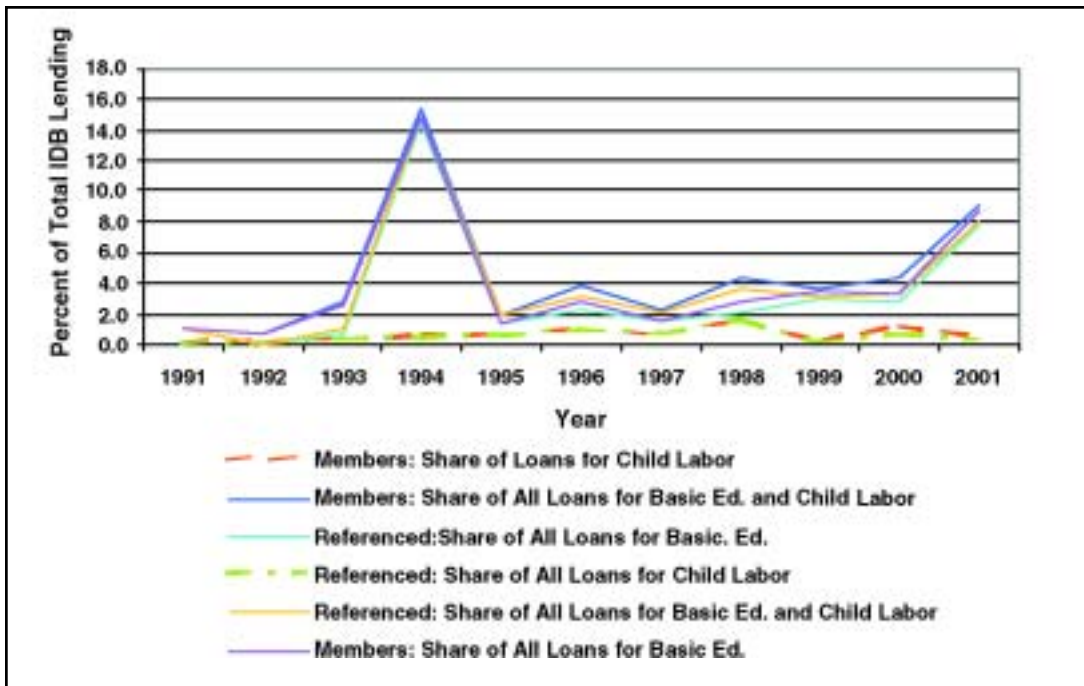


Source: Inter-American Development Bank, Annual Reports 1998 to 2001.

Figure 2.30 plots the annual share of IDB lending for basic education and for projects related to the elimination of child labor, for both member regional countries and the referenced countries over the period 1991 to 2001. Between 1991 and 2001, the share of lending for basic education showed an upward trend for both member and referenced countries, with a marked increase in loans for basic education during 1994. Loans for basic education ranged between just over one-half of 1 percent of total IDB lending in 1992, to almost 9 percent in 2001, and spiked during the Mexican financial crisis of 1994 to almost 15 percent of total lending. During this same period, the share of project

loans related to the elimination of child labor showed a slight upward trend for both member and referenced countries through 1998. Lending then declined somewhat in 1999 and 2001, though rose again slightly in 2000. For member countries, the share of total IDB lending for child labor-related projects ranged from one-tenth of 1 percent in 1991, to a peak of 1.5 percent in 1998. Referenced countries' share of loans tracked member countries' share fairly closely, although were slightly lower in several years (1991, 1992, 1994 and 2000).

Figure 2.30. Share of Total Inter-American Development Bank Lending for Basic Education and Child Labor, Member and Referenced Countries, 1991-2001



Source: Inter-American Development Bank, Annual Reports 1998 to 2001.

Conclusion:

Education as a Cornerstone for the Prevention and Elimination of Child Labor

From the data presented in Part One on the expenditures by national governments on basic education and military for the period from 1990 to 2001, there are no definitive or universal conclusions to be drawn from the spending allocations by the countries referenced in this report. The trends and specific amounts committed by the IFIs detailed in Part Two suggest that amounts devoted to child labor and education since 1989 do not represent a substantial investment compared to other programs funded by the World Bank and other regional banks, but that there have been and continue to be resources allocated for child labor and education in the referenced countries. While the financial commitments by the national governments and resource allocations by the multilateral development banks to child labor and education programs for the referenced countries in this report provide an indication of the level of spending to directly or indirectly address the elimination of child labor, they do not inform the effectiveness of these programs or consider the impacts of these monetary investments.

In an effort to advance the campaign against child labor, this report concludes by (1) highlighting the importance of investing in education; (2) describing briefly the challenges to meeting the education needs of working children; and (3) emphasizing the need for international cooperation to strengthen the links between increasing educational access and eliminating the worst forms of child labor.

A. Education: An Investment in Human Capital and National Development

Many studies have demonstrated how investment in education contributes to economic growth and national development.²⁰⁶ Education is a major factor in development. It enhances the skills and productivity of citizens and creates new opportunities for innovation and technological advancement.²⁰⁷ Regardless of any nation's current stage of development, education plays a crucial role in increasing the general opportunities that people have available to them, and in providing avenues away from impoverished futures.

Investing in children's education yields great benefits for both the individual child and society as a whole. At the individual level, children who are educated have better opportunities for higher incomes in adult life, decreased poverty, reduced criminal activity, greater political participation, better health, and increased life expectancy.²⁰⁸ Moreover, at the national level, when children are educated their human capital renders development benefits such as lower fertility rates, a greater pool of skilled workers, increased economic growth, and lower dependence on social support programs later in life. The benefits that a country derives from a more educated population also

²⁰⁶ Meir and Rauch, *Leading Issues in Economic Development*, 7th Ed.

²⁰⁷ Ibid.

²⁰⁸ *By the Sweat and Toil of Children (Volume VI)*: 6.

include increased wealth and stability.²⁰⁹ Education can thus be seen as a social and governmental concern and responsibility.

In spite of stated commitments to education, governments of developing nations often lack resources to fully fund their public education systems. As a result, these systems cannot adequately or effectively serve their communities. The “Global Campaign for Education” indicates the state of public school systems in the majority of developing countries are deteriorating, and that they are in need of “fundamental improvements in ... quality, accountability and efficiency...”²¹⁰

The lack of governmental expenditures on education will likely serve to exacerbate social problems within a country, creating further obstacles to its economic development as a whole. Without a major investment in public schooling, children are more likely to drop out of school and enter the labor force. Many children work because schools are not accessible, quality of education is low, the curriculum is not relevant to their needs, or parents simply cannot afford the extra school fees required of them to subsidize the costs of public schooling. Early entry into the workforce may reduce future earnings and perpetuate a cycle of poverty in future generations. Therefore, strengthening the education system is not only an essential strategy for eliminating child labor, but a central component to national development.

B. Challenges for Providing Education to Working Children

In 2000, the ILO estimated that 211 million children aged 5 to 14 were working.²¹¹ Of these children, approximately 111 million children were working full-time and did not attend school.²¹² The other 100 million children of the same age group combined work and school.²¹³ In order to effectively remove these children from work and provide them with meaningful learning experiences, the barriers that prevent them from either entering or fully participating in school must be addressed.

Poverty is commonly the primary determinant of a child’s participation in work and reason for dropping out of school.²¹⁴ While education is free in many developing countries, families who are

²⁰⁹ Todaro and Smith, *Economic Development*; Meier and Rauch, *Leading Issues in Economic Development*, 7th Edition.

²¹⁰ The Global Campaign for Education Briefing Paper for the Johannesburg World Summit, August 2002, [cited March 10, 2003]; available from http://www.campaignforeducation.org/_html/2002-docs/08-brief-joburg/content.shtml.

²¹¹ International Labour Organization, *Every Child Counts: New Global Estimates on Child Labour*, International Labour Office, Geneva, April 2002.

²¹² Ibid.

²¹³ Ibid.

²¹⁴ Christian Grootaert and Harry Anthony Patrinos, *Policy Analysis of Child Labor: A Comparative Study* (Washington, D.C.; The International Bank for Reconstruction and Development, 1999).

poor cannot afford the extra costs associated with schooling such as uniforms, school supplies, and transportation. The HIV/AIDS pandemic has also contributed to the growing number of children who have dropped out of school and entered the labor force. The prolonged illness or death of parents or guardians from the disease has left many children as either heads of households or orphans with no financial support other than their own labor. For children living in rural areas, the likelihood of working and dropping out of school is also great. An estimated 70 percent of the world's working children are engaged in agricultural production.²¹⁵ Many families in rural areas in developing countries rely on farming as a source of livelihood, and children in rural areas are more likely to drop out of school during the harvesting seasons to work with their parents to supplement household income. This is in part compounded by the long distances required to travel to schools and lack of qualified teachers assigned to rural areas.

There are other reasons that keep working children out of school or discourage their integration into the formal school system. Sociocultural factors such as gender discrimination often hinder the effective participation of girls in school. Many girls in developing countries are required to stay at home and assist with household chores, and a majority of child domestic workers in other households are girls.²¹⁶ Age can also be a barrier for former child laborers trying to be integrated into the formal school system. Frequently, children who are withdrawn from work and enrolled in school are several years older than their counterparts of normal primary school age. This age disparity may invoke feelings of insecurity and discourage older children from attending classes.

To not consider the special situation of working children or those children at-risk of working may prevent their enrollment in schools, hinder their regular attendance, and preclude their retention in the school system. Thus, the issue of child labor must be considered in the development of education policies and programs. However, the special needs of working children or those children at-risk of working are often not taken into account when formulating education plans. The areas that are often overlooked include expanding educational access and quality; ensuring gender equity; reducing rural and urban disparities in education; expanding literacy and non-formal education programs for those dropping out or never enrolled in the formal system; and forging links between non-formal, formal and vocational education. For example, ensuring gender equity in education may not be achieved without addressing the needs of the thousands of child domestic workers around the world who commonly are girls; and decreasing rural and urban disparities in education cannot be accomplished without addressing the needs of children working in agriculture. The education system must therefore adapt to address these types of problems if working children are to be educated. In addition, governments often do not provide the necessary extra support to education systems during shocks including climatic change, health related pandemics such as HIV/AIDS,

²¹⁵ Kebebew Ashsgrie, *Statistics on Working Children and Hazardous Child Labor in Brief*, International Labour Office, Geneva, April 1998; available from <http://www.ilo.org/public/english/standards/ipecc/simpoc/statspr.htm>.

²¹⁶ UNICEF, "Child Domestic Work," *Innocent Digest* 5 (May 1999).

and other types of economic, political and social crises which may increase the risk of children dropping out of school and entering the workforce.

C. Concluding Remarks: “Education For All” Supports the Elimination of the Worst Forms of Child Labor

The previous report on *Advancing the Campaign Against Child Labor (Volume II): Addressing the Worst Forms of Child Labor* highlighted the development of an international consensus towards the elimination of the worst forms of child labor.²¹⁷ Through the unanimous adoption and rapid ratification by member states of ILO Convention 182 on the Worst Forms of Child Labor, and through the creation of other international instruments such as the United Nation’s Optional Protocols to the Convention on the Rights of the Child (CRC) on the Sale of Children, Child Prostitution and Child Pornography and the Involvement of Children in Armed Conflicts, the issue of child labor has gained increased attention throughout the international community.²¹⁸

As mentioned earlier, providing access to quality and relevant basic education is an integral part of the strategy to eliminate child labor, including its most exploitative forms. Quality and relevant education can serve the dual function of building the human capital of children withdrawn from exploitative work while preventing at-risk children from entering hazardous work situations. Moreover, initiatives that promote universal access to quality and relevant education for child workers and at-risk children coincide with the goals outlined in the Education For All (EFA) initiative adopted at a world forum in Jomtien, Thailand, in 1990, and reaffirmed in the World Education Forum in Dakar, Senegal in April 2000 (see Box 3):

...by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality...²¹⁹

The United Nations Millennium Development Goals adopted by the General Assembly in September 2000 share the same vision by stating “that, by the year 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling and that girls and boys will

²¹⁷ See *Advancing the Campaign Against Child Labor (Volume II): Addressing the Worst Forms of Child Labor*, 4-6 (Washington, D.C.: USDOL/ILAB, 2002), for a discussion on the international consensus to eliminate the worst forms of child labor.

²¹⁸ United Nations Office of the High Commissioner for Human Rights, *Optional Protocol to the Convention on the Rights of the Child on the sale of children, child prostitution and child pornography*, General assembly resolution A/RES/54/263, Geneva, May 25, 2000; available from <http://www.unhchr.ch/html/menu2/dopchild.htm>. and United Nations Office of the High Commissioner for Human Rights, *Optional Protocol to the Convention on the Rights of the Child on the involvement of children in armed conflict*, General Assembly resolution A/RES/54/263. Geneva, May 25 2000; available from <http://www.unhchr.ch/html/menu2/6/protocolchild.htm>.

²¹⁹ UNESCO, *EFA Global Monitoring Report 2002: Is the World on Track?*

have equal access to all levels of education.”²²⁰ A crucial step towards achieving both the Millennium Development Goals and EFA goals by 2015 involves initiatives designed to simultaneously withdraw children from exploitative forms of labor and increase access to quality and relevant basic education.

Box 3: What is “Education for All” and How Does it Relate to Child Labor?

Education for All (EFA) is an expanded vision of basic education that was adopted in 1990 by the international community at a world conference on education in Jomtien, Thailand. This vision called for:

...a learning environment in which everyone would have the chance to acquire the basic elements that serve as a foundation for further learning and enable full participation in society. This vision implied both access to education for everybody and meeting the diverse learning needs of children, youth and adults.

In order to make EFA a reality, the diverse learning needs of children engaged in the worst forms of child labor and those children at-risk of entering exploitative work must be considered in any framework of action that addresses access to education for children in difficult circumstances.

Source: UNESCO, *Education for All: An International Strategy to Put the Dakar Framework for Action on Education for All into Operation*. Paris: UNESCO, 2002.

As countries express their commitments to eliminating the worst forms of child labor by ratifying ILO Convention 182,²²¹ they should also move towards making parallel efforts to increase financial resources to the provision of quality and relevant basic education in order to remove working children from hazardous labor and to prevent at-risk children from entering the workforce. In the short term, increased resource allocations to basic education may place economic strains on many developing countries. In this regard, an international consensus to eliminate child labor necessitates international cooperation by donor governments, bilateral technical agencies, multilateral development banks, and recipient countries to fund basic education and child labor elimination programs (see Appendix E).²²²

Achieving the goals of EFA by 2015 will prove to be a challenge without the financial assistance of bilateral agencies, donor countries, and international financial institutions.²²³ Building alliances and

²²⁰ United Nations, 55/2. *United Nations Millennium Declaration*, New York, 2000.

²²¹ As of March 18, 2003, 134 countries have ratified ILO Convention 182.

²²² Appendix D provides country examples of international cooperation on basic education and child labor programs.

²²³ Isaac Shapiro and Nancy Birdsall, “How Does the Proposed Level of Foreign Economic Aid Under the Bush Budget Compare with Historical Levels”, *Center on Budget and Policy Priorities* (March 20, 2002, UNESCO, *EFA Global Monitoring Report 2002: Is the World on Track*, World Bank, *Assessing Aid: What Works, What Doesn't, and Why* (Oxford: Oxford University Press, 1998).

institutional capacity at the local, national, and global level to coordinate policies and programs on education and child labor are important tenets in the elimination of the worst forms of child labor. Aside from providing financial resources, collaboration between international institutions such as the ILO, UNESCO, and UNICEF; and cooperation among government ministries of labor, education, and social welfare, in developing countries are key to integrating important policy issues on education and child labor and mobilizing resources for sustainable programs.²²⁴

As international efforts to provide basic education and address the worst forms of child labor gain greater momentum, the underlying goal of creating options for individuals to lead healthy and productive lives should not be lost. In this regard, achieving universal primary education is only the beginning of EFA. Children in the worst forms of child labor such as armed conflict, forced and bonded labor, and commercial sexual exploitation will need special rehabilitation and psychosocial services for reintegration into formal and non-formal school systems. Strengthening all levels and areas of education to provide all children, youth, and adults with the appropriate life skills necessary to succeed must also be seen as strategic elements necessary for the growth and development of countries across the world.

²²⁴ Gene B. Sperling, "Toward Universal Primary Education: Making a Promise, and Keeping It," *Foreign Affairs* 80 5 (2001).

Appendix A: Detailed Statistical Tables for Education and Military Expenditures

- Table A.1: Education and Military Expenditures as a Percentage of Gross National Income and Central Government in Africa by Referenced Country and Year
- Table A.2: Education and Military Expenditures as a Percentage of Gross National Income and Central Government in Asia by Referenced Country and Year
- Table A.3: Education and Military Expenditures as a Percentage of Gross National Income and Central Government in Europe by Referenced Country and Year
- Table A.4: Education and Military Expenditures as a Percentage of Gross National Income and Central Government in Latin America and the Caribbean by Referenced Country and Year

Table A.1: Education and Military Expenditures as a Percentage of Gross National Income and Central Government in Africa by Referenced Country and Year

Country/Year	Expenditures as a Percentage of GNI ¹				Expenditures as a Percentage of Total Central Government Expenditures ²			
	Education			Military ⁶	Education			Military ⁶
Primary ³	Secondary ⁴	Total ⁵	Primary ³		Secondary ⁴	Total ⁵		
Angola								
1990	–	–	4.9	17.1	–	–	10.7	39.8
1991	–	–	–	12.7	–	–	–	–
1992	–	–	–	16.6	–	–	–	–
1993	–	–	–	13.0	–	–	–	24.6
1994	–	–	–	21.0	–	–	–	33.8
1995	–	–	–	17.6	–	–	–	31.4
1996	–	–	–	19.4	–	–	–	33.1
1997	–	–	–	20.3	–	–	–	36.3
1998	–	–	5.2	11.4	–	–	–	27.4
1999	–	–	5.2	21.2	–	–	–	41.1
2000	–	–	–	–	–	–	–	–
2001	–	–	–	–	–	–	–	–
Benin								
1990	–	–	–	2.0	–	–	–	–
1991	–	–	–	–	–	–	–	–
1992	–	–	–	1.3	–	–	–	6.3
1993	–	–	–	1.6	–	–	–	8.6
1994	1.3	–	–	2.3	–	–	–	11.6
1995	1.3	–	3.2	1.2	–	–	15.2	5.4
1996	1.2	–	–	1.3	–	–	–	6.4
1997	1.2	–	–	1.3	–	–	–	6.8
1998	–	0.5	2.6	1.4	–	–	–	8.3
1999	–	0.5	2.6	–	–	–	–	8.3
2000	–	–	–	–	–	–	–	–
2001	–	–	–	–	–	–	–	–
Botswana								
1990	–	–	6.9	4.6	–	–	17.0	10.8
1991	–	–	7.3	4.5	–	–	18.7	11.0
1992	–	–	7.1	4.2	–	–	17.5	10.3
1993	–	–	7.8	4.9	–	–	17.6	12.1
1994	–	–	8.2	4.8	–	–	19.3	12.7
1995	–	–	8.6	4.0	–	–	15.8	10.7
1996	–	–	10.3	3.8	–	–	20.2	10.3
1997	–	–	8.6	4.3	–	–	–	10.2
1998	–	–	–	5.0	–	–	–	10.7
1999	–	–	9.3	4.7	–	–	–	9.8
2000	–	–	–	–	–	–	–	–
2001	–	–	–	–	–	–	–	–

Table A.1: Africa (continued)

Country/Year	Expenditures as a Percentage of GNI ¹				Expenditures as a Percentage of Total Central Government Expenditures ²			
	Education			Military ⁶	Education			Military ⁶
	Primary ³	Secondary ⁴	Total ⁵		Primary ³	Secondary ⁴	Total ⁵	
Burkina Faso								
1990	1.2	–	2.7	3.1	–	–	–	17.5
1991	1.3	–	2.9	2.5	–	–	–	11.9
1992	1.5	–	3.0	2.4	–	–	–	11.5
1993	1.4	–	1.5	2.2	–	–	–	9.6
1994	1.6	–	3.6	1.6	–	–	11.1	7.5
1995	1.4	–	1.4	1.6	–	–	–	7.5
1996	1.6	–	1.5	1.5	–	–	–	8.3
1997	1.7	–	–	1.6	–	–	–	7.1
1998	1.6	–	–	1.5	–	–	–	6.6
1999	–	–	–	1.6	–	–	–	5.9
2000	–	–	–	–	–	–	–	–
2001	–	–	–	–	–	–	–	–
Burundi								
1990	1.4	–	3.4	3.5	–	–	16.7	12.7
1991	1.3	–	3.5	3.7	–	–	17.7	12.3
1992	1.3	–	3.8	3.6	–	–	12.2	10.5
1993	1.2	–	–	3.9	–	–	–	11.9
1994	1.7	–	4.6	4.6	–	–	–	16.3
1995	1.8	–	5.1	4.5	–	–	–	14.5
1996	1.3	–	4.0	5.7	–	–	18.3	20.6
1997	1.6	–	–	6.3	–	–	–	27.0
1998	2.7	–	4.0	6.8	–	–	–	26.7
1999	–	–	3.9	7.0	–	–	–	26.7
2000	–	–	–	–	–	–	–	–
2001	–	–	–	–	–	–	–	–
Cameroon								
1990	0.7	–	3.4	1.8	–	–	19.6	8.1
1991	0.7	–	2.9	1.8	–	–	16.9	7.8
1992	0.7	–	–	1.8	–	–	–	9.2
1993	0.6	–	–	1.6	–	–	–	9.3
1994	0.3	–	–	1.5	–	–	–	9.6
1995	0.3	–	–	1.7	–	–	–	12.2
1996	0.3	–	–	1.4	–	–	–	8.3
1997	–	–	–	1.2	–	–	–	7.2
1998	1.3	0.9	2.7	1.8	5.3	3.4	10.9	11.7
1999	–	–	2.5	1.8	–	–	9.9	10.6
2000	–	–	–	–	–	–	–	–
2001	–	–	–	–	–	–	–	–

Table A.1: Africa (continued)

Country/Year	Expenditures as a Percentage of GNI ¹				Expenditures as a Percentage of Total Central Government Expenditures ²			
	Education			Military ⁶	Education			Military ⁶
	Primary ³	Secondary ⁴	Total ⁵		Primary ³	Secondary ⁴	Total ⁵	
Comoros								
1990	1.6	–	–	–	–	–	–	–
1991	1.7	–	–	–	–	–	–	–
1992	1.8	–	–	–	–	–	–	–
1993	1.8	–	–	–	–	–	–	–
1994	2.0	–	–	–	–	–	–	–
1995	1.8	–	–	–	–	–	–	–
1996	1.3	–	–	–	–	–	–	–
1997	1.7	–	–	–	–	–	–	–
1998	1.2	1.6	3.8	–	–	–	–	–
1999	0.5	1.4	3.5	–	9.8	9.7	23.5	–
2000	–	–	–	–	–	–	–	–
2001	–	–	–	–	–	–	–	–
Congo, Dem. Rep.								
1990	–	–	–	–	–	–	–	–
1991	–	–	–	–	–	–	–	–
1992	–	–	–	3.0	–	–	–	16.1
1993	–	–	–	5.0	–	–	–	25.5
1994	–	–	–	–	–	–	–	–
1995	–	–	–	–	–	–	–	–
1996	–	–	–	–	–	–	–	–
1997	–	–	–	–	–	–	–	–
1998	–	–	–	11.8	–	–	–	–
1999	–	–	–	14.4	–	–	–	–
2000	–	–	–	–	–	–	–	–
2001	–	–	–	–	–	–	–	–
Congo, Rep. Of								
1990	2.5	–	6.0	4.5	–	–	14.4	11.1
1991	4.4	–	8.9	7.0	–	–	–	–
1992	4.2	–	9.6	5.7	–	–	–	13.5
1993	3.7	–	9.1	4.8	–	–	–	11.2
1994	3.0	–	7.5	2.5	–	–	15.5	5.8
1995	2.6	–	6.1	3.1	–	–	14.7	6.9
1996	1.9	–	–	4.0	–	–	–	7.2
1997	–	–	–	5.7	–	–	–	8.9
1998	–	–	–	5.8	–	–	–	9.0
1999	–	–	–	3.5	–	–	–	8.4
2000	–	–	–	–	–	–	–	–
2001	–	–	–	–	–	–	–	–

Table A.1: Africa (continued)

Country/Year	Expenditures as a Percentage of GNI ¹				Expenditures as a Percentage of Total Central Government Expenditures ²			
	Education			Military ⁶	Education			Military ⁶
	Primary ³	Secondary ⁴	Total ⁵		Primary ³	Secondary ⁴	Total ⁵	
Cote d'Ivoire								
1990	3.2	–	–	1.6	–	–	–	–
1991	3.2	–	–	1.4	–	–	–	3.9
1992	3.3	–	7.7	1.5	–	–	35.6	4.3
1993	3.3	–	7.9	1.6	–	–	34.8	4.8
1994	2.5	–	5.8	1.2	–	–	30.7	4.0
1995	2.2	–	5.3	1.1	–	–	28.8	3.8
1996	4.5	–	5.0	1.0	–	–	24.0	3.6
1997	4.9	–	5.0	1.0	–	–	24.9	4.4
1998	4.5	1.5	4.5	0.9	–	–	–	3.5
1999	4.9	2.4	6.4	0.8	15.8	15.2	40.8	3.4
2000	–	–	–	–	–	–	–	–
2001	–	–	–	–	–	–	–	–
Egypt								
1990	–	–	3.8	3.3	–	–	–	10.1
1991	–	–	4.7	3.6	–	–	9.7	10.0
1992	–	–	4.4	3.5	–	–	11.0	8.5
1993	–	–	4.7	3.6	–	–	13.9	9.3
1994	–	–	4.7	3.4	–	–	13.8	8.4
1995	–	–	4.8	3.1	–	–	14.9	8.7
1996	–	–	–	3.0	–	–	–	9.2
1997	–	–	–	2.8	–	–	–	9.3
1998	–	–	4.4	2.7	–	–	–	–
1999	–	–	4.1	2.7	–	–	–	–
2000	–	–	–	–	–	–	–	–
2001	–	–	–	–	–	–	–	–
Equatorial Guinea								
1990	–	–	–	–	–	–	–	–
1991	3.2	–	–	–	–	–	–	–
1992	2.5	–	–	–	–	–	–	–
1993	3.4	–	1.7	–	–	–	5.6	–
1994	2.0	–	–	2.2	–	–	–	7.3
1995	4.6	–	–	2.3	–	–	–	8.5
1996	3.1	–	–	1.9	–	–	–	6.1
1997	2.8	–	–	–	–	–	–	–
1998	2.4	–	2.0	–	–	–	–	–
1999	–	–	2.0	3.2	–	–	–	16.5
2000	–	–	–	–	–	–	–	–
2001	–	–	–	–	–	–	–	–

Table A.1: Africa (continued)

Country/Year	Expenditures as a Percentage of GNI ¹				Expenditures as a Percentage of Total Central Government Expenditures ²			
	Education			Military ⁶	Education			Military ⁶
	Primary ³	Secondary ⁴	Total ⁵		Primary ³	Secondary ⁴	Total ⁵	
Ethiopia								
1990	–	–	3.4	11.1	–	–	9.4	39.8
1991	–	–	3.1	9.1	–	–	13.1	39.6
1992	–	–	3.4	3.7	–	–	11.9	20.0
1993	–	–	4.2	2.9	–	–	13.1	15.1
1994	–	–	4.6	2.4	–	–	13.0	9.7
1995	–	–	4.0	2.2	–	–	13.9	9.1
1996	–	–	4.0	2.0	–	–	13.7	7.9
1997	–	–	–	2.0	–	–	–	8.4
1998	–	–	4.3	4.9	–	–	–	19.5
1999	–	–	–	8.8	–	–	–	29.1
2000	–	–	–	–	–	–	–	–
2001	–	–	–	–	–	–	–	–
Gabon								
1990	0.9	–	–	3.1	–	–	–	13.7
1991	1.4	–	–	–	–	–	–	–
1992	4.0	–	3.2	3.1	–	–	–	10.1
1993	5.0	–	–	3.2	–	–	–	9.6
1994	2.6	–	2.8	2.1	–	–	–	7.3
1995	4.3	–	2.9	2.5	–	–	–	7.9
1996	2.2	–	–	2.1	–	–	–	7.6
1997	2.8	–	–	1.9	–	–	–	5.4
1998	1.7	1.1	3.8	2.5	–	–	–	4.8
1999	1.4	1.1	–	2.4	–	–	–	7.3
2000	–	–	–	–	–	–	–	–
2001	–	–	–	–	–	–	–	–
Ghana								
1990	–	–	3.3	0.5	–	–	24.3	3.4
1991	–	–	–	0.6	–	–	–	4.3
1992	–	–	4.5	0.8	–	–	25.0	4.6
1993	–	–	4.3	1.0	–	–	21.7	4.8
1994	2.9	–	4.3	0.7	–	–	19.2	3.1
1995	2.1	–	4.8	0.8	–	–	21.4	3.4
1996	2.6	–	4.2	0.6	–	–	19.9	2.8
1997	2.6	–	–	0.7	–	–	–	3.3
1998	2.6	–	–	0.8	–	–	–	2.9
1999	–	–	4.2	0.8	–	–	–	3.1
2000	–	–	–	–	–	–	–	–
2001	–	–	–	–	–	–	–	–

Table A.1: Africa (continued)

Country/Year	Expenditures as a Percentage of GNI ¹				Expenditures as a Percentage of Total Central Government Expenditures ²			
	Education			Military ⁶	Education			Military ⁶
	Primary ³	Secondary ⁴	Total ⁵		Primary ³	Secondary ⁴	Total ⁵	
Kenya								
1990	3.1	–	7.1	2.9	–	–	17.0	9.8
1991	3.3	–	6.7	2.8	–	–	15.7	9.0
1992	3.1	–	6.7	3.0	–	–	13.4	11.5
1993	3.6	–	6.5	3.0	–	–	11.3	9.0
1994	3.6	–	7.1	2.0	–	–	16.4	5.9
1995	3.4	–	6.7	2.0	–	–	16.9	6.7
1996	3.4	–	6.5	2.0	–	–	16.7	6.7
1997	3.9	–	–	2.0	–	–	–	7.2
1998	3.6	–	6.7	1.7	–	–	–	5.9
1999	–	–	6.8	1.9	–	58.5	–	7.1
2000	–	–	–	–	–	–	–	–
2001	–	–	–	–	–	–	–	–
Lesotho								
1990	–	–	3.7	5.3	–	–	12.2	17.1
1991	–	–	6.2	–	–	–	17.6	–
1992	–	–	6.6	3.1	–	–	–	10.5
1993	–	–	5.4	2.6	–	–	–	8.2
1994	–	–	6.7	2.1	–	–	–	6.5
1995	–	–	8.4	2.1	–	–	–	5.9
1996	–	–	–	2.2	–	–	–	6.1
1997	–	–	–	2.2	–	–	–	6.1
1998	–	2.1	9.9	2.5	12.7	5.5	25.6	6.5
1999	–	2.2	7.9	2.6	9.0	5.1	18.5	6.5
2000	–	–	–	–	–	–	–	–
2001	–	–	–	–	–	–	–	–
Madagascar								
1990	–	–	2.2	1.2	–	–	–	6.9
1991	0.7	–	2.7	1.2	–	–	–	7.0
1992	0.6	–	2.3	1.1	–	–	–	5.4
1993	0.6	–	2.2	1.3	–	–	16.1	6.1
1994	0.8	–	–	1.0	–	–	–	5.1
1995	0.6	–	–	0.9	–	–	–	5.0
1996	0.5	–	–	1.3	–	–	–	7.0
1997	0.5	–	1.9	1.5	–	–	–	8.5
1998	0.8	0.6	1.9	1.4	4.1	3.3	10.2	7.2
1999	–	0.9	5.9	1.2	–	–	–	7.4
2000	–	–	–	–	–	–	–	–
2001	–	–	–	–	–	–	–	–

Table A.1: Africa (continued)

Country/Year	Expenditures as a Percentage of GNI ¹				Expenditures as a Percentage of Total Central Government Expenditures ²			
	Education			Military ⁶	Education			Military ⁶
	Primary ³	Secondary ⁴	Total ⁵		Primary ³	Secondary ⁴	Total ⁵	
Mali								
1990	–	–	–	–	–	–	–	–
1991	–	–	–	–	–	–	–	–
1992	–	–	–	2.3	–	–	–	9.4
1993	1.4	–	–	2.2	–	–	–	9.2
1994	2.2	–	–	2.0	–	–	–	7.2
1995	1.8	–	2.2	1.8	–	–	–	7.4
1996	2.1	–	2.2	1.9	–	–	–	8.1
1997	1.9	–	–	2.2	–	–	–	9.1
1998	–	–	3.0	2.1	–	–	–	8.4
1999	–	1.2	3.0	2.3	–	–	–	8.7
2000	–	–	–	–	–	–	–	–
2001	–	–	–	–	–	–	–	–
Mauritania								
1990	–	–	–	3.7	–	–	–	12.3
1991	1.4	–	4.9	3.7	–	–	13.9	12.1
1992	1.5	–	4.9	3.5	–	–	13.4	13.3
1993	1.5	–	5.1	3.4	–	–	14.5	8.7
1994	1.5	–	5.2	3.0	–	–	16.2	10.3
1995	1.5	–	5.1	3.2	–	–	16.2	12.3
1996	1.5	–	–	2.9	–	–	–	11.4
1997	1.4	–	–	3.9	–	–	–	19.1
1998	–	–	4.5	–	–	–	18.9	–
1999	1.7	1.0	–	4.0	–	–	–	18.9
2000	–	–	–	–	–	–	–	–
2001	–	–	–	–	–	–	–	–
Morocco								
1990	2.0	–	5.5	5.4	–	–	26.1	17.9
1991	1.9	–	5.2	4.3	–	–	26.3	14.8
1992	2.2	–	5.8	4.5	–	–	26.7	14.3
1993	2.2	–	6.1	4.7	–	–	25.6	13.0
1994	2.1	–	5.6	4.2	–	–	22.6	12.5
1995	1.8	–	5.8	4.3	–	–	24.7	12.4
1996	2.0	–	5.3	4.0	–	–	24.9	13.0
1997	2.2	–	5.0	4.3	–	–	20.9	12.9
1998	2.4	2.7	6.2	4.0	10.6	11.3	26.1	12.9
1999	2.3	2.7	5.2	4.3	–	–	–	13.5
2000	–	–	–	–	–	–	–	–
2001	–	–	–	–	–	–	–	–

Table A.1: Africa (continued)

Country/Year	Expenditures as a Percentage of GNI ¹				Expenditures as a Percentage of Total Central Government Expenditures ²			
	Education			Military ⁶	Education			Military ⁶
	Primary ³	Secondary ⁴	Total ⁵		Primary ³	Secondary ⁴	Total ⁵	
Mozambique								
1990	-	-	4.1	6.2	-	-	12.0	17.9
1991	-	-	-	5.3	-	-	-	14.8
1992	-	-	-	6.0	-	-	-	17.0
1993	-	-	-	5.8	-	-	-	18.1
1994	-	-	-	6.2	-	-	-	18.6
1995	-	-	-	2.7	-	-	-	10.1
1996	-	-	-	2.3	-	-	-	10.4
1997	-	-	-	2.2	-	-	-	8.8
1998	-	-	3.1	2.4	-	-	-	10.2
1999	-	-	-	2.5	-	-	-	9.1
2000	-	-	-	-	-	-	-	-
2001	-	-	-	-	-	-	-	-
Nigeria								
1990	-	-	1.0	2.0	-	-	-	7.6
1991	-	-	0.5	2.5	-	-	-	11.4
1992	-	-	0.5	1.1	-	-	-	6.5
1993	-	-	0.9	1.1	-	-	-	4.9
1994	-	-	0.9	0.8	-	-	14.8	5.2
1995	-	-	0.7	0.7	-	-	11.5	5.0
1996	-	-	-	0.9	-	-	-	7.9
1997	-	-	-	1.1	-	-	-	8.4
1998	-	-	-	1.5	-	-	-	9.3
1999	-	-	0.7	1.6	-	-	-	8.1
2000	-	-	-	-	-	-	-	-
2001	-	-	-	-	-	-	-	-
Rwanda								
1990	-	-	-	3.7	-	-	-	19.8
1991	-	-	-	5.5	-	-	-	27.9
1992	-	-	-	4.4	-	-	-	21.7
1993	-	-	-	4.6	-	-	-	18.9
1994	-	-	-	3.5	-	-	-	25.7
1995	-	-	-	4.3	-	-	-	34.9
1996	-	-	-	5.3	-	-	-	23.7
1997	-	-	-	4.4	-	-	-	22.2
1998	-	-	2.5	4.4	-	-	-	23.6
1999	-	-	-	4.5	-	-	-	22.7
2000	-	-	-	-	-	-	-	-
2001	-	-	-	-	-	-	-	-

Table A.1: Africa (continued)

Country/Year	Expenditures as a Percentage of GNI ¹				Expenditures as a Percentage of Total Central Government Expenditures ²			
	Education			Military ⁶	Education			Military ⁶
	Primary ³	Secondary ⁴	Total ⁵		Primary ³	Secondary ⁴	Total ⁵	
Senegal								
1990	1.7	–	4.1	2.0	–	–	26.9	–
1991	–	–	–	2.0	–	–	–	10.3
1992	–	–	4.3	2.8	–	–	33.0	13.5
1993	–	–	4.4	2.6	–	–	26.8	11.9
1994	–	–	4.0	1.9	–	–	31.4	8.6
1995	–	–	4.0	1.7	–	–	33.1	8.2
1996	1.3	–	3.7	1.7	–	–	–	8.0
1997	–	–	–	1.6	–	–	–	8.3
1998	–	0.9	3.5	1.8	–	–	–	8.7
1999	–	–	3.5	1.7	–	–	–	8.2
2000	–	–	–	–	–	–	–	–
2001	–	–	–	–	–	–	–	–
Sierra Leone								
1990	–	–	–	1.5	–	–	–	20.8
1991	–	–	–	2.3	–	–	–	15.5
1992	–	–	–	3.5	–	–	–	17.7
1993	–	–	–	3.4	–	–	–	16.9
1994	–	–	–	4.1	–	–	–	18.7
1995	–	–	–	4.2	–	–	–	24.7
1996	–	–	–	5.0	–	–	–	32.8
1997	–	–	–	5.6	–	–	–	31.7
1998	–	0.2	1.0	3.9	–	–	–	18.9
1999	–	–	–	3.0	–	–	–	13.5
2000	–	–	–	–	–	–	–	–
2001	–	–	–	–	–	–	–	–
Somalia								
1990	–	–	–	0.9	–	–	–	–
1991	–	–	–	–	–	–	–	–
1992	–	–	–	–	–	–	–	–
1993	–	–	–	–	–	–	–	–
1994	–	–	–	–	–	–	–	–
1995	–	–	–	–	–	–	–	–
1996	–	–	–	–	–	–	–	–
1997	–	–	–	–	–	–	–	–
1998	–	–	–	–	–	–	–	–
1999	–	–	–	–	–	–	–	–
2000	–	–	–	–	–	–	–	–
2001	–	–	–	–	–	–	–	–

Table A.1: Africa (continued)

Country/Year	Expenditures as a Percentage of GNI ¹				Expenditures as a Percentage of Total Central Government Expenditures ²			
	Education			Military ⁶	Education			Military ⁶
	Primary ³	Secondary ⁴	Total ⁵		Primary ³	Secondary ⁴	Total ⁵	
South Africa								
1990	–	–	6.5	4.0	–	–	–	12.6
1991	–	–	–	3.3	–	–	–	10.6
1992	–	–	7.0	3.0	–	–	22.1	8.9
1993	–	–	7.1	2.6	–	–	22.9	7.4
1994	–	–	7.3	2.7	–	–	21.6	8.9
1995	3.3	–	6.8	2.4	–	–	20.5	7.7
1996	–	–	8.0	2.0	–	–	23.9	6.2
1997	–	–	–	1.6	–	–	–	5.3
1998	–	2.1	6.2	1.6	–	–	–	5.2
1999	–	1.8	5.9	1.5	–	–	–	5.0
2000	–	–	–	–	–	–	–	–
2001	–	–	–	–	–	–	–	–
Sudan								
1990	0.0	–	0.9	3.5	–	–	2.8	–
1991	0.0	–	0.6	6.6	–	–	1.7	64.5
1992	–	–	–	9.8	–	–	–	64.0
1993	–	–	–	7.8	–	–	–	60.0
1994	–	–	–	8.8	–	–	–	54.7
1995	–	–	–	5.3	–	–	–	38.9
1996	–	–	–	6.5	–	–	–	52.0
1997	–	–	–	4.6	–	–	–	54.5
1998	1.8	–	–	3.9	–	–	–	43.9
1999	–	–	–	4.8	–	–	–	46.8
2000	–	–	–	–	–	–	–	–
2001	–	–	–	–	–	–	–	–
Tanzania								
1990	–	–	3.4	1.5	–	–	11.4	8.7
1991	–	–	–	1.5	–	–	–	7.8
1992	–	–	–	2.0	–	–	–	10.0
1993	1.1	–	–	1.5	–	–	–	8.3
1994	1.8	–	–	–	–	–	–	–
1995	1.5	–	–	1.2	–	–	–	7.4
1996	1.5	–	–	1.4	–	–	–	8.7
1997	1.5	–	–	1.2	–	–	–	8.4
1998	–	–	2.1	1.2	–	–	–	9.0
1999	–	–	–	1.4	–	–	–	10.1
2000	–	–	–	–	–	–	–	–
2001	–	–	–	–	–	–	–	–

Table A.1: Africa (continued)

Country/Year	Expenditures as a Percentage of GNI ¹				Expenditures as a Percentage of Total Central Government Expenditures ²			
	Education			Military ⁶	Education			Military ⁶
	Primary ³	Secondary ⁴	Total ⁵		Primary ³	Secondary ⁴	Total ⁵	
Togo								
1990	1.7	–	5.6	3.2	–	–	26.4	14.0
1991	–	–	–	3.0	–	–	–	11.7
1992	1.9	–	6.1	2.9	–	–	21.6	13.2
1993	1.6	–	–	4.2	–	–	–	15.3
1994	–	–	–	2.7	–	–	–	10.3
1995	1.4	–	–	2.4	–	–	–	10.4
1996	1.2	–	4.5	1.9	–	–	24.7	9.3
1997	1.1	–	–	2.0	–	–	–	10.7
1998	1.2	1.3	4.5	–	10.9	7.0	24.4	–
1999	1.0	1.6	4.8	1.8	9.9	8.7	26.2	9.4
2000	–	–	–	–	–	–	–	–
2001	–	–	–	–	–	–	–	–
Uganda								
1990	–	–	1.5	3.4	–	–	11.5	25.9
1991	–	–	1.9	3.2	–	–	15.0	21.3
1992	–	–	–	2.4	–	–	–	11.7
1993	–	–	–	1.9	–	–	–	10.0
1994	0.9	–	2.2	1.9	–	–	–	9.5
1995	1.5	–	2.6	1.7	–	–	21.4	9.6
1996	1.8	–	–	2.3	–	–	–	13.1
1997	2.0	–	–	2.4	–	–	–	13.2
1998	2.0	–	–	2.3	–	–	–	14.7
1999	–	–	2.3	2.3	–	–	–	13.9
2000	–	–	–	–	–	–	–	–
2001	–	–	–	–	–	–	–	–
Zambia								
1990	0.8	–	2.6	4.1	–	–	8.7	12.6
1991	1.5	–	3.1	2.9	–	–	7.1	3.9
1992	0.9	–	2.3	3.3	–	–	7.7	9.3
1993	1.3	–	2.1	1.7	–	–	9.2	5.5
1994	1.1	–	2.1	2.0	–	–	6.5	7.9
1995	1.4	–	2.2	2.4	–	–	7.1	8.9
1996	1.2	–	–	1.5	–	–	–	6.6
1997	1.4	–	–	1.9	–	–	–	6.3
1998	1.4	–	2.5	2.0	–	–	17.6	6.1
1999	–	–	–	1.0	–	–	–	3.5
2000	–	–	–	–	–	–	–	–
2001	–	–	–	–	–	–	–	–

Table A.1: Africa (continued)

Country/Year	Expenditures as a Percentage of GNI ¹				Expenditures as a Percentage of Total Central Government Expenditures ²			
	Education			Military ⁶	Education			Military ⁶
	Primary ³	Secondary ⁴	Total ⁵		Primary ³	Secondary ⁴	Total ⁵	
Zimbabwe								
1990	–	–	8.0	4.6	–	–	–	14.8
1991	–	–	6.7	3.9	–	–	–	12.6
1992	–	–	7.4	3.8	–	–	–	10.1
1993	–	–	7.1	3.5	–	–	–	10.0
1994	–	–	–	3.4	–	–	–	11.6
1995	–	–	–	3.8	–	–	–	9.0
1996	–	–	–	3.3	–	–	–	9.5
1997	–	–	–	3.5	–	–	–	9.5
1998	–	–	11.6	4.1	–	–	–	11.5
1999	–	3.2	11.1	5.0	–	–	–	12.1
2000	–	–	–	–	–	–	–	–
2001	–	–	–	–	–	–	–	–

– = not available

¹ Gross National Income is the sum of gross value added by all resident producers in the economy plus any product taxes (less subsidies) that are not included in the valuation of output plus net receipts of income from abroad.

SOURCES: UNESCO, Institute for Statistics, Education for All: Year 2000 Assessment - A Decade of Education [CD-ROM], Paris, 2000 [For primary-level statistics]; UNESCO, Institute for Statistics, 2002 [for secondary-level statistics]; UNESCO, 2001, www.uis.unesco.org, consulted August 6 2002 [education (total) category]; World Bank, World Development Indicators 2002[CD-ROM],

² Public expenditure on education represents current and capital expenditures on education by local, regional and national governments, including municipalities. Household contributions are normally excluded.

SOURCES: World Bank, World Development Indicators 2002 [CD-ROM], Washington D.C., 2002 [for military data]; UNESCO, 2001, www.uis.unesco.org, consulted August 6 2002 [education (total) category]; UNESCO, Institute for Statistics, 2002 [for primary- and secondary-level statistics].

³ Primary education (ISCED Level 1) is sometimes called elementary education, refers to educational programs that are normally designed on a unit or project basis to give pupils a sound basic education in reading, writing and mathematics along with an elementary understanding of other subjects such as history, geography, natural science, social science, art and music. In some cases religious instruction is also featured. These subjects serve to develop pupils' ability to obtain and use information the children need about their home, community, country, etc. The entry age for primary education usually varies between 5 and 7 years.

SOURCE: UNESCO, Institute for Statistics, Education for All: Year 2000 Assessment - A Decade of Education [CD-ROM], Paris, 2000.

⁴ Second Stage of Basic Education, more commonly called Lower Secondary Education (ISCED Level 2) is typically designed to complete the development of basic skills and knowledge. In many countries, the educational aim is to lay the foundation for lifelong learning and individual development. The programmes at this level are usually on a subject-oriented pattern, requiring specialized teachers for each subject area. The end of this level often coincides with the end of compulsory education.

SOURCE: UNESCO, Institute for Statistics, Education for All: Year 2000 Assessment - A Decade of Education [CD-ROM], Paris, 2000.

⁵ Public expenditure on education consists of public spending on public education plus subsidies to private education at the primary, secondary, and tertiary levels.

SOURCE: World Bank, World Development Indicators 2002 [CD-ROM], Washington D.C., 2002.

⁶ Military expenditures for NATO countries are based on the NATO definition, which covers military-related expenditures of the defense ministry (including recruiting, training, construction, and the purchase of military supplies and equipment) and other ministries. Civilian-type expenditures of the defense ministry are excluded. Military assistance is included in the expenditures of the donor country, and purchases of military equipment on credit are included at the time the debt is incurred, not at the time of payment. Data for other countries generally cover expenditures of the ministry of defense (excluded are expenditures on public order and safety, which are classified separately).

SOURCE: World Bank, World Development Indicators 2002 [CD-ROM], Washington D.C., 2002.

Table A.2: Asia

Country/Year	Expenditures as a Percentage of GNI ¹				Expenditures as a Percentage of Total Central Government Expenditures ²			
	Education			Military ⁶	Education			Military ⁶
	Primary ³	Secondary ⁴	Total ⁵		Primary ³	Secondary ⁴	Total ⁵	
Afghanistan								
1990	–	–	–	–	–	–	–	–
1991	–	–	–	–	–	–	–	–
1992	–	–	–	–	–	–	–	–
1993	–	–	–	–	–	–	–	–
1994	–	–	–	–	–	–	–	–
1995	–	–	–	–	–	–	–	–
1996	–	–	–	–	–	–	–	–
1997	–	–	–	–	–	–	–	–
1998	–	–	–	–	–	–	–	–
1999	–	–	–	–	–	–	–	–
2000	–	–	–	–	–	–	–	–
2001	–	–	–	–	–	–	–	–
Bangladesh								
1990	0.8	–	1.5	1.2	–	–	10.3	–
1991	0.9	–	1.6	1.2	–	–	11.3	10.3
1992	1.1	–	1.7	1.3	–	–	8.7	11.2
1993	1.2	–	–	1.3	–	–	–	10.4
1994	1.4	–	–	1.3	–	–	–	9.7
1995	1.5	–	–	1.2	–	–	–	8.6
1996	1.3	–	2.2	1.3	–	–	–	9.8
1997	1.3	–	–	1.3	–	–	–	10.1
1998	1.2	–	2.4	1.3	–	–	–	10.3
1999	1.2	–	2.4	1.3	–	–	–	10.1
2000	–	–	–	–	–	–	–	–
2001	–	–	–	–	–	–	–	–
Burma								
1990	1.1	–	–	–	–	–	–	–
1991	1.1	–	–	7.1	–	–	–	49.4
1992	0.9	–	–	8.3	–	–	–	74.3
1993	0.8	–	–	8.8	–	–	–	88.6
1994	0.6	–	1.2	7.6	–	–	14.4	74.5
1995	0.4	–	–	9.1	–	–	–	84.0
1996	0.4	–	–	7.6	–	–	–	75.5
1997	–	–	–	7.8	–	–	–	93.6
1998	–	0.1	0.6	7.8	–	–	–	–
1999	–	0.1	0.5	7.8	–	–	–	–
2000	–	–	–	–	–	–	–	–
2001	–	–	–	–	–	–	–	–

Table A.2: Asia (continued)

Year/Country	Expenditures as a Percentage of GNI ¹				Expenditures as a Percentage of Total Central Government Expenditures ²			
	Education			Military ⁶	Education			Military ⁶
Primary ³	Secondary ⁴	Total ⁵	Primary ³		Secondary ⁴	Total ⁵		
Cambodia								
1990	–	–	–	–	–	–	–	–
1991	1.1	–	–	3.5	–	–	–	–
1992	1.2	–	–	4.9	–	–	–	–
1993	1.1	–	–	3.4	–	–	–	–
1994	1.0	–	–	4.9	–	–	–	30.6
1995	0.8	–	–	4.2	–	–	–	25.5
1996	0.8	–	2.9	5.1	–	–	–	28.8
1997	0.9	–	–	4.6	–	–	–	32.9
1998	1.0	–	–	4.3	–	–	8.0	29.1
1999	0.9	–	1.1	4.0	4.3	–	8.7	26.0
2000	–	–	–	–	–	–	–	–
2001	–	–	–	–	–	–	–	–
China								
1990	0.6	–	2.3	3.5	–	–	12.8	32.3
1991	0.6	–	2.2	3.0	–	–	12.7	31.1
1992	0.6	–	2.0	2.8	–	–	12.2	32.7
1993	0.6	–	1.9	2.5	–	–	12.2	36.6
1994	0.6	–	2.4	2.2	–	–	–	23.6
1995	0.6	–	2.3	2.2	–	–	–	25.5
1996	0.5	–	2.3	2.2	–	–	–	26.6
1997	0.6	–	–	2.2	–	–	–	27.0
1998	–	0.7	2.0	2.4	–	–	–	25.1
1999	–	–	2.1	2.3	–	–	–	22.2
2000	–	–	–	–	–	–	–	–
2001	–	–	–	–	–	–	–	–
India								
1990	1.3	–	3.9	2.7	–	–	12.2	13.2
1991	1.2	–	3.7	2.5	–	–	11.6	12.9
1992	1.1	–	3.6	2.4	–	–	11.4	12.4
1993	1.0	–	3.6	2.6	–	–	11.8	13.3
1994	1.0	–	3.5	2.3	–	–	11.8	12.3
1995	1.1	–	3.3	2.3	–	–	11.6	12.7
1996	1.1	–	–	2.6	–	–	–	14.8
1997	1.1	–	–	2.6	–	–	–	15.1
1998	–	1.2	3.0	2.7	–	–	–	15.9
1999	–	0.7	2.9	2.5	7.0	2.8	12.6	14.6
2000	–	–	–	–	–	–	–	–
2001	–	–	–	–	–	–	–	–

Table A.2: Asia (continued)

Year/Country	Expenditures as a Percentage of GNI ¹				Expenditures as a Percentage of Total Central Government Expenditures ²			
	Education			Military ⁶	Education			Military ⁶
	Primary ³	Secondary ⁴	Total ⁵		Primary ³	Secondary ⁴	Total ⁵	
Indonesia								
1990	–	–	1.0	1.5	–	–	–	7.8
1991	–	–	1.1	1.5	–	–	5.2	8.4
1992	1.5	–	1.3	1.4	–	–	6.3	7.2
1993	1.5	–	1.8	1.3	–	–	9.1	7.8
1994	2.0	–	1.4	1.3	–	–	7.5	7.6
1995	2.2	–	1.4	1.3	–	–	7.8	8.4
1996	2.2	–	1.4	1.4	–	–	7.9	8.4
1997	2.6	–	–	1.5	–	–	–	7.9
1998	–	0.7	1.5	1.0	–	–	–	4.8
1999	–	0.6	1.3	1.1	–	–	–	5.3
2000	–	–	–	–	–	–	–	–
2001	–	–	–	–	–	–	–	–
Laos								
1990	0.3	–	–	–	–	–	–	–
1991	0.6	–	–	–	–	–	–	–
1992	0.6	–	2.5	9.0	–	–	–	–
1993	0.6	–	1.9	7.9	–	–	–	–
1994	0.6	–	2.8	5.0	–	–	–	21.6
1995	1.1	–	2.3	5.0	–	–	–	24.5
1996	0.8	–	2.5	4.1	–	–	10.3	19.7
1997	0.8	–	2.1	3.5	–	–	8.7	17.1
1998	0.5	0.7	2.5	5.7	–	–	–	26.0
1999	–	–	–	2.0	–	–	–	11.1
2000	–	–	–	–	–	–	–	–
2001	–	–	–	–	–	–	–	–
Malaysia								
1990	1.9	–	5.5	2.7	–	–	18.3	9.0
1991	1.9	–	5.6	3.4	–	–	18.0	11.2
1992	2.0	–	5.5	3.2	–	–	16.9	10.3
1993	1.9	–	5.1	3.0	–	–	15.7	11.3
1994	1.8	–	5.2	3.0	–	–	15.5	12.1
1995	1.6	–	4.7	2.9	–	–	–	12.4
1996	1.8	–	5.2	2.5	–	–	15.4	10.6
1997	1.5	–	4.9	2.3	–	–	–	10.9
1998	1.5	1.7	5.0	1.7	–	–	–	7.4
1999	1.5	–	6.0	2.3	–	–	25.2	9.3
2000	–	–	–	–	–	–	–	–
2001	–	–	–	–	–	–	–	–

Table A.2: Asia (continued)

Year/Country	Expenditures as a Percentage of GNI ¹				Expenditures as a Percentage of Total Central Government Expenditures ²			
	Education			Military ⁶	Education			Military ⁶
	Primary ³	Secondary ⁴	Total ⁵		Primary ³	Secondary ⁴	Total ⁵	
Mongolia								
1990	1.8	–	12.9	8.6	–	–	17.6	11.7
1991	1.6	–	11.3	5.0	–	–	22.7	9.9
1992	1.1	–	7.1	2.6	–	–	26.2	9.3
1993	1.2	–	6.3	3.1	–	–	15.7	6.3
1994	1.2	–	6.0	2.6	–	–	16.2	7.9
1995	1.3	–	6.0	2.3	–	–	17.0	6.8
1996	1.7	–	6.4	2.1	–	–	15.9	6.9
1997	1.4	–	5.7	2.1	–	–	15.1	6.4
1998	1.7	–	–	2.1	–	–	–	6.2
1999	–	–	–	2.1	–	–	–	5.9
2000	–	–	–	–	–	–	–	–
2001	–	–	–	–	–	–	–	–
Nepal								
1990	–	–	2.0	1.0	–	–	8.5	6.1
1991	0.8	–	2.7	0.9	–	–	12.3	5.1
1992	0.7	–	2.9	1.0	–	–	13.2	6.0
1993	1.2	–	3.3	1.0	–	–	13.3	6.1
1994	1.4	–	2.8	0.9	–	–	14.0	6.5
1995	1.7	–	3.3	0.9	–	–	14.0	5.7
1996	1.5	–	3.1	0.8	–	–	13.5	5.0
1997	1.4	–	3.2	0.8	–	–	–	5.1
1998	–	0.7	2.8	0.9	6.0	2.9	12.5	5.2
1999	–	0.6	2.9	0.8	7.3	2.8	13.2	5.7
2000	–	–	–	–	–	–	–	–
2001	–	–	–	–	–	–	–	–
Pakistan								
1990	0.8	–	2.7	7.1	–	–	7.4	29.1
1991	1.0	–	2.6	6.7	–	–	6.1	27.5
1992	1.0	–	2.4	7.0	–	–	6.5	27.9
1993	1.0	–	2.6	6.8	–	–	7.9	25.9
1994	1.1	–	2.8	6.7	–	–	7.4	27.5
1995	1.2	–	2.8	6.0	–	–	7.1	25.5
1996	1.4	–	3.0	6.0	–	–	8.1	23.7
1997	1.0	–	2.7	5.6	–	–	7.1	24.2
1998	1.3	–	2.7	6.6	4.5	–	7.8	29.7
1999	–	–	–	5.9	–	–	–	27.9
2000	–	–	–	–	–	–	–	–
2001	–	–	–	–	–	–	–	–

Table A.2: Asia (continued)

Year/Country	Expenditures as a Percentage of GNI ¹				Expenditures as a Percentage of Total Central Government Expenditures ²			
	Education			Military ⁶	Education			Military ⁶
	Primary ³	Secondary ⁴	Total ⁵		Primary ³	Secondary ⁴	Total ⁵	
Philippines								
1990	1.2	–	2.9	2.2	–	–	10.1	10.7
1991	1.1	–	3.0	2.1	–	–	10.5	10.5
1992	1.4	–	2.3	1.9	–	–	–	10.2
1993	1.3	–	2.4	2.2	–	–	–	11.5
1994	1.4	–	–	1.9	–	–	–	10.5
1995	1.5	–	3.0	1.6	–	–	15.6	8.7
1996	1.5	–	3.2	1.4	–	–	17.6	8.0
1997	1.6	–	3.4	1.5	–	–	15.7	7.9
1998	1.9	–	4.0	1.5	–	–	20.6	7.9
1999	–	–	–	1.4	–	–	–	7.3
2000	–	–	–	–	–	–	–	–
2001	–	–	–	–	–	–	–	–
Sri Lanka								
1990	–	–	2.7	–	–	–	8.1	–
1991	0.5	–	3.3	3.3	–	–	8.4	10.0
1992	0.5	–	3.3	3.7	–	–	8.8	13.2
1993	0.4	–	3.1	4.1	–	–	9.0	14.8
1994	0.4	–	3.2	3.6	–	–	9.4	12.2
1995	0.6	–	3.0	5.3	–	–	8.1	17.6
1996	0.6	–	3.4	5.0	–	–	8.9	17.8
1997	0.5	–	–	5.0	–	–	–	20.7
1998	–	–	3.1	4.5	–	–	–	17.1
1999	–	–	–	4.7	–	–	–	18.4
2000	–	–	–	–	–	–	–	–
2001	–	–	–	–	–	–	–	–
Syria								
1990	2.0	–	4.3	–	–	–	17.3	–
1991	1.9	–	4.1	11.1	–	–	14.2	42.3
1992	1.8	–	3.2	9.2	–	–	11.7	39.0
1993	2.2	–	–	7.4	–	–	–	31.4
1994	2.0	–	3.8	7.2	–	–	12.5	28.2
1995	1.8	–	3.3	7.0	–	–	11.2	28.5
1996	1.7	–	4.2	6.2	–	–	13.6	26.2
1997	1.6	–	3.1	6.1	–	–	–	23.6
1998	–	–	3.8	6.3	–	–	12.2	24.8
1999	–	–	3.5	7.0	–	–	–	25.1
2000	–	–	–	–	–	–	–	–
2001	–	–	–	–	–	–	–	–

Table A.2: Asia (continued)

Year/Country	Expenditures as a Percentage of GNI ¹				Expenditures as a Percentage of Total Central Government Expenditures ²			
	Education			Military ⁶	Education			Military ⁶
	Primary ³	Secondary ⁴	Total ⁵		Primary ³	Secondary ⁴	Total ⁵	
Thailand								
1990	1.4	–	3.6	2.5	–	–	20.0	17.1
1991	1.5	–	3.6	2.5	–	–	19.1	17.0
1992	1.4	–	4.0	2.6	–	–	19.6	17.0
1993	1.6	–	4.1	2.9	–	–	20.6	17.5
1994	1.5	–	3.8	2.7	–	–	18.9	15.7
1995	1.4	–	4.1	2.4	–	–	20.1	15.1
1996	1.6	–	4.8	2.4	–	–	–	14.1
1997	1.7	–	–	2.3	–	–	–	10.9
1998	–	1.3	4.9	1.9	–	–	–	7.8
1999	–	–	5.2	1.7	–	–	–	6.1
2000	–	–	–	–	–	–	–	–
2001	–	–	–	–	–	–	–	–
United Arab Emirates								
1990	1.2	–	1.7	5.8	–	–	14.6	54.0
1991	–	–	1.9	5.8	–	–	15.0	51.2
1992	–	–	2.0	5.6	–	–	15.2	50.1
1993	–	–	2.0	5.5	–	–	15.1	50.0
1994	–	–	1.8	5.3	–	–	17.3	49.4
1995	–	–	1.8	4.8	–	–	16.3	44.8
1996	–	–	–	4.3	–	–	–	47.8
1997	–	–	–	4.4	–	–	–	46.7
1998	0.9	–	–	4.7	–	–	–	44.2
1999	–	–	–	4.1	–	–	–	39.6
2000	–	–	–	–	–	–	–	–
2001	–	–	–	–	–	–	–	–
Vietnam								
1990	–	–	2.1	7.9	–	–	7.5	–
1991	–	–	1.8	5.6	–	–	9.7	–
1992	–	–	2.0	3.4	–	–	7.3	14.5
1993	–	–	2.7	2.3	–	–	7.4	8.1
1994	–	–	2.6	2.8	–	–	–	10.6
1995	0.9	–	3.0	2.8	–	–	–	11.3
1996	0.9	–	2.9	–	–	–	–	–
1997	1.0	–	3.0	2.5	–	–	–	11.6
1998	–	–	–	–	–	–	–	–
1999	–	–	–	–	–	–	–	–
2000	–	–	–	–	–	–	–	–
2001	–	–	–	–	–	–	–	–

– = not available

¹ Gross National Income is the sum of gross value added by all resident producers in the economy plus any product taxes (less subsidies) that are not included in the valuation of output plus net receipts of income from abroad.

SOURCE: UNESCO, Institute for Statistics, Education for All: Year 2000 Assessment - A Decade of Education [CD-ROM], Paris, 2000 [for primary-level statistics]; UNESCO, Institute for Statistics, 2002 [for secondary-level statistics]; UNESCO, 2001, www.uis.unesco.org, consulted August 6 2002 [education (total) category]; World Bank, World Development Indicators 2001[CD-ROM], Washington D.C., 2001 [for military data].

² Public expenditure on education represents current and capital expenditures on education by local, regional and national governments, including municipalities. Household contributions are normally excluded.

SOURCES: World Bank, World Development Indicators 2001 [CD-ROM], Washington D.C., 2001 [for military data]; UNESCO, 2001, www.uis.unesco.org, consulted August 6 2002 [education (total) category]; UNESCO, Institute for Statistics, 2002 [for primary- and secondary-level statistics].

³ A complete explanation of the primary level of education can be found in the introduction.

⁴ A complete explanation of the secondary level of education can be found in the introduction.

⁵ Public expenditure on education consists of public spending on public education plus subsidies to private education at the primary, secondary, and tertiary levels.

SOURCES: World Bank, World Development Indicators 2001 [CD-ROM], Washington D.C., 2001.

⁶ The definition for military can be found in the introduction.

Table A.3: Europe

Country/Year	Expenditures as a Percentage of GNI ¹				Expenditures as a Percentage of Total Central Government Expenditures ²			
	Education			Military ⁶	Education			Military ⁶
	Primary ³	Secondary ⁴	Total ⁵		Primary ³	Secondary ⁴	Total ⁵	
Albania								
1990	–	–	5.8	–	–	–	–	–
1991	–	–	–	5.6	–	–	–	–
1992	–	–	–	4.9	–	–	–	10.0
1993	–	–	–	3.1	–	–	–	7.6
1994	–	–	3.1	2.5	–	–	–	6.7
1995	–	–	–	2.1	–	–	–	7.1
1996	–	–	–	1.7	–	–	–	5.8
1997	–	–	–	1.3	–	–	–	4.6
1998	–	–	–	1.2	–	–	–	4.0
1999	–	–	–	1.3	–	–	–	4.5
2000	–	–	–	–	–	–	–	–
2001	–	–	–	–	–	–	–	–
Bulgaria								
1990	0.6	–	5.6	–	–	–	–	–
1991	0.6	–	6.0	3.7	–	–	–	8.0
1992	0.8	–	5.9	3.3	–	–	–	7.9
1993	0.7	–	5.6	2.9	–	–	–	6.2
1994	0.5	–	4.7	2.8	–	–	–	6.1
1995	0.5	–	3.9	2.7	–	–	–	6.3
1996	0.4	–	3.2	2.5	–	–	7.0	4.9
1997	0.4	–	–	3.0	–	–	–	9.2
1998	0.5	1.5	3.4	2.7	–	–	–	8.4
1999	0.4	–	–	3.0	–	–	–	8.7
2000	–	–	–	–	–	–	–	–
2001	–	–	–	–	–	–	–	–
Romania								
1990	–	–	2.8	3.5	–	–	7.3	10.3
1991	–	–	3.5	3.6	–	–	–	10.3
1992	–	–	3.6	3.3	–	–	14.2	7.9
1993	–	–	3.2	2.1	–	–	9.1	6.5
1994	–	–	3.0	2.5	–	–	13.6	7.7
1995	–	–	–	2.5	–	–	–	7.5
1996	–	–	3.6	1.9	–	–	10.5	6.0
1997	0.9	–	–	2.4	–	–	–	7.5
1998	0.9	–	3.6	2.3	–	–	–	7.0
1999	–	–	3.6	1.6	–	–	–	4.7
2000	–	–	–	–	–	–	–	–
2001	–	–	–	–	–	–	–	–

Table A.3: Europe (continued)

Country/Year	Expenditures as a Percentage of GNI ¹				Expenditures as a Percentage of Total Central Government Expenditures ²			
	Education			Military ⁶	Education			Military ⁶
	Primary ³	Secondary ⁴	Total ⁵		Primary ³	Secondary ⁴	Total ⁵	
Turkey								
1990	1.7	–	2.1	3.5	–	–	–	20.3
1991	1.9	–	2.4	3.7	–	–	–	17.9
1992	2.1	–	2.8	3.8	–	–	–	18.8
1993	2	–	3.3	3.9	–	–	–	15.8
1994	1.5	–	3.4	4	–	–	14.7	17.4
1995	1.3	–	2.2	3.9	–	–	–	17.5
1996	1.3	–	–	4.1	–	–	–	15.4
1997	1.4	–	–	4	–	–	–	13.5
1998	–	–	2.88	4.3	–	–	–	13.4
1999	–	–	–	5.3	–	–	–	13.9
2000	–	–	–	–	–	–	–	–
2001	–	–	–	–	–	–	–	–

– = not available

¹ Gross National Income (GNI) is the sum of gross value added by all resident producers in the economy plus any product taxes (less subsidies) that are not included in the valuation of output plus net receipts of income from abroad.

SOURCE: UNESCO, Institute for Statistics, Education for All: Year 2000 Assessment - A Decade of Education [CD-ROM], Paris, 2000 [For primary-level statistics]; UNESCO, Institute for Statistics, 2002 [for secondary-level statistics]; UNESCO, 2001, www.uis.unesco.org, consulted August 6 2002 [education (total) category]; World Bank, World Development Indicators 2001 [CD-ROM], Washington D.C., 2001 [for military data].

² Public expenditure on education represents current and capital expenditures on education by local, regional and national governments, including municipalities. Household contributions are normally excluded.

SOURCES: World Bank, World Development Indicators 2001 [CD-ROM], Washington D.C., 2001 [for military data]; UNESCO, 2001, www.uis.unesco.org, consulted August 6 2002 [education (total) category]; UNESCO, Institute for Statistics, 2002 [for primary- and secondary-level statistics].

³ A complete explanation of the primary level of education can be found in the introduction.

⁴ A complete explanation of the secondary level of education can be found in the introduction

⁵ Public expenditure on education consists of public spending on public education plus subsidies to private education at the primary, secondary, and tertiary levels.

SOURCES: World Bank, World Development Indicators 2001[CD-ROM], Washington D.C., 2001.

⁶ The definition for military can be found in the introduction.

Table A.4: Latin America

Country/Year	Expenditures as a Percentage of GNI ¹				Expenditures as a Percentage of Total Central Government Expenditures ²			
	Education			Military ⁶	Education			Military ⁶
	Primary ³	Secondary ⁴	Total ⁵		Primary ³	Secondary ⁴	Total ⁵	
Argentina								
1990	–	–	–	1.9	–	–	10.9	16.7
1991	1.0	–	–	1.3	–	–	–	11.6
1992	1.3	–	–	1.9	–	–	15.7	16.1
1993	1.5	–	–	1.8	–	–	12.4	12.4
1994	1.6	–	–	1.9	–	–	14.0	12.2
1995	1.6	–	–	1.8	–	–	11.6	12.0
1996	1.5	–	–	1.7	–	–	12.6	10.9
1997	1.6	–	–	1.3	–	–	–	8.4
1998	–	–	4.1	1.3	–	–	–	8.0
1999	–	–	4.7	1.6	–	–	13.3	9.1
2000	–	–	–	–	–	–	–	–
2001	–	–	–	–	–	–	–	–
Bolivia								
1990	1.6	–	2.5	3.2	–	–	–	18.8
1991	1.7	–	2.6	2.4	–	–	–	14.0
1992	1.9	–	–	2.2	–	–	–	10.6
1993	2.3	–	–	2.3	–	–	–	9.4
1994	2.2	–	4.9	2.2	–	–	11.2	9.5
1995	2.2	–	5.9	2.0	–	–	–	9.3
1996	2.4	–	4.9	1.9	–	–	11.1	8.3
1997	2.3	–	–	1.9	–	–	–	8.8
1998	2.2	–	5.7	2.2	–	–	–	9.8
1999	2.3	0.6	5.8	1.8	–	–	–	8.0
2000	–	–	–	–	–	–	–	–
2001	–	–	–	–	–	–	–	–
Brazil								
1990	–	–	–	1.8	–	–	–	4.6
1991	–	–	–	1.3	–	–	–	4.9
1992	–	–	–	1.1	–	–	–	3.5
1993	–	–	–	1.4	–	–	–	3.4
1994	–	–	–	1.2	–	–	–	3.2
1995	1.5	–	–	1.6	–	–	–	3.9
1996	–	–	–	1.8	–	–	–	–
1997	–	–	–	1.8	–	–	–	5.5
1998	–	–	–	2.0	–	–	–	–
1999	–	1.9	5.2	1.9	4.0	4.6	12.3	–
2000	–	–	–	–	–	–	–	–
2001	–	–	–	–	–	–	–	–

Table A.4: Latin America (continued)

Country/Year	Expenditures as a Percentage of GNI ¹				Expenditures as a Percentage of Total Central Government Expenditures ²			
	Education			Military ⁶	Education			Military ⁶
	Primary ³	Secondary ⁴	Total ⁵		Primary ³	Secondary ⁴	Total ⁵	
Colombia								
1990	0.8	–	2.6	2.2	–	–	16.0	17.6
1991	0.8	–	2.6	2.1	–	–	15.0	17.3
1992	1.0	–	3.7	2.4	–	–	16.4	14.7
1993	1.0	–	3.1	3.0	–	–	17.4	18.8
1994	1.1	–	3.6	2.3	–	–	16.7	17.4
1995	1.1	–	4.0	2.5	–	–	18.6	17.9
1996	1.3	–	4.4	3.1	–	–	19.0	19.2
1997	1.1	–	–	3.3	–	–	–	19.9
1998	1.1	–	–	3.2	–	–	–	18.8
1999	1.2	–	–	3.2	–	–	–	15.9
2000	–	–	–	–	–	–	–	–
2001	–	–	–	–	–	–	–	–
Costa Rica								
1990	3.1	–	4.6	1.0	–	–	20.8	4.5
1991	2.9	–	4.5	0.8	–	–	21.8	3.9
1992	3.1	–	4.4	1.1	–	–	21.4	5.5
1993	3.0	–	4.6	1.0	–	–	20.2	4.9
1994	2.7	–	4.6	0.9	–	–	19.2	3.6
1995	2.7	–	4.6	0.5	–	–	19.8	2.0
1996	3.1	–	5.4	0.4	–	–	22.8	1.8
1997	3.0	–	–	0.5	–	–	–	2.0
1998	3.3	1.8	–	0.5	–	–	–	2.3
1999	3.7	1.6	5.5	0.5	–	–	–	2.0
2000	–	–	–	–	–	–	–	–
2001	–	–	–	–	–	–	–	–
Cuba								
1990	1.6	–	6.6	4.1	–	–	12.3	–
1991	1.7	–	9.7	4.3	–	–	10.8	–
1992	1.9	–	–	–	–	–	–	–
1993	2.4	–	9.5	2.4	–	–	9.8	–
1994	2.5	–	7.5	2.3	–	–	10.2	–
1995	2.5	–	6.8	2.2	–	–	10.9	–
1996	2.5	–	6.7	2.4	–	–	12.6	–
1997	2.5	–	–	2.3	–	–	–	–
1998	2.5	–	6.8	2.2	–	–	–	–
1999	–	2.5	7.7	1.9	–	–	–	–
2000	–	–	–	–	–	–	–	–
2001	–	–	–	–	–	–	–	–

Table A.4: Latin America (continued)

Country/Year	Expenditures as a Percentage of GNI ¹				Expenditures as a Percentage of Total Central Government Expenditures ²			
	Education			Military ⁶	Education			Military ⁶
	Primary ³	Secondary ⁴	Total ⁵		Primary ³	Secondary ⁴	Total ⁵	
Dominican Republic								
1990	–	–	–	1.0	–	–	–	8.5
1991	–	–	–	0.7	–	–	–	6.3
1992	–	–	1.4	0.9	–	–	8.9	6.3
1993	–	–	1.7	1.2	–	–	9.8	6.5
1994	–	–	2.0	1.2	–	–	12.2	6.4
1995	–	–	1.9	1.4	–	–	13.2	8.4
1996	–	–	2.0	1.3	–	–	13.4	7.7
1997	–	–	2.3	1.2	–	–	13.8	6.7
1998	–	–	2.6	1.1	–	–	–	6.1
1999	–	–	–	0.7	–	–	–	4.4
2000	–	–	–	–	–	–	–	–
2001	–	–	–	–	–	–	–	–
Ecuador								
1990	0.9	–	3.1	3.2	–	–	17.2	20.4
1991	1.1	–	2.6	3.5	–	–	17.5	23.2
1992	1.0	–	2.7	3.5	–	–	19.2	20.6
1993	1.0	–	2.7	3.0	–	–	18.1	19.0
1994	1.1	–	3.4	3.6	–	–	19.2	21.1
1995	1.0	–	3.4	3.6	–	–	15.2	18.5
1996	1.1	–	3.5	3.0	–	–	13.0	15.6
1997	1.0	–	–	4.0	–	–	–	23.2
1998	1.2	0.8	3.3	4.4	–	–	–	29.6
1999	–	1.0	2.5	3.7	–	–	–	16.2
2000	–	–	–	–	–	–	–	–
2001	–	–	–	–	–	–	–	–
El Salvador								
1990	–	–	2.0	3.7	–	–	16.6	31.0
1991	–	–	1.8	3.3	–	–	15.2	23.8
1992	–	–	1.9	2.1	–	–	13.8	16.8
1993	–	–	1.8	1.5	–	–	14.5	12.4
1994	–	–	2.0	1.2	–	–	14.7	9.1
1995	1.3	–	2.2	1.1	–	–	15.3	8.3
1996	–	–	2.3	1.0	–	–	14.1	7.9
1997	–	–	2.5	0.9	–	–	16.0	7.5
1998	–	–	2.4	0.9	–	–	–	9.5
1999	–	–	2.4	0.9	–	–	–	8.8
2000	–	–	–	–	–	–	–	–
2001	–	–	–	–	–	–	–	–

Table A.4: Latin America (continued)

Country/Year	Expenditures as a Percentage of GNI ¹				Expenditures as a Percentage of Total Central Government Expenditures ²			
	Education			Military ⁶	Education			Military ⁶
	Primary ³	Secondary ⁴	Total ⁵		Primary ³	Secondary ⁴	Total ⁵	
Guatemala								
1990	0.4	–	1.4	1.5	–	–	11.8	14.6
1991	0.4	–	1.3	1.4	–	–	13.0	15.5
1992	0.4	–	1.4	1.5	–	–	11.5	14.0
1993	0.8	–	1.6	1.4	–	–	12.8	14.0
1994	0.7	–	1.5	1.4	–	–	14.7	15.2
1995	0.9	–	1.7	0.9	–	–	16.0	10.2
1996	0.9	–	1.7	1.2	–	–	15.8	12.6
1997	0.7	–	–	0.8	–	–	–	7.7
1998	0.8	–	–	0.8	–	–	–	6.9
1999	–	–	1.6	0.7	–	–	–	5.0
2000	–	–	–	–	–	–	–	–
2001	–	–	–	–	–	–	–	–
Haiti								
1990	0.7	–	1.5	1.7	–	–	20.0	13.8
1991	0.8	–	–	1.4	–	–	–	15.3
1992	0.8	–	–	1.4	–	–	–	14.7
1993	0.6	–	–	1.6	–	–	–	20.1
1994	0.4	–	–	–	–	–	–	–
1995	0.4	–	–	–	–	–	–	–
1996	0.6	–	–	–	–	–	–	–
1997	0.6	–	–	–	–	–	–	–
1998	0.7	–	–	–	–	–	–	–
1999	–	–	–	–	–	–	–	–
2000	–	–	–	–	–	–	–	–
2001	–	–	–	–	–	–	–	–
Honduras								
1990	2.3	–	–	2.1	–	–	–	9.9
1991	2.0	–	4.1	1.6	–	–	–	9.1
1992	2.1	–	–	1.4	–	–	–	5.5
1993	2.0	–	–	1.5	–	–	–	5.5
1994	1.9	–	3.5	1.4	–	–	16.0	5.9
1995	1.9	–	3.6	1.4	–	–	16.5	5.6
1996	1.7	–	–	–	–	–	–	–
1997	1.5	–	–	–	–	–	–	–
1998	1.7	–	4.2	–	–	–	–	–
1999	1.8	–	–	0.7	–	–	–	2.6
2000	–	–	–	–	–	–	–	–
2001	–	–	–	–	–	–	–	–

Table A.4: Latin America (continued)

Country/Year	Expenditures as a Percentage of GNI ¹				Expenditures as a Percentage of Total Central Government Expenditures ²			
	Education			Military ⁶	Education			Military ⁶
	Primary ³	Secondary ⁴	Total ⁵		Primary ³	Secondary ⁴	Total ⁵	
Mexico								
1990	0.8	–	3.7	0.5	–	–	12.8	2.6
1991	–	–	3.9	0.5	–	–	15.3	4.3
1992	–	–	4.4	0.5	–	–	18.1	4.6
1993	–	–	5.1	0.6	–	–	22.3	4.0
1994	–	–	4.7	0.7	–	–	26.0	4.7
1995	–	–	4.9	0.7	–	–	23.0	3.9
1996	1.5	–	–	0.6	–	–	–	3.6
1997	–	–	–	0.6	–	–	–	3.6
1998	1.7	–	4.4	0.6	–	–	–	3.8
1999	–	–	4.6	0.6	–	–	22.6	–
2000	–	–	–	–	–	–	–	–
2001	–	–	–	–	–	–	–	–
Nicaragua								
1990	–	–	3.4	21.0	–	–	9.7	28.6
1991	3.4	–	4.3	3.6	–	–	12.1	10.0
1992	–	–	4.1	3.1	–	–	10.6	7.6
1993	–	–	3.5	2.6	–	–	9.8	6.7
1994	–	–	3.9	2.7	–	–	9.0	5.7
1995	–	–	3.7	2.3	–	–	9.9	5.3
1996	–	–	3.6	1.7	–	–	10.2	4.7
1997	2.2	–	3.9	1.5	–	–	8.8	4.5
1998	–	–	4.8	1.6	–	–	–	4.5
1999	–	–	4.0	1.2	–	–	–	2.9
2000	–	–	–	–	–	–	–	–
2001	–	–	–	–	–	–	–	–
Panama								
1990	–	–	4.9	1.5	–	–	20.9	6.1
1991	–	–	5.0	1.4	–	–	18.9	5.6
1992	–	–	5.3	1.3	–	–	18.9	5.7
1993	–	–	5.0	1.4	–	–	22.9	5.6
1994	–	–	5.0	1.3	–	–	22.2	5.4
1995	–	–	5.2	1.3	–	–	22.1	5.2
1996	–	–	5.3	1.3	–	–	20.9	4.6
1997	–	–	5.1	1.4	–	–	16.3	5.1
1998	–	–	–	1.4	–	–	–	4.9
1999	–	2.0	6.3	1.4	–	–	–	5.1
2000	–	–	–	–	–	–	–	–

Table A.4: Latin America (continued)

Country/Year	Expenditures as a Percentage of GNI ¹				Expenditures as a Percentage of Total Central Government Expenditures ²			
	Education			Military ⁶	Education			Military ⁶
	Primary ³	Secondary ⁴	Total ⁵		Primary ³	Secondary ⁴	Total ⁵	
Paraguay								
1990	0.5	–	1.1	1.3	–	–	9.1	13.9
1991	0.8	–	1.9	1.7	–	–	10.3	14.3
1992	1.2	–	2.6	1.8	–	–	12.4	13.2
1993	1.4	–	2.9	1.4	–	–	16.9	10.7
1994	1.4	–	2.9	1.2	–	–	18.6	9.0
1995	1.6	–	3.4	1.3	–	–	18.0	5.9
1996	1.9	–	3.9	1.3	–	–	18.6	6.6
1997	2.0	–	4.0	1.3	–	–	19.8	5.6
1998	2.1	–	4.5	1.4	–	–	–	6.0
1999	2.2	1.4	4.8	1.1	–	2.6	8.8	3.9
2000	–	–	–	–	–	–	–	–
2001	–	–	–	–	–	–	–	–
Peru								
1990	0.8	–	2.3	2.3	–	–	–	10.7
1991	0.7	–	2.4	1.7	–	–	–	9.9
1992	0.9	–	2.4	2.2	–	–	–	11.1
1993	0.9	–	2.6	2.1	–	–	–	11.0
1994	1.0	–	3.9	1.9	–	–	–	12.5
1995	1.1	–	–	1.9	–	–	–	10.2
1996	1.0	–	2.9	1.8	–	–	19.2	11.7
1997	1.2	–	–	2.3	–	–	–	12.9
1998	1.2	–	3.3	2.3	–	–	–	12.6
1999	1.4	–	3.5	2.4	–	–	21.1	12.3
2000	–	–	–	–	–	–	–	–
2001	–	–	–	–	–	–	–	–

– = not available

¹ Gross National Income is the sum of gross value added by all resident producers in the economy plus any product taxes (less subsidies) that are not included in the valuation of output plus net receipts of income from abroad.

SOURCE: UNESCO, Institute for Statistics, Education for All: Year 2000 Assessment - A Decade of Education [CD-ROM], Paris, 2000 [For primary-level statistics]; UNESCO, Institute for Statistics, 2002 [for secondary-level statistics]; UNESCO, 2001, www.uis.unesco.org, consulted August 6 [education (total) category]; World Bank, World Development Indicators 2001 [CD-ROM], Washington D.C., 2001 [for military data].

² Public expenditure on education represents current and capital expenditures on education by local, regional and national governments, including municipalities. Household contributions are normally excluded.

SOURCES: World Bank, World Development Indicators 2001[CD-ROM], Washington D.C., 2001 [for military data]; UNESCO, 2001, www.uis.unesco.org, consulted August 6 [education (total) category]; UNESCO, Institute for Statistics, 2002 [for primary- and secondary-level statistics].

³ A complete explanation of the primary level of education can be found in the introduction.

⁴ A complete explanation of the secondary level of education can be found in the introduction

⁵ Public expenditure on education consists of public spending on public education plus subsidies to private education at the primary, secondary, and tertiary levels.

SOURCES: World Bank, World Development Indicators 2001 [CD-ROM], Washington D.C., 2001.

⁶ The definition for military can be found in the introduction.

Appendix B:

An Introduction to the Development and Role of International Financial Institutions

This appendix presents some descriptive information on the IFIs. The IFIs are a group of donor-government supported multilateral financial institutions that includes the World Bank, the IMF, and four regional development banks—the AfDB, AsDB, EBRD, IDB.²²⁵ The World Bank and the four regional development banks are sometimes referred to as the Multilateral Development Banks (MDBs).

The MDBs all share a number of characteristics, including principal objectives for economic development and poverty reduction. All provide loans, equity investment, technical assistance, and advice to their member countries. Although there are no formal consultative mechanisms among or between the MDBs, informal consultations take place, and most policy decisions follow the lead of the World Bank on major issues of global significance.

The World Bank is the largest of all the MDBs. It operates on a global level and attempts to accommodate longer-term global concerns and issues in its programs and policies. In contrast, the four regional development banks—the AfDB, AsDB, EBRD, and IDB—focus their operations on the conditions and circumstances in the geographical areas of their operation. The EBRD, the newest of the regional banks, differs from the others with its almost exclusive focus on private sector development.

The IMF differs significantly from all of the other IFIs. The IMF focuses on international financial and national macroeconomic issues and provides assistance through a variety of instruments. Where necessary, the IMF requires policy or structural changes in return for its assistance. The IMF does not provide loans for development or for particular projects or sectors, but provides instead short- to medium-term balance of payments support for countries that are experiencing financial difficulty in meeting their international current account obligations. In recent years, the IMF has begun to incorporate poverty reduction and social safety net considerations into its recommendations to recipient countries.

Through their management of substantial financial resources, the IFIs are in a position to significantly affect a broad set of development issues, including those associated with better access to education and the elimination of child labor.

A. The World Bank

The World Bank was established as a result of an international meeting held in Bretton Woods, New Hampshire, in 1944. Originally named the International Bank for Reconstruction and Development (IBRD), the World Bank’s initial mission was to assist in the reconstruction of Europe following

²²⁵ Since the African Development Bank and the Asian Development Bank both use, and are known by, the acronym “ADB,” the acronyms “AfDB” and “AsDB”, respectively, are used to distinguish between the two multilateral development banks in this report.

World War II. The institution has grown and is now composed of five institutions that specialize in different aspects of development, known together as the World Bank Group. The five institutions are:

(1) *The International Bank for Reconstruction and Development (IBRD)*, the original World Bank institution established in 1945, currently has 184 member-countries. It provides loans and development assistance to middle-income countries and credit-worthy poorer countries. Its cumulative lending now stands at \$371 billion²²⁶, including lending commitments of \$11.5 billion for 96 operations in 40 countries made in fiscal year 2002.²²⁷

(2) *The International Development Association (IDA)*, founded in 1960, currently has 163 member-countries and provides between \$7 billion to \$8 billion per year in interest-free loans to the world's 80 poorest countries. It provides this concessional financing²²⁸ from a fund supplemented by periodic replenishments from donor countries. The IDA's cumulative lending now stands at \$135 billion, including commitments of \$8.1 billion for 133 operations in 62 countries in fiscal year 2002.

(3) *The International Finance Corporation (IFC)*, founded in 1956, currently has 175 member-countries and provides loans and equity financing at commercial rates to private sector projects in the underdeveloped and developing world that have difficulty obtaining private financing. It has a committed portfolio of \$21.6 billion, including \$6.5 billion in syndicated loans. In fiscal year 2002, it made commitments of \$3.6 billion to 204 projects in 75 countries.

(4) *The Multilateral Investment Guaranty Agency (MIGA)*, founded in 1988, currently has 158 member-countries and provides political risk insurance to investors and lenders in developing countries. Its cumulative guarantees issued total \$10.3 billion, including \$1.4 billion in guarantees issued in fiscal year 2002.

(5) *The International Centre for Settlement of Investment Disputes (ICSID)*, founded in 1966, currently has 134 member-countries. The ICSID facilitates the conciliation and arbitration of disputes between member countries and investors who are nationals of other member countries. The total number of cases registered stands at 103, including 16 cases registered in fiscal year 2002.

²²⁶ Unless otherwise noted, all dollar amounts (\$) are expressed in U.S. currency.

²²⁷ The World Bank's fiscal year runs from July 1 through June 30. All subsequent references to the World Bank Group refer to this fiscal year.

²²⁸ "Concessional" financing is financing provided on terms that are below market interest rates (or at zero interest rates).

In the rest of this report, the term “World Bank” refers to two of the five institutions, the IBRD and the IDA, which are the principal development lending arms of the World Bank Group.²²⁹

The mission of the World Bank has evolved since its inception, from promoting post-war reconstruction to the current mission of combating poverty. The World Bank, whose ownership is vested in its 184 member countries (including 72 of the 73 referenced countries in this report), provides financial assistance for reconstruction following natural disasters, humanitarian emergencies, and post-conflict situations, but the largest share of its assistance now goes to financing economic development and combating poverty in underdeveloped and developing countries.

The World Bank has sought during the last decade to improve its effectiveness in poverty reduction. Initially, large-scale infrastructure projects dominated the World Bank’s portfolio, but the emphasis is now on an integrated sectoral approach that focuses on poverty reduction. For example, rather than lending money for the construction of schools, the World Bank lends money for the purpose of improving the primary education system in a borrowing country; school construction may or may not be part of the project. Such projects or sectoral loans are called *investment* lending by the World Bank. The World Bank also provides *adjustment* loans, which are more rapid disbursing instruments intended to support more immediate policy and institutional reforms. Disbursements of such loans are often conditioned upon meeting certain targets and benchmarks and are frequently implemented together with IMF and financial reform programs (see below).²³⁰ Basic education and primary health care are among the major components of the poverty reduction strategies approved by the World Bank and other regional MDBs.

The IBRD and IDA are the World Bank’s major lending institutions that primarily make loans or grants to developing countries. The IDA, which accounts for about a quarter of all loans made by the World Bank, provides interest-free loans (credits) to the world’s poorest countries from money subscribed by wealthier governments to finance essential reforms in countries that cannot afford to borrow on commercial terms. At present, 80 countries are eligible to borrow from IDA. The terms for an IDA loan are typically a 40-year repayment period, no interest, and no payment required for the first 10 years. IDA finances specific projects and provides assistance for balance of payments support and other assistance countries may require for restructuring their economies and building competitive markets. The IBRD provides the balance of World Bank loans at market rates with money from medium- and long-term bond offerings on world capital markets.

²²⁹ For further information, see World Bank, “The World Bank Group: About Us” [online] [cited February 10, 2003]; available from <http://www.worldbank.org/about/>; World Bank Group, *The World Bank Annual Report 2002*, vol. 1, (Washington, D.C., World Bank Group, 2002).

²³⁰ World Bank Group, “World Bank Lending Instruments,” [cited February 10, 2003]; available from <http://lnweb18.worldbank.org/ext/language.nsf/Open+Pages/15EBE82911D2922C85256AE300729172?OpenDocument>.

The IBRD lends only to creditworthy borrowers and only for projects that promise high real rates of economic return to the country.²³¹ In contrast, the fundamental tests for a country's eligibility for IDA funds are its relative poverty²³² and lack of creditworthiness for market-based borrowing from either commercial sources or the IBRD.²³³ The operational cutoff for IDA eligibility in fiscal year 2002 was a per capita income of \$885 in the year 2000; for fiscal year 2003, the cutoff has been set at a 2001 per capita income of \$875. As IDA-eligible countries become richer and improve their creditworthiness, they may "graduate" and become eligible for a blend of IBRD and IDA funds, and eventually only IBRD funds.²³⁴

For the purpose of exposition, the 73 referenced-countries have been grouped into four world regions: Africa (with 34 referenced countries); Asia (with 16); the Middle East (with two); Europe and Central Asia (with four); and Latin America and the Caribbean (with 17). These regional groups differ slightly from the world region groupings used by the World Bank (see Box 1 in Introduction).

Table B.1 presents the referenced country eligibility for borrowing from the World Bank as of July 1, 2002 (the beginning of fiscal year 2003). Of the 72 referenced countries that are members of the World Bank, 26 (mostly from Latin America and the Caribbean, and Europe) are eligible only for IBRD funds. Six countries, mainly from Africa and Asia, are eligible for a blend of IBRD and IDA funds; 39 (primarily from Africa and Asia) are eligible only for IDA funds; and one—the United Arab Emirates—is a relatively high-income member not eligible for borrowing.

²³¹ "Quality and Quantity of World Bank Lending Rise in Fiscal 1999," World Bank Group News Release No. 2000/015/S, July 27, 1999.

²³² For the purpose of IDA eligibility, poverty is as measured by gross national income or product per capita, using the World Bank Atlas methodology. This measurement is adjusted each year for international inflation.

²³³ International Development Association, "IDA Eligibility, Terms, and Graduation Policies," Washington, D.C., January, 2001 [cited February 10, 2003]; available from www.worldbank.org/ida/IDAELIGIBILITY.pdf.

²³⁴ Some countries, such as India and Indonesia, are eligible for IDA funds due to their low per capita incomes, but are also creditworthy for some IBRD borrowing; these countries are known as "blend" borrowers. Over the years, 22 countries (including China, Costa Rica, Chile, Egypt, Morocco, Thailand, and Turkey) have seen their economies develop and grow beyond the IDA-eligibility threshold and have been graduated to IBRD borrowing. See Issue Briefs, DevNews Media Center, "International Development Association (IDA)" [cited March 19, 2003]; available from <http://web.worldbank.org/WBSITE/EXTERNAL/NEWS/0,,contentMDK:20040630~menuPK:34480~pagePK:36694~piPK:116742~theSitePK:4607,00.html>; Issue Briefs, DevNews Media Center, "Adjustment Lending" [cited March 19, 2003]; available from <http://web.worldbank.org/WBSITE/EXTERNAL/NEWS/0,,contentMDK:20036115~menuPK:34480~pagePK:36694~piPK:116742~theSitePK:4607,00.html>.

Table B.1. Referenced Country* Eligibility for Borrowing from the World Bank as of July 1, 2002 (2001 Gross National Income per capita in U.S. dollars)

IBRD Funds Only	Blend of IBRD and IDA Funds	IDA Funds Only	
Africa			
Botswana (\$3,630) (\$3,160) Africa (\$2,900) (\$1,530) Morocco (\$1,180) Equatorial Guinea (\$700)	Zimbabwe** (\$480) Nigeria (\$290)	Congo, Rep. (\$700) Cote d'Ivoire (\$630) Cameroon (\$570) Lesotho (\$550) Angola (\$500) Senegal (\$480) Comoros (\$380) Benin (\$360) Mauritania (\$350) Kenya (\$340) Ethiopia (\$100) Sudan** (\$330) Congo, DR** (n.a.)	Uganda (\$280) Gabon Tanzania (\$280) South Togo** (\$270) Egypt Madagascar (\$260) Rwanda (\$220) Burkina Faso (\$210) Mali (\$210) Mozambique (\$210) Sierra Leone (\$140) Burundi (\$100) Zambia (\$320) Ghana (\$290) Somalia** (n.a.)
Asia and the Middle East			
Malaysia (\$3,640) Thailand (\$1,970) Philippines (\$1,050) Syria*** (\$1,000) China (\$890)	Indonesia (\$680) India (\$460) Pakistan (\$420)	Sri Lanka (\$830) Vietnam (\$410) Mongolia (\$400) Bangladesh (\$370) Laos (\$310)	Cambodia (\$270) Nepal (\$240) Afghanistan** (n.a.) Burma** (n.a.)
Europe and Central Asia			
Turkey (\$2,530) Romania (\$1,710) Bulgaria (\$1,560)		Albania (\$1,230)	
Latin America and the Caribbean			
Argentina (\$6,960) Mexico (\$5,540) Nicaragua (n.a.) (\$3,290) Brazil (\$3,070) Dominican Republic (\$2,230) El Salvador (\$2,050) Peru (\$2,000) Colombia (\$1,910) Guatemala (\$1,670) Paraguay (\$1,300) Ecuador (\$1,240)	Bolivia (\$940)		Honduras (\$890) Haiti** (\$480) Costa Rica (\$3,390)

Notes: * The 73 developing countries referenced in the first seven ILAB reports on international child labor.

** denotes those countries with World Bank loans and credits in non-accrual status as of July 1, 2002.

*** denotes those countries with World Bank loans and credits in non-accrual status as of June 30, 2002.

The United Arab Emirates, a relatively high-income member country of the World Bank, is not an eligible borrower of the World Bank, but is a user of the World Bank's non-lending services, much of which is reimbursed. Cuba is not a member of the World Bank and is therefore not eligible to borrow from the World Bank.

SOURCE: World Bank Annual Report 2002, Vol. 1 (Washington, D.C.: World Bank 2002), pp. 131-132.

In addition to the provision of loans the World Bank engages in a number of non-lending activities related to education and child labor issues. These include providing client countries with analytical and advisory services that may buttress lending operations, and conducting studies to expand knowledge and understanding of issues related to children.

B. The Regional Development Banks

1. The African Development Bank Group

The African Development Bank Group comprises the African Development Bank (AfDB), the African Development Fund (AfDF), and the Nigeria Trust Fund (NTF). The Bank Group finances its operations in regional member countries (RMCs) in line with its strategic and priority areas for intervention. Country support strategies focus on poverty reduction, examine governance issues, and give priority to Bank Group interventions in agriculture and rural development, human resource development, gender mainstreaming, promoting the private sector, and regional cooperation and integration.²³⁵ The Bank Group engages in project lending, policy-based lending (sectoral and structural adjustment loans), technical assistance grants, special emergency relief, debt and debt service reduction,²³⁶ and equity participation. Project loans and debt service reduction constituted the major share of Bank Group approvals in 2000 (45.3 percent and 34.8 percent respectively).²³⁷ In 2000, the three institutions that constitute the AfDB Group approved approximately \$2 billion in loans and disbursed \$682 million.²³⁸

The African Development Bank was established in 1964 with the objective of promoting regional economic and social development through both public and private sector loans, equity investments, and technical assistance. The AfDB is headquartered in Abidjan, Côte d'Ivoire, and its current authorized capital is \$23.9 billion.²³⁹ The AfDB's financial resources include ordinary capital resources of subscribed capital, reserves, funds raised through borrowing, and accumulated net income.²⁴⁰ The Bank provides loans to its clients on non-concessional terms. The AfDB has 53 member countries in Africa- including all 34 referenced countries in Africa-and 24 non-regional non-borrowing member countries from Europe, the Americas, and Asia. Six referenced countries in

²³⁵ African Development Bank and African Development Fund, *Annual Report: 2000*, (Abidjan, 2000); African Development Bank and African Development Fund, *Annual Report: 2001*, (Abidjan, 2001).

²³⁶ *Annual Report: 2000*. Debt and debt service reduction was comprised primarily of relief under the Heavily Indebted Poor Countries' (HIPC) Initiative, and secondarily under the Supplementary Financing Mechanism Debt Alleviation.

²³⁷ *Annual Report: 2000*, 34.

²³⁸ African Development Bank, "The ADB Group: Compendium of Statistics on Bank Group Operations 2000: Highlights of Bank Operations," Abidjan [cited January 8, 2003]; available from www.afdb.org/knowledge/statistics/statistics_bank_compendium2001/development_bank_group-/pdf/high.pdf.

²³⁹ African Development Bank/African Development Fund, "The ADB Group: The African Development Bank," Abidjan [cited February 10, 2003]; available from www.afdb.org/knowledge/about/about_adbgroup_ADB.htm.

²⁴⁰ *Annual Report: 2001*.

Africa (Botswana, Egypt, Equatorial Guinea, Gabon, Morocco, Mozambique, and South Africa), which had higher per capita incomes and were more creditworthy than other countries in the region, were eligible only for AfDB market-rate financing in 2000.²⁴¹

The AfDF, another institution of the AfDB Group, was created in 1973 to provide loans at concessional interest rates to the poorest member countries. Total resources of the AfDF currently stand at about \$12.5 billion. AfDF resources are usually replenished every three years by donor countries.²⁴² Thirty-eight RMCs were eligible for concessional AfDF financing in 2000; of these, 28 were referenced countries in Africa.²⁴³ Two other referenced countries, Nigeria and Zimbabwe, were eligible for a blend of AfDB and AfDF concessional financing.

The AfDB also has a Technical Assistance Fund (TAF), which assists RMCs to design, develop, and implement development projects and programs, particularly in such areas as feasibility studies, environmental impact assessments, sector and multi-sector studies, and engineering studies.²⁴⁴ In 2001, the Bank's Board approved 36 TAF operations, of which eight were for project cycle activities and 28 were grants for institutional capacity building.²⁴⁵

Another institution in the AfDB Group is the Nigeria Trust Fund (NTF), which was established by the Government of Nigeria in 1976 to finance projects at below-market terms in the poorer African member countries. At year-end 2001, total NTF resources amounted to \$535 million.²⁴⁶ The NTF lends at interest rates ranging from 2-4 percent²⁴⁷ with a repayment period of up to 25 years, including a grace period of up to five years.²⁴⁸

In 2001, the Bank Group continued to provide debt relief under the HIPC initiative, in close collaboration with the World Bank and the IMF. The Bank Group's share of the total multilateral creditors' cost for the 32 countries eligible under the enhanced HIPC framework was estimated at \$2.78 billion in 1999/2000 net present value terms.²⁴⁹

²⁴¹ Ibid, 281.

²⁴² African Development Bank/African Development Fund, "The ADB Group: The African Development Fund (ADF)," Abidjan, [cited February 13, 2003]; available from http://www.afdb.org/knowledge/about/about_adbgroup_ADF.htm.

²⁴³ *Annual Report: 2000*, 281. Nigeria and Zimbabwe were eligible for a blend of AfDB and AfDF financing.

²⁴⁴ *Annual Report: 2001*, 2, 33.

²⁴⁵ Ibid.

²⁴⁶ *Annual Report: 2001*, ix.

²⁴⁷ Ibid. Effective March 2002.

²⁴⁸ Ibid.

²⁴⁹ *Annual Report: 2001*, 4.

2. The Asian Development Bank

The Asian Development Bank (AsDB), established in 1966, has 61 member countries, of which, 44 are regional members and 17 are non-regional members from Europe and North America. Of the 44 regional members, 41 are developing countries that are eligible to borrow from the Bank, including all 16 referenced countries in Asia. Three of the 44 regional members are non-borrowing developed countries. The AsDB assists in regional economic development and poverty reduction by providing loans, equity financing, and technical assistance; promoting and facilitating public and private capital investments; and assisting in the coordination of development plans and programs. The AsDB is headquartered in Manila, the Philippines. During 2001, the AsDB provided approximately \$5.4 billion in loans, mostly to the public sector of member-countries.²⁵⁰

Since adopting its poverty reduction strategy in 1999, the AsDB began focusing its work on eliminating poverty in the region.²⁵¹ Its projects or programs, whether poverty interventions or otherwise, emphasize one or more of these priorities: economic growth, human development, gender and development, good governance, environmental protection, private sector development and regional cooperation.²⁵² The AsDB develops operational strategies for individual member-countries, including economic and policy analyses, and undertakes country performance reviews that provide a basis for policy dialogue with governments of the developing member countries. The AsDB also formulates country assistance plans that include identification of individual technical assistance and loan projects and programs. The AsDB establishes and maintains relationships with the developing member country governments for overall country economic reporting and for loan negotiations.²⁵³

The financial resources of the AsDB consist of ordinary capital resources (OCR) and Special Funds.²⁵⁴ OCR consist of subscribed capital, reserves and surplus, and funds raised through borrowings.²⁵⁵ Loans from the OCR are generally made to developing member countries that have attained a relatively higher level of economic development. In addition to OCR, the AsDB was

²⁵⁰ Asian Development Bank, "ADB: Funding and Lending," [cited February 10, 2003]; available from <http://www.adb.org/About/FAQ/funding.asp#amount>; Asian Development Bank, "ADB Profile: Functions," [cited February 10, 2003]; available from www.adb.org/About/bankprof.asp.

²⁵¹ Asian Development Bank, "Asian Development Bank: Overview," [cited February 10, 2003]; available from <http://www.adb.org/Help/Index/A.asp>.

²⁵² Ibid.

²⁵³ Asian Development Bank, "Regions and Countries-ADB.org," [cited February 10, 2003]; available from <http://www.adb.org/Countries/default.asp>.

²⁵⁴ Asian Development Bank, "ADB: Financial Resources," [cited February 10, 2003]; available from <http://www.adb.org/Finance/default.asp>.

²⁵⁵ Asian Development Bank, "Ordinary Capital Resources," [cited February 10, 2003]; available from <http://www.adb.org/Help/Index/A.asp>.

authorized by its Charter to establish and administer Special Funds. These consist of the Asian Development Fund (AsDF), the Technical Assistance Special Fund (TASF), the Japan Special Fund (JSF), and the AsDB Institute Special Fund.²⁵⁶

The AsDB established the Asian Development Fund (AsDF) in 1973 to provide loans at concessional terms to the poorest members that have a limited ability to repay. It is the oldest and largest of the Bank's Special Funds. As the AsDF consumes resources, it requires periodic replenishment by donor countries. AsDF resources currently exceed \$20 billion and loans from the AsDF account for 28 percent of total AsDB lending.²⁵⁷ There were 28 AsDF borrowers as of 1997-98, of which, the largest borrowers were all referenced countries (with the exception of the Kyrgyz Republic).²⁵⁸ The same strict standards for loan approval and administration that apply to OCR loans are applied to AsDF loans.²⁵⁹

The AsDB also finances several technical assistance instruments in conjunction with some of its grants and loans.²⁶⁰ These include:

- Project preparatory technical assistance (for feasibility and detailed engineering studies);
- Project implementation technical assistance, including for initial project operation, including the training of project personnel;
- Advisory technical assistance, including support for institutional strengthening and sector and policy studies; and
- Regional technical assistance.

The Technical Assistance Special Fund is an important source of grant financing for AsDB's technical assistance operations. It is funded mainly by regularized replenishment contributions, voluntary contributions of member countries, and allocations from OCR net income.²⁶¹

The Japan Special Fund (JSF) is another important source of financing for AsDB's technical assistance operations. It was established in 1988 and provides grants to the AsDB's developing member

²⁵⁶ Asian Development Bank, "Special Funds," [cited February 10, 2003]; available from <http://www.adb.org/Help/Index/S.asp>.

²⁵⁷ Asian Development Bank, "Asian Development Fund: Frequently Asked Questions," [cited February 10, 2003]; available from <http://www.adb.org/Finance/ADF/faq.asp>.

²⁵⁸ The largest AsDF borrowers were: Bangladesh, the Kyrgyz Republic, Laos, Nepal, Pakistan, Sri Lanka, and Vietnam.

²⁵⁹ Asian Development Bank, "Asian Development Fund," [cited February 10, 2003]; available from <http://www.adb.org/Help/Index/A.asp>.

²⁶⁰ Asian Development Bank, "Technical Assistance," [cited February 10, 2003]; available from <http://www.adb.org/TA/default.asp>.

²⁶¹ Asian Development Bank, "Special Funds: TASF," [cited February 10, 2003]; available from <http://www.adb.org/Help/Index/S.asp>.

countries to help prepare projects and undertake technical or policy studies.²⁶² The main objective of the JSF is to help AsDB's borrowing members broaden the scope of opportunities for new investment. The Fund is used to finance or co-finance technical assistance on a grant basis, and to further develop the private sector through equity investments.²⁶³

In addition to OCR and the Special Funds, several member countries have established donor-funded Poverty-Reduction Grant Facilities. Among these, the Japan Fund for Poverty Reduction (JFPR) was established in May 2000. The JFPR aims to support well-targeted poverty reduction and social development activities that have a direct impact on the poor, that stimulate stakeholder participation at the community level, and that stimulate the self-help capacities of the poor.²⁶⁴ The JFPR has \$295 million available for grant approval between May 2000 and December 2004;²⁶⁵ these funds are available to any of the Bank's developing member countries.

3. The European Bank for Reconstruction and Development

The European Bank for Reconstruction and Development (EBRD) was established in 1991 with the objective of assisting former communist countries in Europe to make the transition to market-based economies through the development of the private sector within a democratic environment. The EBRD is owned by its 60 member countries and two intergovernmental institutions and is headquartered in London. It currently provides assistance to 27 countries from Central Europe-including all four referenced countries in Europe.²⁶⁶ During 2000, the EBRD committed ¥2.7 billion (\$2.5 billion) to 95 projects. Since its inception, the EBRD has supported more than 700 projects, totaling ¥16.6 billion (\$15.4 billion).²⁶⁷

The EBRD provides financial support for investments in new as well as existing companies across a wide spectrum of private sector business activities, and also assists the public sector in privatization and restructuring efforts as well as projects to improve municipal services. In its operations, the

²⁶² Asian Development Bank, "Annual Report of the Japan Special Fund for 2001," [cited February 10, 2003]; available from http://www.adb.org/Documents/Reports/Japan_Special_Fund/2001/default.asp.

²⁶³ Asian Development Bank, "Japan Special Fund," [cited February 10, 2003]; available from <http://www.adb.org/Help/Index/S.asp>.

²⁶⁴ Asian Development Bank, "Japan Fund for Poverty Reduction," [cited February 10, 2003]; available from <http://www.adb.org/Help/Index/J.asp>.

²⁶⁵ Asian Development Bank, "Poverty Reduction Grant Facilities," [cited February 10, 2003]; available from http://www.adb.org/poverty/grant_facilities.asp.

²⁶⁶ European Bank for Reconstruction and Development, "EBRD: About the EBRD," [cited February 10, 2003]; available from <http://www.ebrd.com/about/index.htm>.

²⁶⁷ European Bank for Reconstruction and Development, *EBRD: Annual Report 2000*, London, 2000; European Bank for Reconstruction and Development, "Review of Banking Operations," [cited February 10, 2003]; available from <http://www.ebrd.com/pubs/ar/index.htm>.

EBRD is permitted to work only with countries committed to democratic principles. All projects must assist the host-country to move toward a private-sector based economy, support private investors and not compete against them, and apply sound banking principles.²⁶⁸

Since the EBRD does not provide lending for basic education, social protection, or poverty alleviation programs, its lending programs are not included in this report.

4. The Inter-American Development Bank

The Inter-American Development Bank (IDB), founded in 1959, was the first regional development bank to be established. It has 46 member countries, of which 26, including 16 of the 17 referenced countries in Latin America and the Caribbean, are regional member borrowing countries.²⁶⁹

Twenty are non-borrowing member countries in North American, Europe, and Asia.²⁷⁰ The IDB is headquartered in Washington, D.C. and has an annual lending capacity of about \$8.5 billion. It provided a total of \$7.9 billion in loans during 2001.²⁷¹

In addition to the IDB, the Inter-American Development Bank Group includes the Inter-American Investment Corporation (IIC) and the Multilateral Investment Fund (MIF). The IIC was established in 1986 and provides loans and equity financing to small and medium-sized businesses in the private sector.²⁷² The MIF was established in 1993 with the objective of promoting private sector development in the region through small-scale loans and grants that support and facilitate reforms such as financial and trade liberalization, tax reform, privatization, and deregulation. The MIF is funded at about \$1.3 billion and has supported over 400 projects since its inception.²⁷³ The MIF is now the major source of technical assistance grants for private sector development, specifically micro and small business development, in Latin America and the Caribbean.²⁷⁴ Technical assistance

²⁶⁸ “EBRD: About the EBRD.”

²⁶⁹ Cuba, a referenced country, is the only country in the Latin America and the Caribbean region that is not a member of the IDB.

²⁷⁰ Inter-American Development Bank, “Basic Facts about the IDB: Basic Membership and Structure,” [cited February 10, 2003]; available from <http://www.iadb.org/info/bfingles/bank1.htm>. Non-borrowing member countries include the United States, Canada, Japan, Israel, and sixteen European countries.

²⁷¹ Inter-American Development Bank, “Basic Facts about the IDB: Operations,” [cited February 10, 2003]; available from <http://www.iadb.org/info/bfingles/operations2.htm>; Inter-American Development Bank, *Inter-American Development Bank Annual Report 2001*, (Washington, D.C., February 4, 2000): 9.

²⁷² Inter-American Development Bank, *Agreement Establishing the Inter-American Investment Corporation*, Washington, D.C., January 1996 [cited February 12, 2003]; available from <http://www.iadb.org/iic/english/charter/charter.htm>.

²⁷³ Inter-American Development Bank, “MIF: About Us,” [cited February 10, 2003]; available from <http://www.iadb.org/mif/website/static/en/about.asp?C=36>.

²⁷⁴ Ibid.

projects average \$1.0-1.5 million in size. Over 75 percent of MIF's projects are with partners new to the IDB, including NGOs, business groups, and government entities.

As of 2001, human resource development comprised 25 percent of MIF's approved portfolio of projects.²⁷⁵ Projects in this area have focused on workforce training, skills standards, certification methodologies, and credentialing systems. Included in the workforce training project portfolio are a number of projects targeted toward unemployed and at-risk youth. In the year 2001, MIF partnered with the International Youth Foundation (IYF) to provide its largest grant to date for a group of 40 sub-projects addressing youth unemployment and the need to increase information technology skills.²⁷⁶

For its poorest member countries, the IDB has established a Fund for Special Operations (FSO) with \$10 billion in capital to provide concessional loans.²⁷⁷ The FSO includes contributions from all IDB member countries and provides financing exclusively to the region's poorest countries—Bolivia, Guyana, Haiti, Honduras and Nicaragua (all referenced countries except for Guyana). It also funds technical assistance, both related and unrelated to project loans.

The IDB engages in a variety of technical cooperation activities. Non-reimbursable technical assistance grants to the less developed countries are often made through trust funds that the IDB administers.²⁷⁸ The IDB notes that “technical cooperation projects transfer knowledge to borrowing member countries, particularly those that are less developed, and strengthen managerial and institutional capacity. Technical cooperation also supports diagnostic, pre-investment and sector studies critical to effective project design and preparation.” As of 2001, the IDB had committed \$1.67 billion in grants for technical cooperation projects. Grants are awarded primarily to the relatively less developed member countries.²⁷⁹

The Program for the Development of Technical Cooperation among member countries of the IDB (TC/Funds Program) was established in 1991 to finance short- and medium-term consultancies and training activities such as seminars and workshops.²⁸⁰ The Technical Cooperation Coordination

²⁷⁵ Inter-American Development Bank, *Multilateral Investment Fund: An Overview*, [cited February 13, 2003] 4; available from <http://www.iadb.org/mif/website/static/en/overview.doc>.

²⁷⁶ *Ibid*, 7.

²⁷⁷ Concessional loans are loans below the market rate. Inter-American Development Bank, “Basic Facts about the IDB: Resources and Borrowing,” [cited February 10, 2003]; available from <http://www.iadb.org/info/bfingles/resources1.htm>.

²⁷⁸ *Ibid*, 2

²⁷⁹ Inter-American Development Bank, “Operations: Technical Cooperation,” [cited February 10, 2003]; available from <http://www.iadb.org/info/bfingles/operations3.htm>.

²⁸⁰ Inter-American Development Bank, *Annual Report 2001*, Washington D.C., January 2002 [cited February 13, 2003] 69; available from http://www.iadb.org/EXR/ar99/pdf/eng/IA2001_Eng.pdf.

Unit of the IDB is responsible for the administration and mobilization of trust funds resources and coordination of TC/Funds activities. As of 2001, 34 trust funds²⁸¹ had been established under this program, with total contributions of \$157 million, along with five agreements for the provision of in-kind services.²⁸² In 2001, the resources from the TC/Funds Program constituted the largest source of financing of the IDB's non-reimbursable technical cooperation program.²⁸³

Among the funds administered by the IDB which contribute to financing projects for children and youth as well as for basic education are:

- The Japan Special Fund (JSF). The JSF is one of the oldest trust funds administered by the IDB, and funds many projects in social development areas— such as social protection, nutrition, health and education.²⁸⁴
- The Social Progress Trust Fund (SPTF) was established by the United States in 1961 with the purpose of funding projects in the agriculture, sanitation, education, and social sectors. The SPTF had \$525 million in cumulative contributions from the time of its inception through 2001.²⁸⁵

In addition to the trust funds it administers, the IDB maintains relationships with a number of agencies, private foundations, and other entities for the purposes of co-financing projects.²⁸⁶ While most co-financing goes for project loans, some may take the form of grants.

C. The International Monetary Fund

The International Monetary Fund (IMF) was established in 1945 as an outcome of the 1944 Bretton Woods Conference. Its objectives are to promote international monetary cooperation, support the expansion of international trade, promote exchange rate stability, assist in an international system of current accounts payments, and provide financial support for countries that experience a balance of payments problem.²⁸⁷ The IMF, whose ownership is vested in its 184 member countries, provides

²⁸¹ Trust Funds are “Resources that an institution or government has given in administration to the IDB for financing projects under special conditions.” Inter-American Development Bank, “Glossary,” [cited February 10, 2003]; available from <http://www.iadb.org/regions/GeneralInfo/GLOSSARY.HTM>.

²⁸² *Annual Report 2001*, 69.

²⁸³ *Ibid*, 71.

²⁸⁴ *Ibid*.

²⁸⁵ *Ibid*, 72.

²⁸⁶ For example, it has cofinancing relationships with the EU, the OECD, the Rockefeller Foundation, USAID, and the World Bank. Inter-American Development Bank, ‘Mapping with Co-Financiers,’ [cited February 10, 2003]; available from <http://www.iadb.org/regions/aspdocs/idbcof/cofpage/mappage.htm>.

²⁸⁷ International Monetary Fund, “Articles of Agreement of the International Monetary Fund,” [cited February 10, 2003]; available from <http://www.imf.org/external/pubs/ft/aa/aa01.htm>, Article 1

short- to medium-term support to countries experiencing balance of payments problems caused either by external factors (e.g., a sudden increase in the price of oil) or internal factors (e.g., capital flight due to banking failure). The IMF does not provide sectoral or project loans-these are provided by the World Bank and the regional development banks. Before a country joins the World Bank, it must become a member of the IMF; all members of the IMF are members of the World Bank.²⁸⁸

Where appropriate, the IMF requires that a borrowing country undertake policy measures or structural adjustments to address the underlying economic problems that made assistance necessary. Different types of assistance programs are available, and the IMF has developed a variety of instruments to reflect the needs and circumstances of its diverse membership and the different types of economic problems that may occur.²⁸⁹

In 1999, the IMF established the Poverty Reduction and Growth Facility (PRGF) to replace the Extended Structural Adjustment Facility (ESAF) for use by the world's poorest countries. Loans from the PRGF are provided at concessional rates of interest. The basic objective of IMF assistance under the PRGF remains to provide balance of payments support, but some PRGF programs may integrate poverty reduction with other policy changes intended to restore financial stability and enhance economic growth. PRGF loans also emphasize good governance as a policy issue. When necessary, the IMF draws on the expertise of the World Bank on poverty-reduction issues.²⁹⁰

The IMF and the World Bank work together to provide debt relief to poor countries under the Heavily Indebted Poor Country (HIPC) initiative. Each institution focuses on its area of comparative advantage in this effort: the IMF on balance of payments and macroeconomic issues and the World Bank on poverty reduction and development.

Since the IMF does not provide sectoral or project loans (e.g., for education, social protection, or poverty reduction), its lending programs are not included in this report.

²⁸⁸ Of the 73 countries referenced in this report, only one-Cuba-is not a member of the IMF or World Bank. For further information on country membership in the IMF, see International Monetary Fund, "About the International Monetary Fund, IMF, Introductory Information," [cited February 10, 2003]; available from <http://www.imf.org/external/about.htm>.

²⁸⁹ International Monetary Fund, "IMF: How Does the IMF Lend: A Factsheet," [cited February 10, 2003]; available from <http://www.imf.org/external/np/exr/facts/howlend.htm>.

²⁹⁰ International Monetary Fund, "The IMF's Poverty Reduction and Growth Facility (PRGF): A Factsheet," September 2002 [cited February 12, 2003]; available from <http://www.imf.org/external/np/exr/facts/prgf.htm>.

Appendix C:

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- Table C.2: World Bank Education Sector Lending with Basic Education Components to Referenced Countries and All Countries by Region and Type of Lending (IBRD or IDA), Cumulative, FY1989-FY2002
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Table C.7e: World Bank Social Protection Sector Loans with Child Labor Related Components to Countries in Latin America and the Caribbean, Total Child Labor Related Components, FY1990-FY2002

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Table C.9: African Development Bank Education Sector Lending Approvals for Basic Education Projects, 1989-2001

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Table C.15: African Development Bank Lending to Regional Member Countries and the Referenced Countries for Basic Education Projects, 1989-2001

Table C.16: Asian Development Bank Lending to Regional Member Countries and Member Referenced Countries for Basic Education and Child Labor-Related Projects, 1989-2001

Table C.17: Inter-American Bank Lending to All Member Countries and Member Referenced Countries for Basic Education and Child Labor-Related Projects, 1991-2001

Table C.1: World Bank Education Sector Lending, Total and For Basic Education, FY1963-FY2002 (millions of current U.S. dollars)

Fiscal Year	Total Education Projects	Basic Education Projects	Basic Education as a Percent of Total
1963	5	-	-
1964	18	-	-
1965	30	-	-
1966	34	-	-
1967	52	-	-
1968	24	-	-
1969	82	-	-
1970	80	-	-
1971	108	-	-
1972	180	-	-
1973	273	-	-
1974	153	-	-
1975	224	-	-
1976	321	-	-
1977	289	-	-
1978	352	-	-
1979	496	-	-
1980	440	-	-
1981	747	-	-
1982	526	-	-
1983	572	-	-
1984	702	-	-
1985	937	-	-
1986	840	-	-
1987	440	-	-
1988	864	-	-
1989	992	430	43
1990	1,338	493	37
1991	2,026	805	40
1992	1,667	803	48
1993	1,871	1,086	58
1994	2,119	1,294	61
1995	2,027	1,046	52
1996	1,668	1,119	67
1997	994	459	46
1998	3,129	1,589	51
1999	1,334	699	52
2000	684	449	66
2001	794	491	62
2002	1,214	903	74

NOTE: "-" indicates no education sector loans for the fiscal year.

SOURCE: World Bank, Special Tabulation, October 2002.

Table C.2: World Bank Education Sector Lending with Basic Education Components to Referenced Countries and All Countries by Region and Type of Lending (IBRD or IDA), Cumulative, FY1989-FY2002

Region	IBRD Loans	IDA Credit	Total Lending (IBRD+IDA)	Portion Dedicated to Basic Education
<u>Africa</u>				
Referenced Countries	282 (12%)	1,984 (88%)	2,266	1,676 (74%)
All Countries	634 (21%)	2,394 (79%)	3,028	2,215 (73%)
<u>Asia and the Middle East</u>				
Referenced Countries	1,879 (33%)	3,888 (67%)	5,767	4,495 (78%)
All Countries	2,153 (34%)	4,126 (66%)	6,279	4,791 (76%)
<u>Europe and Central Asia</u>				
Referenced Countries	525 (96%)	22 (4%)	546	403 (74%)
All Countries	869 (88%)	119 (12%)	988	580 (59%)
<u>Latin America and the Caribbean</u>				
Referenced Countries	4,103 (92%)	350 (8%)	4,452	3,534 (79%)
All Countries	4,694 (92%)	383 (8%)	5,077	4,081 (80%)
<i>Total, all regions</i>				
Referenced Countries	6,788 (52%)	6,242 (48%)	13,031	10,107 (76%)
All Countries	8,350 (54%)	7,022 (46%)	15,372	11,667 (76%)

SOURCE: World Bank, based on data provided by the World Bank's Education Sector Staff, October 11, 2002. Sums may not equal totals due to rounding.

Table C.3: Composition of Total World Bank Education Sector Lending for Basic Education to the Referenced Countries by Basic Education Sub-Sector, Cumulative, FY1989-FY2002

Basic Education Sub-Sector	Region				
	Africa	Asia	Europe	Latin America and the Caribbean	All
Pre-Primary	63.7 (4%)	38.8 (1%)	6.9 (2%)	228.5 (6%)	337 (9%)
Primary	1,196.3 (72%)	3,191.0 (71%)	253.0 (63%)	2,572 (73%)	7,212.5 (71%)
Secondary, general	236.1 (14%)	717.9 (16%)	69.5 (17%)	372.3 (11%)	1,395.8 (14%)
Teacher Training	73.2 (4%)	377.5 (8%)	73.3 (18%)	313.0 (9%)	837.0 (8%)
Other, total	107.3 (6%)	169.4 (4%)	0.0 (0%)	47.9 (1%)	324.6 (3%)
Secondary, vocational	-	0.5	-	-	0.5
Vocational	11.8	16.8	-	-	28.6
Science and Technology	-	-	-	3.4	3.4
Institutional Development	10.5	24.5	-	35.0	70.0
Other	85.0	127.6	-	9.5	222.1
Total, Basic Education	1,676 (100%)	4,495 (100%)	403 (100%)	3,534 (100%)	10,107 (100%)

NOTE: "-" indicates no education sector loans for the fiscal year.

SOURCE: World Bank, based on data provided by the World Bank's Education Sector Staff, October 11, 2002. Sums may not equal totals due to rounding.

Table C.4a: World Bank Education Sector Loans to All Countries and the Referenced Countries by World Region, Total Education Sector, Total Loans with Basic Education Components, and Total of Basic Education Components, FY1989-FY2002

Region	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	Total, 1989-2002
Africa	266.2	381.2	478.7	449.7	484.9	286.7	254.9	232.3	150.1	452.3	244.1	258.7	84.9	420.1	4,444.8
	240.2	160.7	401.7	69.7	387.8	59.5	188.9	139.1	150.1	367.4	244.1	253.7	59.9	305.1	3,027.9
	178.9	103.6	292.0	49.6	304.4	53.0	118.6	135.8	87.6	269.2	185.2	153.7	51.8	232.0	2,215.4
Asia and the Middle East	557.5	866.1	837.7	619.7	837.6	689.6	985.2	937.7	645.0	884.7	655.4	325.2	256.3	163.4	9,261.1
	189.2	475.0	219.4	504.7	670.6	303.0	716.2	841.1	400.4	821.7	502.1	290.5	187.2	158.4	6,279.5
	122.7	356.0	212.5	318.9	502.2	289.8	589.4	741.5	311.8	608.7	248.3	234.9	168.9	85.6	4,791.2
Europe and Central Asia	-	90.2	150.0	-	-	59.6	40.0	5.0	137.8	592.4	41.1	22.6	90.3	35.4	1,264.4
		90.2	150.0			59.6	0.0	5.0	87.8	406.0	41.1	22.6	90.3	35.4	988.0
		33.3	34.7			46.2	0.0	5.0	26.7	338.2	31.8	10.0	35.1	19.4	580.4
Latin America and the Caribbean	168.0	-	595.3	597.1	548.7	1,083.3	747.1	493.1	61.5	1,199.9	393.6	77.5	362.7	594.8	6,922.6
	130.0		272.6	539.1	374.7	1,083.3	482.1	328.1	33.0	564.7	243.2	72.5	358.7	594.8	5,076.8
	128.4		266.3	434.2	279.8	905.4	337.6	236.9	33.0	373.2	234.0	50.4	235.7	566.4	4,081.3
Total	991.7	1,337.5	2,061.7	1,666.5	1,871.2	2,119.3	2,027.2	1,668.1	994.4	3,129.3	1,334.2	684.0	794.2	1,213.7	21,892.9
	559.4	725.9	1,043.7	113.5	1,433.1	1,505.4	1,387.2	1,313.3	671.3	2,159.8	1,030.5	639.3	696.1	1,093.7	15,372.2
	430.0	492.9	805.5	802.7	1,086.4	1,294.4	1,045.6	1,119.2	459.1	1,589.3	699.3	449.0	491.5	903.4	11,668.3

NOTE: Loans include those from the IBRD and IDA. The first data lines represents the total education sector loan amount; the second data line represents the amount of loans with Basic Education components; the third data line represents the amount of the second line dedicated to projects in the area of basic education. "-" indicates no education sector loans for the fiscal year.

SOURCE: World Bank, based on data provided by the World Bank's Education Sector Staff, October 11, 2002.

Table C.4b: World Bank Education Sector Loans to Countries in Africa, Total Sector, Total Loans with Basic Education Components, and Total of Basic Education Components, FY1989-FY2002

Country	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	Total, 1989-2002
Guinea-Bissau	-	-	-	-	-	-	-	-	14.3 14.3 14.3	-	-	-	-	-	14.3 14.3 14.3
Malawi	-	36.9 36.9 25.4	-	-	-	-	-	22.5 22.5 22.5	-	48.2 48.2 22.8	-	-	-	-	107.6 107.6 70.7
Mauritius	-	-	-	-	20.0 20.0 10.1	-	16.0 0.0 0.0	-	-	-	-	-	-	-	36.0 20.0 10.1
Niger	-	-	-	-	-	41.4 41.4 41.4	-	-	-	-	-	-	-	-	41.4 41.4 41.4
Tunisia	95.0 95.0 59.9	-	12.0 0.0 0.0	75.0 0.0 0.0	-	-	98.3 98.3 49.6	60.1 0.0 0.0	-	80.0 0.0 0.0	-	99.0 99.0 51.8	-	-	519.4 292.3 161.3
Zaire	-	-	21.0 21.0 15.2	-	-	-	-	-	-	-	-	-	-	-	21.0 21.0 15.2
<i>Subtotal</i>	117.0 117.0 78.8	77.3 57.3 38.7	98.0 21.0 15.2	75.0 0.0 0.0	79.3 79.3 69.4	41.4 41.4 41.4	168.3 152.3 97.6	89.2 22.5 22.5	14.3 14.3 14.3	128.2 48.2 22.8	30.1 30.1 23.8	99.0 99.0 51.8	10.0 10.0 10.0	70.0 70.0 52.5	1,097.1 762.4 538.8
All Countries in the Region	266.2	381.2	478.7	449.7	484.9	286.7	254.9	232.3	150.1	452.3	244.1	258.7	84.9	420.1	4,444.8
Grand Total	240.2	160.7	401.7	69.7	387.8	59.5	188.9	139.1	150.1	367.4	244.1	253.7	59.9	305.1	3,027.9
	178.9	103.6	292.0	49.6	304.4	53.0	118.6	135.8	87.6	269.2	185.2	153.7	51.8	232.0	2,215.4

NOTE: Loans include those from the IBRD and IDA. The first data line represents the total education sector loan amount; the second data line represents the amount of loans with Basic Education components; the third data line represents the amount of the second line dedicated to projects in the area of basic education. "-" indicates no education sector loans for the fiscal year.

SOURCE: World Bank, based on data provided by the World Bank's Education Sector Staff, October 11, 2002.

Table C.4b: (continued)

Country	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	Total, 1989-2002
Lesotho	-	-	-	25.2 25.2 19.6	-	-	-	-	-	-	21.0 21.0 13.7	-	-	-	46.2 46.2 33.3
Madagascar	-	39.0 39.0 11.2	-	-	-	-	-	-	-	65.0 65.0 55.0	-	-	-	-	104.0 104.0 66.2
Mali	26.0 0.0 0.0	-	-	-	-	-	50.0 0.0 0.0	-	-	-	-	3.8 3.8 3.8	45.0 45.0 36.9	-	124.8 48.8 40.7
Mauritania	18.2 18.2 6.8	-	-	-	-	-	-	-	-	-	-	-	-	52.5 52.5 28.9	70.7 70.7 35.7
Morocco	83.0 83.0 83.0	-	145.0 145.0 72.5	-	-	-	-	54.0 54.0 50.7	-	-	-	-	-	-	282.0 282.0 206.2
Mozambique	-	-	53.7 53.7 41.3	-	48.6 48.6 11.2	-	-	-	-	-	71.0 71.0 58.2	-	-	60.0 0.0 0.0	233.3 173.3 110.7
Nigeria	-	120.0 0.0 0.0	120.0 120.0 120.0	-	8.0 8.0 3.0	-	-	-	-	-	-	55.0 55.0 55.0	-	-	303.0 183.0 178.0
Rwanda	-	-	23.3 23.3 17.9	-	-	-	-	-	-	-	-	35.0 35.0 17.9	-	-	58.3 58.3 35.8
Senegal	-	-	-	-	40.0 40.0 32.3	-	-	39.1 12.6 12.6	-	-	-	52.1 52.1 16.4	-	-	131.2 104.7 61.3
Somalia	-	26.1 26.1 24.3	-	-	-	-	-	-	-	-	-	-	-	-	26.1 26.1 24.3
Tanzania	-	38.3 38.3 29.4	-	-	-	-	-	-	-	20.9 20.9 9.0	-	-	-	150.0 150.0 125.0	209.2 209.2 163.4

Table C.4b: (continued)

Country	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	Total, 1989-2002	
Togo	-	-	-	-	-	-	36.6 36.6 21.0	-	-	-	-	-	-	-	36.6 36.6 21.0	
Uganda	22.0 22.0 10.3	-	-	-	52.6 52.6 37.5	-	-	-	-	80.0 80.0 80.0	-	-	-	5.0 0.0 0.0	159.6 154.6 127.8	
Zambia	-	-	-	-	32.0 32.0 28.8	-	-	-	-	-	40.0 40.0 34.9	-	25.0 0.0 0.0	-	97.0 72.0 63.7	
<i>Subtotal</i>	149.2 123.2 100.1	303.9 103.4 64.9	380.7 380.7 276.8	374.7 69.7 49.6	405.6 308.5 235.0	245.3 18.1 11.6	86.6 36.6 21.0	143.1 116.6 113.3	135.8 135.8 73.3	324.1 319.2 246.4	214.0 214.0 161.4	159.7 154.7 101.9	74.9 49.9 41.8	350.1 235.1 179.5	3,347.7 2,265.5 1,676.6	
Other Countries in the Region																
Algeria	-	-	65.0 0.0 0.0	-	40.0 40.0 40.0	-	-	-	-	-	-	-	-	-	-	105.0 40.0 40.0
Cape Verde	-	-	-	-	-	-	11.5 11.5 11.5	-	-	-	6.0 6.0 6.0	-	-	-	-	17.5 17.5 17.5
Chad	22.0 22.0 18.9	-	-	-	19.3 19.3 19.3	-	-	-	-	-	-	-	-	-	-	41.3 41.3 38.2
Djibouti	-	5.8 5.8 2.4	-	-	-	-	-	-	-	-	-	-	10.0 10.0 10.0	-	-	15.8 15.8 12.4
Gambia	-	14.6 14.6 10.9	-	-	-	-	-	-	-	-	20.0 20.0 13.7	-	-	-	-	34.6 34.6 24.6
Guinea	-	20.0 0.0 0.0	-	-	-	-	42.5 42.5 36.5	6.6 0.0 0.0	-	-	4.1 4.1 4.1	-	-	70.0 70.0 52.5	-	143.2 116.6 93.1

Table C.4b: (continued)

Country	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	Total, 1989-2002
Guinea-Bissau	-	-	-	-	-	-	-	-	14.3 14.3 14.3	-	-	-	-	-	14.3 14.3 14.3
Malawi	-	36.9 36.9 25.4	-	-	-	-	-	22.5 22.5 22.5	-	48.2 48.2 22.8	-	-	-	-	107.6 107.6 70.7
Mauritius	-	-	-	-	20.0 20.0 10.1	-	16.0 0.0 0.0	-	-	-	-	-	-	-	36.0 20.0 10.1
Niger	-	-	-	-	-	41.4 41.4 41.4	-	-	-	-	-	-	-	-	41.4 41.4 41.4
Tunisia	95.0 95.0 59.9	-	12.0 0.0 0.0	75.0 0.0 0.0	-	-	98.3 98.3 49.6	60.1 0.0 0.0	-	80.0 0.0 0.0	-	99.0 99.0 51.8	-	-	519.4 292.3 161.3
Zaire	-	-	21.0 21.0 15.2	-	-	-	-	-	-	-	-	-	-	-	21.0 21.0 15.2
<i>Subtotal</i>	117.0 117.0 78.8	77.3 57.3 38.7	98.0 21.0 15.2	75.0 0.0 0.0	79.3 79.3 69.4	41.4 41.4 41.4	168.3 152.3 97.6	89.2 22.5 22.5	14.3 14.3 14.3	128.2 48.2 22.8	30.1 30.1 23.8	99.0 99.0 51.8	10.0 10.0 10.0	70.0 70.0 52.5	1,097.1 762.4 538.8
All Countries in the Region	266.2	381.2	478.7	449.7	484.9	286.7	254.9	232.3	150.1	452.3	244.1	258.7	84.9	420.1	4,444.8
Grand Total	240.2	160.7	401.7	69.7	387.8	59.5	188.9	139.1	150.1	367.4	244.1	253.7	59.9	305.1	3,027.9
	178.9	103.6	292.0	49.6	304.4	53.0	118.6	135.8	87.6	269.2	185.2	153.7	51.8	232.0	2,215.4

NOTE: Loans include those from the IBRD and IDA. The first data line represents the total education sector loan amount; the second data line represents the amount of loans with Basic Education components; the third data line represents the amount of the second line dedicated to projects in the area of basic education. "-", indicates no education sector loans for the fiscal year.

SOURCE: World Bank, based on data provided by the World Bank's Education Sector Staff, October 11, 2002.

Table C.4c: World Bank Education Sector Loans to Countries in Asia and the Middle East, Total Sector, Total Loans with Basic Education Components, and Total of Basic Education Components, FY1989-FY2002

Country	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	Total, 1989-2002
Referenced Countries in the Region															
Afghanistan	-	-	-	-	-	-	-	-	-	-	-	-	-	15.0 15.0 7.6	15.0
Bangladesh	-	159.3 159.3 158.9	-	-	68.0 68.0 26.0	-	-	10.5 10.5 10.5	-	150.0 150.0 140.7	-	-	53.3 53.3 53.3	120.9 120.9 55.5	562.0 562.0 444.9
Cambodia	-	-	-	-	-	-	-	-	-	-	-	5.0 5.0 3.9	-	-	5.0 5.0 3.9
China	57.0 0.0 0.0	50.0 0.0 0.0	131.2 0.0 0.0	130.0 130.0 97.7	100.0 100.0 51.9	-	300.0 100.0 100.0	100.0 100.0 100.0	115.0 85.0 85.0	-	70.0 0.0 0.0	-	-	-	1,053.2 515.0 434.6
India	280.0 0.0 0.0	260.0 0.0 0.0	307.1 0.0 0.0	-	165.0 165.0 165.0	-	260.3 260.3 207.8	425.2 425.2 419.0	-	211.4 211.4 195.7	85.7 85.7 71.0	182.4 182.4 182.4	139.3 74.4 56.6	-	2,316.4 1,404.4 1,297.5
Indonesia	18.4 18.4 0.1	190.3 154.2 67.3	150.0 0.0 0.0	143.1 143.1 138.6	-	86.6 0.0 0.0	201.5 132.5 92.8	224.4 159.4 103.1	273.2 202.0 113.4	103.5 103.5 66.2	159.9 159.9 123.5	-	4.2 0.0 0.0	2.7 2.7 2.7	1,557.8 1,075.7 707.7
Laos	3.5 0.0 0.0	-	-	-	19.0 19.0 15.0	-	-	-	-	-	-	-	-	-	22.5 19.0 15.0
Malaysia	58.8 58.8 43.2	-	-	-	248.0 141.0 106.0	-	-	-	-	-	244.0 244.0 43.8	-	-	-	550.8 443.8 193.0
Nepal	34.2 22.8 19.1	-	-	30.6 30.6 30.6	-	20.0 0.0 0.0	-	-	-	-	12.5 12.5 10.0	-	-	-	97.3 65.9 59.7
Pakistan	-	112.5 112.5 112.5	-	115.0 115.0 47.0	106.0 106.0 93.8	200.0 200.0 200.0	150.0 150.0 150.0	-	-	272.8 272.8 143.6	-	-	-	-	956.3 956.3 746.9

Table C.4c: (continued)

Country	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	Total, 1989-2002	
Philippines	-	-	200.0 200.0 200.0	121.0 36.0 2.5	-	-	-	-	113.4 113.4 113.4	-	-	-	-	-	-	434.4 349.4 315.9
Sri Lanka	-	49.0 49.0 17.3	-	-	-	-	-	64.1 64.1 64.1	-	70.3 70.3 52.2	-	-	-	-	-	183.4 183.4 133.6
Thailand	-	-	-	-	-	-	-	113.5 81.9 44.8	143.4 0.0 0.0	-	-	-	-	-	-	256.9 81.9 44.8
Vietnam	-	-	-	-	-	70.0 70.0 70.0	-	-	-	-	83.3 0.0 0.0	-	-	19.8 19.8 19.8	-	173.1 89.8 89.8
<i>Subtotal</i>	451.9 100.0 62.4	821.1 475.0 356.0	788.3 200.0 200.0	539.7 454.7 316.4	706.0 599.0 457.7	376.6 270.0 270.0	911.8 642.8 550.6	937.7 841.1 741.5	645.0 400.4 311.8	808.0 808.0 598.4	655.4 502.1 248.3	187.4 187.4 186.3	196.8 127.7 109.9	158.4 158.4 85.6	-	8,184.1 5,766.6 4,494.9
Other Countries in the Region																
Bhutan	-	-	-	-	-	-	-	-	-	13.7 13.7 10.3	-	-	-	-	-	13.7 13.7 10.3
Korea	16.4 0.0 0.0	45.0 0.0 0.0	30.0 0.0 0.0	80.0 50.0 2.5	60.0 0.0 0.0	280.0 0.0 0.0	-	-	-	-	-	-	-	-	-	511.4 50.0 2.5
Maldives	8.2 8.2 2.5	-	-	-	-	-	13.4 13.4 4.2	-	-	-	-	17.6 17.6 6.0	-	-	-	39.2 39.2 12.7
Papua New Guinea	-	-	-	-	35.0 35.0 17.2	-	-	-	-	-	-	-	-	-	-	35.0 35.0 17.2
Solomon Islands	-	-	-	-	16.9 16.9 7.6	-	-	-	-	-	-	-	-	-	-	16.9 16.9 7.6

Table C.4c: (continued)

Country	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	Total, 1989-2002
Vanuatu	8.0 8.0 3.1	-	-	-	-	-	-	-	-	-	-	-	3.5 3.5 3.0	-	11.5 11.5 6.1
Jordan	73.0 73.0 54.7	-	-	-	-	-	60.0 60.0 34.6	-	-	-	-	34.7 0.0 0.0	-	-	167.7 133.0 89.3
Lebanon	-	-	-	-	-	-	-	-	-	63.0 0.0 0.0	-	56.6 56.6 40.0	-	-	119.6 56.6 40.0
Yemen	-	-	19.4 19.4 12.5	-	19.7 19.7 19.7	33.0 33.0 19.8	-	-	-	-	-	28.9 28.9 2.6	56.0 56.0 56.0	5.0 0.0 0.0	162.0 157.0 110.6
Subtotal	105.6 89.2 60.3	45.0 0.0 0.0	49.4 19.4 12.5	80.0 50.0 2.5	131.6 71.6 44.5	313.0 33.0 19.8	73.4 73.4 38.8	-	-	76.7 13.7 10.3	-	137.8 103.1 48.6	59.5 59.5 59.0	5.0 0.0 0.0	1,077.0 512.9 296.3
All Countries in the Region	557.5	866.1	837.7	619.7	837.6	689.6	985.2	937.7	645.0	884.7	655.4	325.2	256.3	163.4	9,261.1
Grand Total	189.2	475.0	219.4	504.7	670.6	303.0	716.2	841.1	400.4	821.7	502.1	290.5	187.2	158.4	6,279.5
	122.7	356.0	212.5	318.9	502.2	289.8	589.4	741.5	311.8	608.7	248.3	234.9	168.9	85.6	4,791.2

NOTE: Loans include those from the IBRD and IDA. The first data line represents the total education sector loan amount; the second data line represents the amount of loans with Basic Education components; the third data line represents the amount of the second line dedicated to projects in the area of basic education. "-" indicates no education sector loans for the fiscal year.

SOURCE: World Bank, based on data provided by the World Bank's Education Sector Staff, October 11, 2002.

Table C.4d: World Bank Education Sector Loans to Countries in Europe and Central Asia, Total Sector, Total Loans with Basic Education Components, and Total of Basic Education Components, FY1989-FY2002

Country	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	Total, 1989-2002
Referenced Countries in the Region															
Albania	-	-	-	-	-	9.6 9.6 7.2	-	-	-	-	-	12.0 12.0 7.6	-	-	21.6 21.6 14.8
Bulgaria	-	-	-	-	-	-	-	-	-	-	-	-	14.4 14.4 7.5	-	14.4 14.4 7.5
Romania	-	-	-	-	-	50.0 50.0 39.0	-	-	50.0 0.0 0.0	70.0 70.0 58.7	-	-	-	-	170.0 120.0 97.7
Turkey	-	90.2 90.2 33.3	-	-	-	-	-	-	-	300.0 300.0 249.6	-	-	-	-	390.2 390.2 282.9
Subtotal	-	90.2 90.2 33.3	-	-	-	59.6 59.6 46.2	-	-	50.0 0.0 0.0	370.0 370.0 308.3	-	12.0 12.0 7.6	14.4 14.4 7.5	-	596.2 546.2 402.9
Other Countries in the Region															
Armenia	-	-	-	-	-	-	-	-	-	15.0 15.0 10.1	-	-	-	-	15.0 15.0 10.1
Azerbaijan	-	-	-	-	-	-	-	-	-	-	5.0 5.0 4.2	-	-	-	5.0 5.0 4.2
Bosnia and Hercegovina	-	-	-	-	-	-	-	5.0 5.0 5.0	-	11.0 11.0 11.0	-	10.6 10.6 2.4	-	-	26.6 26.6 18.4
Georgia	-	-	-	-	-	-	-	-	-	-	-	-	25.9 25.9 16.1	-	25.9 25.9 16.1

Table C.4d: (continued)

Country	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	Total, 1989-2002
Hungary	-	-	150.0 150.0 34.7	-	-	-	-	-	-	186.4 0.0 0.0	-	-	-	-	336.4 150.0 34.7
Latvia	-	-	-	-	-	-	-	-	-	-	31.1 31.1 22.6	-	-	-	31.1 31.1 22.6
Lithuania	-	-	-	-	-	-	-	-	-	-	-	-	-	25.4 25.4 14.8	25.4 25.4 14.8
Macedonia	-	-	-	-	-	-	-	-	-	5.0 5.0 4.9	-	-	-	-	5.0 5.0 4.9
Moldova	-	-	-	-	-	-	-	-	16.8 16.8 14.7	5.0 5.0 3.9	-	-	-	-	21.8 21.8 18.6
Russia	-	-	-	-	-	-	40.0 0.0 0.0	-	71.0 71.0 12.0	-	-	-	50.0 50.0 11.5	-	161.0 121.0 23.5
Tajikistan	-	-	-	-	-	-	-	-	-	-	5.0 5.0 5.0	-	-	-	5.0 5.0 5.0
Yugoslavia	-	-	-	-	-	-	-	-	-	-	-	-	-	10.0 10.0 4.6	10.0 10.0 4.6
<i>Subtotal</i>	-	-	150.0 150.0 34.7	-	-	-	40.0 0.0 0.0	5.0 5.0 5.0	87.8 87.8 26.7	222.4 36.0 29.9	41.1 41.1 31.8	10.6 10.6 2.4	75.9 75.9 27.6	35.4 35.4 19.4	668.2 441.8 177.5

Table C.4d: (continued)

All Countries in the Region															
	-	90.2	150.0	-	-	59.6	40.0	5.0	137.8	592.4	41.1	22.6	90.3	35.4	1,264.4
Grand Total		90.2	150.0			59.6	0.0	5.0	87.8	406.0	41.1	22.6	90.3	35.4	988.0
		33.3	34.7			46.2	0.0	5.0	26.7	338.2	31.8	10.0	35.1	19.4	580.4

NOTE: Loans include those from the IBRD and IDA. The first data line represents the total education sector loan amount; the second data line represents the amount of loans with Basic Education components; the third data line represents the amount of the second line dedicated to projects in the area of basic education. "-" indicates no education sector loans for the fiscal year.

SOURCE: World Bank, based on data provided by the World Bank's Education Sector Staff, October 11, 2002.

Table C.4e: World Bank Education Sector Loans to Countries in Latin America and the Caribbean, Total Sector, Total Loans with Basic Education Components, and Total of Basic Education Components, FY1989-FY2002

Country	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	Total, 1989-2002
Referenced Countries in the Region															
Argentina	28.0	-	-	-	-	-	190.0	280.5	-	119.0	-	-	57.0	-	674.5
	0.0	-	-	-	-	-	190.0	115.5	-	119.0	-	-	57.0	-	481.5
	0.0	-	-	-	-	-	77.8	57.8	-	50.9	-	-	28.5	-	215.0
Bolivia	-	-	-	-	50.7	-	40.0	-	-	75.0	-	-	-	-	165.7
	-	-	-	-	50.7	-	40.0	-	-	75.0	-	-	-	-	165.7
	-	-	-	-	46.5	-	24.9	-	-	60.9	-	-	-	-	132.3
Brazil	-	-	395.0	-	212.0	452.6	-	-	-	217.5	202.0	-	159.6	160.0	1,798.7
	-	-	245.0	-	212.0	452.6	-	-	-	62.5	202.0	-	159.6	160.0	1,493.7
	-	-	238.7	-	186.4	452.6	-	-	-	47.4	194.0	-	97.2	151.0	1,367.3
Colombia	100.0	-	-	-	-	90.0	-	-	-	47.2	-	20.0	-	-	257.2
	100.0	-	-	-	-	90.0	-	-	-	47.2	-	20.0	-	-	257.2
	98.4	-	-	23.0	-	40.6	-	-	-	31.3	-	12.1	-	-	182.4
Costa Rica	-	-	-	23.0	-	-	-	-	-	-	-	-	-	-	23.0
	-	-	-	23.0	-	-	-	-	-	-	-	-	-	-	23.0
	-	-	-	23.0	-	-	-	-	-	-	-	-	-	-	23.0
Dominican Republic	-	-	15.0	-	-	-	-	37.0	-	-	-	-	3.4	-	55.4
	-	-	15.0	-	-	-	-	37.0	-	-	-	-	3.4	-	55.4
	-	-	15.0	-	-	-	-	37.0	-	-	-	-	3.4	-	55.4
Ecuador	-	-	-	89.0	-	-	-	-	-	-	-	-	-	-	89.0
	-	-	-	89.0	-	-	-	-	-	-	-	-	-	-	89.0
	-	-	-	67.5	-	-	-	-	-	-	-	-	-	-	67.5
El Salvador	-	-	-	-	-	-	-	34.0	-	146.0	-	-	-	-	180.0
	-	-	-	-	-	-	-	34.0	-	146.0	-	-	-	-	180.0
	-	-	-	-	-	-	-	34.0	-	95.3	-	-	-	-	129.3
Guatemala	30.0	-	-	-	-	-	-	-	33.0	-	-	-	62.2	-	125.2
	30.0	-	-	-	-	-	-	-	33.0	-	-	-	62.2	-	125.2
	30.0	-	-	-	-	-	-	-	33.0	-	-	-	48.5	-	111.5
Haiti	-	-	12.6	-	-	-	-	-	-	-	-	-	-	-	12.6
	-	-	12.6	-	-	-	-	-	-	-	-	-	-	-	12.6
	-	-	12.6	-	-	-	-	-	-	-	-	-	-	-	12.6
Honduras	-	-	-	-	-	-	30.0	-	-	-	-	-	45.5	-	75.5
	-	-	-	-	-	-	30.0	-	-	-	-	-	41.5	-	71.5
	-	-	-	-	-	-	30.0	-	-	-	-	-	31.5	-	61.5

Table C.4e: (continued)

Country	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	Total, 1989-2002
Mexico	-	-	152.0 0.0 0.0	250.0 250.0 182.1	254.0 80.0 29.2	412.0 412.0 289.0	265.0 0.0 0.0	-	-	595.2 115.0 87.4	-	-	-	300.0 300.0 294.0	2,228.2 1,157.0 881.7
Nicaragua	-	-	-	-	-	-	34.0 34.0 34.0	-	-	-	13.2 13.2 13.2	52.5 52.5 38.3	-	-	99.7 99.7 85.5
Panama	-	-	-	-	-	-	-	35.0 35.0 26.1	-	-	-	-	35.0 35.0 26.6	-	70.0 70.0 52.7
Paraguay	-	-	-	-	-	-	-	24.5 24.5 10.0	-	-	-	-	-	-	24.5 24.5 10.0
Peru	-	-	-	-	-	-	146.4 146.4 146.4	-	-	-	-	-	-	-	146.4 146.4 146.4
Subtotal	158.0 130.0 128.0	-	574.6 272.6 266.3	362.0 362.0 272.6	516.7 342.7 262.1	954.6 954.6 782.2	705.4 440.4 313.1	411.0 246.0 164.9	33.0 33.0 33.0	1,199.9 564.7 373.2	215.2 215.2 207.2	72.5 72.5 50.4	362.7 358.7 235.7	460.0 460.0 445.0	6,025.6 4,452.4 3,534.1
Other Countries in the Region															
Bahamas	10.0 0.0 0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	10.0 0.0 0.0
Barbados	-	-	-	-	-	7.8 7.8 2.3	-	-	-	-	-	-	-	-	7.8 7.8 2.3
Belize	-	-	-	7.1 7.1 7.1	-	-	-	-	-	-	-	-	-	-	7.1 7.1 7.1
Chile	-	-	-	170.0 170.0 154.5	-	-	35.0 35.0 17.8	-	-	-	150.4 0.0 0.0	-	-	75.8 75.8 75.8	431.2 280.8 248.1

Table C.4e: (continued)

Country	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	Total, 1989-2002
Dominica	-	-	-	-	-	-	-	6.1 6.1 6.1	-	-	-	-	-	-	6.1 6.1 6.1
Grenada	-	-	-	-	-	-	-	7.7 7.7 7.7	-	-	-	-	-	-	7.7 7.7 7.7
Guyana	-	-	-	-	-	-	-	17.3 17.3 7.2	-	-	-	-	-	-	17.3 17.3 7.7
Jamaica	-	-	-	-	32.0 32.0 17.7	-	-	-	28.5 0.0 0.0	-	-	-	-	-	60.5 32.0 17.7
St. Kitts and Nevis	-	-	-	-	-	-	-	-	-	-	-	-	-	5.0 5.0 2.2	5.0 5.0 2.2
St. Lucia	-	-	-	-	-	-	6.7 6.7 6.7	-	-	-	-	-	-	12.0 12.0 5.8	18.7 18.7 12.5
Trinidad and Tobago	-	-	20.7 0.0 0.0	-	-	-	-	51.0 51.0 51.0	-	-	-	-	-	-	71.7 51.0 51.0
Uruguay	-	-	-	-	-	31.5 31.5 31.5	-	-	-	-	28.0 28.0 26.8	-	-	42.0 42.0 37.6	101.5 101.5 95.9
Venezuela	-	-	-	58.0 0.0 0.0	-	89.4 89.4 89.4	-	-	-	-	-	5.0 0.0 0.0	-	-	152.4 89.4 89.4
Subtotal	10.0 0.0 0.0	-	20.7 0.0 0.0	235.1 177.1 161.6	32.0 32.0 17.7	128.7 128.7 123.2	41.7 41.7 24.5	82.1 82.1 72.0	28.5 0.0 0.0	-	178.4 20.0 26.8	5.0 0.0 0.0	-	134.8 134.8 121.4	897.0 624.4 547.2

Table C.4e: (continued)

Country	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	Total, 1989-2002
All Countries in the Region															
Grand Total	168.0	-	595.3	597.1	548.7	1,083.3	747.1	493.1	61.5	1,199.9	393.6	77.5	362.7	594.8	6,922.6
	130.0		272.6	539.1	374.7	1,083.3	482.1	328.1	33.0	564.7	243.2	72.5	358.7	594.8	5,076.8
	128.4		266.3	434.2	279.8	905.4	337.6	236.9	33.0	373.2	234.0	50.4	235.7	566.4	4,081.3

NOTE: Loans include those from the IBRD and IDA. The first data line represents the total education sector loan amount; the second data line represents the amount of loans with Basic Education components; the third data line represents the amount of the second line dedicated to projects in the area of basic education. "-" indicates no education sector loans for the fiscal year.

SOURCE: World Bank, based on data provided by the World Bank's Education Sector Staff, October 11, 2002.

Table C.5: World Bank Social Protection Lending with Child Labor Related Components to Referenced Countries and All Countries by Region and Type of Lending (IBRD or IDA), Cumulative, FY1990-FY2002

Region	IBRD Loan	IDA Credit	Total Lending (IBRD + IDA)	Portion Dedicated to Child Labor Related Components
<u>Africa</u>				
Referenced Countries	23 (3%)	654 (97%)	677	640 (94%)
All Countries	23 (3%)	773 (97%)	796	750 (94%)
<u>Asia and the Middle East</u>				
Referenced Countries	686 (40%)	1,017 (60%)	1,704	1,282 (75%)
All Countries	706 (39%)	1,116 (61%)	1,822	1,399 (77%)
<u>Europe and Central Asia</u>				
Referenced Countries	543 (100%)	0 (0%)	543	534 (98%)
All Countries	708 (93%)	50 (7%)	758	716 (94%)
<u>Latin America and the Caribbean</u>				
Referenced Countries	827 (49%)	861 (51%)	1,688	1,633 (97%)
All Countries	867 (50%)	861 (50%)	1,728	1,673 (97%)
<u>Total, all regions</u>				
Referenced Countries	2,079 (45%)	2,532 (55%)	4,611	4,089 (89%)
All Countries	2,304 (45%)	2,799 (55%)	5,103	4,537 (89%)

SOURCE: World Bank, based on data provided by the World Bank. Sums may not equal totals due to rounding.

Table C.6: Composition of Total Child Labor Related Components of World Bank Social Protection Lending to the Referenced Countries with Child Labor Related Components by Region and Sub-Sector, Cumulative, FY1990-FY2002

Sub-Sector	Region					All
	Africa	Asia	Europe	Latin America and the Caribbean		
Basic Services	369 (57%)	953 (74%)	126 (24%)	973 (60%)	2,420 (59%)	
Children in Difficult Circumstances	42 (7%)	22 (2%)	106 (20%)	71 (4%)	241 (6%)	
Capacity Building	121 (19%)	206 (16%)	34 (6%)	113 (7%)	475 (12%)	
Family Support	107 (17%)	101 (8%)	268 (50%)	477 (29%)	953 (23%)	
<i>Total</i>	640 (100%)	1,282 (100%)	534 (100%)	1,633 (100%)	4,089 (100%)	

SOURCE: World Bank, based on data provided by the World Bank. Sums may not equal totals due to rounding.

Table C.7a: World Bank Social Protection Sector Loans with Child Labor Related Components to All Countries and the Referenced Countries by World Region, Total Child Labor Related Components, FY1990-FY2002

All Countries														
Region	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	Total, 1990-2002
Africa	59.4	178.0	11.0	18.0	-	25.0	24.0	-	45.0	98.0	75.5	216.0	-	749.9
Asia and the Middle East	-	-	-	-	200.0	121.0	10.2	-	260.3	258.0	202.0	347.0	-	1,398.5
Europe and Central Asia	-	-	-	70.0	-	24.0	1.4	3.0	1.0	10.0	35.0	10.4	560.8	715.6
Latin America and the Caribbean	20.0	42.0	119.2	109.0	129.0	499.0	26.0	199.0	-	191.0	96.0	242.4	-	1,672.6
Total	79.4	220.0	91.0	197.0	329.0	669.0	61.6	202.0	306.3	557.0	388.5	835.8	600.0	4,536.6

NOTE: Loans include those from the IBRD and IDA. "-" indicates no social protection sector loans with education or child labor related components for the fiscal year.

Referenced Countries														
Region	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	Total, 1990-2002
Africa	46.0	178.0	11.0	9.0	-	25.0	24.0	-	45.0	10.0	75.5	216.0	-	639.5
Asia and the Middle East	-	-	-	-	200.0	121.0	10.2	-	260.3	258.0	107.0	325.4	-	1,281.9
Europe and Central Asia	-	-	-	-	-	-	-	-	1.0	10.0	-	7.9	515.0	533.9
Latin America and the Caribbean	20.0	42.0	109.0	80.0	129.0	499.0	26.0	199.0	-	191.0	96.0	242.4	-	1,633.4
Total	66.0	220.0	118.0	91.0	329.0	645.0	60.2	199.0	306.3	469.0	278.5	791.7	515.0	4,088.7

NOTE: Loans include those from the IBRD and IDA. "-" indicates no social protection sector loans with education or child labor related components for the fiscal year.

SOURCE: World Bank, based on data provided by the World Bank.

Table C.7b: World Bank Social Protection Sector Loans with Child Labor Related Components to Countries in Africa, Total Child Labor Related Components, FY1990-FY2002

Country	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	Total, 1990-2002
Referenced Countries in the Region														
Angola	-	-	-	-	-	-	24.0	-	-	-	-	-	-	24.0
Benin	-	-	-	-	-	-	-	-	17.0	-	-	-	-	17.0
Burundi	-	-	-	9.0	-	-	-	-	-	-	11.0	-	-	20.0
Cameroon	22.0	22.0	-	-	-	-	-	-	-	-	-	-	-	44.0
Egypt	-	136.0	-	-	-	-	-	-	-	5.0	-	-	-	141.0
Madagascar	-	-	-	-	-	-	-	-	28.0	-	-	96.0	-	124.0
Nigeria	-	-	-	-	-	-	-	-	-	-	-	60.0	-	60.0
Rwanda	-	-	11.0	-	-	-	-	-	-	-	-	-	-	11.0
Tanzania	-	-	-	-	-	-	-	-	-	-	-	60.0	-	60.0
Togo	-	-	-	-	-	-	-	-	-	5.0	-	-	-	5.0
Uganda	24.0	-	-	-	-	-	-	-	-	-	-	-	-	24.0
Zambia	-	20.0	-	-	-	25.0	-	-	-	-	64.5	-	-	109.5
Subtotal	46.0	178.0	11.0	9.0	0.0	25.0	24.0	0.0	45.0	10.0	75.5	216.0	0.0	639.5
Other Countries in the Region														
Cape Verde	-	-	-	-	-	-	-	-	-	16.0	-	-	-	16.0
Chad	13.4	-	-	-	-	-	-	-	-	-	-	-	-	13.4
Djibouti	-	-	-	-	-	-	-	-	-	11.0	-	-	-	11.0
Guinea-Bissau	-	-	-	9.0	-	-	-	-	-	-	-	-	-	9.0
Malawi	-	-	-	-	-	-	-	-	-	61.0	-	-	-	61.0
Subtotal	13.4	0.0	0.0	9.0	0.0	0.0	0.0	0.0	0.0	88.0	0.0	0.0	0.0	110.4
All Countries in the Region														
Grand total	59.4	178.0	11.0	18.0	0.0	25.0	24.0	0.0	45.0	98.0	75.5	216.0	0.0	749.9

NOTE: Loans include those from the IBRD and IDA. "-" indicates no social protection sector loans with education or child labor related components for the fiscal year.

SOURCE: World Bank, based on data provided by the World Bank.

Table C.7c: World Bank Social Protection Sector Loans with Child Labor Related Components to Countries in Asia and the Middle East, Total Child Labor Related Components, FY1990-FY2002

Country	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	Total, 1990-2002
Referenced Countries in the Region														
Cambodia	-	-	-	-	-	25.0	-	-	-	-	-	9.2	-	34.2
China	-	-	-	-	-	96.0	-	-	-	26.0	-	-	-	122.0
India	-	-	-	-	-	-	-	-	-	-	107.0	-	-	107.0
Indonesia	-	-	-	-	-	-	-	-	-	-	-	-	-	316.2
Malaysia	-	-	-	-	-	-	-	-	-	39.0	-	-	-	39.0
Mongolia	-	-	-	-	-	-	10.2	-	-	-	-	-	-	10.2
Pakistan	-	-	-	-	200.0	-	-	-	250.0	-	-	-	-	450.0
Philippines	-	-	-	-	-	-	-	-	10.3	-	-	-	-	10.3
Thailand	-	-	-	-	-	-	-	-	-	193.0	-	-	-	193.0
Subtotal	0.0	0.0	0.0	0.0	200.0	121.0	10.2	0.0	260.3	258.0	107.0	325.4	0.0	1,281.9
Other Countries in the Region														
East Timor	-	-	-	-	-	-	-	-	-	-	-	21.6	-	21.6
Lebanon	-	-	-	-	-	-	-	-	-	-	20.0	-	-	20.0
Yemen	-	-	-	-	-	-	-	-	-	-	75.0	-	-	75.0
Subtotal	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	95.0	21.6	0.0	116.6
All Countries in the Region	0.0	0.0	0.0	0.0	200.0	121.0	10.2	0.0	260.3	258.0	202.0	347.0	0.0	1,398.5

NOTE: Loans include those from the IBRD and IDA. "-" indicates no social protection sector loans with education or child labor related components for the fiscal year.

SOURCE: World Bank, based on data provided by the World Bank.

Table C.7c: (continued)

Country	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	Total, 1990-2002
Referenced Countries in the Region														
Cambodia	-	-	-	-	-	25.0	-	-	-	-	-	9.2	-	34.2
China	-	-	-	-	-	96.0	-	-	-	26.0	-	-	-	122.0
India	-	-	-	-	-	-	-	-	-	-	107.0	-	-	107.0
Indonesia	-	-	-	-	-	-	-	-	-	-	-	316.2	-	316.2
Malaysia	-	-	-	-	-	-	-	-	-	39.0	-	-	-	39.0
Mongolia	-	-	-	-	-	-	10.2	-	-	-	-	-	-	10.2
Pakistan	-	-	-	-	200.0	-	-	-	250.0	-	-	-	-	450.0
Philippines	-	-	-	-	-	-	-	-	10.3	-	-	-	-	10.3
Thailand	-	-	-	-	-	-	-	-	-	193.0	-	-	-	193.0
<i>Subtotal</i>	<i>0.0</i>	<i>0.0</i>	<i>0.0</i>	<i>0.0</i>	<i>200.0</i>	<i>121.0</i>	<i>10.2</i>	<i>0.0</i>	<i>260.3</i>	<i>258.0</i>	<i>107.0</i>	<i>325.4</i>	<i>0.0</i>	<i>1,281.9</i>
Other Countries in the Region														
East Timor	-	-	-	-	-	-	-	-	-	-	-	21.6	-	21.6
Lebanon	-	-	-	-	-	-	-	-	-	-	20.0	-	-	20.0
Yemen	-	-	-	-	-	-	-	-	-	-	75.0	-	-	75.0
<i>Subtotal</i>	<i>0.0</i>	<i>0.0</i>	<i>0.0</i>	<i>0.0</i>	<i>0.0</i>	<i>0.0</i>	<i>0.0</i>	<i>0.0</i>	<i>0.0</i>	<i>0.0</i>	<i>95.0</i>	<i>21.6</i>	<i>0.0</i>	<i>116.6</i>
All Countries in the Region	0.0	0.0	0.0	0.0	200.0	121.0	10.2	0.0	260.3	258.0	202.0	347.0	0.0	1,398.5

NOTE: Loans include those from the IBRD and IDA. "-" indicates no social protection sector loans with education or child labor related components for the fiscal year.

SOURCE: World Bank, based on data provided by the World Bank.

Table C.7d: World Bank Social Protection Sector Loans with Child Labor Related Components to Countries in Europe and Central Asia, Total Child Labor Related Components, FY1990-FY2002

Country	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	Total, 1990-2002
Referenced Countries in the Region														
Bulgaria	-	-	-	-	-	-	-	-	-	-	-	7.9	-	7.9
Romania	-	-	-	-	-	-	-	-	1.0	10.0	-	-	20.0	31.0
Turkey	-	-	-	-	-	-	-	-	-	-	-	-	495.0	495.0
<i>Subtotal</i>	<i>0.0</i>	<i>0.0</i>	<i>0.0</i>	<i>0.0</i>	<i>0.0</i>	<i>0.0</i>	<i>0.0</i>	<i>0.0</i>	<i>1.0</i>	<i>10.0</i>	<i>0.0</i>	<i>7.9</i>	<i>515.0</i>	<i>533.9</i>
Other Countries in the Region														
Armenia	-	-	-	-	-	-	1.4	-	-	-	20.0	-	-	21.4
Kazakhstan	-	-	-	-	-	24.0	-	-	-	-	-	-	-	24.0
Lithuania	-	-	-	-	-	-	-	3.0	-	-	-	-	-	3.0
Macedonia	-	-	-	-	-	-	-	-	-	-	-	2.5	-	2.5
Moldova	-	-	-	-	-	-	-	-	-	-	15.0	-	-	15.0
Russia	-	-	-	70.0	-	-	-	-	-	-	-	-	-	70.0
Ukraine	-	-	-	-	-	-	-	-	-	-	-	-	45.9	45.9
<i>Subtotal</i>	<i>0.0</i>	<i>0.0</i>	<i>0.0</i>	<i>70.0</i>	<i>0.0</i>	<i>24.0</i>	<i>1.4</i>	<i>3.0</i>	<i>0.0</i>	<i>0.0</i>	<i>35.0</i>	<i>2.5</i>	<i>45.9</i>	<i>181.8</i>
All Countries in the Region	0.0	0.0	0.0	70.0	0.0	24.0	1.4	3.0	1.0	10.0	35.0	10.4	560.9	715.7
Grand total	0.0	0.0	0.0	70.0	0.0	24.0	1.4	3.0	1.0	10.0	35.0	10.4	560.9	715.7

NOTE: Loans include those from the IBRD and IDA. "-" indicates no social protection sector loans with education or child labor related components for the fiscal year.

SOURCE: World Bank, based on data provided by the World Bank.

Table C.7e: World Bank Social Protection Sector Loans with Child Labor Related Components to Countries in Latin America and the Caribbean, Total Child Labor Related Components, FY1990-FY2002

Country	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	Total, 1990-2002
Referenced Countries in the Region														
Argentina	-	-	-	-	-	-	-	199.0	-	94.0	-	-	-	293.0
Bolivia	20.0	-	-	84.0	-	-	-	-	-	-	-	-	-	104.0
Colombia	-	-	-	-	-	-	-	-	-	5.0	96.0	126.4	-	227.4
Ecuador	-	-	70.0	-	28.0	-	-	-	-	-	-	-	-	98.0
El Salvador	-	23.0	-	-	-	-	-	-	-	-	-	-	-	23.0
Guatemala	-	-	-	-	-	-	-	-	-	50.0	-	-	-	50.0
Honduras	-	19.0	10.0	-	-	-	26.0	-	-	42.0	-	56.1	-	153.1
Mexico	-	-	-	-	-	499.0	-	-	-	-	-	-	-	499.0
Nicaragua	-	-	-	25.0	-	-	-	-	-	-	-	60.0	-	85.0
Peru	-	-	-	-	101.0	-	-	-	-	-	-	-	-	101.0
Subtotal	20.0	42.0	80.0	109.0	129.0	499.0	26.0	199.0	0.0	191.0	96.0	242.4	0.0	1,633.4
Other Countries in the Region														
Jamaica	-	-	39.2	-	-	-	-	-	-	-	-	-	-	39.2
Subtotal	0.0	0.0	39.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	39.2
All Countries in the Region														
Grand total	20.0	42.0	119.2	109.0	129.0	499.0	26.0	199.0	0.0	191.0	96.0	242.4	0.0	1,672.6

NOTE: Loans include those from the IBRD and IDA. "-" indicates no social protection sector loans with education or child labor related components for the fiscal year.

SOURCE: World Bank, based on data provided by the World Bank.

Table C.8: World Bank Lending to All Countries and the Referenced Countries for Basic Education and Child Labor-Related Projects, FY1990-FY2002

Fiscal Year	Total World Bank Lending	World Bank Lending to All Countries for:			World Bank Lending to Referenced Countries for:		
		Basic Education Projects	Child Labor Related Projects	Basic Ed. of Child Labor Related Projects	Basic Education Projects	Child Labor Related Projects	Basic Ed. of Child Labor Related Projects
		Billions of Current U.S. Dollars					
1990	20.7	0.5	0.1	0.6	0.5	0.1	0.5
1991	22.7	0.8	0.2	1.0	0.7	0.2	1.0
1992	21.7	0.8	0.1	0.9	0.6	0.1	0.7
1993	23.7	1.1	0.2	1.3	1.0	0.1	1.1
1994	20.8	1.3	0.3	1.6	1.1	0.3	1.4
1995	22.5	1.0	0.7	1.7	0.9	0.6	1.5
1996	21.4	1.1	0.1	1.2	1.0	0.1	1.1
1997	19.1	0.5	0.2	0.7	0.4	0.2	0.6
1998	28.6	1.6	0.3	1.9	1.5	0.3	1.8
1999	29.0	0.7	0.6	1.3	0.6	0.5	1.1
2000	15.3	0.4	0.4	0.8	0.3	0.3	0.6
2001	17.3	0.5	0.8	1.3	0.4	0.8	1.2
2002	19.5	0.9	0.6	1.5	0.7	0.5	1.2
Total, 1990-2002	282.3	11.2	4.5	15.8	9.8	4.1	13.9
		Percentage of Total World Bank Lending					
1990	100.0	2.4	0.4	2.8	2.2	0.3	2.5
1991	100.0	3.5	1.0	4.5	3.3	1.0	4.2
1992	100.0	3.7	0.4	4.1	2.9	0.4	3.4
1993	100.0	4.6	0.8	5.4	4.0	0.5	4.5
1994	100.0	6.2	1.6	7.8	5.3	1.6	6.9
1995	100.0	4.6	3.0	7.6	3.9	2.9	6.8
1996	100.0	5.2	0.3	5.5	4.8	0.3	5.0
1997	100.0	2.4	1.1	3.5	2.2	1.0	3.2
1998	100.0	5.6	1.1	6.6	5.3	1.1	6.4
1999	100.0	2.4	1.9	4.3	2.1	1.6	3.7
2000	100.0	2.9	2.5	5.5	2.3	1.8	4.1
2001	100.0	2.8	4.8	7.7	2.3	4.6	6.9
2002	100.0	4.6	3.1	7.7	3.6	2.6	6.3
Total, 1990-2002	100.0	4.0	1.6	5.6	3.5	1.4	4.9

SOURCE: Table B-4a; Table B-7a; and the World Bank Annual Report, various years.

Table C.9: African Development Bank Education Sector Lending Approvals for Basic Education Projects, 1989-2001

Country	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	Total, 1989-2001
Referenced Countries in the Region														
Angola	-	-	-	28.2	-	-	-	-	-	-	-	-	12.6	40.8
Benin	-	-	-	-	-	-	-	-	10.9	-	-	-	-	10.9
Botswana	39.0	16.2	-	-	-	-	-	-	-	-	-	-	-	55.1
Burkina Faso	-	-	13.2	-	-	-	-	-	22.5	-	-	-	-	35.6
Cameroun	-	-	-	-	-	-	-	-	-	-	10.3	-	-	10.3
Congo, Dem. Rep	55.1	-	-	-	-	-	-	-	-	-	-	-	-	55.1
Cote d'Ivoire	-	-	-	98.9	-	-	-	-	-	27.6	27.4	-	-	153.9
Egypt	52.7	-	-	-	34.1	-	-	-	-	-	-	-	-	86.8
Ethiopia	-	-	-	20.3	-	-	-	-	-	44.6	-	-	-	64.8
Gabon	-	-	34.3	41.3	-	-	-	-	-	-	-	-	-	75.6
Ghana	-	-	-	-	-	-	-	-	16.3	-	-	-	-	16.3
Kenya	-	-	26.3	-	-	-	-	-	-	-	-	-	-	26.3
Lesotho	-	-	-	-	-	-	-	-	-	12.1	-	-	-	12.1
Madagascar	-	-	-	8.5	-	-	-	-	-	22.8	-	-	-	31.2
Mali	-	-	-	-	8.9	-	-	-	13.6	-	-	-	-	22.5
Mauritania	-	-	-	-	-	-	-	-	-	-	8.1	-	-	8.1
Morocco	40.7	52.7	-	-	44.1	-	-	-	-	-	-	86.2	-	223.6
Mozambique	12.1	-	-	24.1	-	-	-	-	-	17.0	-	-	8.6	61.8
Rwanda	-	-	-	-	-	-	-	-	-	28.7	-	-	-	28.7
Senegal	-	-	-	-	-	-	-	17.3	-	-	17.8	-	-	35.2
Sierra Leone	-	-	19.4	-	-	-	-	-	-	-	-	-	-	19.4
Tanzania	-	-	-	-	0.9	-	-	-	27.2	-	-	8.4	-	36.6
Togo	-	-	15.8	-	-	-	-	-	-	-	-	-	-	15.8
Uganda	-	-	-	-	-	-	-	-	-	-	-	28.7	-	28.7
Zambia	-	-	-	19.0	-	-	-	-	-	-	11.6	-	-	30.6
Subtotal	199.6	68.8	109.1	240.1	88.0	0.0	0.0	17.3	90.6	152.8	75.2	123.3	21.3	1,186.0
Other Countries in the Region														
Cape Verde	-	-	-	-	-	-	-	-	5.4	-	-	-	-	5.4
Chad	12.1	-	6.6	-	-	-	-	-	-	-	-	-	-	18.7

Table C.9: (continued)

Country	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	Total, 1989-2001
Djibouti	-	-	-	15.9	-	-	-	-	-	-	-	-	-	15.9
Gambia	-	-	-	6.8	-	-	-	-	-	-	-	-	-	6.8
Guinea	-	-	-	-	-	-	-	-	15.7	-	-	-	-	15.7
Guinea-Bissau	13.9	-	-	-	-	-	-	-	-	-	-	-	-	13.9
Malawi	-	-	-	-	-	-	-	-	16.3	-	-	-	19.7	36.0
Mauritius	-	-	9.1	-	-	-	-	-	-	-	-	-	-	9.1
Namibia	-	-	-	-	12.6	-	-	-	-	-	-	-	-	12.6
Niger	-	-	-	-	-	-	-	-	-	13.8	-	-	-	13.8
Tunisia	-	-	-	-	-	-	-	-	-	20.7	-	-	-	20.7
Sao Tome and Principe	-	18.0	-	-	-	-	-	-	-	-	-	-	0.3	18.3
Seychelles	8.5	-	18.4	-	-	-	-	-	-	-	-	-	-	26.9
Swaziland	-	-	-	-	4.2	-	-	-	-	-	-	-	-	4.2
<i>Subtotal</i>	<i>34.5</i>	<i>18.0</i>	<i>34.1</i>	<i>22.7</i>	<i>16.8</i>	<i>0.0</i>	<i>0.0</i>	<i>0.0</i>	<i>37.5</i>	<i>34.5</i>	<i>0.0</i>	<i>0.0</i>	<i>20.0</i>	<i>218.1</i>
All Countries in the Region	234.1	86.8	143.2	262.9	104.8	0.0	0.0	17.3	128.0	187.3	75.2	123.3	41.2	1,404.1

NOTE: Loans include those from the African Development Bank's ordinary capital resources and concessional loans from the African Development Fund, the Nigerian Trust Fund, and the Technical Assistance Fund. Loans are originally reports in the African Development Bank's units of account which have been converted to current U.S. dollars using end-of-year conversion rates provided by the African Development Bank. "-" indicates no basic education loans for the year. Parts may not sum to totals due to rounding.

Table C.10: Asian Development Bank Education Sector Lending Approvals for Basic Education Projects, 1989-2001

Country	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	Total, 1989-2001
Referenced Countries in the Region														
Bangladesh	-	68.3	-	15.0	-	-	26.7	-	100.0	-	-	-	65.0	275.0
Cambodia	-	-	-	-	-	-	-	20.0	-	-	-	-	38.0	58.0
Indonesia	-	-	-	105.0	-	-	49.0	85.0	175.0	174.9	-	-	100.0	688.9
Laos	-	-	13.3	-	-	-	-	-	-	20.0	-	-	20.0	53.3
Mongolia	-	-	-	-	-	-	-	9.0	-	-	-	-	-	9.0
Nepal	-	-	19.5	-	-	-	-	-	-	-	-	-	19.6	39.1
Pakistan	64.2	-	-	62.1	78.0	44.5	-	162.4	-	-	-	-	-	411.2
Philippines	-	-	-	-	25.2	-	-	-	-	24.5	-	-	-	49.7
Thailand	-	-	-	-	-	-	-	-	-	200.0	-	-	-	200.0
Vietnam	-	-	-	-	-	-	-	-	50.0	-	25.0	-	-	75.0
<i>Subtotal</i>	<i>64.2</i>	<i>68.3</i>	<i>32.8</i>	<i>182.1</i>	<i>103.2</i>	<i>44.5</i>	<i>75.7</i>	<i>276.4</i>	<i>325.0</i>	<i>419.4</i>	<i>25.0</i>	<i>0.0</i>	<i>242.6</i>	<i>1,859.2</i>
Other Countries in the Region														
Bhutan	-	-	-	-	-	-	-	-	-	-	-	-	7.0	7.0
Cook Islands	-	-	-	-	-	2.7	-	-	-	-	-	-	-	2.7
Kazakhstan	-	-	-	-	-	-	-	20.0	45.0	-	-	-	-	65.0
Kyrgyz Republic	-	-	-	-	-	-	-	-	32.7	3.6	-	-	-	36.3
Marshall Islands	-	-	-	-	8.0	-	-	-	-	-	-	-	-	8.0
Samoa	-	-	-	-	-	-	-	-	-	-	-	7.0	-	7.0
Tajikistan	-	-	-	-	-	-	-	-	-	-	7.7	-	-	7.7
Uzbekistan	-	-	-	-	-	-	-	-	40.0	-	-	-	-	40.0
<i>Subtotal</i>	<i>0.0</i>	<i>0.0</i>	<i>0.0</i>	<i>0.0</i>	<i>8.0</i>	<i>2.7</i>	<i>0.0</i>	<i>20.0</i>	<i>117.7</i>	<i>3.6</i>	<i>7.7</i>	<i>7.0</i>	<i>7.0</i>	<i>173.7</i>
All Countries in the Region	64.2	68.3	32.8	182.1	111.2	47.2	75.7	296.4	442.7	423.0	32.7	7.0	249.6	2,032.9

NOTE: Loans include those from the Asian Development Bank's ordinary capital resources and concessional loans from the Asian Development Fund. The table excludes technical assistance associated with seven projects which totaled USD 8.7 million over the period 1989-2001. "-" indicates no education sector loans for the fiscal year. Parts may not sum to totals due to rounding.

Table C.11: Asian Development Bank Education Sector Technical Assistance for Basic Education Projects, 1989-2001

Country	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	Total, 1989-2001
Referenced Countries in the Region														
Bangladesh	100.0	1,176.0	-	-	250.0	-	170.0	3,768.5	1,500.0	-	-	600.0	800.0	8,364.5
Cambodia	-	-	-	-	4,500.0	100.0	500.0	-	-	-	-	-	-	5,100.0
China	-	-	-	-	600.0	-	-	-	-	-	-	-	-	600.0
Indonesia	-	350.0	571.0	-	-	600.0	-	538.0	-	1,800.0	1,000.0	2,150.0	990.0	7,999.0
Laos	380.0	300.0	2,500.0	74.0	-	400.0	-	380.0	-	600.0	-	-	-	4,634.0
Mongolia	-	-	-	535.0	-	400.0	-	70.0	-	-	-	-	-	1,005.0
Nepal	99.8	-	400.0	-	-	-	-	-	-	-	600.0	-	-	1,099.8
Pakistan	-	360.0	-	-	-	305.4	-	600.0	-	-	-	-	-	1,265.0
Philippines	320.0	417.5	-	-	1,600.0	-	-	670.0	-	-	-	-	-	3,007.5
Sri Lanka	-	302.0	-	-	400.0	-	-	-	-	-	-	-	-	702.0
Subtotal	899.8	2,905.5	3,471.0	609.0	7,350.0	1,805.4	670.0	5,356.5	2,170.0	1,800.0	2,200.0	2,750.0	1,790.0	33,776.8
Other Countries in the Region														
Cook Islands	-	-	292.0	-	-	355.0	-	-	-	-	-	-	-	647.0
Federated States of Micronesia	-	-	-	-	595.0	-	-	-	-	-	-	-	-	595.0
Kazakhstan	-	-	-	-	-	100.0	895.0	-	600.0	-	-	-	-	1,595.0
Kyrgyz Republic	-	-	-	-	-	-	900.0	-	930.0	-	-	-	-	1,830.0
Marshall Islands	-	-	326.0	-	-	300.0	-	-	-	-	-	-	-	626.0
Samoa	-	-	-	-	-	-	-	-	-	-	150.0	-	-	150.0
Uzbekistan	-	-	-	-	-	-	-	100.0	-	-	350.0	-	-	450.0
Subtotal	0.0	0.0	618.0	0.0	595.0	755.0	1,795.0	100.0	1,530.0	0.0	500.0	0.0	0.0	5,893.0
Regional, Subtotal	250.0	0.0	0.0	500.0	500.0	0.0	0.0	0.0	0.0	0.0	535.8	0.0	0.0	1,785.8
All Countries in the Region														
Grand Total	1,149.8	2,905.5	4,089.0	1,109.0	8,445.0	2,560.4	2,465.0	5,456.5	3,700.0	1,800.0	3,235.8	2,750.0	1,790.0	41,455.6

NOTE: Amounts include project preparatory, advisory technical assistance, and regional technical assistance. Some technical assistance projects are part of multi-sector projects that include an education component. Regional denotes technical assistance provided on a regional basis without country specification. Technical assistance is supported by the Asian Development Bank and the Japan Special Fund and other sources. Parts may not sum to totals due to rounding. "-", denotes no technical assistance projects during the year.

SOURCE: Tabulated from data provided by the Asian Development Bank.

Table C.12: Asian Development Bank Lending and Technical Assistance or Grants for Child Labor and Child Welfare Oriented Projects, 1989-2001

Country	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	Total, 1989-2001
Referenced Countries in the Region														
Indonesia	100.0	85.0	100.0	-	-	85.0	-	-	-	300.0	-	-	0.0	670.0
Philippines	-	-	-	-	-	-	-	-	-	24.5	-	44.9	1.0	3.5
<i>Subtotal</i>	<i>100.0</i>	<i>85.0</i>	<i>100.0</i>	<i>0.0</i>	<i>0.0</i>	<i>85.0</i>	<i>0.0</i>	<i>0.0</i>	<i>0.0</i>	<i>324.5</i>	<i>0.0</i>	<i>44.9</i>	<i>0.0</i>	<i>739.4</i>
Other Countries in the Region														
Central Asian Republics	-	-	-	-	-	-	-	-	-	-	-	-	0.0	0.0
Regional	-	-	-	-	-	-	-	-	-	-	-	0.0	6.9	6.9
<i>Subtotal</i>	<i>0.0</i>	<i>0.0</i>	<i>0.0</i>	<i>0.0</i>	<i>0.0</i>	<i>0.0</i>	<i>0.0</i>	<i>0.0</i>	<i>0.0</i>	<i>0.0</i>	<i>0.0</i>	<i>0.4</i>	<i>-</i>	<i>0.0</i>
All Countries in the Region	100.0	85.0	100.0	0.0	0.0	85.0	0.0	0.0	0.0	324.5	0.0	44.9	0.0	739.4
Grand Total	100.0	85.0	100.0	0.0	0.0	85.0	0.0	0.0	0.0	324.5	0.0	44.9	0.0	11.6

NOTE: The first data line denotes the amount of loans and the second data line denotes the amount of technical assistance or grant. Loans include those from the Asian Development Bank's ordinary capital resources and concessional loans from the Asian Development Fund. The technical assistance projects and grants were funded from the Japan Special Fund and the Japan Fund for Poverty Reduction. "-" indicates no child labor or child welfare oriented loans, technical assistance or grants for the fiscal year. Parts may not sum to totals due to rounding.

SOURCE: Tabulated from data provided by the Asian Development Bank.

Table C.13a: Inter-American Development Bank Loans for Basic Education to Member Countries in Latin America and the Caribbean, 1989-2001

Country	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	Total, 1989-2001
Referenced Countries in the Region														
Argentina	-	-	-	-	-	300.0	-	-	-	-	-	-	600.0	900.0
Bolivia	-	-	-	-	-	80.0	-	-	-	-	-	-	-	80.0
Brazil	-	-	-	-	-	-	-	-	-	-	-	-	-	350.0
Colombia	-	-	-	-	-	-	-	100.0	1.4	-	250.0	-	-	37.4
Costa Rica	-	27.7	-	-	-	-	-	-	28.0	-	36.0	-	-	55.7
Dominican Republic	-	-	29.3	-	-	-	52.0	-	-	-	-	35.0	-	116.3
Ecuador	43.6	-	-	-	-	-	-	-	-	45.0	-	-	-	88.6
El Salvador	-	-	-	-	-	-	37.3	-	-	144.1	-	-	-	181.4
Guatemala	-	-	-	-	-	-	-	-	15.4	-	-	-	22.0	37.4
Haiti	-	-	-	-	-	-	17.6	-	-	19.4	-	-	-	37.0
Honduras	-	-	-	-	-	-	-	-	6.6	-	-	23.0	-	29.6
Mexico	-	-	-	-	-	393.0	-	-	-	-	-	-	-	393.0
Nicaragua	-	-	-	-	-	-	-	-	-	-	9.4	-	-	9.4
Panama	-	-	-	-	-	-	-	-	43.5	-	-	-	-	43.5
Paraguay	-	-	-	-	49.1	-	-	-	-	-	-	40.5	-	89.6
Peru	-	-	-	-	0.0	-	-	60.0	-	-	-	44.0	-	104.0
<i>Subtotal</i>	43.6	0.0	57.0	0.0	49.1	773.0	106.9	160.0	94.8	208.5	295.4	142.5	622.0	2,552.8
Other Countries in the Region														
Bahamas	-	-	-	-	-	21.0	-	-	-	-	-	-	-	21.0
Barbados	-	-	-	9.5	-	-	-	-	-	85.0	-	-	-	94.4
Guyana	46.4	-	-	-	-	-	-	-	-	-	-	-	-	46.4
Jamaica	-	-	-	28.0	-	-	-	-	-	-	-	31.5	-	59.5
Trinidad and Tobago	-	-	-	-	-	-	-	-	-	-	53.0	-	-	53.0
Uruguay	-	-	-	-	-	-	-	40.0	-	-	-	-	75.0	115.0
Venezuela	-	-	-	-	108.3	-	-	-	-	-	-	-	-	108.3
<i>Subtotal</i>	46.4	0.0	0.0	37.5	108.3	21.0	0.0	40.0	0.0	85.0	53.0	31.5	75.0	497.6
All Countries in the Region	90.0	0.0	57.0	37.5	157.3	794.0	106.9	200.0	94.8	293.5	348.4	174.0	697.0	3,050.4

NOTE: IDB lending includes authorized loans out of ordinary capital resources (OCR), the concessional lending window of the Fund for Special Operations (FSO), and other funds. "-" indicates no education sector loans for the year.

SOURCE: Based on data provided by the Inter-American Development Bank.

Table C.13b: Inter-American Development Bank Technical Cooperation Grants for Basic Education to Member Countries in Latin America and the Caribbean, 1989-2001

Country	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	Total, 1989-2001
Referenced Countries in the Region														
Bolivia	-	-	-	-	-	1.4	-	-	-	-	-	-	-	1.4
Brazil	2.0	-	-	0.6	-	-	-	-	0.8	-	-	-	-	3.3
Colombia	-	-	-	-	-	-	-	-	-	-	-	0.5	-	0.5
Costa Rica	1.4	-	-	-	-	-	-	-	-	-	-	-	-	1.4
Guatemala	-	-	-	-	-	-	-	-	-	-	0.5	-	-	0.5
Haiti	-	-	-	-	-	-	-	0.3	-	-	-	-	-	0.3
Paraguay	-	-	-	-	-	1.9	-	-	-	-	-	0.5	-	2.4
Peru	-	-	-	-	-	-	-	-	-	-	-	0.5	-	0.5
<i>Subtotal</i>	3.4	0.0	0.0	0.6	0.0	3.3	0.0	0.3	0.8	0.0	0.5	1.5	0.0	10.3
Other Countries in the Region														
Guyana	0.6	-	-	-	-	-	-	-	-	-	-	-	0.7	1.2
Jamaica	-	-	-	-	-	-	-	-	-	0.8	-	-	-	0.8
Trinidad and Tobago	0.8	-	-	-	-	-	-	-	-	-	-	-	-	0.8
Uruguay	-	-	-	-	-	-	-	-	-	-	-	-	0.6	0.6
<i>Subtotal</i>	1.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.8	0.0	0.0	1.3	3.3
All Countries in the Region	4.7	0.0	0.0	0.6	0.0	3.3	0.0	0.3	0.8	0.8	0.5	1.5	1.3	13.6

NOTE: IDB non-reimbursable technical cooperation grants come from the concessional lending window of the Fund for Special Operations (FSO) and other funds. "-" indicates no technical cooperation grants for the year.

SOURCE: Based on data provided by the Inter-American Development Bank.

Table C.14: Inter-American Development Bank Loans for Child Labor Related Projects to Member Countries in Latin America and the Caribbean, 1991-2001

Country	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	Total, 1989-2001
Referenced Countries in the Region												
Argentina	-	-	-	-	19.7	-	-	30.0	-	-	-	49.7
Bolivia	-	-	-	-	-	2.7	20.0	-	-	-	-	22.7
Brazil	-	-	8.0	17.9	-	42.0	-	5.7	10.0	25.5	0.9	110.0
Colombia	-	-	-	-	-	-	-	98.4	-	-	-	98.4
Costa Rica	1.3	-	-	-	-	-	-	-	-	-	-	1.3
Ecuador	-	-	-	-	-	-	15.7	-	-	-	-	15.7
Guatemala	-	-	-	-	-	-	0.6	-	-	-	-	0.6
Honduras	-	-	-	-	20.0	-	-	22.6	-	-	-	42.6
Mexico	-	-	-	0.8	-	3.4	-	-	-	-	-	4.1
Nicaragua	-	-	-	-	-	3.5	-	-	-	9.0	18.3	30.8
Paraguay	-	-	-	-	-	8.0	-	-	-	-	-	8.0
Peru	-	-	6.3	-	-	-	-	-	-	-	-	6.3
<i>Subtotal</i>	1.3	0.0	14.3	18.7	39.7	59.5	36.2	156.7	10.0	34.5	19.1	390.1
Other Countries in the Region												
Belize	-	-	-	-	-	-	0.8	-	-	-	-	0.8
Tobago	-	-	-	3.6	-	-	-	-	-	-	-	3.6
Uruguay	-	-	-	2.5	-	-	-	-	-	-	-	2.5
Venezuela	-	-	-	-	-	-	0.5	-	-	30.0	-	30.5
<i>Subtotal</i>	0.0	0.0	0.0	6.1	0.0	0.0	1.3	0.0	0.0	30.0	0.0	37.4
<i>Regional subtotal</i>	3.1	4.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	11.9	19.0
All Countries in the Region												
Grand Total	4.4	4.0	14.3	24.8	39.7	59.5	37.5	156.7	10.0	64.5	31.0	446.4

NOTE: IDB lending includes authorized loans out of ordinary capital resources (OCR), the concessional lending window of the Fund for Special Operations (FSO), and other funds. "-" indicates no child labor related loans for the year.

SOURCE: Based on data provided by the Inter-American Development Bank.

Table C.15: African Development Bank Lending to Regional Member Countries and the Referenced Countries for Basic Education Projects, 1989-2001

Year	Total AfDC Lending in Millions of Current U.S. Dollars	AfDB Lending to Regional Member Countries for Basic Education Projects		AfDB Lending to Referenced Countries for Basic Education Projects	
		Millions of Current U.S. Dollars	Percent of Total AfDB Lending	Millions of Current U.S. Dollars	Percent of Total AfDB Lending
1989	2,842.0	234.0	8.2	200.0	7.0
1990	3,281.0	87.0	2.7	69.0	2.1
1991	3,455.0	143.0	4.1	109.0	3.2
1992	2,996.0	263.0	8.8	240.0	8.0
1993	2,528.0	105.0	4.2	88.0	3.5
1994	1,655.0	-	-	-	-
1995	802.0	-	-	-	-
1996	823.0	17.0	2.1	17.0	2.1
1997	1,880.0	128.0	6.8	91.0	4.8
1998	1,751.0	187.0	10.7	153.0	8.7
1999	1,771.0	75.0	4.2	75.0	4.2
2000	2,585.0	123.0	4.8	123.0	4.8
2001	2,981.0	41.0	1.4	21.0	0.7
Total, 1989-2001	29,350	1,403	4.8	986	3.4

NOTE: Total lending includes approved loans of the AfDB, including for technical assistance; loans made by the African Development Fund (ADF), and the loans made by the Nigerian Trust Fund (NTF). Approvals include loans and grants, private and public equity investments, emergency operations, HIPC debt relief, loan reallocations, and guarantees. "-" indicates that data is not available.

SOURCE: African Development Bank Annual Report, various years.

Table C.16: Asian Development Bank Lending to Regional Member Countries and Member Referenced Countries for Basic Education and Child Labor-Related Projects, 1989-2001

Fiscal Year	Total AsDB Lending	AsDB Lending to Regional Member Countries for:			AsDB Lending to Referenced Countries for:		
		Basic Education Projects	Child Labor Related Projects	Basic Ed. and Child Labor Related Projects	Basic Education Projects	Child Labor Related Projects	Basic Ed. and Child Labor Related Projects
Millions of current US dollars							
1989	3,864.0	65.0	100.0	165.0	65.0	100.0	165.0
1990	4,274.0	71.0	85.0	156.0	71.0	85.0	156.0
1991	5,151.0	37.0	100.0	137.0	36.0	100.0	136.0
1992	5,587.0	183.0	0.0	183.0	183.0	0.0	183.0
1993	5,332.0	119.0	0.0	119.0	110.0	0.0	110.0
1994	3,808.0	50.0	85.0	135.0	47.0	85.0	132.0
1995	5,630.0	78.0	0.0	78.0	77.0	0.0	77.0
1996	5,720.0	301.0	0.0	301.0	281.0	0.0	281.0
1997	9,577.0	447.0	0.0	447.0	327.0	0.0	327.0
1998	6,130.0	425.0	327.0	752.0	421.0	327.0	748.0
1999	5,151.0	36.0	0.0	36.0	27.0	0.0	27.0
2000	5,825.0	10.0	46.0	56.0	3.0	46.0	49.0
2001	5,485.0	252.0	8.0	260.0	245.0	1.0	246.0
Total, 1989-2001	71,534.0	2,074.0	751.0	2,825.0	1,893.0	744.0	2,637.0
Percentage of Total AsDB Lending							
1989	100.0	1.7	2.6	4.3	1.7	2.6	4.3
1990	100.0	1.7	2.0	3.6	1.7	2.0	3.6
1991	100.0	0.7	1.9	2.7	0.7	1.9	2.6
1992	100.0	3.3	0.0	3.3	3.3	0.0	3.3
1993	100.0	2.2	0.0	2.2	2.1	0.0	2.1
1994	100.0	1.3	2.2	3.5	1.2	2.2	3.5
1995	100.0	1.4	0.0	1.4	1.4	0.0	1.4
1996	100.0	5.3	0.0	5.3	4.9	0.0	4.9
1997	100.0	4.7	0.0	4.7	3.4	0.0	3.4
1998	100.0	6.9	5.3	12.3	6.9	5.3	12.2
1999	100.0	0.7	0.0	0.7	0.5	0.0	0.5
2000	100.0	0.2	0.8	1.0	0.0	0.8	0.8
2001	100.0	4.6	0.1	4.7	4.5	0.0	4.5
Total, 1989-2001	100.0	2.9	1.0	3.9	2.6	1.0	3.7

NOTE: AsDB lending includes authorized loans (based on original amounts in U.S. dollar equivalents) plus non-reimbursable technical assistance grants. Loans include lending out of ordinary capital resources and concessional financing from the Asian Development Fund. Loans include Government and Government-guaranteed loans, as well as some private sector loans.

SOURCE: Table B-4a; Table B-7c; and the Asian Development Bank Annual Report, various years.

Table C.17: Inter-American Bank Lending to All Member Countries and Member Referenced Countries for Basic Education and Child Labor-Related Projects, 1991-2001

Year	Total IDB Lending	IDB Lending to All Member-Countries for:			IDB Lending to Member Referenced-Countries for:		
		Basic Education Projects	Child Labor Related Projects	Basic Ed. & Child Labor Related Projects	Basic Education Projects	Child Labor Related Projects	Basic Ed. & Child Labor Related Projects
Millions of current US dollars							
1991	5,559.0	57.0	4.0	61.0	57.0	1.0	58.0
1992	6,074.0	38.0	4.0	42.0	1.0	0.0	1.0
1993	6,067.0	157.0	14.0	171.0	49.0	14.0	63.0
1994	5,366.0	797.0	25.0	822.0	776.0	19.0	795.0
1995	7,363.0	107.0	40.0	147.0	107.0	40.0	147.0
1996	6,879.0	200.0	60.0	260.0	160.0	60.0	220.0
1997	6,157.0	96.0	38.0	133.0	96.0	36.0	132.0
1998	10,180.0	295.0	157.0	452.0	209.0	157.0	366.0
1999	9,937.0	349.0	10.0	359.0	296.0	10.0	306.0
2000	5,336.0	176.0	65.0	240.0	145.0	35.0	179.0
2001	7,939.0	698.0	31.0	729.0	622.0	19.0	641.0
Total, 1991-2001	76,857.0	2,969.0	446.0	3,416.0	2,517.0	390.0	2,907.0
Percentage of Total IDB Lending							
1991	100.0	1.0	0.1	1.1	1.0	0.0	1.1
1992	100.0	0.6	0.1	0.7	0.0	0.0	0.0
1993	100.0	2.6	0.2	2.8	0.8	0.2	1.0
1994	100.0	14.9	0.5	15.3	14.5	0.3	14.8
1995	100.0	1.5	0.5	2.0	1.5	0.5	2.0
1996	100.0	2.9	0.9	3.8	2.3	0.9	3.2
1997	100.0	1.6	0.6	2.2	1.6	0.6	2.1
1998	100.0	2.9	1.5	4.4	2.1	1.5	3.6
1999	100.0	3.5	0.1	3.6	3.0	0.1	3.1
2000	100.0	3.3	1.2	4.5	2.7	0.6	3.4
2001	100.0	8.8	0.4	9.2	7.8	0.2	8.1
Total, 1991-2001	100.0	3.9	0.6	4.4	3.3	0.5	3.8

NOTE: IDB lending includes authorized loans and guarantees (based on original amounts in US dollar equivalents) plus non-reimbursable technical cooperation grants. Loans and guarantees include lending out of ordinary capital resources (OCR), the Fund for Special Operations (FSO), and other funds. Technical cooperation grants come from the FSO and other funds.

SOURCE: Table B-4e; Table B-7e; and The Inter-American Development Bank Annual Report, various years.

Appendix D:

Country Examples of International Cooperation and IFI Support For Basic Education and Child Labor Programs

Successfully achieving EFA requires effective strategies on many fronts such as international cooperation among donor agencies and national collaboration among various stakeholders. The international commitment to achieve universal primary education and eliminate the worst forms of child labor should consider a global effort to assist developing countries finance sustainable programs to provide for basic education and eliminate child labor. The following two country examples describe ways in which international cooperation has taken place in the area of child labor and education. The case of Brazil and Indonesia provide concrete models of how different institutions such as multilateral and regional development banks, government ministries, and NGOs have worked together to provide education for the prevention and elimination of child labor.

1. Brazil's Child Labor Eradication Program (PETI)

In the 1990s, as part of an international strategy to reduce poverty in developing countries through targeted lending, the World Bank and the IDB began to work with the Government of Brazil to improve its public education system. The World Bank directed its education lending primarily toward the strengthening of basic education to increase the participation, promotion and graduation rates and achievement levels of children in poorer regions throughout the country.²⁹¹ The IDB's education strategy in Brazil has been to contribute to the country's larger economic and social development by promoting the reform and expansion of secondary and post-secondary education and the improvement of the quality, coverage and equity of the secondary school system.²⁹²

In December 2001, the World Bank, in collaboration with the IDB, UNICEF and the ILO, conducted a study of an education/cash transfer program implemented by Brazil's Ministry of Social Assistance beginning in 1996.²⁹³ PETI, funded primarily with resources from the National Social Assistance Fund,²⁹⁴ was based on the idea that poor rural families are more vulnerable to income

²⁹¹ World Bank, *Projects, Policies and Strategies* [cited September 23, 2002]; available from <http://www4.worldbank.org/sprojects/Results.asp?st=DetSrc&Coun=BR>.

²⁹² Inter American Development Bank, *Approved Projects: Brazil* [cited July 24, 2002]; available from <http://www.iadb.org/exr/doc98/apr/lcbraz.htm>. As of April 30, 2002, 3.6 percent of all IDB loans to Brazil (USD \$853 million) have been used to support education projects. Also, a small portion of the IDB's loan portfolio in social investment and micro enterprise projects in Brazil contains education components. Inter American Development Bank, Brazil: *Diversity in Access to Higher Education*, Project Document, Operation No. 1406/C - BR, approved on June 7, 2002.

²⁹³ World Bank, Human Development Department, Brazil Country Management Unit, Latin America and Caribbean Regional Office, *Eradicating Child Labor in Brazil*, Report No. 21858 - BR, December 6, 2001.

²⁹⁴ Ministério da Previdência e Assistência Social, Programa de Erradicação do Trabalho Infantil - PETI, *Manual de Orientações*, 1st ed., May 2002, 5.

shocks and more likely to encourage child labor, sometimes as a substitute to education, in times of economic crisis. Given that child labor reduces lifetime earnings and raises the probability of being poor as an adult, PETI makes education accessible to children of low-income families as a means to combat the intergenerational cycle of poverty.²⁹⁵

The World Bank study indicates that the monetary transfer encourages the retention of students with a high probability of dropping out, such as working children, and the elimination of early school exclusion. In addition, the transfer helps to level seasonal economic variations that often prove damaging to underprivileged families.²⁹⁶

The study also confirms that the greatest incidence of child labor in Brazil is found in rural areas of the northeast (the majority of it in sisal and sugarcane harvesting and production), and a large majority of the working children combine work and school.²⁹⁷ PETI provides about USD \$13.50 per child (between the ages of 7 and 14) per month to families earning up to half the minimum wage. In return, the families must ensure that the children regularly attend the required four hours of school per day as well as the program's specially designed after-school program, Jornada Ampliada (after school program).²⁹⁸ PETI is synchronized with the Brazilian Education Law, which calls for the provision of a full day of schooling for all children by the year 2006.²⁹⁹

In addition to the school stipend, the PETI program transfers an equal sum to the municipality to help finance the costs of the Jornada Ampliada. The municipal government is also required to contribute a supplementary amount. Teachers monitor and report on student attendance on a monthly basis.³⁰⁰

In 2000, the Brazilian government's goal for the Phase II of PETI was to provide stipends to 866,000 children³⁰¹ and to eliminate the worst forms of child labor in rural areas by the end of

²⁹⁵ *Eradicating Child Labor in Brazil*, 7.

²⁹⁶ *Ibid*, 6-7.

²⁹⁷ *Ibid*, 6.

²⁹⁸ Spectrum (World Bank Newsletter), *They Call it a Revolution: Brazil's Program to Eradicate Child Labor Attacks Poverty at its Roots with Unexpected Results*, Winter 2001 [cited March 10, 2003]; available from <http://wbln0018.worldbank.org/HDNet/HDdocs.nsf/View+to+Link+WebPages/874198952F63563A85256A1D005F6DCF?OpenDocument>.

²⁹⁹ *Eradicating Child Labor in Brazil*, 15.

³⁰⁰ *They Call it a Revolution: Brazil's Program to Eradicate Child Labor Attacks Poverty at its Roots with Unexpected Results*.

³⁰¹ *Eradicating Child Labor in Brazil*. By June 2002, 809,000 children received the PETI stipend in 27 states for a total cost of R\$ 222 million (USD \$58.1 million) and R\$ 145 million (USD \$38 million) in *Jornada Ampliada* transfers to municipal governments; *Avança Brasil, Programa Erradicação do Trabalho Infantil* [cited March 10]; available from <http://www.abrasil.gov.br/nivel3/index.asp?cod=NOTIC&id=59>. Exchange rate used: USD \$1 = R\$ 3.82.

2002.³⁰² The World Bank reports that PETI has been highly successful thus far in targeting children as defined by certain selection criteria, reducing child labor rates, increasing school attendance rates,³⁰³ and improving income and quality of life for its targeted beneficiaries. The study also highlighted some of the gaps in PETI's design and provided constructive recommendations on areas where the program can improve both in terms of efficiency and effectiveness.³⁰⁴

In 1999, the government expanded PETI to address the worst forms of child labor in urban areas, including activities such as prostitution, garbage picking and drug trafficking. Two of the obstacles that the urban program has struggled with are identifying urban worst forms and adapting targeting mechanisms to urban areas.³⁰⁵

The Brazilian government has proven responsive to the World Bank, the IDB and other organizations' recommendations on how to improve the PETI program. One major development is the creation of the umbrella program in 2000, *Projeto Alvorada*, which attempts to integrate the various education, health, income generation and social development cash-grant projects financed by the federal government for families living below the average Brazilian human development index.³⁰⁶ The guiding principle behind the *Projeto Alvorada* is that stipend programs like PETI are most effective when implemented in conjunction with complementary programs in other relevant areas.³⁰⁷

In December 2001, the IDB approved a USD \$500 million, two-year loan³⁰⁸ to support the government's implementation of four of the Projeto Alvorada's income-based transfer programs,

³⁰² The period from 2003 - 2006 is for the consolidation and phasing out of the program. *They Call it a Revolution: Brazil's Program to Eradicate Child Labor Attacks Poverty at its Roots with Unexpected Results.*

³⁰³ According to Brazil's 2000 census data, the percentage of children between the ages of 7 and 14 who are out of school has decreased from 18.2 percent in 1992 to 5.1 percent in 2000. World Bank, *World Bank Approves \$1 Billion for Brazil: Loans to support reform in education, energy and finance*, News Release No. 2002/346/LAC [cited March 10, 2003]; available from <http://web.worldbank.org/WBSITE/EXTERNAL/NEWS/0,,contentMDK:20050114~menuPK:34463~pagePK:34370~piPK:34424,00.html>.

³⁰⁴ *Eradicating Child Labor in Brazil*, 11-18.

³⁰⁵ *Eradicating Child Labor in Brazil*, 9-10.

³⁰⁶ Projeto Alvorada, [cited March 10, 2003]; available from http://alvorada.planejamento.gov.br/frame_descricao.asp?Opcao=Descricao.

³⁰⁷ *Eradicating Child Labor in Brazil*, 17.

³⁰⁸ To be disbursed in 2 tranches of USD \$250 million each over a two-year period. The first tranche was disbursed in August 2002.

including PETI. The focus of this loan will be to build Brazil's human capital through income-based transfer programs by improving program targeting, evaluation, institutional framework and management.³⁰⁹

2. The Indonesian Scholarships and Grants Program

The onset of the Asian Financial Crisis in the late 1990s stimulated serious concerns about the effect of weakened economies on the populations of Southeast Asian nations. In Indonesia, policymakers were concerned that the Crisis would lead to drastic declines in school enrollment, as had been the case a decade earlier. International financial institutions such as the World Bank and the ADB were able to respond to the Crisis with assistance to offset the potential catastrophic impacts on the poor.³¹⁰

The Scholarship and Grants Program, which began at the start of the 1998/99 school year, was funded by the World Bank, ADB, UNICEF, and other donors in order to keep the children of impoverished families, and children of families economically jeopardized by the Crisis, in school. Donors made a maximum of \$360 million available, beginning in the 1998, for block grants to schools and for scholarships to children at the primary and secondary levels.³¹¹ Under the scholarship program, funds were made available to each needy student, in order to cover school fees. Scholarships were distributed by a committee established at each target school, which was composed of both school and community representatives. The committees identified potential recipients based on the family's economic situation, using pre-existing statistical data.³¹² The program also aimed to provide half of its scholarships overall to girls.³¹³ The block grants program was created to assist schools that were adversely affected by the Crisis. A 2000 study found that most schools that received block grants used the funds to purchase teaching aids, stationary, and student subsidies. Many schools also utilized this support to refurbish school facilities.³¹⁴

³⁰⁹ Inter American Development Bank, *Sector Program to Build Human Capital*, Project Document (BR - 0360), approved December 2001 [cited March 10, 2003]; available from <http://www.iadb.org/exr/doc98/apr/br1378e.pdf>.

³¹⁰ WARTA Central Independent Monitoring Unit (CIMU), "History and Overview of the Scholarships and Grants Program," World Bank Special Issue, September 2000 [cited September 17, 2002]; available from http://www.cimu.or.id/full_text_reports/Cimu-SpIssue1-Engl.pdf.

³¹¹ "History and Overview of the Scholarships and Grants Program."

³¹² Lisa A. Cameron. "Did Social Safety Net Scholarships Reduce Drop-Out Rates during the Indonesian Economic Crisis?" Melbourne: University of Melbourne's Department of Economics, March 2002 [cited March 10, 2002], 5; available from http://econ.worldbank.org/files/13160_wps2800.pdf.

³¹³ Ibid.

³¹⁴ Deon Filmer, H. Dean Nielson, Nianik Suwaryani, and Bambang Indriyanto, "Indonesia's Primary and Junior Secondary Schools in a Post-Crisis Environment: Findings from a Follow-Up Survey of 600 Schools," World Bank, July 2001 [cited August 23, 2002] 8, 41; available at [http://lnweb18.worldbank.org/eap/eap.nsf/Attachments/600Schoolsurvey/\\$File/600SchoolSurveyReport+prepublication+version.pdf](http://lnweb18.worldbank.org/eap/eap.nsf/Attachments/600Schoolsurvey/$File/600SchoolSurveyReport+prepublication+version.pdf).

At the time of the program, the population of school-age children 5 to 14 years was approximately 44.2 million.³¹⁵ Statistics compiled by the World Bank over the life of the program indicate that almost four million scholarships were disbursed to children of poor households, of whom only two percent have dropped out of school.³¹⁶ In addition, 132,000 schools were provided with block grants under the program in both the 1998 and 1999 school years.³¹⁷ Between 1.2-1.6 million scholarships were provided in the 1998-1999 school year.³¹⁸ The 2000 survey revealed that the scholarship program was largely successful in reaching its target of providing scholarships to 6 percent of primary school students and 17 percent of junior secondary students.³¹⁹

³¹⁵ The population of children 5 to 14 years in 1998 was 44,171,611 and in 1999 was 44,236,136. U.S. Bureau of census, *Indonesia Midyear Population, by Age and Sex, Total, 5-14*, International Database, [online] [cited July 11, 2003]; available from <http://www.census.gov/cgi-bin/ipc/idbagg>.

³¹⁶ World Bank, "In the Field: A Snapshot of the World Bank's Lending in East Asia and Pacific," [cited March 10, 2003]; available from <http://www.worldbank.org/eap>.

³¹⁷ "History and Overview of the Scholarships and Grants Program," 1.

³¹⁸ Jones et al, as cited in Lisa A. Cameron, 2.

³¹⁹ "Indonesia's Primary and Junior Secondary Schools in a Post-Crisis Environment: Findings from a Follow-Up Survey of 600 Schools," 8, 41.

Appendix E: Bureau of International Labor Affairs (ILAB) Publications on Child Labor

1. *By the Sweat and Toil of Children (Volume I): The Use of Child Labor in U.S. Manufactured and Mined Imports* (1994).
2. *By the Sweat and Toil of Children (Volume II): The Use of Child Labor in U.S. Agricultural Imports & Forced and Bonded Child Labor* (1995).
3. *The Apparel Industry and Codes of Conduct: A Solution to the International Child Labor Problem?* (1996) [also referred to as *By the Sweat and Toil of Children (Volume III)*].
4. *By the Sweat and Toil of Children (Volume IV): Consumer Labels and Child Labor* (1997).
5. *Forced Labor: The Prostitution of Children* (1996) [Symposium Proceedings].
6. *By the Sweat and Toil of Children (Volume V): Efforts to Eliminate Child Labor* (1998).
7. *By the Sweat and Toil of Children (Volume VI): An Economic Consideration of Child Labor* (2000).
8. *Advancing the Campaign Against Child Labor: Progress Made & Future Actions* (2002) [Conference Proceedings].
9. *Advancing the Campaign Against Child Labor (Volume I): Efforts at the Country Level* (2002).
10. *Advancing the Campaign Against Child Labor (Volume II): Addressing the Worst Forms of Child Labor* (2002).
11. *The Department of Labor's 2001 Findings on the Worst Forms of Child Labor* (2002).
12. *The Department of Labor's 2002 Findings on the Worst Forms of Child Labor* (2003).

Also available are proceedings from public hearings on child labor held to gather information for several of the reports.

Copies of these reports may be obtained by contacting the International Child Labor Program, Bureau of International Labor Affairs, U.S. Department of Labor, Room S-5307, 200 Constitution Ave., NW, Washington, DC 20210. Telephone: (202) 693-4843; Fax: (202) 693-4830; Email: GlobalKids@dol.gov. The reports are available on the Internet at: <http://www.dol.gov/ILAB>.

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