

Primary Education Spending Growth



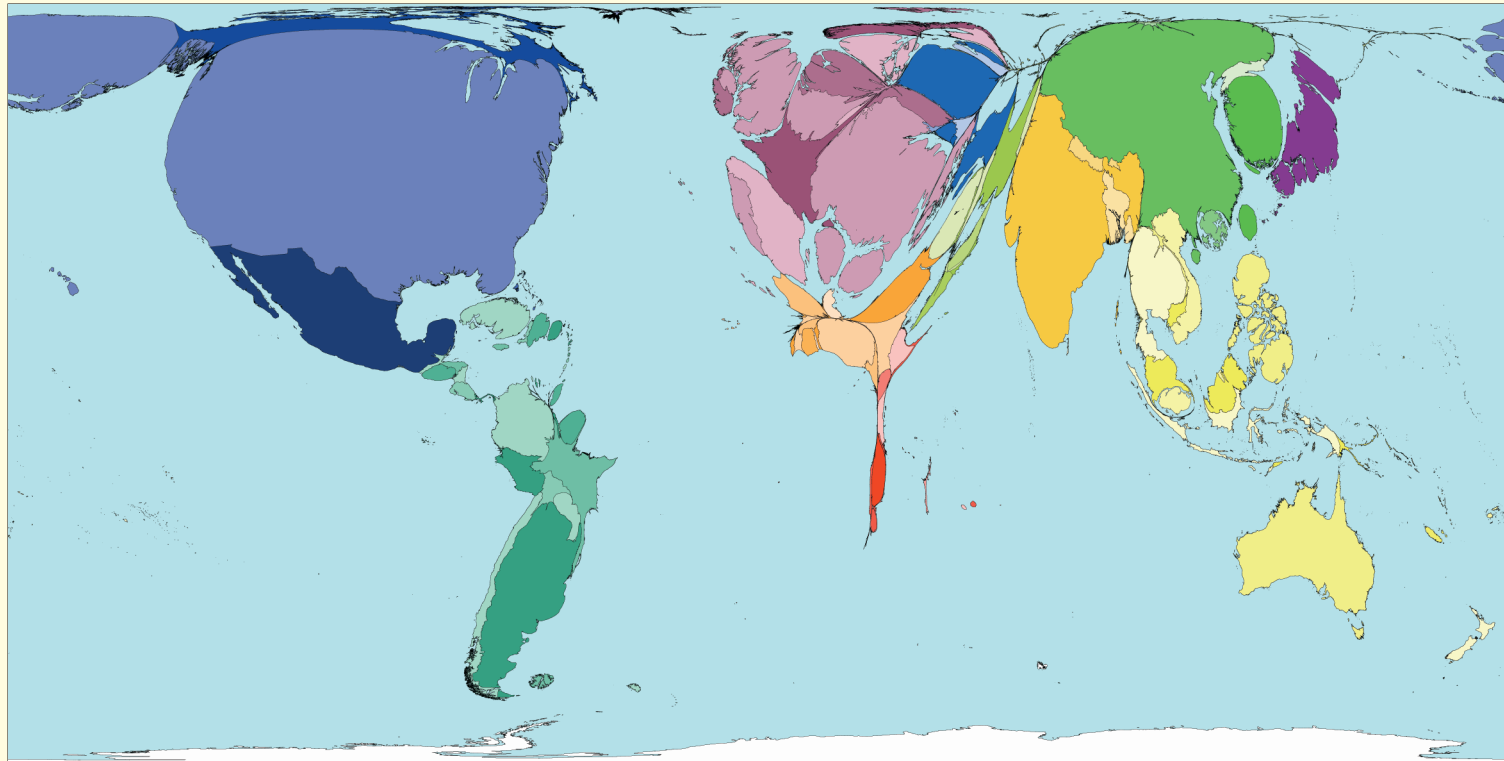
The University of Sheffield



The Leverhulme Trust



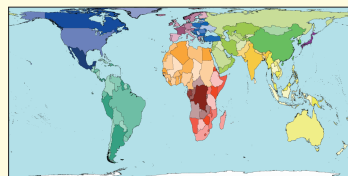
Produced by the SASI group (Sheffield) and Mark Newman (Michigan)



Between 1990 and 2001 state spending on primary education has increased in 130 of the 200 territories mapped here. The largest increase in spending per child was in Australia, followed by Denmark and Luxembourg.

Elsewhere in Asia Pacific there have been spending increases, particularly in Thailand and the Philippines. The average regional per child increase in Asia Pacific is similar to that of South America. There the territory with the biggest increase was Argentina, where 40% of the region's increase in primary education spending occurred.

Territory size shows the proportion of all increases in spending on primary education between 1990 and 2001 that have occurred there.



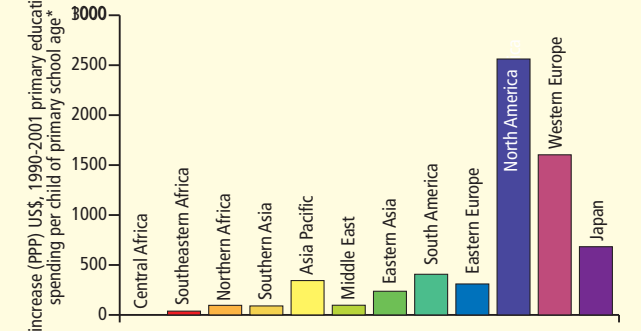
Land area

LARGEST AND SMALLEST PRIMARY EDUCATION SPENDING INCREASES

Rank	Territory	Value	Rank	Territory	Value
1	Australia	5603	121	Benin	40
2	Denmark	5411	122	Ethiopia	37
3	Luxembourg	5408	122	Guatemala	37
4	Italy	4565	122	Somalia	37
5	Norway	4024	125	United Republic of Tanzania	32
6	United States	3499	125	Swaziland	32
7	Belgium	3320	125	Togo	32
8	Estonia	2944	128	Solomon Islands	16
9	Singapore	2771	129	Malawi	11
10	Greenland	2563	129	Madagascar	11

extra spending on primary education from 1990 to 2001, per child of primary school age in (PPP)US\$*

PRIMARY EDUCATION SPENDING INCREASES



Technical notes

- Data are from the United Nations Development Programme's 2004 Human Development Report.
- *For easy comparison spending is measured in purchasing power parity (PPP)US\$ per child of primary school age, assumed to be a 6 year period. This reduces distortions due to different living costs, life expectancies and primary school age ranges.
- *Spending was constant or fell in 70 territories.
- See website for further information.

“You can’t broaden access to primary education unless you have enough teachers trained to teach primary school. You can’t train these teachers ... without raising the educational ... levels of the entire society.” Adriana Puigros, 1996