



# GLOBAL EDUCATION DATABASE

## USER'S GUIDE

➤ **The User's Guide**

The User's Guide is divided into four main sections: Introduction, Installation, Getting Started and Tutorial. In addition, the Appendices provide country and indicator lists, a short bibliography, and for those unfamiliar with the Windows environment, an appendix that explains some commonly used "Windows Terms".

➤ **System Requirements**

1. IBM compatible personal computer.
2. Operating system - Microsoft Windows 95, 98, NT or 2000
3. 486 DX/33 processor or better (recommended).
4. Minimum of 16 megabytes of random-access memory.
5. Hard drive with at least 30 megabytes of free space.

## **PART I: INTRODUCTION**

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### ➤ **Background**

The GED was developed by USAID's Center for Human Capacity Development to provide the Agency and its development partners with selected statistical data on international education in an easy-to-use format. The GED is an outgrowth of the Statistical Profile of Education in Sub-Saharan Africa (SPESSA) sponsored by the Association for the Development of Education in Africa (ADEA). USAID would like to acknowledge ADEA for its pioneering efforts to compile and disseminate international education data in a user-friendly electronic format.

The GED provides an interactive program for accessing education data compiled by USAID from the UNESCO Institute of Statistics and from the Demographic and Health Surveys (DHS), a USAID program that has conducted full-scale nationally representative household surveys in over 60 developing countries since 1984. The GED is primarily a data extraction utility with some graphics capabilities.

### ➤ **Accessing the Data**

The GED allows the user to select statistical indicators by country and year, from one of two sources, UNESCO or DHS.

The UNESCO indicators are organized into five groups: Country Information, Primary Education, Secondary Education, Tertiary Education, and Education Finance. The years for which UNESCO data are available are displayed when indicators are selected. The user can then choose for which years and countries to display data.

The DHS indicators are also organized into five groups: Literacy, Primary Completion, Secondary Completion, Primary Attendance, and Secondary Attendance. The years are chosen with the country selections, since the data correspond to country surveys conducted in specific years.

The GED application processes the user's selections and presents them in graphic and spreadsheet formats. During the selection process, right-clicking on an indicator displays its definition. The data and graphs can be printed or copied to the Windows Clipboard. This function allows the user to transfer the data or the graph to a temporary storage space and paste it into another application. The data can also be exported and saved in Microsoft Excel 97 or HTML file formats.

### ➤ **The Data**

#### UNESCO Data

The UNESCO section includes data for 145 indicators supplied by the UNESCO Institute of Statistics. Each year, Institute staff collect and analyze education data provided to them by education ministries or offices of UNESCO member countries. These data provide information on the principal features of educational development for over 200 countries throughout the world.

Although UNESCO expends considerable effort to standardize the data provided by education ministries, some of the statistical methods, coverage, practices, and definitions differ from country to country. Moreover, it should be noted that weaknesses in some developing countries' statistical systems limit the availability and reliability of some of the data.

#### Demographic and Health Survey (DHS) Data

The DHS section includes data for indicators of adult literacy, primary and secondary school attainment, and primary and secondary school attendance, all by sex and urban-rural residence.

These data are supplied by 79 nationally representative household surveys conducted between 1986 and 1997 in 52 countries. Education indicators are calculated from answers given by an adult household informant to the following survey questions that were asked about each member of the household age 6 or older (for most countries): 1) Has (NAME) ever been to school? 2) (If yes answer) What is the highest level of school (NAME) attended? 3) What is the highest grade (NAME) completed at that level? And 4) (If age less than 25 years) Is (NAME) still in school?<sup>1</sup>

In addition, literacy rates are calculated from the answers of female (and in some countries, also male) members of the household ages 15-49 to the question: Can you read and understand a letter or newspaper easily, with difficulty or not at all? People who said they could read easily or with difficulty are considered to be literate. (This question was asked only of those who had only attended primary school or had never attended school; those who had attended secondary school or higher were assumed to be literate. Also, the age range of the men surveyed varies; see database footnotes.)



### **Data Updates**

USAID plans to update the GED program annually, as new data becomes available from UNESCO and from ongoing DHS surveys. Updated versions can be downloaded from the USAID/HCD web site and will be distributed to GED subscribers and others upon request in CD-ROM format.

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<sup>1</sup> In 1999, these DHS questions were revised to focus more clearly on school attendance and expanded to include both this year's and last year's school attendance.

## **PART II: INSTALLATION**

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The software may be installed from the CD-ROM or downloaded from the Internet. When you insert the CD in the appropriate drive, the installation program should start automatically. If prompt screens do not appear when you insert the CD, you must install the program "manually." Choose from one of the manual instructions listed below.

### **CD-ROM:**

1. Start Windows
2. Insert **CD-ROM** in the CD-ROM drive.
3. On the Windows Task Bar, click **Start**.
4. Choose **Settings**. Choose **Control Panel**.
5. Double-click **Add/Remove Programs**.
6. Click **Install** and follow the instructions that appear on the screen.

### **Internet:**

1. Start Windows
2. Download the file **ged2000setup.exe** from the Internet using your internet browser. Be sure to note in which directory you save the file.
3. On the Windows Task Bar, click **Start**, and then click **Run**.
4. Type the full directory name where you saved the file along with the file name in the command line box (example: c:\temp\ged2000setup.exe) or use the browse button to locate the file. Then choose **OK**.
5. Follow the installation instructions that appear on the screen.

During Installation, you will be given the option of installing the entire GED (Typical) or only certain regions of the GED (Compact.) If you choose the Compact setup, keep the box called "Application Files" checked and then check only those regions you want to install.

After installation, you can delete the ged2000setup.exe file (not the ged2000.exe) from your C directory as this installation file is no longer needed. It is recommended that you delete the ged2000setup.exe file as it uses about 11 megabytes on your hard drive.

## PART III: GETTING STARTED

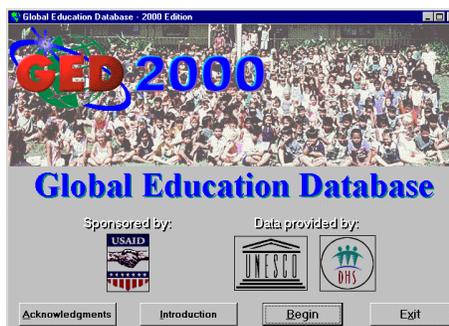
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### ➤ Starting the GED program

In Windows 95, 98, NT or 2000:

1. On the Windows Task Bar, click the **Start** Button.
2. Move the cursor over **Programs** and then over the **GED 2000 folder**.
3. Click once on the **GED 2000** icon.

The *Main* screen will appear. If you have already read "Part I: Introduction" in this User's Guide, click **Begin** to go to the *Country Selection* screen and wait while the lists of countries and indicators are loaded. Depending on the speed of your computer, this could take up to 2.5 minutes.



### ➤ Selecting UNESCO Countries

Because the UNESCO and DHS methods of data collection differ, GED 2000 allows the user to work with either UNESCO or DHS country and indicator series separately, but not together. If you have previously selected DHS countries and/or indicators, you must first clear them from the Countries Selected and Indicators Selected boxes before selecting UNESCO countries.

Click **Countries** at the bottom of the screen. On the left side of the screen you will see a **World Map** and on the right side you will see **UNESCO Countries** and **DHS Countries**. Click on the plus (+) next to **UNESCO Countries** to expand that list. Now you can choose countries using either the map or the list.

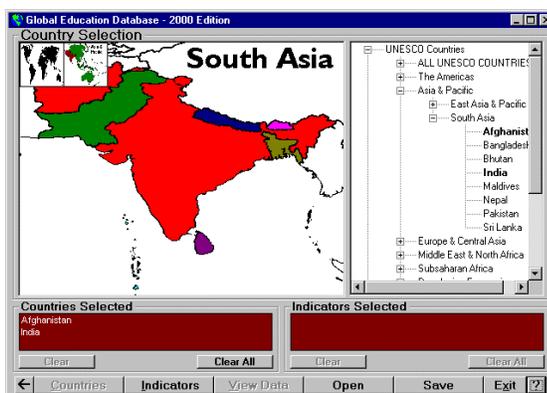
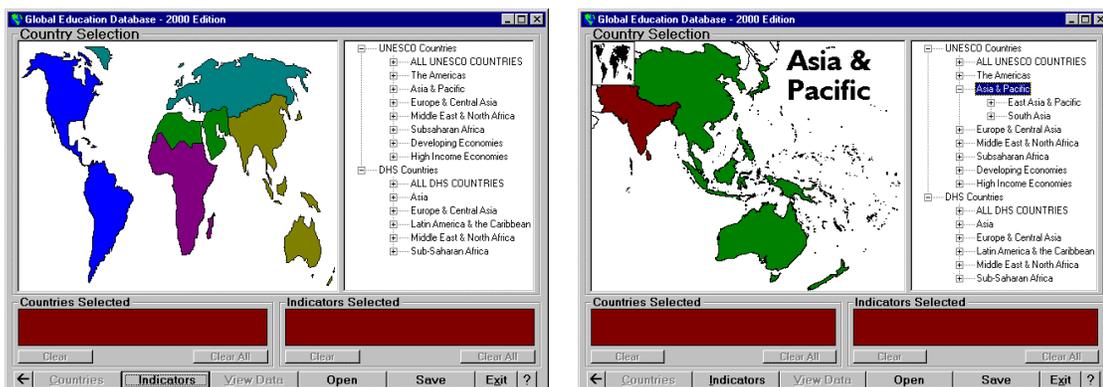
#### Select Countries from the Map:

1. Move the mouse over a region on the world map and the name of that region will appear.
2. Double click on the region to bring a more detailed map of that region onto the screen. If the region is further divided into sub-regions, then continue to double-click until you reach the country-level detail.
3. Click once on a country to select it.

**Example:** To select Nepal, double click on Asia & Pacific and then on South Asia. A single click on Nepal adds that country's name to the *Countries Selected* box.

4. With each additional double-click, a boxed icon will appear in the upper left-hand corner representing the previous map. Click on the appropriate icon to return to the World Map or to the larger region.
5. You can see which countries have been selected in the *Countries Selected* box located below the map. To un-select a country simply click on the country map a second time, or go to

*Countries Selected* box, click on the country you want to remove so that it is highlighted and click *Clear*. Or click *Clear All* to remove all selections in the box. When you click on *Clear* or *Clear All*, you will be prompted to answer "Yes" or "No", do you want to clear selections?"



### Select Countries from the List:

- To select countries within a region or economic group click on the plus (+) next to the group name, and the list will expand.  
**Note:** Any time there is a plus (+) next to a name, there is an expandable list attached to it. A minus (-) indicates that the list is fully expanded.
- Select individual countries by clicking on the country name.
- Un-select countries by clicking on the name again or, in the *Countries Selected* box, click on the name and choose *Clear*. Click on *Clear All* to remove all selections in the box.
- To select all countries in a region, the list must be expanded to the country-level of detail.

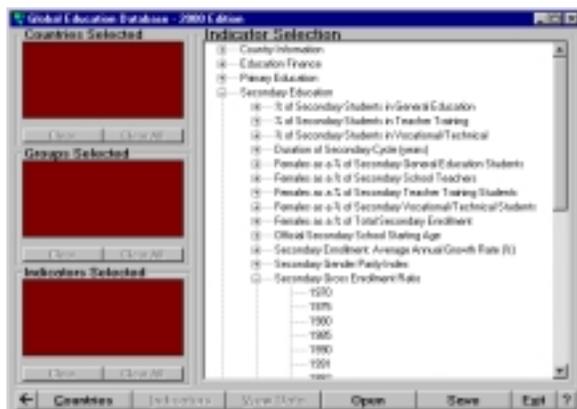
**Example:** To select all countries in Middle East & North Africa click on the plus (+) next to the name so that the names of the sub-regions appear. Click on the plus (+) next to Middle East to show the country names under this heading. Click on the name Middle East and all countries under that heading will be selected. Do the same for North Africa.

**Note:** It is not possible to select all countries in a region at one time. This type of quick selection can only be done with sub-regions and only after the sub-region is expanded to show the country names.

## ➤ Selecting UNESCO Indicators

(Remember, you must first clear DHS countries and indicators before selecting UNESCO indicators.)

1. To select indicators, click on **Indicators**
2. In the *Indicator Selection* part of the screen, choose from the first five groups of indicators: Country Information, Education Finance, Primary Education, Secondary Education, and Tertiary Education. The sixth group contains DHS Indicators.
3. Click on the plus (+) to view the list of indicators for each group. Click the plus (+) next to the indicator to view the list of years available for that indicator. Once the years are displayed, click on the indicator name to automatically select all years. Or to select only certain years, click individually on each year listed under that indicator.

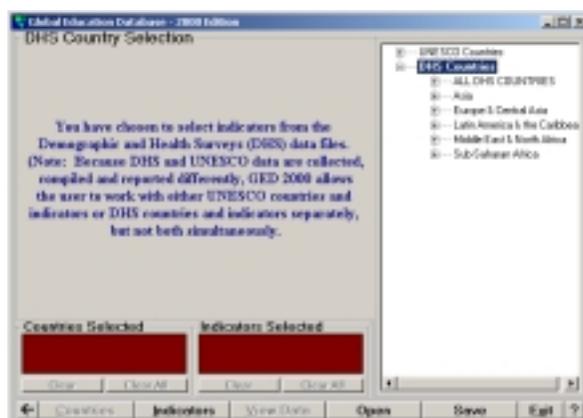


## ➤ Selecting DHS Countries

If you have previously selected UNESCO countries and/or indicators, you must first clear them from the Countries Selected and Indicators Selected boxes before selecting DHS countries.

DHS Countries are sorted into five regional groups and all countries are listed alphabetically under the heading “All DHS Countries.”

1. To select countries within a region, click on the plus (+) next to the group name and the list will expand to show available countries and their corresponding survey year.  
**Note:** Any time there is a plus (+) next to a name, there is an expandable list attached to it. A minus (-) indicates that the list is fully expanded.
2. Select individual countries (along with their survey year) by clicking on the country name.
3. Un-select countries by clicking on the name again or, in the *Countries Selected* box, click on the name and choose *Clear*. Click on *Clear All* to remove all selections in the box.
4. To select all countries in a region, the list must be expanded to the country-level of detail.  
**Example:** To select all countries in Middle East & North Africa click on the plus (+) next to the name so that the names of the countries appear. Click on the name Middle East & North Africa and all countries under that heading will be selected.



**Note:** Any time there is a plus (+) next to a name, there is an expandable list attached to it. A minus (-) indicates that the list is fully expanded.

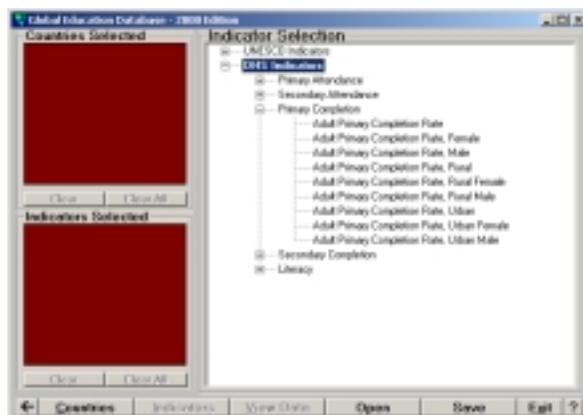
4. Right-click on the indicator name to get a definition of that indicator.
5. To remove a selection, click on the indicator name/year in the *Indicators Selected* box so that the name is highlighted, then click once on *Clear* below the box. Click on *Clear All* to remove all indicators in the selection box. You can also un-do a selection while still in the *Indicator Selection* list. Clicking on an indicator a second time will un-do its selection.



## Selecting DHS Indicators

(Remember, you must first clear UNESCO countries and indicators before selecting DHS indicators.)

1. To select indicators, click on **Indicators**
2. In the *Indicator Selection* part of the screen, choose from the sixth group, DHS Indicators.
3. Click on the plus (+) to view the list of group the DHS indicators are sorted into: Literacy, Primary Completion, Secondary Completion, Primary Attendance, and Secondary Attendance. Click the plus (+) next to the group to view a list of the indicators available. Click on the indicator name to automatically select it.



**Note:** Any time there is a plus (+) next to a name, there is an expandable list attached to it. A minus (-) indicates that the list is fully expanded.

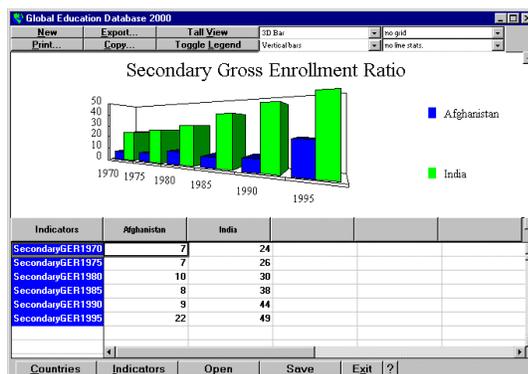
4. Right-click on the indicator name to get a definition of that indicator.

- To remove a selection, click on the indicator name in the *Indicators Selected* box so that the name is highlighted, then click once on *Clear* below the box. Click on *Clear All* to remove all indicators in the selection box. You can also un-do a selection while still in the *Indicator Selection* list. Clicking on an indicator a second time will un-do its selection.



## Viewing the Data

- To view the data for the countries and indicators you have selected, click on **View Data**
- When viewing UNESCO data, only the first indicator selected is graphed when you go to the *View Data* screen. To include additional indicators in the graph, click on the name of the indicator in the spreadsheet so that the cell turns blue. To exclude indicators from the graph, click on the name of the indicator in the spreadsheet so that the cell turns white. (If the data are active (graphed) the indicator name will be blue, and if the data are inactive the indicator name will be white.)
- To change the style and format of the graph, select options from the drop-down boxes at the top right of the screen. For more options, right-click in the graph area. A box called *Graph Control* will be displayed. *Graph Control* contains 17 menu tabs from which selections can be made to edit the graph's features such as the *Legend*, *Axis*, *Titles*, *Fonts*, etc. (See "Part IV: Tutorial" for more a details.)
- To *Print*, *Copy*, and *Export* the data, use the buttons at the top left of the screen. (See "Part IV: Tutorial" for more details.)
- The *New* button in the upper left corner allows you to clear all data and graphs and return to the selection screen to choose different countries and indicators.



## ➤ **Saving and Opening Scenarios**

Use these functions in the *Country*, *Indicator Selection*, and *View Data* screens to select a set of indicators and/or countries, and save that selection or "scenario" for later use.

### **To Save a Scenario:**

1. Select the countries, indicators, or combination you want.
2. Click **Save** at the bottom of the screen, type a file name, click **Open**
3. Enter a description of the file (optional) and click **OK**. Now, exit the GED or clear selections to continue work.

### **To Open a Scenario:**

1. Click **Open** at the bottom of the screen; select the \*.ged file, and **Open**
2. If the scenario includes countries or indicators, opening the file returns you to one of those two *Selection* screens. If the scenario includes both countries and indicators, opening the file returns you to the *View Data* screen.

## ➤ **Copying Data/Graph**

1. To copy the data or the graph to a Windows application such as Excel or Power Point, click the **Copy** button at the top of the *View Data* screen. Copy one at a time to the Clipboard.
2. Start the Windows application you want to work in, open a new or existing file, and choose *Paste* from the Menu or Icon Toolbar.

## ➤ **Exporting Data**

1. To export the data to a file in Excel or HTML format, click the **Export** button at the top of the *View Data* screen.
2. In the *Export Data to a File* box, choose a directory in which to save the file, type a file name, and choose a type (Excel or HTML.)

## ➤ **Printing Data/Graph**

1. In *View Data*, click the **Print** button at the top of the screen.
2. Choose between either the data or the graph, select printer, and click on the *Print* button.

## ➤ **Main Screen or Exit**

1. From the *Country* or *Indicator Selection* screens click on the back arrow ← to return to the *Main* screen, where you can read the *Acknowledgements* and *Introduction*, or *Exit* the GED program.
2. To exit the GED from the *Selection* or *View Data* screens, click on the **Exit** button at the bottom of the screens and then click *Yes* in response to the question "Exit this program?"

## ➤ **Additional Help**

For additional help, click on the **?** at the bottom of any screen. A box will appear with information on the functions of the screen in which you are currently working.

## PART IV: TUTORIAL

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This tutorial will take you step-by-step through a sample data request using UNESCO data. It assumes that you have completed the process of starting the GED as outlined in the first part of the "Getting Started" section. For explanations of Windows functions, please refer to Appendix III, "Windows Terms."

In this tutorial you will compare the percent of Public Expenditure on Primary, Secondary, and Tertiary Education in three Central American countries for the most recent year of available data.

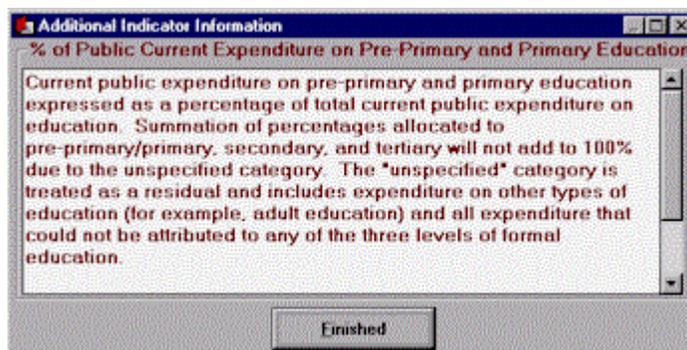
### ➤ Select UNESCO Countries

1. Click **Countries** to view the country list and world map.
2. On the UNESCO country list, click the plus (+) next to the **The Americas** region.
3. Next, click the plus (+) next to the **Latin America & Caribbean** sub-region and then on the plus (+) next to **Central America** so that the country names are displayed.
4. Click on the country names for **Costa Rica**, **El Salvador** and **Honduras**. The names will appear in the *Countries Selected* box below the map. (You can also choose the countries by clicking on the country on the map at the left side of the screen.)

### ➤ Select UNESCO Indicators

1. Click on **Indicators** located at the bottom of the screen. Click on the plus (+) next to UNESCO Indicators to expand the list.
2. Click once on the plus (+) next to **Education Finance** in the *Indicator Selection* box to view the list of finance indicators.
3. Click once on the plus (+) next to the third indicator in the list, **% Public Current Expenditure on Pre-Primary and Primary Education**, so that the years are displayed.
4. Click on the years **1994**, **1995**, and **1996**. They will appear in the *Indicators Selected* box.
5. Repeat steps 3 and 4 for **% Public Current Expenditure on Secondary Education** and **% Public Current Expenditure on Tertiary Education**.

**Note:** For a definition of each indicator, place the arrow over the name of the indicator on the list and right-click. An *Additional Indicator Information* box will appear. Reading [this](#) definition will alert you to the fact that data for the three indicators you have just selected will not total 100% due to the "Unspecified" category. When finished viewing, click *Finished*.





## View the Data

1. Click **View Data** to view the data in both graph and spreadsheet format. The indicator selected first will be the default graph. Therefore, % Public Current Expenditure on Pre-Primary and Primary Education for 1994, 1995 and 1996 will be highlighted in blue on the spreadsheet and are the only data from the spreadsheet that are represented on the graph.
2. However, the comparison you are looking for is not spending on Pre-Primary and Primary Education over the three-year time period, but spending on each of the three levels in the most recent year. Looking at the spreadsheet, you see that 1995 is the only year for which all countries have data. Click on %PubCurrentExpOnPrim1994 and %PubCurrentExpOnPrim1996 so that the cell color changes from blue to white, thus removing these data from the graph. Keep %PubCurrentExpOnPrim1995 highlighted and then click on %PubCurrentExpOnSec1995 and %PubCurrentExpOnTer1995.
3. The bar graph should now have countries grouped along the x-axis. From this view you can see that while the majority of Public Expenditure on Education goes to the PrePrimary/Primary level in all three countries, each country has a different distribution over the three levels. Costa Rica has a more equal distribution of resources as compared to El Salvador, where public spending is more heavily concentrated on Pre-Primary/Primary Education.

**Note:** Clicking on the **Toggle Legend** button at the top of the screen will change the way the data is grouped along the x-axis. Click once to group x-axis data by indicator instead of by country, click again to return to country grouping.

**Note:** There are footnotes attached to many of the data that contain important information about how the data were measured and compiled. In the spreadsheet, right-click on any data cell to view the footnote.



## Manipulate the Graph

1. You may manipulate the graph by choosing formatting options from the drop-down menus at the top right of the screen.
2. In the menu that says *3D Bar*, click the down arrow to display choices and select *2D Bar*.
3. Click on the menu arrow next to *no grid* and change to *horizontal grid* to add grid lines from the y-axis coordinates.
4. Additional changes to the style of the graph can be made by right-clicking in the graph area. This will display a box called *Graph Control* with 17 different menu tabs.
5. The default graph title is the full name of the indicator(s) selected for the graph. Click on the *Titles* tab in the *Graph Control* box. Hit the *Tab* key to highlight the current text in the *Graph Title* box and type a new title over it, "% Public Expenditure On Education by Level - 1995." In the *Left Title* box, type "% of Total Public Expenditure on Education" and choose the *Up* button to label the y-axis. Click on *Apply Now* to make the title changes.
6. While still in *Graph Control*, click on the *Legend* tab and then on the *Text* button. Type Primary, Secondary, and Tertiary in each of the three boxes, click *Apply* and *OK*. Shortening the legend descriptions will allow more space for the graph itself, which will re-size automatically.
7. You may change the fonts of all or some of the titles and labels on the graph. In *Graph Control*, click on the *Fonts* tab. Click on the round button next to *Graph Title* in the *Apply To* box, then select *Arial* in the *Typeface* box. Repeat for *Other Titles*, *Labels*, and *Legend*. Click *Apply Now* to change all words and numbers from Times New Roman to Arial. Click *OK* to exit *Graph Control*.

**Note:** Whenever you add or remove data from the graph by clicking on the indicator name in the

spreadsheet, text changes made to the *Title* and *Legend* will be lost and the default text will re-appear.

**Note:** Indicators and countries are graphed in the order they were chosen in the *Selection* screen. If you want to change the order, you must return to the *Selection* screens, clear countries/indicators, and re-select them in the order you want them to appear.

### ➤ **Change Countries and/or Indicators**

1. From the *View Data* screen you can return to the list of countries and/or indicators to add or delete selections.
2. Click on  to return to the *Selection* screen. In the *Indicators Selected* box, click on all 1994 and 1996 indicators so that they are highlighted in blue, then click on *Clear*.
3. In the *Indicator Selection* list, click on the plus (+) next to **% of Public Current Expenditure on Unspecified** and click on **1995**.
4. Click on  and then on **Mexico** to add it to the *Countries Selected* box.
5. Click on  to see the new spreadsheet and graph. Notice that some of the formatting chosen for the previous graph has changed. The spreadsheet and graph have adjusted so that just the first indicator (Primary) is active and in doing so, the *Title* and *Legend* texts have changed.
6. Highlight the other three indicators so that they are represented in the graph. The addition of the "Unspecified" category accounts for all (or near 100%) Public Expenditure on Education.

### ➤ **Save the Scenario**

1. If you want to leave *View Data* to select other countries and indicators without losing the data set you are working on, you can save it as a "scenario" and open it again later.
2. Click  at the bottom of the screen. Type a file name and click . Type a description of the data you are saving (optional.) Click .

**Note:** When you open the scenario, the graph will not appear exactly as you left it when last working on it. The graph will have adjusted to include only the first indicator and graph text will also change accordingly.

### ➤ **End Tutorial**

You can *Save* the data from this tutorial (optional) and continue using the GED to obtain data for another set of countries and indicators by clicking on *New* in the top left-hand corner of the *View Data* screen. Answer *Yes* to "Clear all selections...?" To *Print*, *Copy*, or *Export* the tutorial data/graph, see instructions in "Part III: Getting Started." To exit the GED program at this time, click on  at the bottom of the screen.

## Appendix I: UNESCO Country List

### The Americas

Latin America & the Caribbean			North America
Caribbean	Central America	South America	
Antigua & Barbuda	Belize	Argentina	Canada
Aruba	Costa Rica	Bolivia	United States
Bahamas	El Salvador	Brazil	
Barbados	Guatemala	Chile	
Bermuda	Honduras	Colombia	
Cayman Islands	Mexico	Ecuador	
Cuba	Nicaragua	French Guiana	
Dominica	Panama	Guyana	
Dominican Republic		Paraguay	
Grenada		Peru	
Guadeloupe		Suriname	
Haiti		Uruguay	
Jamaica		Venezuela	
Martinique			
Netherlands Antilles			
Puerto Rico			
St. Lucia			
St. Vincent & Grenadines			
St. Kitts & Nevis			
Trinidad & Tobago			
Virgin Islands (U.S.)			

### Asia & Pacific

East Asia	Pacific	South Asia
Brunei	American Samoa	Afghanistan
Cambodia	Australia	Bangladesh
China	Fiji	Bhutan
Hong Kong	French Polynesia	India
Indonesia	Guam	Maldives
Japan	Kiribati	Nepal
Korea, Democratic People's Republic	Marshall Islands	Pakistan
Korea, Republic of	Nauru	Sri Lanka
Lao People's Democratic Republic	New Caledonia	
Macao	New Zealand	
Malaysia	Niue	
Mongolia	Papua New Guinea	
Myanmar	Samoa	
Philippines	Solomon Islands	
Singapore	Tonga	
Thailand	Vanuatu	
Viet Nam		

## Europe & Central Asia

Former Soviet Countries			Eastern Europe	Europe
Baltics	Central Asia	Caucasus		
Estonia Latvia Lithuania	Kazakhstan Kyrgyz Republic Tajikistan Turkmenistan Uzbekistan	Azerbaijan Belarus Georgia Moldova Russian Federation Ukraine	Albania Bosnia & Herzegovina Bulgaria Croatia Czech Republic Hungary Macedonia, FYR Poland Romania Slovakia Slovenia Yugoslavia, Federal Republic	Andorra Austria Belgium Cyprus Denmark Faeroe Islands Finland France Germany Gibraltar Greece Greenland Iceland Ireland Italy Liechtenstein Luxembourg Malta Netherlands Norway Portugal San Marino Spain Sweden Switzerland Turkey United Kingdom

## Middle East & North Africa

Middle East		North Africa
Bahrain Iran Iraq Israel Jordan Kuwait Lebanon	Oman Qatar Saudi Arabia Syria United Arab Emirates Yemen	Algeria Egypt Libya Morocco Tunisia

## Sub-Saharan Africa

East	West	Central	Southern	Anglophone	Francophone
Burundi	Benin	Central African Rep.	Angola	Botswana	Benin
Comoros	Burkina Faso	Congo	Botswana	Gambia	Burkina Faso
Djibouti	Cameroon	Congo, Dem. Rep.	Lesotho	Ghana	Burundi
Eritrea	Cape Verde	Equatorial Guinea	Malawi	Kenya	Cameroon
Ethiopia	Chad	Gabon	Mozambique	Lesotho	Central African Rep.
Kenya	Cote d'Ivoire	Sao Tome & Principe	Namibia	Liberia	Chad
Madagascar	Gambia		South Africa	Malawi	Comoros
Mauritius	Ghana		Swaziland	Mauritius	Congo
Reunion	Guinea		Zambia	Namibia	Congo, Dem. Rep.
Rwanda	Guinea-Bissau		Zimbabwe	Nigeria	Cote d'Ivoire
Seychelles	Liberia			Sierra Leone	Djibouti
Somalia	Mali			South Africa	Gabon
Sudan	Mauritania			Sudan	Guinea
Tanzania	Niger			Swaziland	Madagascar
Uganda	Nigeria			Tanzania	Mali
	Senegal			Uganda	Mauritania
	Sierra Leone			Zambia	Niger
	Togo			Zimbabwe	Rwanda
					Senegal
					Seychelles
					Togo

## **Appendix II: UNESCO Indicator List**

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### **Country Information**

- % Population Under Age 15
- Average Annual Growth of Population (%)
- GNP/Capita (\$)
- GNP/Capita: Average Annual Growth Rate (%)
- Infant Mortality Rate (per 1000 live births)
- Life Expectancy at Birth (years)
- Literates as % of Adult Population, Estimated
- Literates as % of Adult Population, Estimated, Female
- Literates as % of Adult Population, Estimated, Male
- Literates as % of Rural Adult Population
- Literates as % of Rural Adult Population, Female
- Literates as % of Rural Adult Population, Male
- Literates as % of Urban Adult Population
- Literates as % of Urban Adult Population, Female
- Literates as % of Urban Adult Population, Male
- Population
- Population Under Age 15
- Population Under Age 15, Female
- School Life Expectancy
- School-Age Population (Primary + Secondary)
- School-Age Population (Primary + Secondary), Female
- School-Age Population (Primary + Secondary), Male
- School-Age Population as a % of Total Population
- Total Fertility Rate

### **Education Finance**

- % of Current Expenditure on Teachers
- % of Current Expenditure on Teaching Materials
- % of Public Current Expenditure on Pre-Primary and Primary Education
- % of Public Current Expenditure on Secondary Education
- % of Public Current Expenditure on Tertiary Education
- % of Public Current Expenditure on Unspecified
- Average Annual Growth Rate of Public Expenditure on Ed. (1990 prices)
- Average Primary Teacher Salary and Benefits as a % of GNP Per Capita
- Average Secondary Teacher Salary and Benefits as a % of GNP Per Capita
- Capital Expenditure on Education as % of Total Education Expenditure
- Current Expenditure on Education as % of Total Education Expenditure
- Primary Current Expenditure Per Student as % of GNP Per Capita
- Public Expenditure on Education in Constant 1990 US\$ (thousands)
- Total Public Expenditures on Education as a % of GNP
- Total Public Expenditures on Education as a % of Total Government Expenditure

## Primary Education

- Apparent (Gross) Intake Rate
- Apparent (Gross) Intake Rate Female
- Apparent (Gross) Intake Rate Male
- Average Number of Years to Complete Primary Cycle
- Duration of Primary Cycle (years)
- Females as a % of Primary School Teachers
- Females as a % of Total Primary Enrollment
- Official School Starting Age
- Primary Enrollment: Average Annual Growth Rate (%)
- Primary Female Repeaters as a % of Total Enrollment
- Primary Gender Parity Ratio
- Primary Gross Enrollment Ratio
- Primary Gross Enrollment Ratio, Female
- Primary Gross Enrollment Ratio, Male
- Primary Male Repeaters as a % of Total Enrollment
- Primary Net Enrollment Ratio
- Primary Net Enrollment Ratio, Female
- Primary Net Enrollment Ratio, Male
- Primary Repeaters as a % of Total Enrollment
- Primary School Teachers
- Primary School Teachers, Female
- Primary School-Age Population
- Primary School-Age Population, Female
- Primary School-Age Population, Male
- Primary Student/Teacher Ratio
- Proportion of Female Primary Cohort to 2nd Grade
- Proportion of Female Primary Cohort to 5th Grade
- Proportion of Female Primary Cohort to Final Grade
- Proportion of Male Primary Cohort to 2nd Grade
- Proportion of Male Primary Cohort to 5th Grade
- Proportion of Male Primary Cohort to Final Grade
- Proportion of Primary Cohort to 2nd Grade
- Proportion of Primary Cohort to 5th Grade
- Proportion of Primary Cohort to Final Grade
- Total Number of Primary Schools
- Total Primary Enrollment

## Secondary Education

- % of Secondary Students in General Education
- % of Secondary Students in Teacher Training
- % of Secondary Students in Vocational/Technical
- Duration of Secondary Cycle (years)
- Females as a % of Secondary General Education Students
- Females as a % of Secondary School Teachers
- Females as a % of Secondary Teacher Training Students
- Females as a % of Secondary Vocational/Technical Students
- Females as a % of Total Secondary Enrollment
- Official Secondary School Starting Age
- Secondary Enrollment: Average Annual Growth Rate (%)
- Secondary Gender Parity Ratio
- Secondary Gross Enrollment Ratio
- Secondary Gross Enrollment Ratio, Female
- Secondary Gross Enrollment Ratio, Male
- Secondary Net Enrollment Ratio
- Secondary Net Enrollment Ratio, Female
- Secondary Net Enrollment Ratio, Male
- Secondary School Teachers
- Secondary School Teachers, Female
- Secondary School-Age Population
- Secondary School-Age Population, Female
- Secondary School-Age Population, Male
- Secondary Student/Teacher Ratio
- Total Secondary Enrollment
- Transition from Primary to Secondary Education
- Transition from Primary to Secondary Education, Female
- Transition from Primary to Secondary Education, Male

## Tertiary Education

- % of Tertiary Students in Agriculture
- % of Tertiary Students in Architecture & Town Planning
- % of Tertiary Students in Commercial & Business Administration
- % of Tertiary Students in Education, Science & Teacher Training
- % of Tertiary Students in Engineering
- % of Tertiary Students in Fine & Applied Arts
- % of Tertiary Students in Home Economics & Domestic Science
- % of Tertiary Students in Humanism, Religion & Theology
- % of Tertiary Students in Law
- % of Tertiary Students in Mass Communication & Documentation
- % of Tertiary Students in Math & Computer Science
- % of Tertiary Students in Medical Science
- % of Tertiary Students in Natural Science
- % of Tertiary Students in Other, Not Specified
- % of Tertiary Students in Service Trades
- % of Tertiary Students in Social & Behavioral Science
- % of Tertiary Students in Trade, Craft & Industrial
- % of Tertiary Students in Transport & Communication
- Females as a % of Tertiary Students in Agriculture
- Females as a % of Tertiary Students in Architecture & Town Planning
- Females as a % of Tertiary Students in Commercial & Business Administration
- Females as a % of Tertiary Students in Education, Science & Teacher Training
- Females as a % of Tertiary Students in Engineering
- Females as a % of Tertiary Students in Fine & Applied Arts
- Females as a % of Tertiary Students in Home Economics & Domestic Science
- Females as a % of Tertiary Students in Humanism, Religion & Theology
- Females as a % of Tertiary Students in Law
- Females as a % of Tertiary Students in Mass Communication & Documentation
- Females as a % of Tertiary Students in Math & Computer Science
- Females as a % of Tertiary Students in Medical Science
- Females as a % of Tertiary Students in Natural Science
- Females as a % of Tertiary Students in Service Trades
- Females as a % of Tertiary Students in Social & Behavioral Science
- Females as a % of Tertiary Students in Trade, Craft & Industrial
- Females as a % of Tertiary Students in Transport & Communication
- Females as a % of Total Tertiary Enrollment
- Tertiary Enrollment: Average Annual Growth Rate (%)
- Tertiary Gross Enrollment Ratio
- Tertiary Gross Enrollment Ratio, Female
- Tertiary Gross Enrollment Ratio, Male
- Tertiary Students Per 100,000 Inhabitants
- Total Tertiary Enrollment

## **Appendix III: DHS Country and Survey Year List**

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### **Asia**

Bangladesh 1993/94  
Bangladesh 1996/97  
Indonesia 1991  
Indonesia 1994  
Indonesia 1997  
Nepal 1996  
Pakistan 1990/91  
Philippines 1993  
Philippines 1998  
Sri Lanka 1987  
Thailand 1987

### **Middle East & North Africa**

Egypt 1988/89  
Egypt 1992  
Egypt 1995/96  
Jordan 1990  
Morocco 1987  
Morocco 1992  
Tunisia 1988  
Yemen 1991/92

### **Europe & Central Asia**

Kazakstan 1995  
Turkey 1993  
Uzbekistan 1996

### **Sub-Saharan Africa**

Benin 1996  
Botswana 1988  
Burkina Faso 1992/93  
Burundi 1987  
Cameroon 1991  
Central African Republic 1994/95  
Chad 1996/97  
Cote d'Ivoire 1994  
Comoros 1996  
Kenya 1993  
Kenya 1998  
Liberia 1986  
Madagascar 1992  
Madagascar 1997  
Malawi 1992  
Mali 1987  
Mali 1995/96  
Mozambique 1997  
Namibia 1992  
Niger 1992  
Niger 1997/98  
Nigeria 1990  
Rwanda 1992  
Senegal 1986  
Senegal 1992/93  
Sudan 1989/90  
Tanzania 1991/92  
Tanzania 1996  
Togo 1988  
Togo 1998  
Uganda 1988/89  
Uganda 1995  
Zambia 1992  
Zambia 1996/97  
Zimbabwe 1988  
Zimbabwe 1994

### **Latin America & the Caribbean**

Bolivia 1989  
Bolivia 1993/94  
Bolivia 1997  
Brazil 1991  
Brazil 1996  
Colombia 1986  
Colombia 1990  
Colombia 1995  
Dominican Republic 1986  
Dominican Republic 1991  
Dominican Republic 1996  
Ecuador 1987  
Guatemala 1987  
Guatemala 1995  
Haiti 1994/95  
Nicaragua 1997/98  
Paraguay 1990  
Peru 1986  
Peru 1991/92  
Peru 1996  
Trinidad 1987

## Appendix IV: DHS Indicator List

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### Primary Attendance

Primary Gross Attendance Ratio  
Primary Gross Attendance Ratio, Female  
Primary Gross Attendance Ratio, Male  
Primary Gross Attendance Ratio, Rural  
Primary Gross Attendance Ratio, Rural Female  
Primary Gross Attendance Ratio, Rural Male  
Primary Gross Attendance Ratio, Urban  
Primary Gross Attendance Ratio, Urban Female  
Primary Gross Attendance Ratio, Urban Male  
Primary Net Attendance Ratio  
Primary Net Attendance Ratio, Female  
Primary Net Attendance Ratio, Male  
Primary Net Attendance Ratio, Rural  
Primary Net Attendance Ratio, Rural Female  
Primary Net Attendance Ratio, Rural Male  
Primary Net Attendance Ratio, Urban  
Primary Net Attendance Ratio, Urban Female  
Primary Net Attendance Ratio, Urban Male  
Primary Gender Parity Index

### Secondary Attendance

Secondary Gross Attendance Ratio  
Secondary Gross Attendance Ratio, Female  
Secondary Gross Attendance Ratio, Male  
Secondary Gross Attendance Ratio, Rural  
Secondary Gross Attendance Ratio, Rural Female  
Secondary Gross Attendance Ratio, Rural Male  
Secondary Gross Attendance Ratio, Urban  
Secondary Gross Attendance Ratio, Urban Female  
Secondary Gross Attendance Ratio, Urban Male  
Secondary Net Attendance Ratio  
Secondary Net Attendance Ratio, Female  
Secondary Net Attendance Ratio, Male  
Secondary Net Attendance Ratio, Rural  
Secondary Net Attendance Ratio, Rural Female  
Secondary Net Attendance Ratio, Rural Male  
Secondary Net Attendance Ratio, Urban  
Secondary Net Attendance Ratio, Urban Female  
Secondary Net Attendance Ratio, Urban Male  
Secondary Gender Parity Index

### Primary Completion

Adult Primary Completion Rate  
Adult Primary Completion Rate, Female  
Adult Primary Completion Rate, Male  
Adult Primary Completion Rate, Rural  
Adult Primary Completion Rate, Rural Female  
Adult Primary Completion Rate, Rural Male  
Adult Primary Completion Rate, Urban  
Adult Primary Completion Rate, Urban Female  
Adult Primary Completion Rate, Urban Male

### Secondary Completion

Adult Secondary Completion Rate  
Adult Secondary Completion Rate, Female  
Adult Secondary Completion Rate, Male  
Adult Secondary Completion Rate, Rural  
Adult Secondary Completion Rate, Rural Female  
Adult Secondary Completion Rate, Rural Male  
Adult Secondary Completion Rate, Urban

Adult Secondary Completion Rate, Urban Female  
Adult Secondary Completion Rate, Urban Male

## **Literacy**

Adult Literacy Rate, Female  
Adult Literacy Rate, Male  
Adult Literacy Rate, Rural Female  
Adult Literacy Rate, Rural Male  
Adult Literacy Rate, Urban Female  
Adult Literacy Rate, Urban Male

## **Appendix V: Bibliography**

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## **Appendix VI: Windows Terms**

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The following are common Windows terms used throughout this User's Guide.

<b>Click</b>	<i>Click</i> means to press and immediately release the button on the mouse without moving the mouse. If you have a multiple-button mouse, "click" always refers to the left button.
<b>Clipboard</b>	Copying to the <i>Clipboard</i> or <i>Windows Clipboard</i> allows you to transfer the graph or data to another Windows or non-Windows application. Data or graphs are temporarily stored here until they are pasted into another application.
<b>Double-Click</b>	<i>Double-click</i> means to press and release the button on the mouse twice without moving the mouse. If you have a multiple-button mouse, "double-click" always refers to the left button.
<b>Drop-Down Box</b>	A <i>drop-down box</i> is a list of options that is accessed by clicking on the corresponding down-arrow. The user can then scroll through the list and make a selection.
<b>Paste</b>	<i>Pasting</i> involves copying the contents of the Windows Clipboard into another application.
<b>Right-Click</b>	If you have a multiple-button mouse, the left mouse button is the one you will use most frequently. The right mouse button is only used when you are instructed to " <i>right-click</i> ." If you have a single-button mouse, pressing the <b>Ctrl</b> key while clicking the button is the same as " <i>right-clicking</i> ."
<b>Windows Task Bar</b>	The task bar appears at the bottom of your screen. It contains the <i>Start</i> button, which you can use to quickly start a program or to find a file.

For more information on these and other Windows terms, please refer to your Microsoft Windows User's Manual or click the Help button from the Taskbar Start button.