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The Quality Imperative

Quality education for all? World trends in educational aims and goals between the 1980s and the 2000s

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Background

This study looks at the aims and goals of education as stated by national authorities from a broad range of countries worldwide in two time frames: the 1980s and the most recent period (2000s). The overall purpose is to ascertain the relation between stated intentions over time with progress towards and promotion of goal 6 of the Dakar Framework for Action, which has a particular focus on “*improving every aspect of the quality of education*” worldwide. To this end, we examined the content of national policy statements expressing the general aims of education and the aims of primary or basic education¹. We organized our work taking into account previous comparative analyses of the expansion of national education systems, in particular the study by R. Fiala and A. G. Lanford (1987) on the standardization of educational ideology, and the work by C. McNeely (1995) on the process of institutionalization of prescriptive educational norms and the role of international organizations.

Data sources

Data on educational aims and goals were assembled using several sources. For the most recent period, we mainly consulted the fifth edition of *World data on education* (IBE, 2003) and the series of national reports on the development of education presented at the forty-sixth session of the International Conference on Education (ICE), held in 2001. These two sources present relevant and sufficiently detailed statements of educational aims (general and for primary education) from a large number of countries.

For the 1980s general aims data, we initially considered the information presented in the *International guide to education systems* prepared by B. Holmes (1979), which includes profiles describing the education systems in eighty-five countries and systematized data on the general aims of education. As we found that in many cases information was too synthetic, we decided to complement and expand the data set making use of the series of national reports presented at various ICE sessions organized between 1977 and 1984.

In the absence of aggregate sources for statements concerning the aims of primary education in the 1980s, we first reviewed and systematized information provided in the replies to the questionnaire (ED/IBE/CONFINTED/39/Q.1/83) sent to UNESCO Member States in connection with the thirty-ninth session of the ICE (1984), whose theme was “the universalization and renewal of primary education in the perspective of an appropriate introduction to science and technology”. In the framework of preparations for the 1984 ICE, countries were requested to provide relevant information on, among others, what was understood by primary education in their specific national contexts (goals, objectives, length of study, etc.). The data included in the replies were then complemented with information drawn from the series of national reports 1977–1984. Even if we have been able to assemble a data set with an adequate number of cases, we feel that there can be some limitations as regards the comprehensiveness of available information. Therefore, a certain degree of caution is suggested when looking at the results of our analysis of the aims of primary education.

¹ In the text the use of the term “primary education” also includes basic education programmes where applicable.

Finally, as far it has been possible we preferred to analyse the materials in the original languages (English, French and Spanish), using translations of documents provided by the countries themselves in the case of Arabic, Chinese and Russian.

Methodology

We coded the materials organized into four data sets—general aims of education, 1980s and 2000s; aims of primary education, 1980s and 2000s—using criteria formerly agreed upon. Prior to entering in the coding exercise, a pilot test was run with a sample of some sixty countries (around fifteen cases per data set) in order to test the defining of criteria for aims and to clarify any areas of ambiguity concerning the coding of certain terms and phrases. Following the pilot, each of us then coded the complete data sets and entered the coding into separate files. The files were thereupon combined and the final coding decision was based upon a consensus; this means that at least three out of the four members of the team had to code a specific aim in order for that aim to be included in the final analysis.

For the general aims of education 2000s, the full consensus (where the four of us agreed to code or not to code a particular aim) scored 68% and the partial consensus (e.g. an agreement involving only three of us) scored 91%; the percentages were 76% and 94%, respectively, in the case of the 1980s. For the aims of primary education, the full consensus scored 83% and the partial consensus 95% in the case of the 2000s—80% and 96%, respectively, in the case of the 1980s.

Much discussion took place particularly before the beginning of the process, but also throughout the exercise in order to gain a sense of uniformity and agreement in coding statements of aims. We believe that this close interaction not only served to enhance the precision of the coding process, which needed to be taken into account considering the diverse backgrounds of the four of us, but also to refine the accuracy and overall general validity of the criteria used.

The coding scheme was devised in collaboration with the team in charge of the preparation of the UNESCO Global Monitoring Report on Education for All (EFA), in keeping with the purpose of the study. The categories of aims were chosen and developed within the framework of the following four overarching goals that can be viewed as essential elements towards achieving quality education for all:

- A. The delivery of the human right to education.
- B. The creation of skills and knowledge development for the enhancement of human productivity.
- C. The expansion of individual capabilities and the expansion of choices.
- D. The strengthening of human society through promoting citizenship, justice, equality, peace and human values.

In total, eighteen educational aims were decided upon for coding. These are: the delivery of education as a human right (overarching goal A); employability, technological and scientific knowledge, economic development, and benefiting from globalisation (overarching goal B); personal and emotional development, creative development, cognitive development and intellectual capacity, and lifelong learning (overarching goal C); peace, justice, equality, democracy, citizenship, religion, national identity, sustainable development, and world

citizenship (overarching goal D). In addition, three more specific aims (e.g. literacy, numeracy and life skills) were coded under overarching goal A in the case of primary education.

Most categories grouped under overarching goal D could also be viewed as world-institutionalized standard principles² linked to the expansion of mass education systems (Boli, Ramirez & Meyer, 1985). In connection with this, and in addition to the analysis of trends towards the goal of ‘strengthening human societies’ making use of the whole set of concepts, we tried to capture two interrelated dimensions by dividing the categories into two sub-sets that we named ‘universal principles’ and ‘national ideals’. The former includes peace, justice, equality, democracy, sustainable development and world citizenship (understood as positive involvement in the wider world); the latter includes religion, national identity and citizenship (in the sense of integration into the national society without references to the global dimension). Although all of the aims under goal D could arguably contain both global and national dimensions, we feel that within the working definitions and criteria used in our study, they are distinct enough to allow for such a subdivision. Our purpose in doing so has mainly been to test whether the increasing diffusion of global models is accompanied, at the same time, by the promotion of local identities and the dissemination of ideas concerning the values of particularism, as suggested by Robertson (1992).

The aims of education under each overarching goal and the criteria used in the coding process are summarized below³.

A. Fulfilling the human right to a basic education

1. *Literacy (LY)*. Education should offer the fundamental skills in reading and writing. We coded here the exact term, or its equivalent in languages other than English, or a very close allusion to it. [Coded for primary education only.]
2. *Numeracy (NY)*. Education should offer the fundamental skills in mathematics/ arithmetic/numerating. We coded here the exact term, or its equivalent in languages other than English, or a very close allusion to it. [Coded for primary education only.]
3. *Life skills (SL)*. Education should offer the basic knowledge, skills and competencies necessary in order to cope with future life in society and to function as an informed individual and healthy member of society. We coded here the exact term, or its equivalent in languages other than English, or a very close allusion to it. [Coded for primary education only.]
4. *The delivery of education as a human right (HR)*. Education, and in particular basic education, is considered as a human right. We coded here any reference to the “right to education” and “education as a human right”.

² These also include the promotion of individual development, which in our study is mainly considered under goal C.

³ Although our purpose was not to revisit the study by Fiala and Lanford (1987), we took into account some of the categories and descriptions that they have employed. We will briefly refer to their findings when appropriate.

B. Developing skills and knowledge for human productivity

5. *Employability (EMP)*. Individual skills and capabilities are to be developed so as to be well qualified for the labour market and to help the individual find a place in the economy.
6. *Technological and scientific knowledge (TSK)*. Education nurtures the capacity for competent application of technology and scientific progress.
7. *Economic development (ED)*. Education is used for collective economic and technical development.
8. *Benefiting from globalisation (BG)*. Globalisation is seen as an opportunity that should be exploited for the benefit of the individual and the society as well as to increase human productivity.

C. Expanding human capabilities and choices

9. *Personal and emotional development (PD)*. Individual capabilities are developed to help the individual reach his or her personal goals and to ensure his/her all-round development. We also coded here references to “integral/balanced development”, “physical development/well-being”, and “healthy habits/life style”.
10. *Creative development (CR)*. Emphasis is placed on the development of creative expression in the arts, music, and aesthetics, as well as appreciation of the arts.
11. *Cognitive development and intellectual capacity (CG)*. Cognitive skills are developed to help the individual cope in various learning situations and as preparation for higher levels of learning and study. We also coded here references to “critical/rational thinking” and “problem-solving”.
12. *Lifelong learning (LL)*. The value of learning throughout life, in and outside of formal educational institutions, is recognized and considered as essential to the permanent expansion of capabilities and choices of individuals.

D. Strengthening human societies

13. *Peace (PE)*. Education should promote peaceful coexistence and non-violent resolution of conflicts at the societal level.
14. *Justice (JU)*. Education should promote justice at all levels: social, economic and political.
15. *Equality (EQ)*. Education should promote equality at the level of society. This includes equal opportunities for education to all individuals through the education system. We also coded here references to the “democratization of education” when used to stress the need of reaching those who are excluded.
16. *Democracy (DEM)*. Education should contribute to promote, maintain and develop the values of democracy and encourage participation in the process of political rule in society as well as practice of democratic principles in life. We also coded here

references to the “democratization through education” when used to assert the need of re-establishing/introducing democratic principles at the societal level.

17. *Citizenship (CZ)*. Education is aimed at contributing to societal integration, in particular through the promotion of civic values and training in responsible, active citizenship.
18. *Religion (REL)*. Education should promote religious values as they are seen as a constituent dimension of social life.
19. *National identity (NID)*. Education should contribute to the building, strengthening, preserving or developing of a national identity. Included here were references to the national history, traditions and cultural patrimony, including language(s).
20. *Sustainable development (SD)*. Education should promote awareness of environmental concerns and the wise use of natural resources so as to protect the environment and to ensure a sustainable world to future generations.
21. *World citizenship (WC)*. Education is aimed at contributing to world integration, the progress of civilization, and the appreciation of and membership in the international community, adhering to “universal” humanistic principles and values. We also coded here references to “solidarity” at the international level.

Annex I shows some examples of statements of aims that we coded using the criteria outlined above. The examples included are all cases where an aim was unanimously coded for the given country in the respective data set.

The analyses of the coding results focus on the changes in statements of aims between the two time periods under consideration, on a global scale. In addition, various country groupings were considered such as the classification of countries by EFA regions, the developmental levels of countries, as well as the income levels (for the list of cases included in the data sets and the country groupings, see Annexes II to XVII). The frequency of coding for each specific aim was looked at, as well as the frequency of groups of aims within the four overarching goals being considered as essential elements to quality education for all.

Findings

Are countries of the world moving towards the four overarching goals concerning quality education for all? How is this evidenced in official statements of educational aims in the 1980s and 2000s? What trends or tendencies can be captured concerning these goals?

Overall, results show that at the level of the general aims of education a high degree of consensus exists on the notions of ‘personal and emotional development’, ‘equality’, ‘national identity’, ‘citizenship’, ‘employability’ and ‘democracy’. In comparison with the 1980s, national policy statements tend to increasingly emphasise the goals related to: (i) the delivery of the human right to education, (ii) the expansion of individual capabilities and the expansion of choices, and (iii) the strengthening of human society. Emphasis on the goal of developing skills and knowledge for human productivity, on the other hand, seems to be slightly declining.

For primary or basic education, stated purposes reflect the considerable importance placed on the aims of ‘personal and emotional development’, ‘cognitive development’, ‘literacy’ and ‘numeracy’. ‘Creative development’, ‘citizenship’ and ‘national identity’ are also emphasised, but to a lesser extent. Moreover, ‘life skills’, ‘lifelong learning’ and ‘sustainable development’ seem to be emerging concepts, although they do not yet appear to be core notions. The growing emphasis on these aims is also confirmed in national statements of the general aims of education with the exception of ‘life skills’, which was only coded for primary education.

General aims of education

A. Fulfilling the human right to a basic education [HR]

For general aims of education, there was only one category under goal A—e.g. education as a human right. Globally, there has been an increase in its expression between the 1980s and the most recent period (see Tables 2 and 5).

As showed in Tables 2 to 4, the rise in emphasis on education as a human right is particularly accentuated in the case of developing and low-income countries, and in the EFA regions of Sub-Saharan Africa (SSA) and East Asia and the Pacific (EAPA), while there are no major variations in the case of medium-income countries. By contrast, a decrease can be observed for the developed and high-income countries, as well as for North America and Western Europe (NAWE). One possible explanation could be that although this notion of ‘the right to education’ is becoming widely spread and accepted worldwide, the use of the term in the most advanced contexts is so ubiquitous that it is no longer necessary to emphasise it. (See also Tables 5–8.)

Tables 10 to 17, which are based on the constant cases, show the same trends with the exception of Central and Eastern Europe (CEE), where the increase in emphasis is in contrast with the decrease found in the non-constant cases analysis (see Tables 8 and 17).

B. Developing skills and knowledge for human productivity [EMP, TSK, ED, BG]

As a whole, we observe less emphasis on this overarching goal compared to the 1980s (see Table 5), associated with the declining importance given to ‘employability’—denoted as vocational training—and ‘economic development’. The decrease that can be noted in developing and low-income countries, where it was formerly more relevant, places the importance of goal B at a more equal level across classifications of income and development in the 2000s (see Tables 6 and 7).

In terms of ‘employability’, a slight decline can be seen in its emphasis globally (see Table 2) with considerable decreases in the CEE, Arab States (AS) and South and West Asia (SWA) regions (see Table 4). One reason for this decrease could be that current employment opportunities—particularly in developed countries—require less the need for a specific set of skills traditionally obtained through vocational training and more the capacity to continually learn new skills and to be innovative. This would also explain in part the growing importance of the aims of ‘cognitive development’ and ‘lifelong learning’ (see Table 2) that will be discussed later.

Although there has been a decrease in ‘employability’, the aim remains relatively important in certain areas of the world such as in developed and high-income countries (see Tables 2 and 3). The prevalence of this aim is particularly evident in NAWE and has even increased from 24% to 52% in the region of Latin America and the Caribbean (LAC, constant cases; see Table 13). In 2000, there is still a large accent on this aim, close to 50%, in all regions with the exception of Central Asia (CA) (see Table 4).

Globally, there has been a minor decrease in ‘technological and scientific knowledge’, an aim that seems to be more relevant for the developing countries and currently more emphasized in the medium- and low-income countries (see Tables 2 and 3). Regional variations are noted for this aim as its expression has decreased in SWA, EAPA and CEE, but increased in SSA, NAWE and also in the AS region, where it is most emphasised today (see Table 4).

Regarding the notion of education for ‘economic development’, there is a general decrease, specifically in developing and low-income countries, with a continuing low emphasis in developed countries (see Tables 2 and 3). A closer look at the regions shows further differentiations: although emphasis on ‘economic development’ has gone down worldwide from 40% to 30%, it is still expressed near to 40% in SSA, AS, and EAPA (see Table 4).

Nonetheless, the declining emphasis on ‘economic development’⁴ is notable and there could be many reasons for this. One rationale could be that in the periods up to and including the beginning of the 1980s, the vision of national development was strongly linked to the notion of economic development. It seems now that this vision also includes certain universal ideals and values aimed at strengthening human societies; thus the increase that is observed in the case of overarching goal D (see Table 5).

‘Benefiting from globalisation’ does not appear in statements of general educational aims in the 1980s and only appeared in a few cases for the 2000s, which were all either medium- or high-income countries (see Table 3). Interestingly, this notion of “globalisation”, which seems to be pervasive throughout nations today, hardly appears in stated purposes of education, and not at all in aims of primary education (see below). This seems also in line with the findings of a study by M. Rosenmund (2003) that looked at tendencies concerning reasons for curricular change as stated in national reports presented at the forty-sixth session of the ICE (Geneva, 2001). Our impression is that references to the global world are still expressed through discourses emphasising universal principles and values, rather than direct allusions to the opportunities—but also the risks—afforded by the globalisation process.

C. Expanding human capabilities and choices [PD, CR, CG, LL]

Globally, we note an increased emphasis on this overarching goal (see Table 5), which should be viewed in connection with the lowered importance placed on the goal of ‘developing skills and knowledge for human productivity’. This is perhaps also evidenced by changes in curricula and pedagogical approaches worldwide from a teacher- to a student-centred approach (Rosenmund, 2003).

⁴ Concerning this category, the percentages reported by Fiala and Lanford are 16% in 1955 and 57% in 1965.

In both time frames, the aim of ‘personal and emotional development’ is the most emphasized one at the global level (73%), as well as across developmental and income levels (see Tables 2 and 3). This is also a high priority in all regions, although some interesting variations can be noted in Table 4.

Similarly to ‘personal and emotional development’, ‘creative development’ appears with fairly equal distribution across times and country classifications, though at around 20%, it is stated in distinctly lower proportions than the former (see Tables 2 and 3). Regionally there are few variations between time periods, with the exception of the significant decrease in the LAC region and relatively large increases in the CEE and SWA regions (see Table 4).

Overall, the emphases on ‘cognitive development and intellectual capacity’ and ‘lifelong learning’ have both increased (see Table 2). Regionally, there is a nearly unanimous increase in the accent on both aims with the exception of ‘lifelong learning’ in AS and NAWE (see Table 4).

‘Cognitive development and intellectual capacity’ is becoming more important across developmental and income levels as well as in all regions (see Tables 2 to 4). In the CEE region, the growing emphasis on the notion of ‘cognitive development’ is illustrated by a considerable rise from 9% to 47%. These major increases should be looked at in relation with the decrease of emphasis on ‘employability’ as mentioned before.

Although the notion of ‘lifelong learning’ clearly has a positive emergence globally, a closer look at the constant cases analysis reveals some interesting patterns in its regard. Contrary to the uniform increase in the non-constant cases (see Table 2), Table 11 shows a marked decrease in the expression of this aim in developed countries, a slight decrease for developing, and a strong emergence of this concept in transitional countries. Furthermore, the increase in medium-income and the decrease in high-income countries are confirmed for both non-constant and constant cases, but the trend at the low-income level is not so evident. (See Table 12.)

D. Strengthening human societies [PE, JU, EQ, DEM, CZ, REL, NID, SD, WC]

Compared to the 1980s, we observe a general increase in emphasis on the goal of ‘strengthening human societies’ globally (see Table 5). This can be seen alongside the decrease in ‘developing skills and knowledge for human productivity’, which in the most recent period is the least emphasised of the four goals. Furthermore, national statements show a high degree of consensus on the aims of ‘equality’, ‘national identity’, ‘citizenship’ and ‘democracy’ and, to a lesser extent, ‘world citizenship’. This also applies to the constant cases analysis⁵.

The overall rise in goal D is accompanied by increasing emphases on the two sub-sets that we named ‘national ideals’ and ‘universal principles’. However, while the former is

⁵ At the global level, the growing emphasis on notions such as equality, democracy and world citizenship is much more evident if one considers the percentages reported by Fiala and Lanford (1987). According to their findings, ‘equality’ scored 12% in 1955 and 23% in 1965; ‘democracy’ increased from 12% to 24%, and ‘world citizenship’ rose from 5% to 9% in the same time frame.

consistently more prevalent in the two time frames, the latter tends to grow more strongly (see Table 5). The results of the constant cases analysis confirm these findings (see Table 14).

The medium-income countries stress the goal of ‘strengthening human societies’ most strongly, followed by the low-income countries (see Tables 3 and 7). In particular, the latter shows the sharpest increase in emphasis on goal D in comparison to the 1980s period. The analysis of constant cases (see Tables 12 and 16) further reinforces this picture. The developing countries generally show stronger emphases on the concepts grouped under overarching goal D, both the 1980s and the 2000s (see Tables 2 and 6).

In the 2000s, the importance placed on goal D is most highlighted in the AS region, and the growing accent towards this goal is exemplified in the cases of CEE, AS, SWA and SSA. We observe a declining emphasis on this goal for only two regions (LAC and EAPA), but those decreases are marginal (see Table 8). These results are by and large confirmed by the constant cases analysis (see Table 17).

In summary, Tables 6 to 9 show that in the 2000s the goal of ‘strengthening human societies’ tends to be of particular importance in medium-income and developing countries, as well as in those regions of the world where there is a concentration of these groups of countries. Moreover, positive developments towards this goal are apparent in the other income and developmental levels as well, and notably in the transitional countries.

In general, all the transitional countries have witnessed a period of profound political, economic and social change since the 1980s therefore their emphasis on goal D is not necessarily surprising. Notwithstanding, certain interesting variations can be observed between CEE and CA, the only regions that comprise transitional countries. Within this goal, ‘democracy’, ‘world citizenship’ and ‘citizenship’ are more emphasised in CEE while the accent on ‘national identity’ is more marked in the CA region. This might be due to the different political and economic situations of the two regions: Many countries in CEE used to have rather strong ties with Western Europe that were never entirely cut. Now that most of these countries aspire to be integrated into the European Union, they might be more likely to accentuate certain notions than the countries in CA, whose developmental perspectives—especially in terms of integration into a particular area—might have a different focus.

One should take into account that most concepts grouped under overarching goal D might have different meanings depending on the context. For example, what the concept of ‘citizenship’ actually entails might vary according to the underlying philosophies and ideologies in a specific setting: It might include participating in free and general elections as well as active participation in the social and political life of a country, or simply pledging allegiance to the ruling party. Moreover, some of these concepts may be progressively redefined over time. For example, ‘national identity’ is one of the most important aims both in the 1980s and in the most recent period, but in several situations this concept now includes also positive references to the linguistic and cultural diversity—which in the past were frequently seen as major obstacles in the nation-building process. This is particularly evident in the Latin American region. According to López (2000), at the end of the 1970s only a few countries of the region offered bilingual education opportunities to indigenous populations, while twenty years later at least seventeen countries had developed programmes and projects of this kind. Furthermore, the constitutions of eleven out of these seventeen countries have been amended and now recognize not only cultural and linguistic diversity, but also the right

of indigenous populations to receive education in their own languages, which is a major shift compared with the beginning of the 1970s.

Finally, although we have not coded notions linked to political/economic ideology as Fiala and Lanford did, we observed in national policy statements some interesting patterns in this regard. First, references to Marxism-Leninism have completely disappeared in the 2000s; capitalism is never mentioned both in the 1980s and the 2000s; and we found only a few references to socialism in the 2000s, while this ideology was still mentioned in many statements of the 1980s. Second, references to ‘sovereignty’ are less frequent in the most recent period. And third, the role of education in helping the individual to transform and change the society—a notion which was expressed in several statements of the 1980s—seems to have turned towards facilitating a successful adaptation to an ever-changing world.

Aims of primary education

In principle, we have tried to limit our observations concerning the aims of primary education to the global level. The main reason for this is that the number of country cases was relatively smaller within the data sets of primary education than for general aims of education, and particularly for the 1980s period, thereby limiting the accuracy of inferences concerning trends within country groupings and particularly EFA regions.

Furthermore, the results for primary education show quite low percentages for certain aims in comparison with the respective figures found in the case of the general aims of education. In particular, these are the aims that pertain to broader ideals or purposes—such as ‘education as a human right’, ‘economic development’, or ‘justice’—which are more likely to be found in the general aims of education. Therefore, we have concentrated our analysis on trends regarding mainly the aims that, in our opinion and upon the review of the results of the coding exercise, are directly related to the level of objectives in primary education.

Concerning the overarching goals, results show that their prevalence is more important for the general aims of education (see Tables 5-8 and 23-26), as certain aims are not expressed as frequently in the statements for primary education. The exception is the goal of ‘expanding human capabilities and choices’, where the four included aims of ‘personal and emotional development’, ‘creative development’, ‘cognitive development’ and ‘lifelong learning’ are all emphasised at the level of primary education and, as can be noted, the importance placed on this goal is higher for the aims of primary education than for the broader educational aims (see Tables 5 and 23).

Finally, it must be noted that the aims chosen for this study were purported to qualitatively exemplify the four overarching goals in a succinct and distinct manner. This list of aims was not meant to be comprehensive within the realm of possibilities. Clearly there are other educational aims that may be considered very important, particularly at the level of primary education, but that were not coded here (for example, the development of social skills and self-esteem; love and responsibility towards family and community; and morals or ethical values).

A. Fulfilling the human right to a basic education [LY, NY, SL, HR]

On the whole, there is an increase for overarching goal A in the aims of primary education (see Table 23). An increase was also seen in the case of general aims of education (see Table 5); however it is important to bear in mind that the composite figures for this goal in the general aims analysis includes solely the category ‘education as a human right’, whereas for primary education it also includes ‘literacy’, ‘numeracy’ and ‘life skills’.

Overall, we observe that national statements of aims for primary education progressively express the notions of ‘literacy’, ‘numeracy’ and ‘life skills’ (see Table 20). Globally, the emphases on ‘literacy’ and ‘numeracy’ have slightly increased, both from less than 50% to 55% and 51%, respectively. It is interesting to note that these notions seem to be slightly more emphasized in the developing and low-income countries than in the developed and high-income countries, in both time frames (see Tables 20 and 21).

‘Life skills’ seems to be positively emerging as a new concept at all levels of development (see Table 20); where it was only mentioned in three out of seven regions in the 1980s, it is now mentioned in the three fourths of the regions (see Table 22).

B. Developing skills and knowledge for human productivity [EMP, TSK, ED, BG]

Altogether, there is a decrease in the global emphasis on the overarching goal of ‘developing skills and knowledge for human productivity’ (see Table 23), accordingly with the findings of general aims of education (see Table 5).

Similar to the case of general aims of education, the emphasis on ‘employability’ has decreased for primary education, although it is still more prominent in developing, low- and medium-income countries than in their counterparts (see Tables 20 and 21). A possible explanation for this is that the expansion of educational opportunities worldwide—fuelled by international cooperative initiatives such as the Education for All movement and the UN Millennium Development Goal of achieving universal primary education—has led to more ambitious goals towards continuity in education following primary school. In other words, primary education is no longer considered terminal in an increasing number of countries. Another reason for the decrease in emphasis on ‘employability’ could also be, as previously argued, the redefinition of what abilities, aptitudes and attitudes are considered necessary to “successfully meet the challenges of the twenty-first century”.

‘Technological and scientific knowledge’, which showed relative stability in the general aims of education, actually increases for primary education. The emphasis on education for ‘economic development’ is very minor in the statements of aims of primary education, most likely due to reasons stated before. However it still shows a decrease, with more importance in the developing, and low- and medium-income countries, which supports the findings of general aims in education. ‘Benefiting from globalisation’ did not appear in any of the statements of aims that we coded for primary education. (See Tables 1-2 and 20-21.)

C. Expanding human capabilities and choices [PD, CR, CG, LL]

As a whole, the goal of ‘expanding human capabilities and choices’ is strongly emphasized in the two time frames analysed, and as previously mentioned, is more predominant here than for general aims of education (see Tables 5 and 23). Also, the accent on this goal is apparently stronger in transitional, developed, and high-income countries (see Tables 6-7 and 24-25).

We noted a general stability in the emphasis placed on the aim of ‘personal and emotional development’; at 74% this aim scored the highest of all the aims for primary education in the 2000s (see Table 20). In fact, this most important stated purpose for primary education also ranked first in the general aims of education (see Table 2). Moreover, there seems to be slightly more emphasis on ‘personal and emotional development’ in developed and high-income than in developing and low-income countries within the aims of primary education (see Tables 20 and 21).

In terms of ‘creative development’, there is a very minor decrease but general stability in the aims for primary education, as was also noted for general aims in education, although the actual figures are more prominent for primary education (see Tables 2 and 20).

Within the aims of primary education, there is also a clear emphasis on ‘cognitive development and intellectual capacity’. This was the most strongly emphasized category in the 1980s; and in the 2000s, at 64%, it is the second most stated aim (see Table 20). We also see, as was the case for general aims, that ‘cognitive development’ is more emphasized in developed, high- and medium-income countries. These results are contrasting to those of literacy and numeracy, which are stressed more in the developing and low-income countries. (See Tables 2-3 and 20-21.)

As in the case of general aims, ‘lifelong learning’ is stated with more frequency in the most recent period, particularly in developed, and medium- and high-income countries (see Tables 2-3 and 20-21). It should also be noted that the term itself appears more often within the general aims of education than in the aims of primary education.

D. Strengthening human societies [PE, JU, EQ, DEM, CZ, REL, NID, SD, WC]

Concerning this overarching goal for primary education, it can be observed that percentages are relatively low compared to other overarching goals and also to the findings of the general aims analysis. A reason for this, as previously asserted, is that most of the categories within goal D are of a more general nature and therefore are not necessarily included in the aims for primary education.

Under this goal, the most emphasized concept is ‘citizenship’, followed by ‘national identity’, ‘religion’, ‘democracy’, ‘equality’ and ‘sustainable development’, ‘world citizenship’, ‘justice’ and finally ‘peace’. In terms of trends, there is a growing accent on five of the nine categories; ‘justice’ is emphasized equally in both time frames; and there seems to be a slight decrease in the cases of ‘democracy’, ‘citizenship’ and ‘religion’. (See Table 20.)

The decreasing emphasis on ‘religion’ appears both in the developing and the developed countries, but to a higher degree for the latter (see Table 20). Compared to the other world classifications, ‘religion’ is least emphasised for the countries in transition, which

is hardly surprising. In general, the overall decline might be read as an indication of the tendency towards a secularization of the world⁶. A notable exception to this is the AS region, which is the only one to see an increase in ‘religion’ for primary aims and which also places a considerable emphasis on this aim in relation to the EFA regions in both primary and general aims (see Tables 4 and 22). Moreover, regardless of apparent increases or decreases between the two time periods, the importance of religious values is still stated with relative frequency in the SWA and NAWE and EAPA regions, and to a lesser degree in EAPA.

Overall, the prevalence of this goal remained unchanged for primary education between the two time periods. Furthermore, we observe an apparent shift towards the aims that we grouped under ‘universal principles’, although those aims included under ‘national ideals’ are still more important. (See Table 23.)

The analysis by the different classifications of countries in the 2000s shows that this goal is particularly emphasized in developed and high-income level countries in the 2000s, followed by developing and medium-income countries (see Tables 24 and 25).

Some interesting observations can also be made in terms of EFA regions (see Table 26). In the most recent period, there is a particularly strong emphasis in AS and NAWE in relation to the other regions, especially in SWA and CA where there is the lowest accent on this goal. Additionally, certain changes are remarkable when analyzing regional trends. A large increase from the 1980s to the 2000s is evident in the CEE region, followed by increases in AS and, to a certain extent, NAWE. At the same time, decreases can be noted for EAPA and LAC, and marginally for SWA, while no change is noted in the SSA region.

Conclusion

The purpose of our study was to analyse official statements of educational aims in the perspective of progress towards the Education For All objective of *improving every aspect of the quality of education* within the framework of the four overarching goals that have been broadly discussed throughout this paper. In all, twenty-one aims were chosen and a content analysis of the statements was carried out in order to determine whether these aims appear with more frequency between the 1980s and the most recent period.

Globally, regarding the broader educational aims we observe a positive trend towards the aims of ‘sustainable development’, ‘peace’, ‘cognitive development’, ‘democracy’, ‘world citizenship’, ‘citizenship’, ‘the delivery of education as a human right’ and ‘lifelong learning’. Even if no major variation can be noted for ‘personal and emotional development’, ‘national identity’, and ‘equality’, these notions are still at the core of stated purposes of education. A major decline of emphasis is evident only for the categories of ‘economic development’ and ‘employability’.

For primary education, ‘personal and emotional development’ and ‘cognitive development’ are still the most important aims. Moreover, ‘literacy’ and ‘numeracy’—also fundamental objectives of primary and basic education programmes—are increasingly included in national statements. Although the figures are not so high, we have the impression

⁶ The scores for ‘religion’ in our study are 24% in the 1980s and 17% in the 2000s. However, the percentages reported by Fiala and Landford (1987) were actually 9% in 1955 and 10% in 1965.

that the concepts of 'life skills', 'lifelong learning' and 'sustainable development' are increasingly being considered at the primary level.

In sum, results indicate that, while the prevalence of the goal of developing skills for human productivity has declined at the global level, there appears to be a positive movement worldwide towards the delivery of quality education, not only as a fulfillment of a basic human right, but also to expand individual capacities and choices. Finally, national policy statements continue to emphasise the role of education as a catalyst for the strengthening of human societies through the advancement of national and universal values.

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Table 1. General aims of education. Distribution of non-constant cases, 1980s and 2000s

	1980s		2000s	
	Number of cases	%	Number of cases	%
<i>By world classification ⁽¹⁾:</i>				
Developed	29	26	25	15
Developing	83	74	112	70
Countries in transition ⁽⁴⁾	–	–	24	15
Total	112	100	161	100
<i>By income level ⁽²⁾:</i>				
Low (less than US\$1,500)	62	55	73	45
Medium (US\$1,500–5,200)	27	24	44	27
High (more than US\$5,200)	23	21	44	28
Total	112	100	161	100
<i>By EFA region ⁽³⁾:</i>				
AS	15	13	19	12
CA ⁽⁴⁾	–	–	7	4
CEE	11	10	19	12
EAPA	14	12	18	11
LAC	21	18	29	18
NAWE	17	16	23	14
SSA	26	23	37	23
SWA	8	8	9	6
Total	112	100	161	100

(Percentages have been rounded).

Notes:

⁽¹⁾ Developed countries: Western Europe and North America; Australia; Japan; and New Zealand. Developing countries: Sub-Saharan Africa; Arab States; East Asia and the Pacific (minus Australia, Japan and New Zealand); South and West Asia; and Latin America and the Caribbean. Countries in transition: Central Asia (minus Mongolia) and Central and Eastern Europe (minus Turkey).

⁽²⁾ Gross Domestic Product (GDP) per capita in current US dollars. (*Source:* United Nations Statistics Division).

⁽³⁾ AS = Arab States; CA = Central Asia; CEE = Central and Eastern Europe; EAPA = East Asia and the Pacific; LAC = Latin America and the Caribbean; NAWE = Western Europe and North America; SSA = Sub-Saharan Africa; SWA = South and West Asia.

⁽⁴⁾ CA and “Countries in transition” are not applicable for the 1980s.

Table 2. General aims of education. Percentage of countries expressing each educational aim: all cases and by world classification, 1980s and 2000s (non-constant cases)

Overarching goal/ educational aim	Period	Percentage			
		All cases	Developed	Developing	Transition
<i>Fulfilling the human right to a basic education</i>					
Education as human right	1980s	35	38	34	–
	2000s	41	20	45	46
<i>Developing skills and knowledge for human productivity</i>					
Employability	1980s	56	72	51	–
	2000s	48	64	47	38
Tech. & scientific knowledge	1980s	38	24	42	–
	2000s	34	28	39	16
Economic development	1980s	40	10	51	–
	2000s	30	12	36	21
Benefiting from globalization	1980s	0	0	0	–
	2000s	2	4	2	0
<i>Expanding human capabilities and choices</i>					
Personal & emotional develop.	1980s	73	72	73	–
	2000s	73	72	72	75
Creative development	1980s	23	24	23	–
	2000s	22	24	21	29
Cognitive development	1980s	23	21	24	–
	2000s	37	40	37	38
Lifelong learning	1980s	21	24	19	–
	2000s	27	28	23	42
<i>Strengthening human societies</i>					
Peace	1980s	11	7	12	–
	2000s	19	16	23	4
Justice	1980s	21	4	28	–
	2000s	20	12	25	4
Equality	1980s	63	86	55	–
	2000s	65	80	64	54
Democracy	1980s	31	28	33	–
	2000s	47	48	41	75
Citizenship	1980s	41	31	45	–
	2000s	54	68	54	42
Religion	1980s	15	10	17	–
	2000s	16	12	20	0
National identity	1980s	55	28	65	–
	2000s	55	28	61	58
Sustainable development	1980s	4	4	5	–
	2000s	13	4	16	8
World citizenship	1980s	16	10	18	–
	2000s	21	12	21	33
<hr/>					
<i>Number of cases</i>	<i>1980s</i>	<i>112</i>	<i>29</i>	<i>83</i>	<i>–</i>
	<i>2000s</i>	<i>161</i>	<i>25</i>	<i>112</i>	<i>24</i>

Table 3. General aims of education. Percentage of countries expressing each educational aim: all cases and by income level, 1980s and 2000s (non-constant cases)

Overarching goal/ educational aim	Period	All cases	Percentage		
			Low	Medium	High
<i>Fulfilling the human right to a basic education</i>					
Education as human right	1980s	35	27	52	35
	2000s	41	47	50	23
<i>Developing skills and knowledge for human productivity</i>					
Employability	1980s	56	50	70	57
	2000s	48	44	50	55
Tech. & scientific knowledge	1980s	38	37	48	26
	2000s	34	37	34	27
Economic development	1980s	40	56	22	17
	2000s	30	34	30	23
Benefiting from globalization	1980s	0	0	0	0
	2000s	2	0	2	5
<i>Expanding human capabilities and choices</i>					
Personal & emotional develop.	1980s	73	66	85	78
	2000s	73	73	73	73
Creative development	1980s	23	24	22	22
	2000s	22	21	25	23
Cognitive development	1980s	23	21	26	26
	2000s	37	34	38	41
Lifelong learning	1980s	21	13	22	39
	2000s	27	14	43	32
<i>Strengthening human societies</i>					
Peace	1980s	11	6	22	9
	2000s	19	21	21	16
Justice	1980s	21	19	33	13
	2000s	20	15	36	11
Equality	1980s	63	55	78	70
	2000s	65	64	61	71
Democracy	1980s	31	27	41	30
	2000s	47	40	68	39
Citizenship	1980s	41	40	37	48
	2000s	54	47	57	64
Religion	1980s	15	10	11	35
	2000s	16	14	9	25
National identity	1980s	55	63	52	39
	2000s	55	59	68	36
Sustainable development	1980s	4	2	15	0
	2000s	13	18	14	5
World citizenship	1980s	16	16	19	13
	2000s	21	21	27	16
<hr/>					
<i>Number of cases</i>	<i>1980s</i>	<i>112</i>	<i>62</i>	<i>27</i>	<i>23</i>
	<i>2000s</i>	<i>161</i>	<i>73</i>	<i>44</i>	<i>44</i>

Table 4. General aims of education. Percentage of countries expressing each educational aim by EFA region and income level, 1980s and 2000s (non-constant cases)

Overarching goal/ educational aim	Period	EFA region								Income level		
		AS	CA	CEE	EAPA	LAC	NAWE	SSA	SWA	Low	Medium	High
<i>Fulfilling the human right to a basic education</i>												
Education as human right	1980s	47	–	45	21	52	35	15	38	27	52	35
	2000s	37	86	32	56	55	17	41	22	47	50	23
<i>Developing skills and knowledge for human productivity</i>												
Employability	1980s	73	–	91	57	24	65	46	75	50	70	57
	2000s	42	29	42	56	48	65	46	44	44	50	55
Techn. & scientific knowledge	1980s	47	–	36	50	43	18	27	63	37	48	26
	2000s	53	0	16	33	45	26	38	22	37	34	27
Economic development	1980s	53	–	36	21	38	6	65	50	56	22	17
	2000s	42	0	26	39	31	9	43	11	34	30	23
Benefiting from globalization	1980s	0	–	0	0	0	0	0	0	0	0	0
	2000s	0	0	0	0	3	4	3	0	0	2	5
<i>Expanding human capabilities and choices</i>												
Personal & emotional development	1980s	53	–	64	71	100	82	62	75	66	85	78
	2000s	74	57	84	94	76	70	62	56	73	73	73
Creative development	1980s	0	–	9	21	52	29	19	13	24	22	22
	2000s	11	29	32	22	24	30	16	22	21	25	23
Cognitive development	1980s	27	–	9	14	33	24	23	25	21	26	26
	2000s	47	14	47	33	48	39	27	22	34	38	41
Lifelong learning	1980s	27	–	18	21	19	35	8	25	13	22	39
	2000s	21	0	53	28	28	26	19	33	14	43	32
<i>Strengthening human societies</i>												
Peace	1980s	0	–	0	21	33	12	0	0	6	22	9
	2000s	21	0	5	11	24	17	32	11	21	21	16
Justice	1980s	20	–	0	21	52	6	19	13	19	33	13
	2000s	26	0	5	17	34	13	22	22	15	36	11

Overarching goal/ educational aim	Period	EFA region									Income level		
		AS	CA	CEE	EAPA	LAC	NAWE	SSA	SWA	Low	Medium	High	
Equality	1980s	47	–	82	79	38	88	54	88	55	78	70	
	2000s	42	57	58	83	59	83	68	67	64	61	71	
Democracy	1980s	13	–	0	50	62	41	15	25	27	41	30	
	2000s	26	43	79	33	55	48	43	44	40	68	39	
Citizenship	1980s	40	–	18	50	71	35	35	13	40	37	48	
	2000s	58	29	47	44	59	74	51	44	47	57	64	
Religion	1980s	47	–	0	21	5	18	4	25	10	11	35	
	2000s	68	0	0	22	0	13	3	44	14	9	25	
National identity	1980s	67	–	27	57	67	24	69	63	63	52	39	
	2000s	79	71	53	61	62	26	51	56	59	68	36	
Sustainable development	1980s	0	–	9	0	14	0	4	0	2	15	0	
	2000s	16	14	11	11	21	4	14	11	18	14	5	
World citizenship	1980s	13	–	9	14	38	12	12	0	16	19	13	
	2000s	37	29	37	6	24	13	8	44	21	27	16	
<i>Number of cases</i>	<i>1980s</i>	<i>15</i>	<i>–</i>	<i>11</i>	<i>14</i>	<i>21</i>	<i>17</i>	<i>26</i>	<i>8</i>	<i>62</i>	<i>27</i>	<i>23</i>	
	<i>2000s</i>	<i>19</i>	<i>7</i>	<i>19</i>	<i>18</i>	<i>29</i>	<i>23</i>	<i>37</i>	<i>9</i>	<i>73</i>	<i>44</i>	<i>44</i>	

Note: AS = Arab States; CA = Central Asia; CEE = Central and Eastern Europe; EAPA = East Asia and the Pacific; LAC = Latin America and the Caribbean; NAWE = North America and Western Europe; SSA = Africa South of Sahara; SWA = South and West Asia.
(CA is not applicable for the 1980s.)

Table 5. General aims of education. Prevalence of overarching goals ⁽¹⁾, 1980s and 2000s (non-constant cases)

Goal/Period (N)	Fulfilling the human right to a basic education ⁽²⁾	Developing skills and knowledge for human productivity ⁽³⁾	Expanding human capabilities and choices ⁽⁴⁾	Strengthening human societies ⁽⁵⁾		
				<i>Universal principles</i> ⁽⁶⁾	<i>National ideals</i> ⁽⁷⁾	<i>Overall</i> ⁽⁵⁾
1980s (112)	0.35	0.33	0.35	0.25	0.37	0.29
2000s (161)	0.41	0.28	0.40	0.31	0.42	0.35
Trend	+17%	-15%	+14%	+24%	+14%	+21%
<i>Std. dev.</i> <i>(1980s)</i>	<i>0.48</i>	<i>0.24</i>	<i>0.28</i>	<i>0.20</i>	<i>0.30</i>	<i>0.18</i>
<i>Std. dev.</i> <i>(2000s)</i>	<i>0.49</i>	<i>0.24</i>	<i>0.29</i>	<i>0.22</i>	<i>0.28</i>	<i>0.19</i>

Notes:

⁽¹⁾ The scores showed here represent how many aims—of all the possible aims that were included under each goal—were expressed. The score that we used is from 0 to 1: zero meaning that none of the aims included under a goal were expressed by any of the countries; 1 meaning that all the aims were expressed by all of the countries. The figures showed represent averages of all the countries' scores.

⁽²⁾ Includes: “Education as a human right”.

⁽³⁾ Includes: “Employability”, “Technological and scientific knowledge”, “Economic development” and “Benefiting from globalisation”.

⁽⁴⁾ Includes: “Personal and emotional development”, “Creative development”, “Cognitive and intellectual capacity” and “Lifelong learning”.

⁽⁵⁾ Includes: “Peace”, “Justice”, “Equality”, “Democracy”, “Citizenship”, “Religion”, “National identity”, “Sustainable development” and “World citizenship”.

⁽⁶⁾ Includes: “Peace”, “Justice”, “Equality”, “Democracy”, “Sustainable development” and “World citizenship”.

⁽⁷⁾ Includes: “Citizenship”, “Religion” and “National identity”.

Table 6. General aims of education. Prevalence of overarching goals by world classification, 1980s and 2000s (non-constant cases)

Goal/Period (N)	World classification (N)	Fulfilling the human right to a basic education	Developing skills and knowledge for human productivity	Expanding human capabilities and choices	Strengthening human societies		
					<i>Universal principles</i>	<i>National ideals</i>	<i>Overall</i>
1980s (112)	Developed (29)	0.38	0.27	0.35	0.23	0.23	0.23
	Developing (83)	0.34	0.36	0.35	0.25	0.42	0.31
2000s (161)	Developed (25)	0.20	0.27	0.41	0.29	0.36	0.31
	Developing (112)	0.45	0.31	0.38	0.32	0.45	0.36
	Transition (24)	0.46	0.18	0.46	0.30	0.33	0.31
<i>Std. dev.</i>							
1980s	Developed	0.49	0.21	0.32	0.15	0.27	0.15
	Developing	0.48	0.24	0.27	0.22	0.29	0.19
2000s	Developed	0.41	0.20	0.30	0.16	0.29	0.14
	Developing	0.50	0.25	0.28	0.24	0.28	0.21
	Transition	0.51	0.19	0.34	0.18	0.22	0.12

Table 7. General aims of education. Prevalence of overarching goals by income level, 1980s and 2000s (non-constant cases)

Income level	Period (N)	Fulfilling the human right to a basic education	Developing skills and knowledge for human productivity	Expanding human capabilities and choices	Strengthening human societies		
					<i>Universal principles</i>	<i>National ideals</i>	<i>Overall</i>
Low	1980s (62)	0.27	0.36	0.31	0.21	0.38	0.27
	2000s (73)	0.47	0.29	0.35	0.30	0.40	0.33
	Trend	+74%	-19%	+13%	+43%	+5%	+22%
Medium	1980s (27)	0.52	0.35	0.39	0.35	0.33	0.34
	2000s (44)	0.50	0.29	0.45	0.38	0.45	0.40
	Trend	-4%	-17%	+15%	+9%	+36%	+18%
High	1980s (23)	0.35	0.25	0.41	0.22	0.41	0.29
	2000s (44)	0.23	0.27	0.42	0.26	0.42	0.31
	Trend	-34%	+8%	+2%	+18%	+2%	+7%
<i>Std. dev.</i>							
Low	1980s	0.45	0.25	0.27	0.19	0.29	0.19
	2000s	0.50	0.23	0.27	0.21	0.26	0.19
Medium	1980s	0.51	0.19	0.26	0.23	0.35	0.21
	2000s	0.51	0.26	0.29	0.26	0.25	0.23
High	1980s	0.49	0.24	0.33	0.18	0.28	0.15
	2000s	0.42	0.23	0.30	0.17	0.32	0.13

Table 8. General aims of education. Prevalence of overarching goals by EFA region, 1980s and 2000s (non-constant cases)

EFA region	Period (N)	Fulfilling the human right to a basic education	Developing skills and knowledge for human productivity	Expanding human capabilities and choices	Strengthening human societies		
					<i>Universal principles</i>	<i>National ideals</i>	<i>Overall</i>
AS	1980s (15)	0.47	0.43	0.27	0.16	0.51	0.27
	2000s (19)	0.37	0.34	0.38	0.28	0.68	0.42
	Trend	-21%	-21%	+41%	+75%	+33%	+56%
CA	1980s (-)	-	-	-	-	-	-
	2000s (7)	0.86	0.07	0.25	0.24	0.33	0.27
	Trend	-	-	-	-	-	-
CEE	1980s (11)	0.45	0.41	0.25	0.17	0.15	0.16
	2000s (19)	0.32	0.21	0.54	0.32	0.33	0.33
	Trend	-29%	-49%	+116%	+88%	+120%	+106%
EAPA	1980s (14)	0.21	0.32	0.32	0.31	0.43	0.35
	2000s (18)	0.56	0.32	0.44	0.27	0.43	0.32
	Trend	+167%	0	+38%	-13%	0	-9%
LAC	1980s (21)	0.52	0.26	0.51	0.40	0.48	0.42
	2000s (29)	0.55	0.32	0.44	0.36	0.40	0.38
	Trend	+6%	+23%	-14%	-10%	-17%	-10%
NAWE	1980s (17)	0.35	0.22	0.43	0.26	0.25	0.26
	2000s (23)	0.17	0.26	0.41	0.30	0.38	0.32
	Trend	-51%	+18%	-5%	+15%	+52%	+23%
SSA	1980s (26)	0.15	0.35	0.28	0.17	0.36	0.24
	2000s (37)	0.41	0.32	0.31	0.31	0.35	0.32
	Trend	+173%	-9%	+11%	+82%	-3%	+33%
SWA	1980s (8)	0.38	0.47	0.34	0.21	0.33	0.25
	2000s (9)	0.22	0.19	0.33	0.33	0.48	0.38
	Trend	-42%	-60%	-3%	+57%	+45%	+52%

Table 9. General aims of education. Prevalence of overarching goals by EFA region, 1980s and 2000s (standard deviations, non-constant cases)

EFA region	Period (N)	Fulfilling the human right to a basic education	Developing skills and knowledge for human productivity	Expanding human capabilities and choices	Strengthening human societies		
					<i>Universal principles</i>	<i>National ideals</i>	<i>Overall</i>
AS	1980s (15)	0.52	0.26	0.22	0.15	0.28	0.11
	2000s (19)	0.50	0.25	0.27	0.27	0.24	0.19
CA	1980s (–)	–	–	–	–	–	–
	2000s (7)	0.38	0.12	0.29	0.16	0.19	0.09
CEE	1980s (11)	0.52	0.20	0.22	0.07	0.23	0.09
	2000s (19)	0.48	0.19	0.30	0.17	0.22	0.13
EAPA	1980s (14)	0.43	0.27	0.30	0.26	0.40	0.25
	2000s (18)	0.51	0.27	0.22	0.15	0.34	0.17
LAC	1980s (21)	0.51	0.26	0.26	0.25	0.27	0.21
	2000s (29)	0.51	0.27	0.32	0.28	0.24	0.23
NAWE	1980s (17)	0.49	0.17	0.32	0.18	0.28	0.16
	2000s (23)	0.39	0.18	0.31	0.17	0.29	0.15
SSA	1980s (26)	0.37	0.22	0.29	0.17	0.25	0.16
	2000s (37)	0.50	0.25	0.26	0.22	0.26	0.20
SWA	1980s (8)	0.52	0.21	0.27	0.08	0.31	0.14
	2000s (9)	0.44	0.21	0.31	0.26	0.24	0.23

Table 10. General aims of education. Distribution of constant cases, 1980s and 2000s

	1980s		2000s	
	Number of cases	%	Number of cases	%
<i>By world classification:</i>				
Developed	25	23	18	17
Developing	83	77	83	77
Countries in transition	–	–	7	6
Total	108	100	108	100
<i>By income level:</i>				
Low (less than US\$1,500)	62	58	49	45
Medium (US\$1,500–5,200)	24	22	30	28
High (more than US\$5,200)	22	20	29	27
Total	108	100	108	100
<i>By EFA region:</i>				
AS	15	14	15	14
CEE	8	7	8	7
EAPA	14	13	14	13
LAC	21	20	21	20
NAWE	16	15	16	15
SSA	26	24	26	24
SWA	8	7	8	7
Total	108	100	108	100

(Percentages have been rounded. 'Central Asia' is not applicable).

Table 11. General aims of education. Percentage of countries expressing each educational aim: all cases and by world classification, 1980s and 2000s (constant cases)

Overarching goal/ educational aim	Period	Percentages			
		All cases	Developed	Developing	Transition
<i>Fulfilling the human right to a basic education</i>					
Education as human right	1980s	33	32	34	–
	2000s	44	17	47	71
<i>Developing skills and knowledge for human productivity</i>					
Employability	1980s	56	72	51	–
	2000s	53	67	49	57
Tech. & scientific knowledge	1980s	37	20	42	–
	2000s	39	33	42	14
Economic development	1980s	41	8	51	–
	2000s	30	17	31	43
Benefiting from globalization	1980s	0	0	0	–
	2000s	2	0	2	0
<i>Expanding human capabilities and choices</i>					
Personal & emotional develop.	1980s	73	72	73	–
	2000s	72	78	70	86
Creative development	1980s	23	24	23	–
	2000s	20	17	19	43
Cognitive development	1980s	24	24	24	–
	2000s	41	33	41	57
Lifelong learning	1980s	20	24	19	–
	2000s	21	3	17	43
<i>Strengthening human societies</i>					
Peace	1980s	11	8	12	–
	2000s	20	17	23	0
Justice	1980s	22	4	28	–
	2000s	20	11	23	14
Equality	1980s	63	88	55	–
	2000s	61	83	58	43
Democracy	1980s	31	28	33	–
	2000s	44	33	42	86
Citizenship	1980s	42	32	45	–
	2000s	55	72	52	43
Religion	1980s	16	12	17	–
	2000s	19	11	23	0
National identity	1980s	56	28	65	–
	2000s	62	28	69	71
Sustainable development	1980s	4	0	5	–
	2000s	12	0	13	29
World citizenship	1980s	16	8	18	–
	2000s	24	11	25	43
<hr/>					
<i>Number of cases</i>	<i>1980s</i>	<i>108</i>	<i>25</i>	<i>83</i>	<i>–</i>
	<i>2000s</i>	<i>108</i>	<i>18</i>	<i>83</i>	<i>7</i>

Table 12. General aims of education. Percentage of countries expressing each educational aim: all cases and by income level, 1980s and 2000s (constant cases)

Overarching goal/ educational aim	Period	All cases	Percentages		
			Low	Medium	High
<i>Fulfilling the human right to a basic education</i>					
Education as human right	1980s	33	27	50	32
	2000s	44	49	53	24
<i>Developing skills and knowledge for human productivity</i>					
Employability	1980s	56	50	67	59
	2000s	53	45	60	59
Tech. & scientific knowledge	1980s	37	37	46	27
	2000s	39	39	40	38
Economic development	1980s	41	56	21	18
	2000s	30	31	30	28
Benefiting from globalization	1980s	0	0	0	0
	2000s	2	0	3	3
<i>Expanding human capabilities and choices</i>					
Personal & emotional develop.	1980s	73	66	88	77
	2000s	72	71	73	72
Creative development	1980s	23	24	25	18
	2000s	20	22	23	14
Cognitive development	1980s	24	21	29	27
	2000s	41	41	43	38
Lifelong learning	1980s	20	13	25	36
	2000s	21	8	33	31
<i>Strengthening human societies</i>					
Peace	1980s	11	6	25	9
	2000s	20	22	20	17
Justice	1980s	22	19	38	14
	2000s	20	10	43	14
Equality	1980s	63	55	79	68
	2000s	61	61	57	66
Democracy	1980s	31	27	46	27
	2000s	44	39	67	28
Citizenship	1980s	42	40	42	45
	2000s	55	47	60	62
Religion	1980s	16	10	13	36
	2000s	19	18	13	28
National identity	1980s	56	63	54	41
	2000s	62	65	77	41
Sustainable development	1980s	4	2	13	0
	2000s	12	16	17	0
World citizenship	1980s	16	16	17	14
	2000s	24	20	37	17
<hr/>					
<i>Number of cases</i>	<i>1980s</i>	<i>108</i>	<i>62</i>	<i>24</i>	<i>22</i>
	<i>2000s</i>	<i>108</i>	<i>49</i>	<i>30</i>	<i>29</i>

Table 13. General aims of education. Percentage of countries expressing each educational aim by EFA region and income level, 1980s and 2000s (constant cases)

Overarching goal/ educational aim	Period	EFA region							Income level		
		AS	CEE	EAPA	LAC	NAWE	SSA	SWA	Low	Medium	High
<i>Fulfilling the human right to a basic education</i>											
Education as human right	1980s	47	38	21	52	31	15	38	27	50	32
	2000s	40	63	71	52	13	42	25	49	53	24
<i>Developing skills and knowledge for human productivity</i>											
Employability	1980s	73	88	57	24	69	46	75	50	67	59
	2000s	40	63	50	52	69	50	50	45	60	59
Techn. & scientific knowledge	1980s	47	25	50	43	19	27	63	37	46	27
	2000s	53	13	43	48	31	38	25	39	40	38
Economic development	1980s	53	38	21	38	6	65	50	56	21	18
	2000s	40	38	43	29	13	31	13	31	30	28
Benefiting from globalization	1980s	0	0	0	0	0	0	0	0	0	0
	2000s	0	0	0	5	0	4	0	0	3	3
<i>Expanding human capabilities and choices</i>											
Personal & emotional development	1980s	53	63	71	100	81	62	75	66	88	77
	2000s	73	88	93	71	75	58	63	71	73	72
Creative development	1980s	0	13	21	52	25	19	13	24	25	18
	2000s	13	38	21	19	25	15	25	22	23	14
Cognitive development	1980s	27	13	14	33	25	23	25	21	29	27
	2000s	47	63	43	48	31	35	25	41	43	38
Lifelong learning	1980s	27	25	21	19	31	8	25	13	25	36
	2000s	20	38	29	19	31	4	38	8	33	31
<i>Strengthening human societies</i>											
Peace	1980s	0	0	21	33	13	0	0	6	25	9
	2000s	20	0	7	24	19	35	13	22	20	17
Justice	1980s	20	0	21	52	6	19	13	19	38	14
	2000s	27	13	21	29	13	15	25	10	43	14

Overarching goal/ educational aim	Period	EFA region							Income level		
		AS	CEE	EAPA	LAC	NAWE	SSA	SWA	Low	Medium	High
Equality	1980s	47	88	79	38	88	54	88	55	79	68
	2000s	40	50	79	52	88	58	63	61	57	66
Democracy	1980s	13	0	50	62	38	15	25	27	46	27
	2000s	27	75	43	52	31	42	50	39	67	28
Citizenship	1980s	40	25	50	71	31	35	13	40	42	45
	2000s	60	50	36	57	81	46	50	47	60	62
Religion	1980s	47	0	21	5	19	4	25	10	13	36
	2000s	73	0	21	0	13	4	50	18	13	28
National identity	1980s	67	25	57	67	25	69	63	63	54	41
	2000s	87	63	64	76	25	62	50	65	77	41
Sustainable development	1980s	0	0	0	14	0	4	0	2	13	0
	2000s	13	25	14	14	0	12	13	16	17	0
World citizenship	1980s	13	0	14	38	13	12	0	16	17	14
	2000s	33	50	7	33	13	12	50	20	37	17
<i>Number of cases</i>	<i>1980s</i>	<i>15</i>	<i>8</i>	<i>14</i>	<i>21</i>	<i>16</i>	<i>26</i>	<i>8</i>	<i>62</i>	<i>24</i>	<i>22</i>
	<i>2000s</i>	<i>15</i>	<i>8</i>	<i>14</i>	<i>21</i>	<i>16</i>	<i>26</i>	<i>8</i>	<i>49</i>	<i>30</i>	<i>29</i>

Note: AS = Arab States; CEE = Central and Eastern Europe; EAPA = East Asia and the Pacific; LAC = Latin America and the Caribbean; NAWE = North America and Western Europe; SSA = Africa South of Sahara;; SWA = South and West Asia; (“Central Asia” is not applicable for the 1980s.)

Table 14. General aims of education. Prevalence of overarching goals ⁽¹⁾, 1980s and 2000s (constant cases)

Goal/Period (N)	Fulfilling the human right to a basic education ⁽²⁾	Developing skills and knowledge for human productivity ⁽³⁾	Expanding human capabilities and choices ⁽⁴⁾	Strengthening human societies ⁽⁵⁾		
				<i>Universal principles</i> ⁽⁶⁾	<i>National ideals</i> ⁽⁷⁾	<i>Overall</i> ⁽⁵⁾
1980s (108)	0.33	0.33	0.35	0.25	0.38	0.29
2000s (108)	0.44	0.31	0.39	0.30	0.45	0.35
Trend	+33%	-6%	+11%	+20%	+18%	+21%
<i>Std. dev.</i> <i>(1980s)</i>	<i>0.47</i>	<i>0.24</i>	<i>0.28</i>	<i>0.21</i>	<i>0.30</i>	<i>0.19</i>
<i>Std. dev.</i> <i>(2000s)</i>	<i>0.50</i>	<i>0.23</i>	<i>0.27</i>	<i>0.23</i>	<i>0.27</i>	<i>0.19</i>

Notes:

⁽¹⁾ The scores showed here represent how many aims—of all the possible aims that were included under each goal—were expressed. The score that we used is from 0 to 1: zero meaning that none of the aims included under a goal were expressed by any of the countries; 1 meaning that all the aims were expressed by all of the countries. The figures showed represent averages of all the countries' scores.

⁽²⁾ Includes: “Education as a human right”.

⁽³⁾ Includes: “Employability”, “Technological and scientific knowledge”, “Economic development” and “Benefiting from globalisation”.

⁽⁴⁾ Includes: “Personal and emotional development”, “Creative development”, “Cognitive and intellectual capacity” and “Lifelong learning”.

⁽⁵⁾ Includes: “Peace”, “Justice”, “Equality”, “Democracy”, “Citizenship”, “Religion”, “National identity”, “Sustainable development” and “World citizenship”.

⁽⁶⁾ Includes: “Peace”, “Justice”, “Equality”, “Democracy”, “Sustainable development” and “World citizenship”.

⁽⁷⁾ Includes: “Citizenship”, “Religion” and “National identity”.

Table 15. General aims of education. Prevalence of overarching goals by world classification, 1980s and 2000s (constant cases)

Goal/Period (N)	World classification (N)	Fulfilling the human right to a basic education	Developing skills and knowledge for human productivity	Expanding human capabilities and choices	Strengthening human societies		
					<i>Universal principles</i>	<i>National ideals</i>	<i>Overall</i>
1980s (108)	Developed (25)	0.32	0.25	0.36	0.23	0.24	0.23
	Developing (83)	0.34	0.36	0.35	0.25	0.42	0.31
2000s (108)	Developed (18)	0.17	0.29	0.40	0.26	0.37	0.30
	Developing (83)	0.47	0.31	0.37	0.31	0.48	0.36
	Transition (7)	0.71	0.29	0.57	0.36	0.38	0.37
<i>Std. dev.</i>							
1980s	Developed	0.48	0.20	0.32	0.16	0.28	0.15
	Developing	0.48	0.24	0.27	0.22	0.29	0.19
2000s	Developed	0.38	0.20	0.24	0.15	0.30	0.15
	Developing	0.50	0.24	0.27	0.24	0.27	0.20
	Transition	0.49	0.17	0.35	0.20	0.13	0.12

Table 16. General aims of education. Prevalence of overarching goals by income level, 1980s and 2000s (constant cases)

Income level	Period (N)	Fulfilling the human right to a basic education	Developing skills and knowledge for human productivity	Expanding human capabilities and choices	Strengthening human societies		
					<i>Universal principles</i>	<i>National ideals</i>	<i>Overall</i>
Low	1980s (62)	0.27	0.36	0.31	0.21	0.38	0.27
	2000s (49)	0.49	0.29	0.36	0.28	0.44	0.34
	Trend	+81%	-19%	+13%	+33%	+16%	+26%
Medium	1980s (24)	0.50	0.33	0.42	0.36	0.36	0.36
	2000s (30)	0.53	0.33	0.43	0.40	0.50	0.43
	Trend	+6%	0	+2%	+11%	+39%	+19%
High	1980s (22)	0.32	0.26	0.40	0.22	0.41	0.28
	2000s (29)	0.24	0.32	0.39	0.24	0.44	0.30
	Trend	-25%	+23%	-3%	+9%	+7%	+7%
<i>Std. dev.</i>							
Low	1980s	0.45	0.25	0.27	0.19	0.29	0.19
	2000s	0.51	0.23	0.27	0.20	0.26	0.18
Medium	1980s	0.51	0.19	0.26	0.23	0.35	0.21
	2000s	0.51	0.24	0.29	0.28	0.21	0.23
High	1980s	0.48	0.24	0.33	0.18	0.29	0.15
	2000s	0.44	0.22	0.27	0.18	0.33	0.14

Table 17. General aims of education. Prevalence of overarching goals by EFA region, 1980s and 2000s (constant cases)

EFA region (N)	Period	Fulfilling the human right to a basic education	Developing skills and knowledge for human productivity	Expanding human capabilities and choices	Strengthening human societies		
					<i>Universal principles</i>	<i>National ideals</i>	<i>Overall</i>
AS (15)	1980s	0.47	0.43	0.27	0.16	0.51	0.27
	2000s	0.40	0.33	0.38	0.27	0.73	0.42
	Trend	-15%	-23%	+41%	+69%	+43%	+56%
CEE (8)	1980s	0.38	0.38	0.28	0.15	0.17	0.15
	2000s	0.63	0.28	0.56	0.35	0.38	0.36
	Trend	+66%	-26%	+100%	+133%	+124%	+140%
EAPA (14)	1980s	0.21	0.32	0.32	0.31	0.43	0.35
	2000s	0.71	0.34	0.46	0.29	0.40	0.33
	Trend	+238%	+6%	+44%	-6%	-7%	-6%
LAC (21)	1980s	0.52	0.26	0.51	0.40	0.48	0.42
	2000s	0.52	0.33	0.39	0.34	0.44	0.38
	Trend	0	+27%	-24%	-15%	-8%	-10%
NAWE (16)	1980s	0.31	0.23	0.41	0.26	0.25	0.26
	2000s	0.13	0.28	0.41	0.27	0.40	0.31
	Trend	-58%	+22%	0	+4%	+60%	+19%
SSA (26)	1980s	0.15	0.35	0.28	0.17	0.36	0.24
	2000s	0.42	0.31	0.28	0.29	0.37	0.32
	Trend	+180%	-11%	0	+71%	+3%	+33%
SWA (8)	1980s	0.38	0.47	0.34	0.21	0.33	0.25
	2000s	0.25	0.22	0.38	0.35	0.50	0.40
	Trend	-34%	-53%	+12%	+67%	+52%	+60%

Table 18. General aims of education. Prevalence of overarching goals by EFA region, 1980s and 2000s (standard deviations, constant cases)

EFA region (N)	Period	Fulfilling the human right to a basic education	Developing skills and knowledge for human productivity	Expanding human capabilities and choices	Strengthening human societies		
					<i>Universal principles</i>	<i>National ideals</i>	<i>Overall</i>
AS (15)	1980s	0.52	0.26	0.22	0.15	0.28	0.11
	2000s	0.51	0.24	0.27	0.27	0.19	0.17
CEE (8)	1980s	0.52	0.23	0.25	0.06	0.25	0.08
	2000s	0.46	0.13	0.39	0.15	0.21	0.12
EAPA (14)	1980s	0.43	0.27	0.30	0.26	0.40	0.25
	2000s	0.47	0.29	0.24	0.17	0.30	0.16
LAC (21)	1980s	0.51	0.26	0.26	0.25	0.27	0.21
	2000s	0.51	0.24	0.28	0.30	0.22	0.24
NAWE (16)	1980s	0.48	0.17	0.31	0.18	0.29	0.16
	2000s	0.34	0.15	0.26	0.16	0.30	0.16
SSA (26)	1980s	0.37	0.22	0.29	0.17	0.25	0.16
	2000s	0.50	0.26	0.27	0.21	0.26	0.20
SWA (8)	1980s	0.52	0.21	0.27	0.08	0.31	0.14
	2000s	0.46	0.21	0.30	0.27	0.25	0.24

Table 19. Aims of primary education. Distribution of non-constant cases, 1980s and 2000s

	1980s		2000s	
	Number of cases	%	Number of cases	%
<i>By world classification:</i>				
Developed	28	30	22	16
Developing	67	70	93	68
Countries in transition	–	–	22	16
Total	95	100	137	100
<i>By income level:</i>				
Low (less than US\$1,500)	49	52	55	40
Medium (US\$1,500–5,200)	23	24	42	31
High (more than US\$5,200)	23	24	40	29
Total	95	100	137	100
<i>By EFA region:</i>				
AS	11	11	17	13
CA	–	–	6	4
CEE	9	10	18	13
EAPA	9	10	15	11
LAC	19	20	25	18
NAWE	19	20	21	15
SSA	22	23	28	21
SWA	6	6	7	5
Total	95	100	137	100

(Percentages have been rounded).

Table 20. Aims of primary education. Percentage of countries expressing each educational aim: all cases and by world classification, 1980s and 2000s (non-constant cases)

Overarching goal/ educational aim	Period	All cases	Percentage		
			Developed	Developing	Transition
<i>Fulfilling the human right to a basic education</i>					
Literacy	1980s	45	32	51	–
	2000s	55	50	62	32
Numeracy	1980s	42	29	48	–
	2000s	51	41	59	27
Life skills	1980s	3	0	4	–
	2000s	10	14	10	9
Education as human right	1980s	2	0	3	–
	2000s	1	0	2	0
<i>Developing skills and knowledge for human productivity</i>					
Employability	1980s	27	14	33	–
	2000s	15	9	17	9
Tech. & scientific knowledge	1980s	6	7	6	–
	2000s	13	14	15	5
Economic development	1980s	5	0	7	–
	2000s	2	0	3	0
Benefiting from globalization	1980s	0	0	0	–
	2000s	0	0	0	0
<i>Expanding human capabilities and choices</i>					
Personal & emotional develop.	1980s	69	82	64	–
	2000s	74	86	71	73
Creative development	1980s	40	50	36	–
	2000s	36	41	41	14
Cognitive development	1980s	73	82	69	–
	2000s	64	77	63	55
Lifelong learning	1980s	0	0	0	–
	2000s	10	18	10	5
<i>Strengthening human societies</i>					
Peace	1980s	0	0	0	–
	2000s	2	5	2	0
Justice	1980s	4	4	4	–
	2000s	4	5	4	0
Equality	1980s	7	18	3	–
	2000s	8	27	5	0
Democracy	1980s	12	14	10	–
	2000s	11	27	9	5
Citizenship	1980s	38	25	43	–
	2000s	31	41	31	23
Religion	1980s	24	32	21	–
	2000s	17	23	19	0
National identity	1980s	20	18	21	–
	2000s	23	23	23	27
Sustainable development	1980s	3	4	3	–
	2000s	8	14	4	18
World citizenship	1980s	2	0	3	–
	2000s	6	9	2	18
<i>Number of cases</i>					
	1980s	95	28	67	–
	2000s	137	22	93	22

Table 21. Aims of primary education. Percentage of countries expressing each educational aim: all cases and by income level, 1980s and 2000s (non-constant cases)

Overarching goal/ educational aim	Period	All cases	Percentage		
			Low	Medium	High
<i>Fulfilling the human right to a basic education</i>					
Literacy	1980s	45	51	48	30
	2000s	55	60	50	55
Numeracy	1980s	42	47	48	26
	2000s	51	56	45	50
Life skills	1980s	3	2	9	0
	2000s	10	9	7	15
Education as human right	1980s	2	4	0	0
	2000s	1	4	0	0
<i>Developing skills and knowledge for human productivity</i>					
Employability	1980s	27	37	26	9
	2000s	15	15	19	10
Tech. & scientific knowledge	1980s	6	8	0	9
	2000s	13	9	24	8
Economic development	1980s	5	8	4	0
	2000s	2	4	2	0
Benefiting from globalization	1980s	0	0	0	0
	2000s	0	0	0	0
<i>Expanding human capabilities and choices</i>					
Personal & emotional develop.	1980s	69	61	74	83
	2000s	74	67	76	80
Creative development	1980s	40	39	43	39
	2000s	36	33	43	35
Cognitive development	1980s	73	63	83	83
	2000s	64	56	64	75
Lifelong learning	1980s	0	0	0	0
	2000s	10	2	14	18
<i>Strengthening human societies</i>					
Peace	1980s	0	0	0	0
	2000s	2	2	2	3
Justice	1980s	4	2	9	4
	2000s	4	0	10	3
Equality	1980s	7	4	9	13
	2000s	8	2	7	18
Democracy	1980s	12	10	13	13
	2000s	11	5	12	18
Citizenship	1980s	38	41	30	39
	2000s	31	38	24	30
Religion	1980s	24	14	26	43
	2000s	17	13	12	28
National identity	1980s	20	18	30	13
	2000s	23	22	24	25
Sustainable development	1980s	3	2	9	0
	2000s	8	5	10	10
World citizenship	1980s	2	2	4	0
	2000s	6	5	5	8
<i>Number of cases</i>					
	1980s	95	49	23	23
	2000s	137	55	42	40

Table 22. Aims of primary education. Percentage of countries expressing each educational aim by EFA region and income level, 1980s and 2000s (non-constant cases)

Overarching goal/ educational aim	Period	EFA region								Income level		
		AS	CA	CEE	EAPA	LAC	NAWE	SSA	SWA	Low	Medium	High
<i>Fulfilling the human right to a basic education</i>												
Literacy	1980s	45	–	44	67	32	26	55	83	51	48	30
	2000s	59	50	28	60	64	43	64	86	60	50	55
Numeracy	1980s	45	–	44	67	32	21	50	67	47	48	26
	2000s	71	50	22	60	48	33	64	71	56	45	50
Life skills	1980s	9	–	0	11	0	0	5	0	2	9	0
	2000s	18	17	11	0	4	14	14	0	9	7	15
Education as human right	1980s	9	–	0	0	0	0	0	17	4	0	0
	2000s	6	0	0	0	0	0	4	0	4	0	0
<i>Developing skills and knowledge for human productivity</i>												
Employability	1980s	36	–	22	44	32	5	41	0	37	26	9
	2000s	6	17	6	20	28	5	21	0	15	19	10
Techn. & scientific knowledge	1980s	0	–	0	11	5	11	9	0	8	0	9
	2000s	18	0	6	13	24	10	14	0	9	24	8
Economic development	1980s	0	–	0	22	11	0	5	0	8	4	0
	2000s	0	0	0	7	0	0	7	0	4	2	0
Benefiting from globalization	1980s	0	–	0	0	0	0	0	0	0	0	0
	2000s	0	0	0	0	0	0	0	0	0	0	0
<i>Expanding human capabilities and choices</i>												
Personal & emotional development	1980s	73	–	67	89	74	84	50	50	61	74	83
	2000s	82	50	72	87	72	86	64	57	67	76	80
Creative development	1980s	9	–	44	44	42	47	36	67	39	43	39
	2000s	41	0	17	33	44	48	39	43	33	43	35
Cognitive development	1980s	91	–	89	67	79	79	59	33	63	83	83
	2000s	82	50	50	40	76	76	64	43	56	64	75
Lifelong learning	1980s	0	–	0	0	0	0	0	0	0	0	0
	2000s	12	0	6	20	12	14	7	0	2	14	18

Overarching goal/ educational aim	Period	AS	CA	CEE	EFA region					Income level		
					EAPA	LAC	NAWE	SSA	SWA	Low	Medium	High
<i>Strengthening human societies</i>												
Peace	1980s	0	–	0	0	0	0	0	0	0	0	0
	2000s	0	0	0	0	4	5	4	0	2	2	3
Justice	1980s	0	–	0	11	11	5	0	0	2	9	4
	2000s	6	0	0	7	4	0	7	0	0	10	3
Equality	1980s	0	–	22	11	0	11	9	0	4	9	13
	2000s	6	0	0	20	8	19	4	0	2	7	18
Democracy	1980s	0	–	0	22	16	21	9	0	10	13	13
	2000s	0	0	6	0	20	33	7	0	5	12	18
Citizenship	1980s	55	–	11	44	42	37	41	17	41	30	39
	2000s	41	0	33	20	20	43	43	14	38	24	30
Religion	1980s	45	–	0	22	16	47	9	33	14	26	43
	2000s	65	0	0	13	0	29	7	29	13	12	28
National identity	1980s	27	–	11	11	21	26	18	17	18	30	13
	2000s	41	33	22	20	24	19	21	0	22	24	25
Sustainable development	1980s	0	–	0	0	11	5	0	0	2	9	0
	2000s	0	0	22	7	12	10	0	14	5	10	10
World citizenship	1980s	0	–	0	0	5	0	5	0	2	4	0
	2000s	6	17	17	7	4	5	0	0	5	5	8
<hr/>												
<i>Number of cases</i>	<i>1980s</i>	<i>11</i>	<i>–</i>	<i>9</i>	<i>9</i>	<i>19</i>	<i>19</i>	<i>22</i>	<i>6</i>	<i>49</i>	<i>23</i>	<i>23</i>
	<i>2000s</i>	<i>17</i>	<i>6</i>	<i>18</i>	<i>15</i>	<i>25</i>	<i>21</i>	<i>28</i>	<i>7</i>	<i>55</i>	<i>42</i>	<i>40</i>

Note: AS = Arab States; CA = Central Asia; CEE = Central and Eastern Europe; EAPA = East Asia and the Pacific; LAC = Latin America and the Caribbean; NAWE = North America and Western Europe; SSA = Africa South of Sahara; SWA = South and West Asia.
(CA is not applicable for the 1980s.)

Table 23. Aims of primary education. Prevalence of overarching goals ⁽¹⁾, 1980s and 2000s (non-constant cases)

Goal/Period (N)	Fulfilling the human right to a basic education ⁽²⁾	Developing skills and knowledge for human productivity ⁽³⁾	Expanding human capabilities and choices ⁽⁴⁾	Strengthening human societies ⁽⁵⁾		
				<i>Universal principles</i> ⁽⁶⁾	<i>National ideals</i> ⁽⁷⁾	<i>Overall</i> ⁽⁵⁾
1980s (95)	0.23	0.10	0.45	0.05	0.27	0.12
2000s (137)	0.30	0.07	0.46	0.06	0.24	0.12
Trend	+30%	-30%	0	+20%	-11%	0
<i>Std. dev. (1980s)</i>	<i>0.26</i>	<i>0.15</i>	<i>0.23</i>	<i>0.11</i>	<i>0.28</i>	<i>0.13</i>
<i>Std. dev. (2000s)</i>	<i>0.24</i>	<i>0.14</i>	<i>0.25</i>	<i>0.12</i>	<i>0.27</i>	<i>0.13</i>

Notes:

⁽¹⁾ The scores showed here represent how many aims—of all the possible aims that were included under each goal—were expressed. The score that we used is from 0 to 1: zero meaning that none of the aims included under a goal were expressed by any of the countries; 1 meaning that all the aims were expressed by all of the countries. The figures showed represent averages of all the countries' scores.

⁽²⁾ Includes: “Literacy”, “Numeracy”, “Life skills” and “Education as a human right”.

⁽³⁾ Includes: “Employability”, “Technological and scientific knowledge”, “Economic development” and “Benefiting from globalisation”.

⁽⁴⁾ Includes: “Personal and emotional development”, “Creative development”, “Cognitive and intellectual capacity” and “Lifelong learning”.

⁽⁵⁾ Includes: “Peace”, “Justice”, “Equality”, “Democracy”, “Citizenship”, “Religion”, “National identity”, “Sustainable development” and “World citizenship”.

⁽⁶⁾ Includes: “Peace”, “Justice”, “Equality”, “Democracy”, “Sustainable development” and “World citizenship”.

⁽⁷⁾ Includes: “Citizenship”, “Religion” and “National identity”.

Table 24. Aims of primary education. Prevalence of overarching goals by world classification, 1980s and 2000s (non-constant cases)

Goal/Period (N)	World classification (N)	Fulfilling the human right to a basic education	Developing skills and knowledge for human productivity	Expanding human capabilities and choices	Strengthening human societies		
					<i>Universal principles</i>	<i>National ideals</i>	<i>Overall</i>
1980s (95)	Developed (28)	0.15	0.05	0.54	0.07	0.25	0.13
	Developing (67)	0.26	0.12	0.42	0.04	0.28	0.12
2000s (137)	Developed (22)	0.26	0.06	0.56	0.14	0.29	0.19
	Developing (93)	0.33	0.09	0.46	0.04	0.24	0.11
	Transition (22)	0.17	0.03	0.36	0.07	0.17	0.10
<i>Std. dev.</i>							
1980s	Developed	<i>0.23</i>	<i>0.10</i>	<i>0.21</i>	<i>0.11</i>	<i>0.31</i>	<i>0.14</i>
	Developing	<i>0.26</i>	<i>0.16</i>	<i>0.23</i>	<i>0.10</i>	<i>0.27</i>	<i>0.12</i>
2000s	Developed	<i>0.22</i>	<i>0.15</i>	<i>0.17</i>	<i>0.21</i>	<i>0.21</i>	<i>0.19</i>
	Developing	<i>0.24</i>	<i>0.15</i>	<i>0.26</i>	<i>0.09</i>	<i>0.29</i>	<i>0.12</i>
	Transition	<i>0.22</i>	<i>0.09</i>	<i>0.21</i>	<i>0.11</i>	<i>0.25</i>	<i>0.13</i>

Table 25. Aims of primary education. Prevalence of overarching goals by income level, 1980s and 2000s (non-constant cases)

Income level	Period (N)	Fulfilling the human right to a basic education	Developing skills and knowledge for human productivity	Expanding human capabilities and choices	Strengthening human societies		
					<i>Universal principles</i>	<i>National ideals</i>	<i>Overall</i>
Low	1980s (49)	0.26	0.13	0.41	0.03	0.24	0.10
	2000s (55)	0.32	0.07	0.40	0.03	0.24	0.10
	Trend	+23%	-46%	-2%	0	0	0
Medium	1980s (23)	0.26	0.08	0.50	0.07	0.29	0.14
	2000s (42)	0.26	0.11	0.49	0.08	0.20	0.12
	Trend	0	+38%	-2%	+14%	-31%	-14%
High	1980s (23)	0.14	0.04	0.51	0.05	0.32	0.14
	2000s (40)	0.30	0.04	0.52	0.10	0.28	0.16
	Trend	+114%	0	+2%	+100%	-13%	+14%
<i>Std. dev.</i>							
Low	1980s	0.25	0.18	0.23	0.08	0.27	0.11
	2000s	0.24	0.13	0.26	0.08	0.30	0.12
Medium	1980s	0.29	0.12	0.23	0.14	0.32	0.16
	2000s	0.24	0.17	0.24	0.11	0.27	0.11
High	1980s	0.22	0.10	0.21	0.11	0.27	0.12
	2000s	0.24	0.13	0.21	0.17	0.25	0.16

Table 26. Aims of primary education. Prevalence of overarching goals by EFA region, 1980s and 2000s (non-constant cases)

EFA region	Period (N)	Fulfilling the human right to a basic education	Developing skills and knowledge for human productivity	Expanding human capabilities and choices	Strengthening human societies		
					<i>Universal principles</i>	<i>National ideals</i>	<i>Overall</i>
AS	1980s (11)	0.27	0.09	0.43	0.00	0.42	0.14
	2000s (17)	0.38	0.06	0.54	0.03	0.49	0.18
	Trend	+41%	-33%	+26%		+17%	+29%
CA	1980s (-)	-	-	-	-	-	-
	2000s (6)	0.29	0.04	0.25	0.03	0.11	0.06
	Trend	-	-	-	-	-	-
CEE	1980s (9)	0.22	0.06	0.50	0.04	0.07	0.05
	2000s (18)	0.15	0.03	0.36	0.07	0.19	0.11
	Trend	-32%	-50%	-28%	+75%	+171%	+120%
EAPA	1980s (9)	0.36	0.19	0.50	0.07	0.26	0.14
	2000s (15)	0.30	0.10	0.45	0.07	0.18	0.10
	Trend	-17%	-47%	-10%	0	-31%	-29%
LAC	1980s (19)	0.16	0.12	0.49	0.07	0.26	0.13
	2000s (25)	0.29	0.13	0.51	0.09	0.15	0.11
	Trend	+81%	+8%	+4%	+29%	-42%	-15%
NAWE	1980s (19)	0.12	0.04	0.53	0.07	0.37	0.17
	2000s (21)	0.23	0.04	0.56	0.12	0.30	0.18
	Trend	+92%	0	+6%	+71%	-19%	+6%
SSA	1980s (22)	0.27	0.14	0.36	0.04	0.23	0.10
	2000s (28)	0.37	0.11	0.44	0.04	0.24	0.10
	Trend	+37%	-21%	+22%	0	+4%	0
SWA	1980s (6)	0.42	0.00	0.38	0.00	0.22	0.07
	2000s (7)	0.39	0.00	0.36	0.02	0.14	0.06
	Trend	-7%	0	-5%		-36%	-14%

Table 27. Aims of primary education. Prevalence of overarching goals by EFA region, 1980s and 2000s (standard deviations, non-constant cases)

EFA region	Period (N)	Fulfilling the human right to a basic education	Developing skills and knowledge for human productivity	Expanding human capabilities and choices	Strengthening human societies		
					<i>Universal principles</i>	<i>National ideals</i>	<i>Overall</i>
AS	1980s (11)	0.28	0.13	0.12	0.00	0.34	0.11
	2000s (17)	0.25	0.11	0.25	0.09	0.27	0.10
CA	1980s (–)	–	–	–	–	–	–
	2000s (6)	0.25	0.10	0.22	0.07	0.17	0.09
CEE	1980s (9)	0.26	0.11	0.22	0.07	0.15	0.06
	2000s (18)	0.21	0.08	0.23	0.12	0.26	0.14
EAPA	1980s (9)	0.28	0.24	0.25	0.15	0.28	0.14
	2000s (15)	0.24	0.16	0.25	0.18	0.31	0.19
LAC	1980s (19)	0.24	0.17	0.23	0.14	0.28	0.15
	2000s (25)	0.25	0.16	0.23	0.08	0.22	0.10
NAWE	1980s (19)	0.21	0.09	0.22	0.12	0.31	0.15
	2000s (21)	0.22	0.12	0.19	0.18	0.26	0.17
SSA	1980s (22)	0.25	0.15	0.25	0.09	0.26	0.10
	2000s (28)	0.25	0.19	0.25	0.09	0.28	0.13
SWA	1980s (6)	0.26	0.00	0.26	0.00	0.17	0.06
	2000s (7)	0.20	0.00	0.28	0.06	0.18	0.06

Examples of coded aims

g = general aims of education

p = primary education aims

A. Fulfilling the human right to a basic education

El Salvador (1980g)

El derecho a la educación es inherente a la persona humana. (HR)

Guyana (1980p)

The objectives of primary education are: to provide each child with the basic communication skills (speaking, listening, reading and writing); to develop basic numeracy (mathematical concepts) and computation skills. (LY, NY)

Kyrgyzstan (2000g)

Article 2 of the Law on Education, adopted in 1992, stipulates that all citizens have the right to education regardless of sex, nationality, language, social status, political or religious belief. (HR)

Latvia (2000p)

The fundamental tasks of basic (general) education are to provide pupils with the basic knowledge and skills necessary for public and private life... (SL)

Lesotho (2000p)

The revised national aims of basic education in Lesotho, as defined in 1992, are as follows: to ensure permanent and functional literacy in Sesotho—the national language—and English, and basic numeracy as a foundation for further learning and effective living... (LY, NY)

Malta (2000p)

At the primary level, pupils should acquire the following skills: ... (ii) the ability to make appropriate choices in all spheres of life regarding: moral, aesthetic, spiritual and social values; the strengthening of the Maltese personal and social identity; basic life skills and ways of learning... (SL)

B. Developing skills and knowledge for human productivity

Albania (2000g)

In summary, the main objectives of educational development are as follows: providing knowledge, abilities and skills necessary for life and work in the contemporary society; providing vocational knowledge and skills necessary for professional work... (EMP)

Austria (1980g)

Courses of study aim to provide young people with the knowledge and skills required for their future lives and occupation. (EMP)

Brazil (2000g)

... national education... has the purpose of: preparing individuals and the society to master scientific and technological resources which will allow the use of the existing possibilities for common welfare... (TSK)

Jamaica (2000g)

The education of our citizens will prepare them for functioning in a globalized environment and a highly interdependent world. (BG)

Lithuania (2000g)

Education determines the cultural, social and economic progress of the country, consolidates solidarity, tolerance and co-operation among people and nations. (ED)

Nepal (1980g)

The following policy priorities were laid down with respect to education: education in science and technology will be emphasized. Stress will be laid on imparting such knowledge and skills that can lead to efficient and economic use of the natural resources and manpower for the economic development of the country. (TSK, ED)

C. Expanding human capabilities and choices

Ethiopia (2000g)

[Among] the general objectives of education are the following: to develop the physical and mental potential and the problem-solving capacity of individuals by expanding education and in particular by providing basic education for all... (CG)

Kazakhstan (2000g)

[Among] the main objectives of the education system are: to develop the creative abilities of individuals and their aesthetic education... (CR)

Kuwait (1980g)

The general aims of education have crystallized as such: to give individuals the opportunity of having an integrated overall development physically, intellectually, socially, culturally & spiritually...
[Among] the main principles of the educational strategy are ...the perception of education in the framework of the concept of life-long education, which is considered the main concept of educational innovation at the present time. (PD, LL)

Seychelles (1980g)

In viewing education as a fundamental human need, the New Society recognizes the necessity for learning which is lifelong and for learning which is oriented to the requirements of everyday life. (LL)

Thailand (1980g)

Education is conceived as a continuing, life-long process which promotes the quality of the citizen, enabling him to live a useful life in society. (LL)

The FYR of Macedonia (2000g)

The education system is aimed at full development of the personality and enhancing rights and basic freedoms...Among them [the global educational upbringing aims], there is special significance for... support of the creative critical thinking and development of abilities for problem resolution, etc.; developing of the youth abilities for creativity, experiencing and evaluating of the aesthetical-art works... (PD, CG, CR)

D. Strengthening human societies

Algeria (2000g)

Le système éducatif se fixe comme objectifs d'inculquer aux jeunes les principes de justice et d'égalité entre les citoyens et les peuples et de les amener à combattre toute forme de discrimination, de dispenser une éducation qui favorise la compréhension et la coopération entre les peuples pour la paix universelle et l'entente des nations, et de développer une éducation en accord avec les droits de l'homme et ses libertés fondamentales. (JU, EQ, PE)

Barbados (2000g)

The philosophy which underpins the educational system of Barbados is rooted in the fundamental principle that human resource development is the key to social, economic, and political growth. Consequently, education must seek to enable all children and young people ... to be exemplars of good citizenship ... and to be committed to the preservation and enhancement of the environment. (CZ, SD)

Dominican Republic (1980g)

La educación debe: promover el desarrollo y la formación del ciudadano, fundamentados en los más altos valores de la dignidad humana, la justicia social y la solidaridad, de acuerdo con los principios de la democracia; concientizar al educando para que sea agente activo en la conservación y defensa de los recursos naturales; contribuir a la formación de una conciencia ciudadana que conduzca a la defensa de los principios de autodeterminación, la soberanía y el desarrollo autónomo del pueblo dominicano; consolidar los valores autóctonos del patrimonio cultural y preservar la pureza de nuestro idioma; desarrollar una conciencia de solidaridad internacional y de cooperación caribeña y latinoamericana; crear en el educando una conciencia crítica en torno a los grandes problemas que convulsionan al mundo y que amenazan la paz universal, para que contribuya con su aporte participativo a la solución de los mismos. (JU, DEM, SD, CZ, NID, WC, PE)

Greece (1980g)

The constitution of 1975 clearly outlines the main aims of education which are: the ethical, intellectual, vocational and physical training of the population; the development of national and religious identity; and the creation of self-sufficient and responsible citizens. (NID, REL, CZ)

Indonesia (2000g)

According to Law No. 2/1989, the objectives of the national education system are: firstly, to establish a high-quality and self-reliant human being whose values are based on Pancasila (i.e. State ideology, spelled out in the five basic principles of the Republic of Indonesia: belief in one God; just and civilized humanity, including tolerance to all people; unity of Indonesia; democracy led by wisdom of deliberation among representatives of the people; and social justice for all) ... the aim of education is, on the one hand, to keep and maintain Indonesia's cultural background and, on the other, to generate the knowledge, skills and scientific progress that will keep the nation abreast in the twenty-first century. The education system provides learning opportunities to every citizen, irrespective of gender, religion, ethnic, social or economic background. (REL, DEM, JU, NID, EQ)

Kenya (1980g)

Education must promote social justice and morality by instilling the right attitudes necessary for the training in social obligations and responsibilities. Education must foster, develop and communicate the rich and varied cultures of Kenya. Kenya is a member of the international community, and hence, its educational system must foster positive attitudes and consciousness towards other nations. (JU, NID, WC)

General aims of education 2000s: list of cases included in the data set

Total: 161 countries

*Afghanistan	*Gambia	Niger
*Albania	Georgia	*Nigeria
*Algeria	Germany	*Norway
Andorra	*Ghana	*Oman
*Angola	*Greece	*Pakistan
*Argentina	Grenada	*Panama
Armenia	*Guatemala	Papua New Guinea
*Australia	Guinea	*Paraguay
*Austria	Guyana	*Peru
*Bahrain	*Haiti	*Philippines
*Bangladesh	*Honduras	*Poland
Barbados	*Hungary	*Portugal
*Belarus	Iceland	*Qatar
*Belgium	*India	*Romania
Belize	*Indonesia	Russian Fed.
*Benin	*Iran, Islamic Rep. of	Rwanda
Bhutan	*Iraq	Saint Kitts & Nevis
*Bolivia	*Ireland	*Saint Lucia
*Botswana	*Israel	*Saudi Arabia
*Brazil	*Italy	*Senegal
Brunei Darussalam	*Jamaica	Serbia & Montenegro
*Bulgaria	*Japan	*Seychelles
*Burkina Faso	*Jordan	Singapore
*Burundi	Kazakhstan	Slovakia
*Cambodia	*Kenya	Slovenia
*Cameroon	*Korea, Rep. of	South Africa
*Canada	*Kuwait	*Spain
Cape Verde	Kyrgyzstan	*Sri Lanka
*Central African Rep.	*Lao People's Dem. Rep.	*Sudan
*Chad	Latvia	Swaziland
*Chile	*Lebanon	Sweden
*China	Lesotho	Switzerland
Colombia	*Liberia	*Syrian Arab Rep.
Comoros	*Libyan Arab Jamah.	*Tanzania, United Rep. Of
*Congo	Lithuania	*Thailand
*Congo, Dem. Rep. of	*Madagascar	The FYR of Macedonia
Cook Islands	*Malawi	Togo
*Costa Rica	*Malaysia	Trinidad & Tobago
Croatia	*Maldives	*Tunisia
*Cuba	*Mali	*Turkey
*Cyprus	*Malta	Turkmenistan
Czech Rep.	Mauritania	*Ukraine
Denmark	*Mauritius	United Arab Emirates
Djibouti	*Mexico	*United Kingdom
*Dominica	Moldova, Rep. of	United States of America
*Dominican Rep.	*Mongolia	Uruguay
*Ecuador	*Morocco	Uzbekistan

*Egypt
*El Salvador
Eritrea
Estonia
*Ethiopia
*Finland
*France

*Mozambique
*Myanmar
Namibia
*Nepal
*Netherlands
*New Zealand
*Nicaragua

Vanuatu
*Venezuela
*Viet Nam
Yemen
*Zambia
*Zimbabwe

(* = Constant cases.)

General aims of education 2000s: list of cases included in the data set by world classification

Developing, 112 countries

*Afghanistan	*Ethiopia	Niger
*Algeria	*Gambia	*Nigeria
*Angola	*Ghana	*Oman
*Argentina	Grenada	*Pakistan
*Bahrain	*Guatemala	*Panama
*Bangladesh	Guinea	Papua New Guinea
Barbados	Guyana	*Paraguay
Belize	*Haiti	*Peru
*Benin	*Honduras	*Philippines
Bhutan	*India	*Qatar
*Bolivia	*Indonesia	Rwanda
*Botswana	*Iran, Islamic Rep. of	Saint Kitts & Nevis
*Brazil	*Iraq	*Saint Lucia
Brunei Darussalam	*Jamaica	*Saudi Arabia
*Burkina Faso	*Jordan	*Senegal
*Burundi	*Kenya	*Seychelles
*Cambodia	*Korea, Rep. of	Singapore
*Cameroon	*Kuwait	South Africa
Cape Verde	*Lao People's Dem. Rep.	*Sri Lanka
*Central African Rep.	*Lebanon	*Sudan
*Chad	Lesotho	Swaziland
*Chile	*Liberia	*Syrian Arab Rep.
*China	*Libyan Arab Jamah.	*Tanzania, United Rep. Of
Colombia	*Madagascar	*Thailand
Comoros	*Malawi	Togo
*Congo	*Malaysia	Trinidad & Tobago
*Congo, Dem. Rep. of	*Maldives	*Tunisia
Cook Islands	*Mali	*Turkey
*Costa Rica	Mauritania	United Arab Emirates
*Cuba	*Mauritius	Uruguay
*Cyprus	*Mexico	Vanuatu
Djibouti	*Mongolia	*Venezuela
*Dominica	*Morocco	*Viet Nam
*Dominican Rep.	*Mozambique	Yemen
*Ecuador	*Myanmar	*Zambia
*Egypt	Namibia	*Zimbabwe
*El Salvador	*Nepal	
Eritrea	*Nicaragua	

Developed, 25 countries

Andorra	*Greece	*Norway
*Australia	Iceland	*Portugal
*Austria	*Ireland	*Spain
*Belgium	*Israel	Sweden
*Canada	*Italy	Switzerland

Denmark
*Finland
*France
Germany

*Japan
*Malta
*Netherlands
*New Zealand

*United Kingdom
United States of America
*Norway
*Portugal

Transition, 24 countries

*Albania
Armenia
*Belarus
*Bulgaria
Croatia
Czech Rep.
Estonia
Georgia

*Hungary
Kazakhstan
Kyrgyzstan
Latvia
Lithuania
Moldova, Rep. of
*Poland
*Romania

Russian Fed.
Serbia & Montenegro
Slovakia
Slovenia
The FYR of Macedonia
Turkmenistan
*Ukraine
Uzbekistan

(* = Constant cases.)

General aims of education 2000s: list of cases included in the data set by income level

Low income (less than US\$1,500), 73 countries

*Afghanistan	Georgia	*Nicaragua
*Albania	*Ghana	Niger
*Angola	Guinea	*Nigeria
Armenia	Guyana	*Pakistan
*Bangladesh	*Haiti	Papua New Guinea
*Belarus	*Honduras	*Paraguay
*Benin	*India	*Philippines
Bhutan	*Indonesia	Rwanda
*Bolivia	*Iraq	*Senegal
*Burkina Faso	Kazakhstan	Serbia & Montenegro
*Burundi	*Kenya	*Sri Lanka
*Cambodia	Kyrgyzstan	*Sudan
*Cameroon	*Lao People's Dem. Rep.	Swaziland
Cape Verde	Lesotho	*Tanzania, United Rep. Of
*Central African Rep.	*Liberia	Togo
*Chad	*Madagascar	Turkmenistan
*China	*Malawi	*Ukraine
Comoros	*Mali	Uzbekistan
*Congo	Mauritania	Vanuatu
*Congo, Dem. Rep. of	Moldova, Rep. of	*Viet Nam
Djibouti	*Mongolia	Yemen
*Egypt	*Morocco	*Zambia
Eritrea	*Mozambique	*Zimbabwe
*Ethiopia	*Myanmar	
*Gambia	*Nepal	

Medium income (US\$1,500-5,200), 44 countries

*Algeria	Estonia	*Peru
Belize	Grenada	*Poland
*Botswana	*Guatemala	*Romania
*Brazil	*Hungary	Russian Fed.
*Bulgaria	*Iran, Islamic Rep. of	*Saint Lucia
*Chile	*Jamaica	Slovakia
Colombia	*Jordan	South Africa
Cook Islands	Latvia	*Syrian Arab Rep.
*Costa Rica	*Lebanon	*Thailand
Croatia	Lithuania	The FYR of Macedonia
*Cuba	*Malaysia	*Tunisia
*Dominica	*Maldives	*Turkey
*Dominican Rep.	*Mauritius	Uruguay
*Ecuador	Namibia	*Venezuela
*El Salvador	*Panama	

High income (more than US\$5,200), 44 countries

Andorra	*Greece	*Portugal
*Argentina	Iceland	*Qatar
*Australia	*Ireland	Saint Kitts & Nevis
*Austria	*Israel	*Saudi Arabia
*Bahrain	*Italy	*Seychelles
Barbados	*Japan	Singapore
*Belgium	*Korea, Rep. of	Slovenia
Brunei Darussalam	*Kuwait	*Spain
*Canada	*Libyan Arab Jamah.	Sweden
*Cyprus	*Malta	Switzerland
Czech Rep.	*Mexico	Trinidad & Tobago
Denmark	*Netherlands	United Arab Emirates
*Finland	*New Zealand	*United Kingdom
*France	*Norway	United States of America
Germany	*Oman	

(* = Constant cases.)

General aims of education 2000s: list of cases included in the data set by EFA region

Arab States [AS], 19 countries

*Algeria	*Lebanon	*Sudan
*Bahrain	*Libyan Arab Jamah.	*Syrian Arab Rep.
Djibouti	Mauritania	*Tunisia
*Egypt	*Morocco	United Arab Emirates
*Iraq	*Oman	Yemen
*Jordan	*Qatar	
*Kuwait	*Saudi Arabia	

Central Asia [CA], 7 countries

Armenia	Kyrgyzstan	Uzbekistan
Georgia	*Mongolia ⁽¹⁾	
Kazakhstan	Turkmenistan	

Central and Eastern Europe [CEE], 19 countries

*Albania	Latvia	Slovakia
*Belarus	Lithuania	Slovenia
*Bulgaria	Moldova, Rep. of	The FYR of Macedonia
Croatia	*Poland	*Turkey
Czech Rep.	*Romania	*Ukraine
Estonia	Russian Fed.	
*Hungary	Serbia & Montenegro	

East Asia and the Pacific [EAPA], 18 countries

*Australia	*Japan	Papua New Guinea
Brunei Darussalam	*Korea, Rep. of	*Philippines
*Cambodia	*Lao People's Dem. Rep.	Singapore
*China	*Malaysia	*Thailand
Cook Islands	*Myanmar	Vanuatu
*Indonesia	*New Zealand	*Viet Nam

Latin America and the Caribbean [LAC], 29 countries

*Argentina	*Dominican Rep.	*Nicaragua
Barbados	*Ecuador	*Panama
Belize	*El Salvador	*Paraguay
*Bolivia	Grenada	*Peru
*Brazil	*Guatemala	Saint Kitts & Nevis
*Chile	Guyana	*Saint Lucia
Colombia	*Haiti	Trinidad & Tobago
*Costa Rica	*Honduras	Uruguay
*Cuba	*Jamaica	*Venezuela
*Dominica	*Mexico	

North America and Western Europe [NAWE], 23 countries

Andorra	Germany	*Norway
*Austria	*Greece	*Portugal
*Belgium	Iceland	*Spain
*Canada	*Ireland	Sweden
*Cyprus	*Israel	Switzerland
Denmark	*Italy	*United Kingdom
*Finland	*Malta	United States of America
*France	*Netherlands	

Sub-Saharan Africa [SSA], 37 countries

*Angola	*Ethiopia	Niger
*Benin	*Gambia	*Nigeria
*Botswana	*Ghana	Rwanda
*Burkina Faso	Guinea	*Senegal
*Burundi	*Kenya	*Seychelles
*Cameroon	Lesotho	South Africa
Cape Verde	*Liberia	Swaziland
*Central African Rep.	*Madagascar	*Tanzania, United Rep. Of
*Chad	*Malawi	Togo
Comoros	*Mali	*Zambia
*Congo	*Mauritius	*Zimbabwe
*Congo, Dem. Rep. of	*Mozambique	
Eritrea	Namibia	

South and West Asia [SWA], 9 countries

*Afghanistan	*India	*Nepal
*Bangladesh	*Iran, Islamic Rep. of	*Pakistan
Bhutan	*Maldives	*Sri Lanka

⁽¹⁾ Mongolia has been included in the EAPA region for the constant cases analysis.
(* = Constant cases.)

General aims of education 1980s: list of cases included in the data set

Total: 112 countries

*Afghanistan	*France	*Nepal
*Albania	*Gambia	*Netherlands
*Algeria	Germany, Federal Rep. of	*New Zealand
*Angola	*Ghana	*Nicaragua
*Argentina	*Greece	*Nigeria
*Australia	*Guatemala	*Norway
*Austria	*Haiti	*Oman
*Bahrain	*Honduras	*Pakistan
*Bangladesh	*Hungary	*Panama
*Belarus	*India	*Paraguay
*Belgium	*Indonesia	*Peru
*Benin	*Iran, Islamic Rep. of	*Philippines
*Bolivia	*Iraq	*Poland
*Botswana	*Ireland	*Portugal
*Brazil	*Israel	*Qatar
*Bulgaria	*Italy	*Romania
*Burkina Faso	*Jamaica	*Saint Lucia
*Burundi	*Japan	*Saudi Arabia
*Cambodia	*Jordan	*Senegal
*Cameroon	*Kenya	*Seychelles
*Canada	*Korea, Rep. of	*Spain
*Central African Rep.	*Kuwait	*Sri Lanka
*Chad	*Lao People's Dem. Rep.	*Sudan
*Chile	*Lebanon	*Syrian Arab Rep.
*China	*Liberia	*Tanzania, United Rep. Of
*Congo	*Libyan Arab Jamah.	*Thailand
*Congo, Dem. Rep. of	*Madagascar	*Tunisia
*Costa Rica	*Malawi	*Turkey
*Cuba	*Malaysia	*Ukraine
*Cyprus	*Maldives	*United Kingdom
Czechoslovakia	*Mali	USSR
*Dominica	*Malta	*Venezuela
*Dominican Rep.	*Mauritius	*Viet Nam
*Ecuador	*Mexico	Yugoslavia
*Egypt	*Mongolia	*Zambia
*El Salvador	*Morocco	*Zimbabwe
*Ethiopia	*Mozambique	
*Finland	*Myanmar	

(* = Constant cases.)

General aims of education 1980s: list of cases included in the data set by world classification

Developing, 83 countries

*Afghanistan	*Ethiopia	*Mozambique
*Algeria	*Gambia	*Myanmar
*Angola	*Ghana	*Nepal
*Argentina	*Guatemala	*Nicaragua
*Bahrain	*Haiti	*Nigeria
*Bangladesh	*Honduras	*Oman
*Benin	*India	*Pakistan
*Bolivia	*Indonesia	*Panama
*Botswana	*Iran, Islamic Rep. of	*Paraguay
*Brazil	*Iraq	*Peru
*Burkina Faso	*Jamaica	*Philippines
*Burundi	*Jordan	*Qatar
*Cambodia	*Kenya	*Saint Lucia
*Cameroon	*Korea, Rep. of	*Saudi Arabia
*Central African Rep.	*Kuwait	*Senegal
*Chad	*Lao People's Dem. Rep.	*Seychelles
*Chile	*Lebanon	*Sri Lanka
*China	*Liberia	*Sudan
*Congo	*Libyan Arab Jamah.	*Syrian Arab Rep.
*Congo, Dem. Rep. of	*Madagascar	*Tanzania, United Rep. Of
*Costa Rica	*Malawi	*Thailand
*Cuba	*Malaysia	*Tunisia
*Cyprus	*Maldives	*Turkey
*Dominica	*Mali	*Venezuela
*Dominican Rep.	*Mauritius	*Viet Nam
*Ecuador	*Mexico	*Zambia
*Egypt	*Mongolia	*Zimbabwe
*El Salvador	*Morocco	

Developed, 29 countries

*Albania	Germany, Federal Rep. of	*Norway
*Australia	*Greece	*Poland
*Austria	*Hungary	*Portugal
*Belarus	*Ireland	*Romania
*Belgium	*Israel	*Spain
*Bulgaria	*Italy	*Ukraine
*Canada	*Japan	*United Kingdom
Czechoslovakia	*Malta	USSR
*Finland	*Netherlands	Yugoslavia
*France	*New Zealand	

(* = Constant cases.)

General aims of education 1980s: list of cases included in the data set by income level

Low income (less than US\$1,500), 62 countries

*Afghanistan	*Ethiopia	*Nicaragua
*Albania	*Gambia	*Nigeria
*Angola	*Ghana	*Pakistan
*Bangladesh	*Guatemala	*Paraguay
*Benin	*Haiti	*Peru
*Bolivia	*Honduras	*Philippines
*Botswana	*India	*Poland
*Burkina Faso	*Indonesia	*Romania
*Burundi	*Jamaica	*Saint Lucia
*Cambodia	*Kenya	*Senegal
*Cameroon	*Lao People's Dem. Rep.	*Sri Lanka
*Central African Rep.	*Liberia	*Sudan
*Chad	*Madagascar	*Syrian Arab Rep.
*China	*Malawi	*Tanzania, United Rep. Of
*Congo	*Maldives	*Thailand
*Congo, Dem. Rep. of	*Mali	*Tunisia
*Cuba	*Mauritius	*Turkey
*Dominica	*Morocco	*Viet Nam
*Dominican Rep.	*Mozambique	*Zambia
*Egypt	*Myanmar	*Zimbabwe
*El Salvador	*Nepal	

Medium income (US\$1,500-5,200), 27 countries

*Algeria	*Greece	*Mexico
*Belarus	*Hungary	*Mongolia
*Brazil	*Iran, Islamic Rep. of	*Panama
*Bulgaria	*Iraq	*Portugal
*Chile	*Jordan	*Seychelles
*Costa Rica	*Korea, Rep. of	*Ukraine
*Cyprus	*Lebanon	USSR
Czechoslovakia	*Malaysia	*Venezuela
*Ecuador	*Malta	Yugoslavia

High income (more than US\$5,200), 23 countries

*Argentina	Germany, Federal Rep. of	*New Zealand
*Australia	*Ireland	*Norway
*Austria	*Israel	*Oman
*Bahrain	*Italy	*Qatar
*Belgium	*Japan	*Saudi Arabia
*Canada	*Kuwait	*Spain
*Finland	*Libyan Arab Jamah.	*United Kingdom
*France	*Netherlands	

(* = Constant cases.)

**General aims of education 1980s: list of cases included in the data set
by EFA region**

Arab States [AS], 15 countries

*Algeria	*Kuwait	*Qatar
*Bahrain	*Lebanon	*Saudi Arabia
*Egypt	*Libyan Arab Jamah.	*Sudan
*Iraq	*Morocco	*Syrian Arab Rep.
*Jordan	*Oman	*Tunisia

Central and Eastern Europe [CEE], 11 countries

*Albania	*Hungary	*Ukraine
*Belarus	*Poland	USSR
*Bulgaria	*Romania	Yugoslavia
Czechoslovakia	*Turkey	

East Asia and the Pacific [EAPA], 14 countries

*Australia	*Korea, Rep. of	*New Zealand
*Cambodia	*Lao People's Dem. Rep.	*Philippines
*China	*Malaysia	*Thailand
*Indonesia	*Mongolia (1)	*Viet Nam
*Japan	*Myanmar	

Latin America and the Caribbean [LAC], 21 countries

*Argentina	*Dominican Rep.	*Mexico
*Bolivia	*Ecuador	*Nicaragua
*Brazil	*El Salvador	*Panama
*Chile	*Guatemala	*Paraguay
*Costa Rica	*Haiti	*Peru
*Cuba	*Honduras	*Saint Lucia
*Dominica	*Jamaica	*Venezuela

North America and Western Europe [NAWE], 17 countries

*Austria	Germany, Federal Rep. of	*Netherlands
*Belgium	*Greece	*Norway
*Canada	*Ireland	*Portugal
*Cyprus	*Israel	*Spain
*Finland	*Italy	*United Kingdom
*France	*Malta	

Sub-Saharan Africa [SSA], 26 countries

*Angola	*Congo, Dem. Rep. of	*Mauritius
*Benin	*Ethiopia	*Mozambique
*Botswana	*Gambia	*Nigeria
*Burkina Faso	*Ghana	*Senegal
*Burundi	*Kenya	*Seychelles
*Cameroon	*Liberia	*Tanzania, United Rep. Of
*Central African Rep.	*Madagascar	*Zambia
*Chad	*Malawi	*Zimbabwe
*Congo	*Mali	

South and West Asia [SWA], 8 countries

*Afghanistan	*Iran, Islamic Rep. of	*Pakistan
*Bangladesh	*Maldives	*Sri Lanka
*India	*Nepal	

(1) Mongolia, normally under the Central Asia region, has been included under East Asia and the Pacific for the 1980s period and constant cases analyses.
(* = Constant cases.)

Aims of primary education 2000s: list of cases included in the data set

Total: 137 countries

Albania	*Finland	New Zealand
*Algeria	*France	Nicaragua
Andorra	Georgia	Niger
*Angola	Germany	*Nigeria
*Argentina	*Ghana	*Norway
Armenia	*Greece	Oman
*Australia	Grenada	*Panama
*Bahrain	*Guatemala	Papua New Guinea
*Bangladesh	*Guyana	*Peru
Barbados	*Honduras	*Philippines
*Belarus	*Hungary	*Poland
*Belgium	*Iceland	*Portugal
*Benin	*India	*Qatar
Bhutan	*Indonesia	*Romania
Bolivia	*Iran, Islamic Rep. of	Russian Fed.
*Botswana	*Ireland	*Rwanda
*Brazil	*Italy	Saint Kitts & Nevis
Brunei Darussalam	*Jamaica	Saint Lucia
*Bulgaria	*Jordan	*Saudi Arabia
Burkina Faso	Kazakhstan	Senegal
Cambodia	*Kenya	Serbia & Montenegro
Canada	*Korea, Rep. of	*Seychelles
Cape Verde	*Kuwait	Singapore
*Central African Rep.	Kyrgyzstan	Slovenia
*Chile	Lao People's Dem. Rep.	South Africa
*China	Latvia	*Spain
*Colombia	Lebanon	*Sri Lanka
Comoros	Lesotho	Sudan
*Congo	*Liberia	*Sweden
*Congo, Dem. Rep. of	Libyan Arab Jamah.	*Syrian Arab Rep.
Cook Islands	Lithuania	*Thailand
Costa Rica	*Luxembourg	The FYR of Macedonia
Croatia	*Madagascar	*Tunisia
*Cuba	Malawi	*Turkey
*Cyprus	*Malaysia	Ukraine
Czech Rep.	Maldives	United Arab Emirates
*Denmark	*Malta	*United Kingdom
Djibouti	*Mauritius	United States of America
Dominica	*Mexico	Uruguay
*Dominican Rep.	Moldova, Rep. of	Uzbekistan
*Ecuador	Mongolia	*Venezuela
*Egypt	*Morocco	*Viet Nam
*El Salvador	*Mozambique	Yemen
Eritrea	Namibia	*Zambia
Estonia	*Nepal	*Zimbabwe
Ethiopia	*Netherlands	

(* = Constant cases.)

Aims of primary education 2000s: list of cases included in the data set by world classification

Developing, 93 countries

*Algeria	*El Salvador	*Nepal
*Angola	Eritrea	Nicaragua
*Argentina	Ethiopia	Niger
*Bahrain	*Ghana	*Nigeria
*Bangladesh	Grenada	Oman
Barbados	*Guatemala	*Panama
*Benin	*Guyana	Papua New Guinea
Bhutan	*Honduras	*Peru
Bolivia	*India	*Philippines
*Botswana	*Indonesia	*Qatar
*Brazil	*Iran, Islamic Rep. of	*Rwanda
Brunei Darussalam	*Jamaica	Saint Kitts & Nevis
Burkina Faso	*Jordan	Saint Lucia
Cambodia	*Kenya	*Saudi Arabia
Cape Verde	*Korea, Rep. of	Senegal
*Central African Rep.	*Kuwait	*Seychelles
*Chile	Lao People's Dem. Rep.	Singapore
*China	Lebanon	South Africa
*Colombia	Lesotho	*Sri Lanka
Comoros	*Liberia	Sudan
*Congo	Libyan Arab Jamah.	*Syrian Arab Rep.
*Congo, Dem. Rep. of	*Madagascar	*Thailand
Cook Islands	Malawi	*Tunisia
Costa Rica	*Malaysia	*Turkey
*Cuba	Maldives	United Arab Emirates
*Cyprus	*Mauritius	Uruguay
Djibouti	*Mexico	*Venezuela
Dominica	Mongolia	*Viet Nam
*Dominican Rep.	*Morocco	Yemen
*Ecuador	*Mozambique	*Zambia
*Egypt	Namibia	*Zimbabwe

Developed, 22 countries

Andorra	*Greece	*Norway
*Australia	*Iceland	*Portugal
*Belgium	*Ireland	*Spain
Canada	*Italy	*Sweden
*Denmark	*Luxembourg	*United Kingdom
*Finland	*Malta	United States of America
*France	*Netherlands	
Germany	New Zealand	

Transition, 22 countries

Albania	*Hungary	Russian Fed.
Armenia	Kazakhstan	Serbia & Montenegro

*Belarus
*Bulgaria
Croatia
Czech Rep.
Estonia

Kyrgyzstan
Latvia
Lithuania
Moldova, Rep. of
*Poland

Slovenia
The FYR of Macedonia
Ukraine

(* = Constant cases.)

**Aims of primary education 2000s: list of cases included in the data set
by income level**

Low income (less than US\$1,500), 55 countries

Albania	Ethiopia	*Nepal
*Angola	Georgia	Nicaragua
Armenia	*Ghana	Niger
*Bangladesh	*Guyana	*Nigeria
*Belarus	*Honduras	Papua New Guinea
*Benin	*India	*Philippines
Bhutan	*Indonesia	*Rwanda
Bolivia	Kazakhstan	Senegal
Burkina Faso	*Kenya	Serbia & Montenegro
Cambodia	Kyrgyzstan	*Sri Lanka
Cape Verde	Lao People's Dem. Rep.	Sudan
*Central African Rep.	Lesotho	Ukraine
*China	*Liberia	Uzbekistan
Comoros	*Madagascar	*Viet Nam
*Congo	Malawi	Yemen
*Congo, Dem. Rep. of	Moldova, Rep. of	*Zambia
Djibouti	Mongolia	*Zimbabwe
*Egypt	*Morocco	
Eritrea	*Mozambique	

Medium income (US\$1,500-5,200), 42 countries

*Algeria	Estonia	*Panama
*Botswana	Grenada	*Peru
*Brazil	*Guatemala	*Poland
*Bulgaria	*Hungary	*Romania
*Chile	*Iran, Islamic Rep. of	Russian Fed.
*Colombia	*Jamaica	Saint Lucia
Cook Islands	*Jordan	South Africa
Costa Rica	Latvia	*Syrian Arab Rep.
Croatia	Lebanon	*Thailand
*Cuba	Lithuania	The FYR of Macedonia
Dominica	*Malaysia	*Tunisia
*Dominican Rep.	Maldives	*Turkey
*Ecuador	*Mauritius	Uruguay
*El Salvador	Namibia	*Venezuela

High Income (more than US\$5,200), 40 countries

Andorra	*Greece	*Portugal
*Argentina	*Iceland	*Qatar
*Australia	*Ireland	Saint Kitts & Nevis
*Bahrain	*Italy	*Saudi Arabia
Barbados	*Korea, Rep. of	*Seychelles
*Belgium	*Kuwait	Singapore
Brunei Darussalam	Libyan Arab Jamah.	Slovenia

Canada
*Cyprus
Czech Rep.
*Denmark
*Finland
*France
Germany

*Luxembourg
*Malta
*Mexico
*Netherlands
New Zealand
*Norway
Oman

*Spain
*Sweden
United Arab Emirates
*United Kingdom
United States of America

(* = Constant cases.)

**Aims of primary education 2000s: list of cases included in the data set
by EFA region**

Arab States [AS], 17 countries

*Algeria	Lebanon	Sudan
*Bahrain	Libyan Arab Jamah.	*Syrian Arab Rep.
Djibouti	*Morocco	*Tunisia
*Egypt	Oman	United Arab Emirates
*Jordan	*Qatar	Yemen
*Kuwait	*Saudi Arabia	

Central Asia [CA], 6 countries

Armenia	Kazakhstan	Mongolia
Georgia	Kyrgyzstan	Uzbekistan

Central and Eastern Europe[CEE], 18 countries

Albania	*Hungary	Russian Fed.
*Belarus	Latvia	Serbia & Montenegro
*Bulgaria	Lithuania	Slovenia
Croatia	Moldova, Rep. of	The FYR of Macedonia
Czech Rep.	*Poland	*Turkey
Estonia	*Romania	Ukraine

East Asia and the Pacific [EAPA], 15 countries

*Australia	*Indonesia	Papua New Guinea
Brunei Darussalam	*Korea, Rep. of	*Philippines
Cambodia	Lao People's Dem. Rep.	Singapore
*China	*Malaysia	*Thailand
Cook Islands	New Zealand	*Viet Nam

Latin America and the Caribbean [LAC], 25 countries

*Argentina	*Dominican Rep.	Nicaragua
Barbados	*Ecuador	*Panama
Bolivia	*El Salvador	*Peru
*Brazil	Grenada	Saint Kitts & Nevis
*Chile	*Guatemala	Saint Lucia
*Colombia	*Guyana	Uruguay
Costa Rica	*Honduras	*Venezuela
*Cuba	*Jamaica	
Dominica	*Mexico	

North America and Western Europe [NAWE], 21 countries

Andorra	Germany	*Netherlands
*Belgium	*Greece	*Norway
Canada	*Iceland	*Portugal

*Cyprus
*Denmark
*Finland
*France

*Ireland
*Italy
*Luxembourg
*Malta

*Spain
*Sweden
*United Kingdom
United States of America

Sub-Saharan Africa [SSA], 28 countries

*Angola
*Benin
*Botswana
Burkina Faso
Cape Verde
*Central African Rep.
Comoros
*Congo
*Congo, Dem. Rep. of
Eritrea

Ethiopia
*Ghana
*Kenya
Lesotho
*Liberia
*Madagascar
Malawi
*Mauritius
*Mozambique
Namibia

Niger
*Nigeria
*Rwanda
Senegal
*Seychelles
South Africa
*Zambia
*Zimbabwe

South and West Asia [SWA], 7 countries

*Bangladesh
Bhutan
*India

*Iran, Islamic Rep. of
Maldives
*Nepal

*Sri Lanka

(* = Constant cases.)

Aims of primary education 1980s: list of cases included in the data set

Total: 95 countries

*Algeria	*Greece	*Nigeria
*Angola	*Guatemala	*Norway
*Argentina	Guinea	Pakistan
*Australia	*Guyana	*Panama
*Bahrain	Haiti	Paraguay
*Bangladesh	*Honduras	*Peru
*Belarus	*Hungary	*Philippines
*Belgium	*Iceland	*Poland
*Benin	*India	*Portugal
*Botswana	*Indonesia	*Qatar
*Brazil	*Iran, Islamic Rep. of	*Romania
*Bulgaria	Iraq	*Rwanda
Burundi	*Ireland	*Saudi Arabia
Cameroon	Israel	*Seychelles
*Central African Rep.	*Italy	*Spain
*Chile	*Jamaica	*Sri Lanka
*China	Japan	*Sweden
*Colombia	*Jordan	*Syrian Arab Rep.
*Congo	*Kenya	Tanzania, United Rep. Of
*Congo, Dem. Rep. of	*Korea, Rep. of	*Thailand
*Cuba	*Kuwait	Togo
*Cyprus	*Liberia	Trinidad & Tobago
Czechoslovakia	*Luxembourg	*Tunisia
*Denmark	*Madagascar	*Turkey
*Dominican Rep.	*Malaysia	*United Kingdom
*Ecuador	*Malta	USSR
*Egypt	*Mauritius	*Venezuela
*El Salvador	*Mexico	*Viet Nam
*Finland	*Morocco	Yugoslavia
*France	*Mozambique	*Zambia
Germany, Federal Rep. of	*Nepal	*Zimbabwe
*Ghana	*Netherlands	

(* = Constant cases.)

Aims of primary education 1980s: list of cases included in the data set by world classification

Developing, 67 countries

*Algeria	*Guatemala	Pakistan
*Angola	Guinea	*Panama
*Argentina	*Guyana	Paraguay
*Bahrain	Haiti	*Peru
*Bangladesh	*Honduras	*Philippines
*Benin	*India	*Qatar
*Botswana	*Indonesia	*Rwanda
*Brazil	*Iran, Islamic Rep. of	*Saudi Arabia
Burundi	Iraq	*Seychelles
Cameroon	*Jamaica	*Sri Lanka
*Central African Rep.	*Jordan	*Syrian Arab Rep.
*Chile	*Kenya	Tanzania, United Rep. Of
*China	*Korea, Rep. of	*Thailand
*Colombia	*Kuwait	Togo
*Congo	*Liberia	Trinidad & Tobago
*Congo, Dem. Rep. of	*Madagascar	*Tunisia
*Cuba	*Malaysia	*Turkey
*Cyprus	*Mauritius	*Venezuela
*Dominican Rep.	*Mexico	*Viet Nam
*Ecuador	*Morocco	*Zambia
*Egypt	*Mozambique	*Zimbabwe
*El Salvador	*Nepal	
*Ghana	*Nigeria	

Developed, 28 countries

*Australia	*Hungary	*Poland
*Belarus	*Iceland	*Portugal
*Belgium	*Ireland	*Romania
*Bulgaria	Israel	*Spain
Czechoslovakia	*Italy	*Sweden
*Denmark	Japan	*United Kingdom
*Finland	*Luxembourg	USSR
*France	*Malta	Yugoslavia
Germany, Federal Rep. of	*Netherlands	
*Greece	*Norway	

(* = Constant cases.)

**Aims of primary education 1980s: list of cases included in the data set
by income level**

Low income (less than US\$1,500), 49 countries

*Angola	Guinea	*Peru
*Bangladesh	*Guyana	*Philippines
*Benin	Haiti	*Poland
*Botswana	*Honduras	*Romania
Burundi	*India	*Rwanda
Cameroon	*Indonesia	*Sri Lanka
*Central African Rep.	*Jamaica	*Syrian Arab Rep.
*China	*Kenya	Tanzania, United Rep. Of
*Colombia	*Liberia	*Thailand
*Congo	*Madagascar	Togo
*Congo, Dem. Rep. of	*Mauritius	*Tunisia
*Cuba	*Morocco	*Turkey
*Dominican Rep.	*Mozambique	*Viet Nam
*Egypt	*Nepal	*Zambia
*El Salvador	*Nigeria	*Zimbabwe
*Ghana	Pakistan	
*Guatemala	Paraguay	

Medium income (US\$1,500-5,200), 23 countries

*Algeria	*Greece	*Mexico
*Belarus	*Hungary	*Panama
*Brazil	*Iran, Islamic Rep. of	*Portugal
*Bulgaria	Iraq	*Seychelles
*Chile	*Jordan	USSR
*Cyprus	*Korea, Rep. of	*Venezuela
Czechoslovakia	*Malaysia	Yugoslavia
*Ecuador	*Malta	

High Income (more than US\$5,200), 23 countries

*Argentina	*Iceland	*Norway
*Australia	*Ireland	*Qatar
*Bahrain	Israel	*Saudi Arabia
*Belgium	*Italy	*Spain
*Denmark	Japan	*Sweden
*Finland	*Kuwait	Trinidad & Tobago
*France	*Luxembourg	*United Kingdom
Germany, Federal Rep. of	*Netherlands	

(* = Constant cases.)

**Aims of primary education 1980s: list of cases included in the data set
by EFA region**

Arab States [AS], 11 countries

*Algeria	*Jordan	*Saudi Arabia
*Bahrain	*Kuwait	*Syrian Arab Rep.
*Egypt	*Morocco	*Tunisia
Iraq	*Qatar	

Central and Eastern Europe [CEE], 9 countries

*Belarus	*Hungary	*Turkey
*Bulgaria	*Poland	USSR
Czechoslovakia	*Romania	Yugoslavia

East Asia and the Pacific [EAPA], 9 countries

*Australia	Japan	*Philippines
*China	*Korea, Rep. of	*Thailand
*Indonesia	*Malaysia	*Viet Nam

Latin America and the Caribbean [LAC], 19 countries

*Argentina	*El Salvador	*Panama
*Brazil	*Guatemala	Paraguay
*Chile	*Guyana	*Peru
*Colombia	Haiti	Trinidad & Tobago
*Cuba	*Honduras	*Venezuela
*Dominican Rep.	*Jamaica	
*Ecuador	*Mexico	

North America and Western Europe [NAWE], 19 countries

*Belgium	*Iceland	*Norway
*Cyprus	*Ireland	*Portugal
*Denmark	Israel	*Spain
*Finland	*Italy	*Sweden
*France	*Luxembourg	*United Kingdom
Germany, Federal Rep. of	*Malta	
*Greece	*Netherlands	

Sub-Saharan Africa [SSA], 22 countries

*Angola	*Ghana	*Rwanda
*Benin	Guinea	*Seychelles
*Botswana	*Kenya	Tanzania, United Rep. Of
Burundi	*Liberia	Togo
Cameroon	*Madagascar	*Zambia
*Central African Rep.	*Mauritius	*Zimbabwe
*Congo	*Mozambique	

*Congo, Dem. Rep. of

*Nigeria

South and West Asia [SWA], 6 countries

*Bangladesh

*Iran, Islamic Rep. of

Pakistan

*India

*Nepal

*Sri Lanka

(* = Constant cases.)