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**General debate: actions for the further implementation of the
Programme of Action of the International Conference on
Population and Development at the global, regional and
national levels**

**Flow of financial resources for assisting in the further
implementation of the Programme of Action of the
International Conference on Population and Development****Report of the Secretary-General***Summary*

The present report on the flow of financial resources for assisting in the further implementation of the Programme of Action of the International Conference on Population and Development consists of three main parts. In the first part, overall trends in official and private development aid are discussed; the second is focused on aid for population-related matters; and the third serves to address aid pertaining to the thematic focus of the fifty-sixth session of the Commission on Population and Development, which concerns the link between population, education and sustainable development.

Official and private aid reached record levels in 2021, but the rate of increase in aid saw a marked deceleration. Between 2019 and 2020, aid for population-related matters experienced a marked increase, consistent with the rise in total aid and counteracting the large decline in aid for population-related matters between 2018 and 2019. Measured in dollars per woman of reproductive age in the developing world, aid disbursements by all official donors increased from \$4.74 in 2019 to \$6.15 in 2020, or by \$1.41, but when measured using the grant equivalent methodology, aid from official donors increased by only \$0.58 year on year. Aid in support of education has fallen as a share of total aid but has grown in absolute terms and is larger than suggested by a focus on aid for the education sector alone, because aid to numerous other sectors includes components of education, training and research as well as capacity-building.

* E/CN.9/2023/1.



I. Introduction

1. In accordance with the methodological recommendations contained in the report on the flow of financial resources for assisting in the further implementation of the Programme of Action of the International Conference on Population and Development (E/CN.9/2019/4), prepared for the fifty-second session of the Commission on Population and Development, the present report is focused on the latest trends in official development assistance (ODA)¹ and on the costed components of the Programme of Action, namely, sexual and reproductive health, comprising reproductive health, family planning and sexually transmitted infections, including HIV/AIDS, as well as on population data and policy analysis.

2. The analysis is based on official development aid data reported to and published by the Organisation for Economic Co-operation and Development (OECD), complemented by private aid flows reported to the Organisation. While the measure of grant equivalents is available for recent years and official aid flows, it cannot be used for trend analysis or private aid flows.² Hence, the report is based largely on aid disbursements, which provide a better overview of actual aid allocations than aid commitments. Wherever possible, disbursements are expressed in net terms (amount disbursed less repayment of principle on earlier loans), but in the case of deeper sectoral analysis, they are expressed in gross terms (actual amount disbursed). In either case, aid flows are expressed in, or based on, constant United States dollars, unless otherwise specified.

3. The breakdown of aid by sector and thematic area is based on the Creditor Reporting System of the OECD International Development Statistics databases. Unlike aggregate aid flows, which were available up to 2021 at the time of writing, disaggregated aid flows by sector were available only up to 2020. Thus, the disaggregated aid flows capture only partially the impacts of the coronavirus disease (COVID-19) pandemic and do not yet reflect impacts of the war in Ukraine.

4. The report has three main parts. In the first part, the Secretary-General provides an update on overall trends in development assistance (section II); in the second, trends and recent changes in development assistance for population-related matters are highlighted (section III); and in the third, trends in development assistance for education are discussed (section IV). The final section of the report contains a summary of key findings, and conclusions and recommendations (section V).

5. The special theme of the fifty-sixth session of the Commission on Population and Development, to be held in April 2023, is “Population, education and sustainable development”. Education is essential for giving people voice and agency and for realizing sexual and reproductive health and reproductive rights. According to the State of the World Population Report 2022,³ published by the United Nations Population Fund (UNFPA), nearly half of all pregnancies between 2015 and 2019 were unplanned. This represents a shocking inability of women and girls to freely make one of the most important decisions of a lifetime: whether and when to have a child. While many unplanned pregnancies indicate a lack of access to essential family

¹ In the present report, the terms “official development assistance” and “official aid” are used interchangeably.

² “The grant equivalent is an estimate, at today’s value of money, of how much is being given away over the life of a financial transaction, compared with a transaction at market terms. The grant equivalent is the grant element multiplied by the amount of money extended”. Organisation for Economic Co-operation and Development (OECD), “The modernisation of official development assistance (ODA)”, available at www.oecd.org/dac/financing-sustainable-development/modernisation-dac-statistical-system.htm.

³ *Seeing the Unseen: The case for action in the neglected crisis of unintended pregnancy* (United Nations publication, 2022).

planning commodities and reproductive health services, others reflect women's loss of decision-making power and of bodily autonomy and agency.

6. Investments in human capital are essential for development, including major investments to ensure universal access to high-quality education throughout the life course. Progress towards the achievement of Sustainable Development Goal 4, on ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all, positively affects progress on many other Goals, including Goals 1, 3, 5 and 10. However, numerous shortfalls impede the achievement of Goal 4. At the Transforming Education Summit of 2022, key current challenges for the education sector were outlined, including the need to place greater emphasis on the quality of teaching and pedagogy and on learning outcomes, ensure inclusive access to education, including gender equality at all levels of schooling, improve infrastructure, address the digital divide and greatly expand lifelong learning. Meeting these challenges will demand substantially new investments by Member States and the donor community. For countries at an early stage of the demographic transition, population momentum will mean larger cohorts of school-age children in the coming decades, and growing enrolment numbers will result in heightened demand for new classrooms, materials and teachers. For countries at a later stage of the demographic transition, a second demographic dividend is possible only if people have accumulated resources over the life course and are able to give back to society. Where the relative size of the labour force is shrinking, education increases the potential for boosting per capita productivity, expanding the labour force and providing opportunities for people to make up for missed schooling or to retool and remain productively engaged in the economy and society.

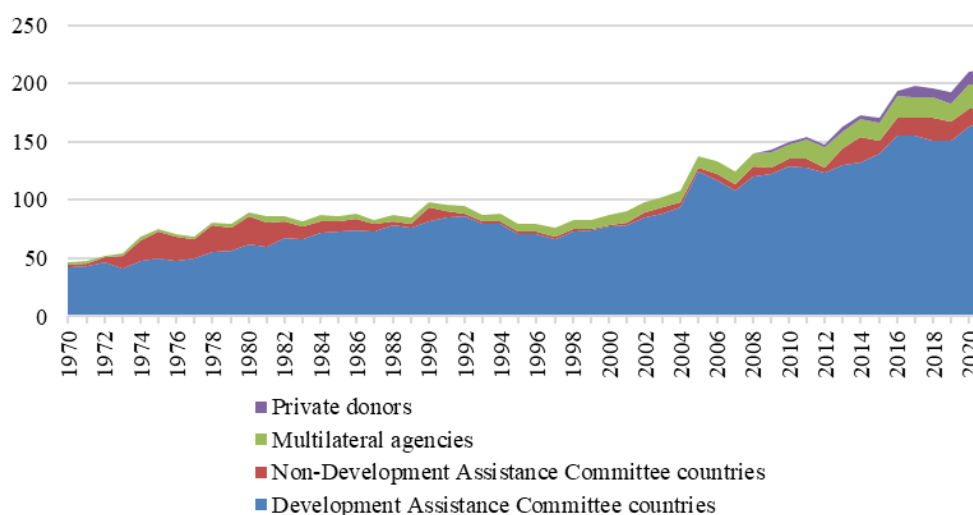
7. Ultimately, education helps people to live more empowered lives and remains one of the most valuable investments for overall economic development. While the education of younger generations in formal settings provides the bedrock for any strategy to develop human capital, the education of adults in less formal or in informal settings is also critical for active and healthy ageing. Furthermore, high-quality primary, secondary and tertiary education, in which transferable skills and subject matter expertise are taught, needs to be complemented by vocational, technical and managerial training, which are aimed at building the skills needed by the labour market at any given time.

8. Human capital demands adequate investment in education but also investment in health throughout the life course. Formative good health begins in pregnancy and early childhood and extends into old age. Healthy and active ageing does not start at the age of 60; it must be developed from childhood. To this end, the tracking of resource flows for population matters, including for reproductive health, family planning and sexually transmitted infections, including HIV/AIDS, is a valuable way to monitor the level of investment being mobilized and disbursed for development, with particular regard to investments that ensure the human rights and full participation of women and girls.

9. Accordingly, in the present report, the Secretary-General examines aid flows for population matters and the education sector, with a focus on children, young people and adults; basic, advanced and higher education; vocational, technical and managerial training, where data are available; and other sectors that are explicitly focused on education, training and research. The analysis of aid flows to education complements the two other reports of the Secretary-General to the Commission on Population and Development, on population, education and sustainable development (E/CN.9/2023/2) and on the review of programmes and interventions for the implementation of the Programme of Action of the International Conference on Population and Development in the context of population, education and sustainable development (E/CN.9/2023/3), respectively.

II. Overall trends in official development assistance

Figure I
Aid disbursements by official and private donors to all countries, 1970–2021
 (Billions of constant United States dollars)



Source: Estimates for official donors based on OECD International Development Statistics: Development Assistance Committee table 1, “Total flows by donor”, available at <https://stats.oecd.org/Index.aspx?DataSetCode=TABLE1>; and estimates for private donors based on Creditor Reporting System data, available at <https://stats.oecd.org/Index.aspx?DataSetCode=CRS1> (accessed on 12 October 2022).

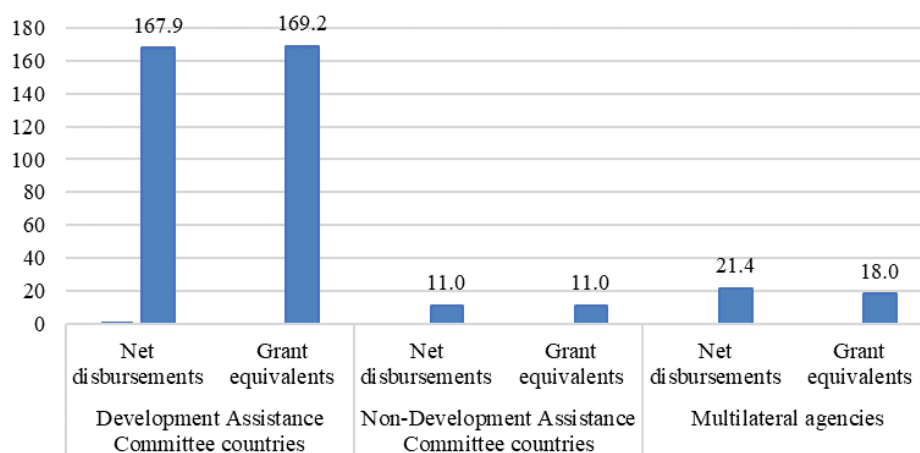
10. At the time of writing, estimates of aggregate aid flows were available only for 2021. According to those estimates, total official and private aid reached a record high of \$211.7 billion in 2021, an increase of \$1.8 billion on the updated figures for 2020 but representing a deceleration in aid receipts (see figure I). For comparison, between 2019 and 2020, total official and private aid flows increased by \$17.4 billion. Furthermore, according to initial estimates for 2020, official aid for COVID-19-related activities amounted to \$21.3 billion.⁴ If this figure is subtracted from the total, aid levels for other activities actually fell between 2019 and 2020, and this will most likely have been the case between 2020 and 2021 also. As immediate aid for COVID-19-related activities decreases, it is unclear how international development aid will be redirected, against the background of the war in Ukraine, climate change disruptions, continuing food insecurity triggered by the pandemic, and numerous humanitarian crises, many of which are protracted. Furthermore, as donor countries require international aid for refugees hosted in their countries, it is unclear whether increases in ODA will result in actual transfers to developing countries.⁵

⁴ Estimates based on OECD International Development Statistics: Development Assistance Committee table 1, “Total flows by donor”, available at <https://stats.oecd.org/Index.aspx?DataSetCode=TABLE1>.

⁵ The United Nations Conference on Trade and Development (UNCTAD) found that there had been “no progress on Target 17.2 despite a record high in ODA disbursements due to vaccine donations”. For a critical review of global trends in official development assistance, see UNCTAD, “Official international assistance: stagnation despite pledges and new development challenges”, available at <https://sdgpulse.unctad.org/official-support-development>.

Figure II
Differences in net aid disbursements and grant equivalents for official donors, 2021

(Billions of constant United States dollars)



Source: Estimates based on OECD International Development Statistics: Development Assistance Committee table 1 (accessed on 12 October 2022).

11. Figure II contains a comparison of the grant equivalent measure of official aid and net disbursements of official aid for 2021. The main difference between the two categories can be observed in relation to aid from multilateral agencies, which suggests that a relatively small share of multilateral aid is provided in the form of grants. In the case of Development Assistance Committee donor countries (the developed countries that are members of the Development Assistance Committee of OECD), the data indicate that not all grants provided to developing countries are captured by net aid disbursements, while for non-Development Assistance Committee donor countries, the data indicate that all aid disbursements have a significant grant element. However, the difference in total official aid measured in grant elements or net disbursement terms is small for 2021.⁶ The same pattern emerges when aid measured as disbursements and aid measured as grant elements are compared for sexual and reproductive health (see table 1).

12. The current political and economic environment poses arguably the starkest challenge to financing for development and to the achievement of the Sustainable Development Goals since their inception. Countries have seen a significant increase in public spending due to the COVID-19 pandemic, rising energy prices, supply shortages and mounting inflationary pressures – and many are facing a serious economic downturn. These factors, combined with rising interest rates aimed at stemming inflationary pressures, are resulting in growing debt burdens. As a consequence, many developing countries, and especially the least developed countries, are in dire need of external assistance. Yet, for the same reasons, numerous donor countries are likely to reduce development aid or allocate aid budgets to different goals. For instance, in recent debates on aid budgets, it was suggested that a larger share of aid could be used for refugees, including those from Ukraine. Moreover, as aid is often allocated as a share of gross national income, it can be expected to decline with the economic downturn.

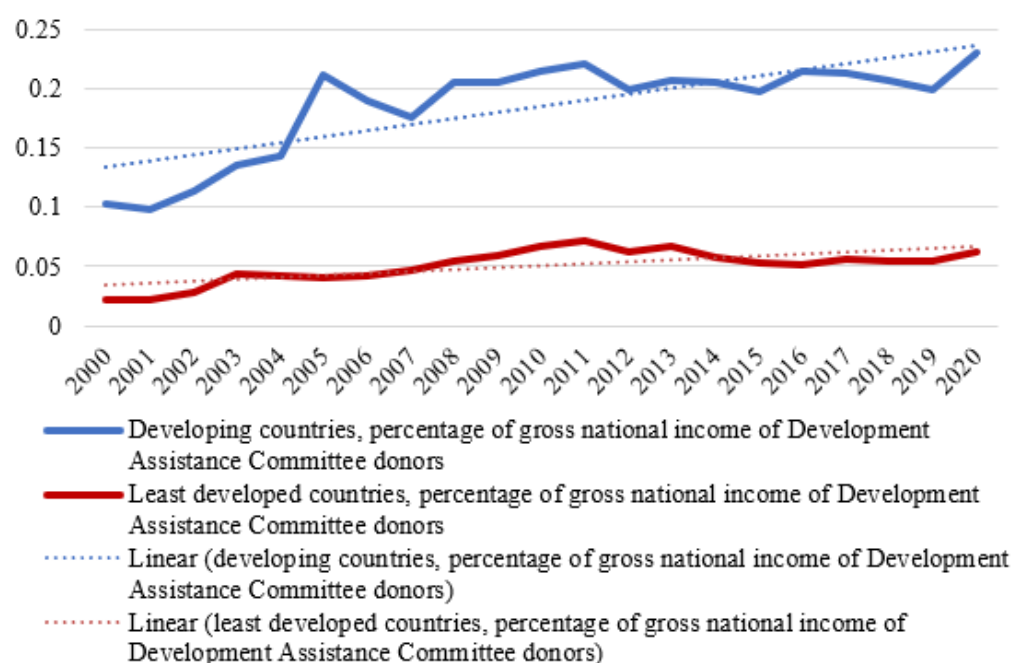
⁶ For an explanation of the new measurement methodology, see Simon Scott, *The grant element method of measuring the concessionality of loans and debt relief*, OECD Development Centre Working Papers, No. 339 (Paris, OECD, 2017).

13. It has been a long-standing target for Development Assistance Committee donor countries to provide 0.70 per cent of their gross national income as aid to all developing countries, and many of the donors have also committed to providing between 0.15 and 0.20 per cent of their gross national income as aid to the least developed countries. Both targets are enshrined in Sustainable Development Goal 17, which covers partnerships for the Goals. Annex I contains information on the extent to which individual donors met the first aid target in 2021, measured as the grant equivalent of ODA, while, as a result of lagging data, annex II shows the extent to which donor countries met the second aid target in 2020, measured in net disbursements of ODA.

Figure III

Share in net disbursements of official development assistance by Development Assistance Committee donors to all developing countries and to least developed countries, 2000–2020

(Percentage of gross national income of Development Assistance Committee donor)



Source: Estimates based on OECD International Development Statistics: “GeoBook: Geographical flows to developing countries”, available at <https://stats.oecd.org/Index.aspx?DataSetCode=DACGEO> (accessed on 12 October 2022).

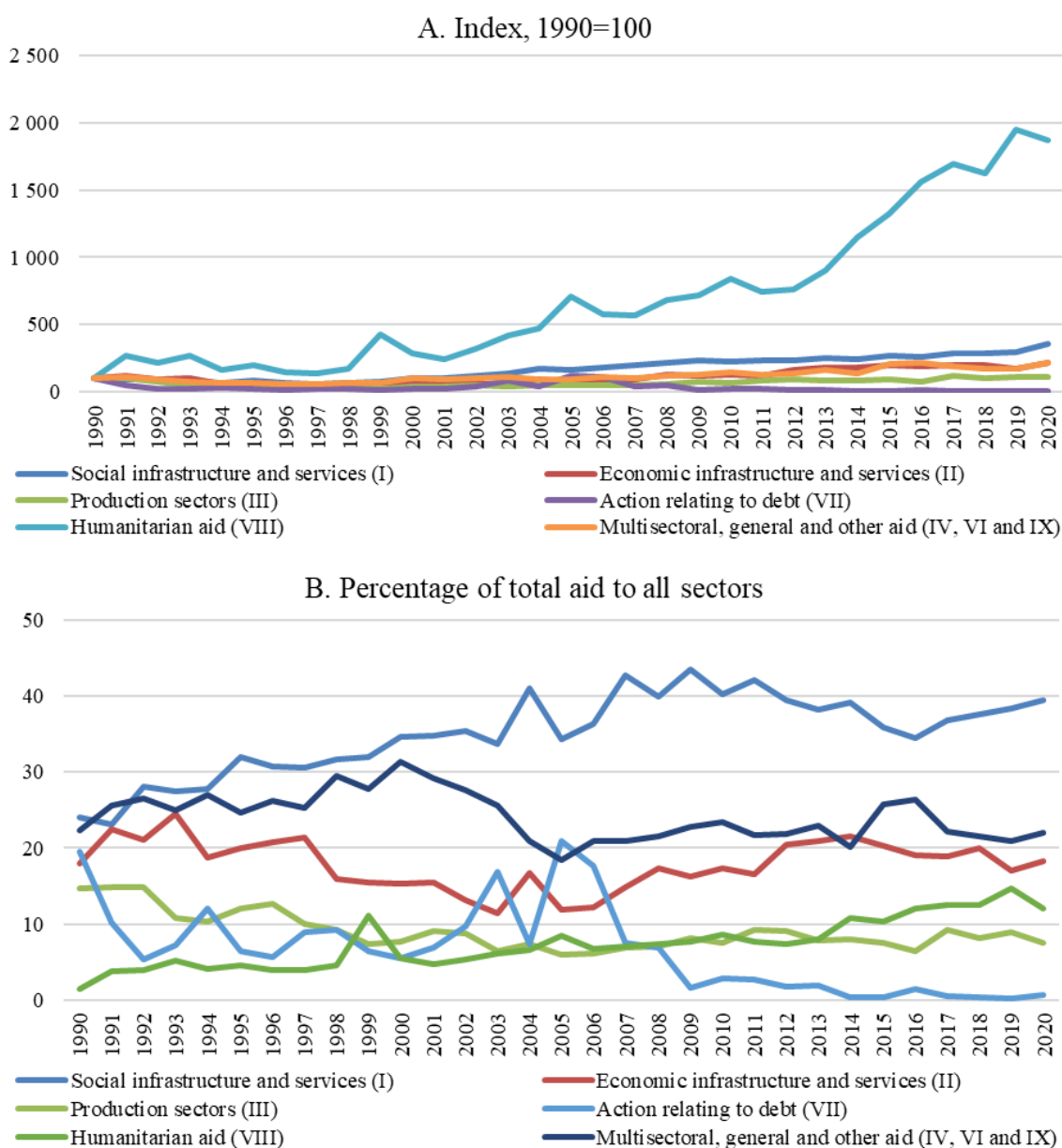
14. While the Development Assistance Committee donor countries have increased their aid not only in absolute terms but also as a share of their gross national income, the aggregate aid flow remains well below target. Aid provided by those donor countries to all developing countries, measured as a share of the combined gross national income of the donor countries, stood at only 0.23 per cent (compared with the goal of 0.70 per cent), and aid from Development Assistance Committee donor countries to the least developed countries amounted to only 0.06 per cent of the combined gross national income of the donor countries (compared with the goal of 0.15–0.20 per cent) (see figure III). However, the increase in aid to both groups of developing countries suggests a secular decline in the share of aid going to the least developed countries. Aid to that category of countries, which are the most dependent on development aid, has increased by a smaller amount than aid to other developing countries.

15. The increase in aid over recent decades has benefited all major sectors, but when measured as a share of total aid, there are large differences between sectors. Most

notably, the relatively modest increase in aid for development purposes – including aid to the social, economic and production sectors, as well as aid for multisectoral purposes – has been outpaced by a very substantial increase in aid for humanitarian purposes (see figure IV.A). In 2020, development aid increased by 239 per cent above the 1990 baseline, but humanitarian aid grew by 1,875 per cent. Thus, humanitarian aid increased almost eight times as fast as development aid. Aid for debt relief saw the smallest increase during this period, but the mounting debt challenges in developing countries, and in particular the least developed countries, may bring about changes in that regard.

Figure IV

Aid disbursements by official and private donors by sectors, 1990–2019



Source: Estimates based on OECD International Development Statistics: Development Assistance Committee table 5, “Aid (ODA) by sector and donor”, available at <https://stats.oecd.org/Index.aspx?DataSetCode=TABLE5> (accessed on 12 October 2022).

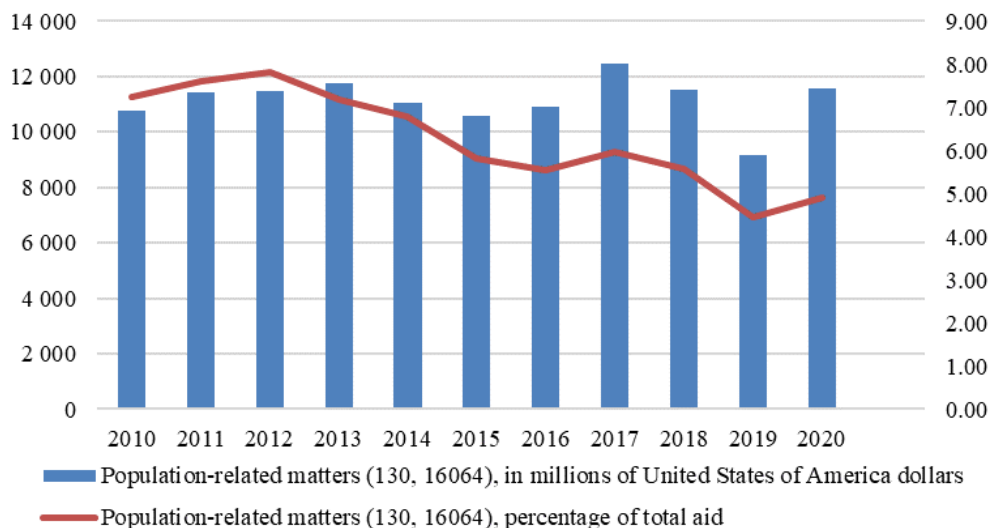
16. A comparison of the different components of development aid shows that aid for social infrastructure and services frequently appears to mirror aid for economic infrastructure and services between 1990 and 2020 (see figure IV.B). Since 2015, aid for economic infrastructure and services has again been generally declining, whereas aid for social infrastructure and services has been increasing since 2016. That increase is mostly attributable to a significant increase in overall aid for health. Aid for education, also a component of social infrastructure and services, has increased in absolute terms but declined in relative terms.⁷ These trends in aid to health and education will be discussed further below.

III. Official development assistance for the costed components of the Programme of Action of the International Conference on Population and Development

17. Following a large decline in official and private aid for population-related matters between 2018 and 2019 – as discussed in the report of the Secretary-General on the flow of financial resources for assisting in the further implementation of the Programme of Action of the International Conference on Population and Development submitted to the Commission at its fifty-fifth session (E/CN.9/2022/4) – the latest data show a marked absolute and relative increase in total aid for population-related matters between 2019 and 2020 (see figure V).

Figure V

Aid disbursements by official and private donors for population-related matters, 2010–2020



Source: Estimates based on Creditor Reporting System data, available at <https://stats.oecd.org/Index.aspx?DataSetCode=CRS1> (accessed on 1 December 2022).

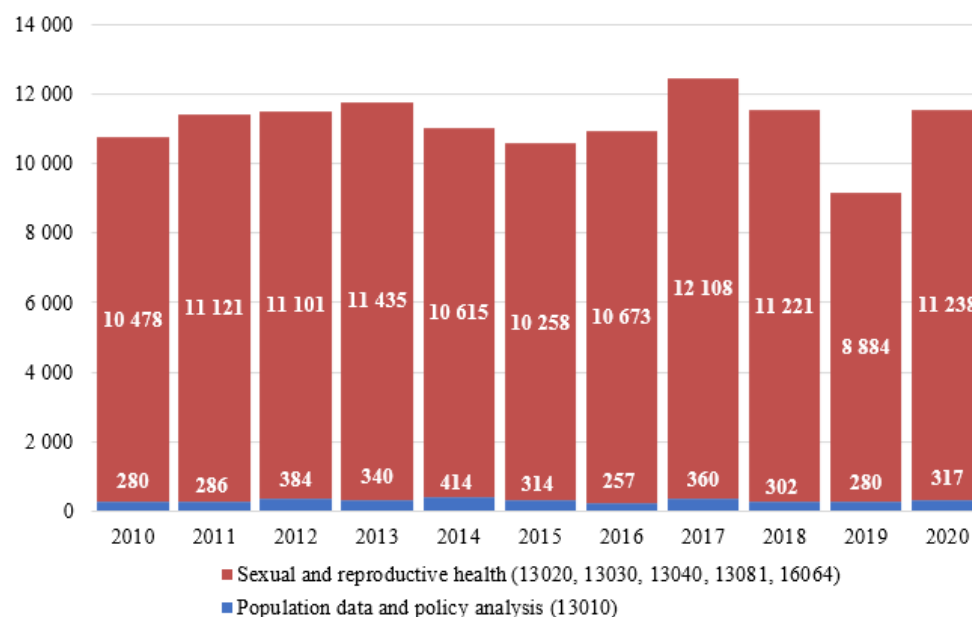
⁷ An important link between humanitarian and developmental aid is created by the European Union funding target of 2019 to allocate 10 per cent of its humanitarian aid budget to education in emergencies. According to the brief prepared by the European Union for the Transforming Education Summit, held in New York on 16 and 17 September 2022, “this investment supports children in countries affected by crises, conflicts and disasters, mainly in Africa (29% of projects) and the Middle East (25%). It offers them opportunity to access quality and safe education and minimizes the impacts of crisis on the right to education and children’s learning”. See <https://transformingeducationsummit.sdg4education2030.org/system/files/2022-08/AT5GP244.pdf>.

18. Official and private aid disbursements for population-related matters increased as a share of total aid by only 0.46 percentage points between 2019 and 2020, but this translated into a rise in aid levels of \$2,391 million, against the background of rising aid levels. The increase in aid for population-related matters was largely attributable to an increase in aid for sexual and reproductive health. During the period 2010–2020, official and private aid for sexual and reproductive health accounted for about 97 per cent of total aid for population-related matters, and aid for population data and policy analysis accounted for the remaining 3 per cent (see figure VI). Total aid for sexual and reproductive health increased by 26 per cent, or \$2,354 million, between 2019 and 2020, compared with total aid for population data and policy analysis, which increased by 13 per cent, or \$37 million.

Figure VI

Aid disbursements by official and private donors for population data and policy analysis, as well as sexual and reproductive health, 2010–2020

(Millions of United States dollars)

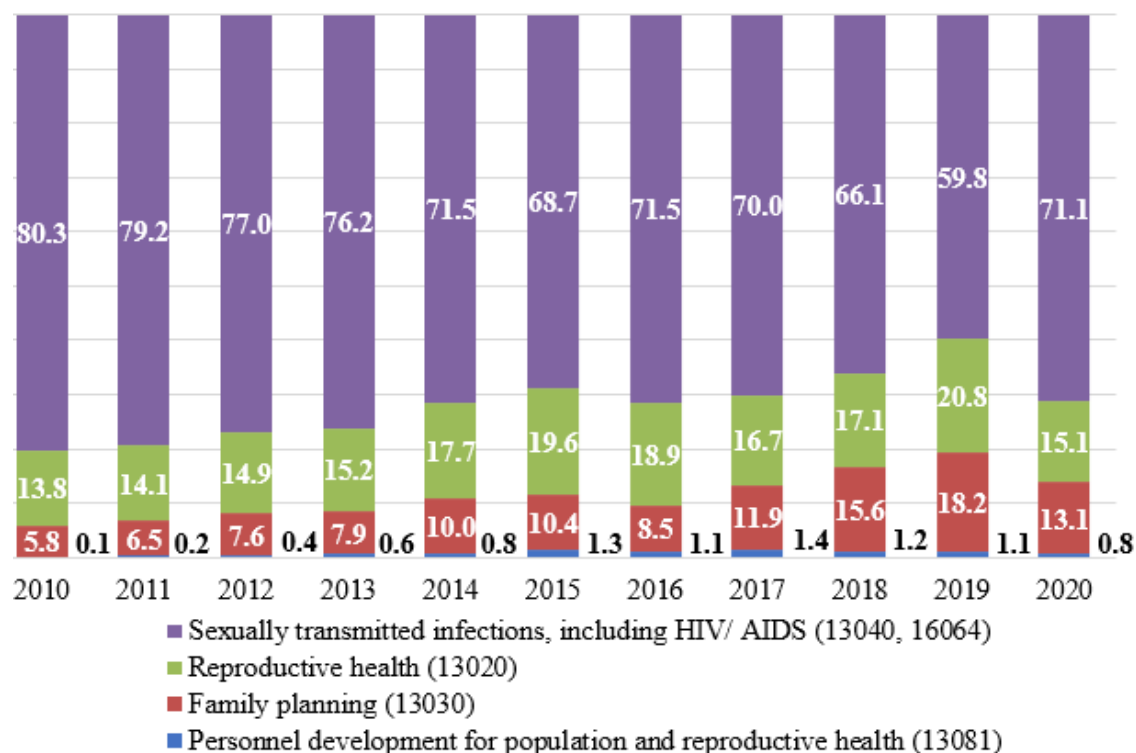


Source: Estimates based on Creditor Reporting System data (accessed on 1 December 2022).

19. Breaking down aid for sexual and reproductive health is complicated, as the subcategories of sexual and reproductive health are difficult to delineate. For example, it is almost impossible in practice to determine whether a condom is to be used for the prevention of sexually transmitted infections, and thereby classified under sexually transmitted infections, including HIV/AIDS, or whether it is provided primarily as a contribution to family planning; moreover, condoms could be used in the training of health personnel. Because of such challenges in definitively categorizing development aid, different donors may classify similar commodities or service projects under different categories of sexual and reproductive health, as a result of which a breakdown of the categories must be regarded with caution. With those caveats, figure VII provides a breakdown of ODA for sexual and reproductive health. The data show that the increase in official and private aid between 2019 and 2020 was attributable exclusively to increased aid for sexually transmitted infections, including HIV/AIDS.

Figure VII
Aid disbursements by official and private donors, by subcategories of sexual and reproductive health, 2010–2020

(Percentage share of total aid for sexual and reproductive health and rights)



Source: Estimates based on Creditor Reporting System data (accessed on 1 December 2022).

20. The increase in official and private aid for the prevention and treatment of sexually transmitted infections, including HIV/AIDS, between 2019 and 2020 came at the expense of reproductive health and family planning, as well as personnel development. Total aid for the subcategory of sexually transmitted infections increased by \$2,669 million (or 11.2 percentage points), while total aid for the subcategories of reproductive health, family planning and personnel development decreased by \$151 million, \$154 million and \$10 million (5.7, 5.2 and 0.3 percentage points), respectively. The increase in aid for sexually transmitted infections comes after two years of consecutive decline in aid for this subcategory and brings that form of aid back above 70 per cent (measured as a share of total aid for sexual and reproductive health), where it had stood for 8 of the past 11 years.

21. Expressed as aid per woman of reproductive age in the developing world, aid for sexual and reproductive health has also increased over the most recent two-year period for which data are available (2019–2020). Total aid from official and private donors measured as gross disbursements increased from \$5.44 to \$6.84 – an increase of \$1.39, or 26 per cent, in a single year. Thus, after the largest decline in aid in the past decade, which was recorded between 2018 and 2019, the largest recent increase in aid occurred between 2019 and 2020. That increase was attributable to official donors – notably Development Assistance Committee donor countries – and compensated for the decrease in aid from private donors. All official donors increased their aid, measured in gross disbursement terms, by \$1.42 between 2019 and 2020.

However, measured in grant equivalents, their aid increased by only \$0.58.⁸ The difference is attributable to aid from multilateral agencies, which has a particularly small grant element.

Table 1

Aid from official and private donors for sexual and reproductive health per woman of reproductive age in the developing world, 2010, 2019 and 2020

(United States dollars per woman)

	<i>Disbursements</i>			<i>Grant equivalents</i>		
	2010	2019	2020	2010	2019	2020
Official and private donors	6.98	5.44	6.84	..	..	..
Official donors	6.69	4.74	6.15	..	3.77	4.34
Development Assistance Committee donors	5.13	3.79	4.34	..	3.76	4.32
Non-Development Assistance Committee donors	0.00	0.00	0.01	..	0.00	0.01
Multilateral agencies	1.56	0.94	1.81	..	0.01	0.02
Private donors	0.29	0.71	0.68	..	..	..
Bill and Melinda Gates Foundation	0.29	0.37	0.36	..	..	..
Other private donors	0.00	0.34	0.32	..	..	..

Source: Estimates based on OECD International Development Statistics: Creditor Reporting System data; Creditor Reporting System grant equivalents, available at https://stats.oecd.org/Index.aspx?DataSetCode=CRS1_GREQ (accessed on 1 December 2022); and United Nations, World Population Prospects 2022, online edition, available at <https://population.un.org/wpp/Download/Standard/Population/>.

22. The increase in aid for sexual and reproductive health is consistent with the voluntary commitments of numerous countries around the world to further the realization of sexual and reproductive health and reproductive rights at the Nairobi Summit on the International Conference on Population and Development, held in November 2019. The Summit served to commemorate the twenty-fifth anniversary of the International Conference on Population and Development, held in 1994, and gave further impetus to the three transformative results of UNFPA: ending preventable maternal deaths, ensuring universal access to family planning and eliminating violence against women. The cost of related efforts between 2020 and 2030 has been estimated at \$264 billion, and at least \$42 billion of that sum is expected to be financed through donor assistance. The remaining \$222 billion is to be covered by a variety of external and national public and private sources, including out-of-pocket expenditures (see E/CN.9/2021/4).⁹

23. Progress towards the three transformative results is critically dependent on the further implementation of the Programme of Action agreed at the International Conference on Population and Development, including the development of evidence-based and rights-based responses to demographic changes. This is as true in countries concerned about high fertility rates and high levels of population growth as it is in the growing number of countries concerned about low and falling fertility rates, population ageing and population decline. It is critical that countries understand the drivers and implications of those changes and develop responses that support, rather than undermine, the further realization of sexual and reproductive health and reproductive rights. For this reason, it is important that development assistance for

⁸ The figures presented in table 1 for 2010 and 2019 differ slightly from the figures presented in the previous report (E/CN.9/2022/4) as a result of updates to the source data. However, the relatively modest changes do not change the general picture and trends discussed in that report.

⁹ For a list of the commitments, see www.naibisummiticpd.org/commitments.

population-related matters also flow to areas other than the subcategory of sexually transmitted infections and be allocated additionally to population data and policy analysis.

IV. Official development assistance for education

24. The notable increase in development assistance over recent years has been reflected in an increase in aid allocations to almost all sectors. As aid flows can vary between years, the following analysis served to compare three-year averages for two periods, in order not to reduce the effect of cyclical changes. Between the periods 2008–2010 and 2018–2020, only two sectors did not experience an increase in allocations: actions related to debt, and aid for population-related matters.

25. However, a focus on absolute aid flows masks a recalibration in aid disbursements in relative terms. Official and private aid for social infrastructure and services declined as a share of total aid by 2.8 percentage points (see figure VIII.A and VIII.B) between the periods 2008–2010 and 2018–2020, and official and private aid disbursements for education declined as a share of total aid by 0.9 percentage points in the same time frame (see figure VIII.C and VIII.D). Within the education sector, a smaller share of aid was allocated to post-secondary education and education of unspecified level, which encompasses education policy and administration (ODA sector code 11110),¹⁰ education facilities and training (11120), teacher training (11130) and educational research (11182). At least two of the categories (physical infrastructure and teacher training) were identified as underresourced priority needs at the Transforming Education Summit of 2022. A growing share of aid was allocated to basic and secondary education, with secondary education receiving the largest increase (5 per cent), although based on relatively low initial levels.

26. Measured in absolute terms, average annual aid allocations for primary education per pupil of primary school age (from 6 to 11 years) in the developing world increased from \$5.11 during the period 2008–2010 to \$6.23 between 2018 and 2020, an increase of 21.9 per cent. Similarly, the average annual aid allocations for secondary education per pupil of secondary school age (from 12 to 17 years) in the developing world increased from \$2.08 during the period 2008–2010 to \$3.81 between 2018 and 2020, an increase of 82.8 per cent.¹¹ The relative aid allocations for primary and secondary education are consistent with the targets of Sustainable Development Goal 4. While universal primary education had already been established as a target in the Millennium Development Goals that guided global development efforts for the period 2000–2015, the Sustainable Development Goals, which are guiding development efforts for the period 2015–2030, include clear targets to promote universal access to secondary education.

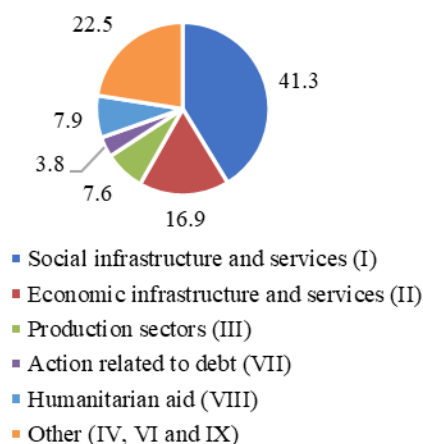
¹⁰ For definitions of sector codes, see www.oecd.org/dac/financing-sustainable-development/development-finance-standards/dacandscodelists.htm.

¹¹ Estimates based on OECD International Development Statistics, Creditor Reporting System data (accessed on 28 November 2022); and United Nations, World Population Prospects 2022.

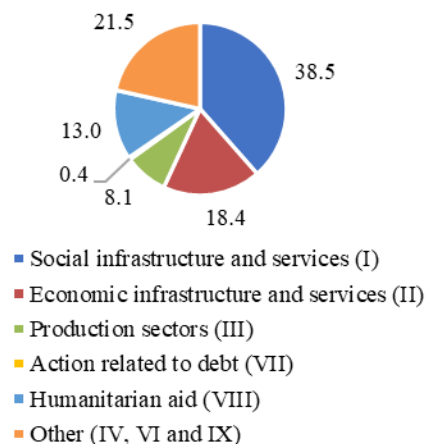
Figure VIII
**Breakdown of net aid disbursements by official and private donors by sectors, 2008–2010
 and 2018–2020**

(Percentage of total aid)

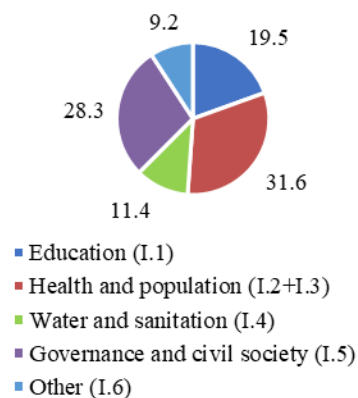
A. All sectors, 2008–2010



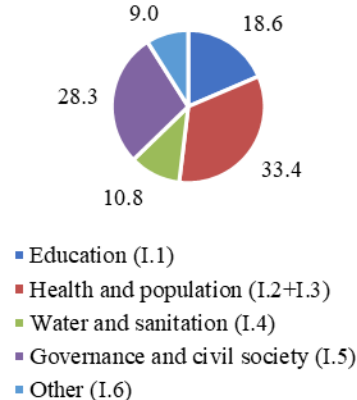
B. All sectors, 2018–2020



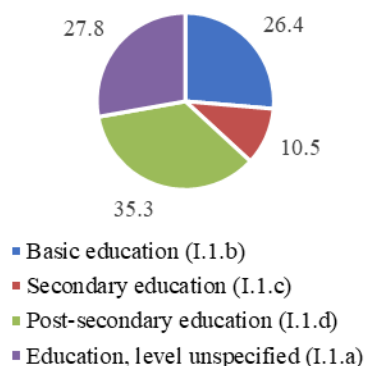
C. Social infrastructure and services, 2008–2010



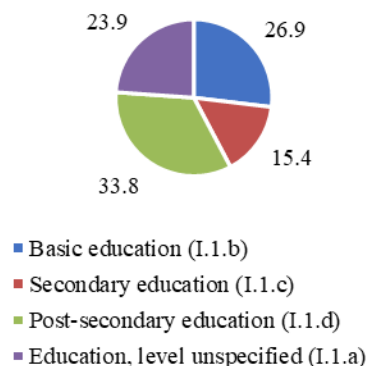
D. Social infrastructure and services, 2018–2020



E. Education sector, 2008–2010



F. Education sector, 2018–2020



Source: Estimates based on OECD International Development Statistics: Development Assistance Committee table 5 (accessed on 12 October 2022).

Table 2
Official and private aid to subcategories of the education sector

(Millions of constant United States dollars, unless otherwise stated)

	<i>Average</i> <i>(millions of United States</i> <i>dollars)</i>		<i>Change between periods</i>		<i>Memo</i> <i>Share in total official</i> <i>and private aid</i>	
	2008– 2010	2018– 2020	<i>(millions of</i> <i>United States</i> <i>dollar)</i>	<i>(percentage)</i>	2008– 2010	2018– 2020
Children	89	227	138	155.3	0.06	0.11
Early childhood education (11240)	89	227	138	155.3	0.06	0.11
Youth	8 309	10 863	2 554	30.7	5.93	5.03
Basic education (11231, 11220, 11260)	3 158	3 328	170	5.4	2.25	1.54
Basic life skills for youth (11231)	..	13	13	..	..	0.01
Primary education (11220)	3 158	3 296	138	4.4	2.25	1.53
Lower secondary education (11260)	..	18	..	..	..	0.01
Advanced education (11320, 11330, 11430)	1 327	2 232	905	68.2	0.95	1.03
Upper secondary education (11320)	528	706	179	33.8	0.38	0.33
Vocational training (11330)	634	1 354	720	113.7	0.45	0.63
Technical and managerial training (11430)	165	172	7	4.0	0.12	0.08
Higher education (11420)	3 824	5 303	1 479	38.7	2.73	2.45
Adults	167	271	105	62.9	0.12	0.13
Basic life skills for adults (11230)	167	268	101	60.8	0.12	0.12
Primary education for adults (11232)	..	4	..	..	..	0.00
Framework conditions	2 894	3 713	819	28.3	2.06	1.72
Educational research (11182)	35	122	87	249.9	0.02	0.06
Policy and administration (11110)	1 919	1 872	(47)	(2.5)	1.37	0.87
Building and materials (11120)	766	1 140	374	48.8	0.55	0.53
Teacher training (11130)	174	356	182	104.4	0.12	0.16
School feeding (11250)	..	223	..	..	..	0.10

Source: Estimates based on OECD International Development Statistics, Creditor Reporting System data (accessed on 28 November 2022).

Note: According to the OECD definitions, “basic life skills for youth” includes all aid for “formal and non-formal education for basic life skills for young people”. “Basic life skills for adults” includes all aid for the “formal and non-formal education for basic life skills for adults (adult education); literacy and numeracy training”, but excludes health education (12261) and activities related to the prevention of non-communicable diseases. Aid for comprehensive sexuality education would probably be classified as part of basic life skills education, whether formal or informal, but the definition does not explicitly include comprehensive sexuality education, and even if it did, it would be hard to identify the share of aid for that purpose.

27. In absolute terms, official and private aid allocations to all subcategories of the education sector increased between 2008 and 2010 and between 2018 and 2020, except for the subcategory of policy and administration (see table 2). However, the increase differed markedly between subcategories. In absolute terms, it was largest for higher education (\$1,479 million), followed by vocational training (\$720 million) and building and materials (\$374 million). In relative terms, it was largest for research on and planning of education (249.9 per cent), followed by early childhood education (155.3 per cent), vocational training (113.7 per cent) and teacher training (104.4 per cent). Despite a small relative decline, aid for policy and administration in the education

sector remained high, amounting to \$1,872 million during the period 2018–2020, whereas, despite the relatively large absolute increase, aid for building and materials appeared to be insufficient relative to infrastructure needs, at a total of \$1,140 million. It is estimated that, globally, 25 per cent of all primary schools lack electricity, drinking water and/or basic sanitation and that at least 50 per cent lack computers and Internet access, with the poorest countries facing the greatest challenges.¹²

28. Notwithstanding these changes, aid for the education of young people, including aid for basic, advanced and higher education, as well as vocational, technical and managerial training, continued to account for almost three quarters of total aid to the education sector. During the period 2018–2020, that form of aid for younger generations stood at an average annual allocation of \$10,863 million, or 72.06 per cent of the total amount of aid provided to the education sector. For comparison, aid for early childhood development amounted to an average annual allocation of only \$227 million, or 1.51 per cent of the total, and aid for adult education stood at an average annual allocation of only \$271 million, or 1.80 per cent of the total. While the education of young people will naturally absorb the largest share of spending – a fact also reflected in National Transfer Accounts – the relatively low levels of aid for early childhood education and adult education can be seen as problematic.¹³ This is because aid for early childhood education is critical for empowering women in particular to combine child-rearing with work, and aid for adult education is essential for the reskilling of workers and their integration into labour markets.

29. With regard to aid for basic education of young people, the focus is on primary education (\$3,296 million) rather than lower secondary education (\$18 million), although there are Sustainable Development Goal targets for universal enrolment in both primary and lower secondary education. The focus of aid for the advanced education of young people is on vocational training (\$1,354 million) rather than technical and managerial training (\$172 million). However, by comparison, the largest share of aid (\$5,303 million) is dedicated to higher education, including tertiary education.

30. Although unemployment is attributable to both demand-side (e.g. insufficient employment opportunities for workers) and supply-side (e.g. insufficient numbers of skilled workers) factors, much attention has been paid to the latter. The declared mismatch between supplied and demanded skills has frequently led to calls for an overhaul of the education system. While quality in primary, secondary and tertiary education is vital – including the teaching of transferable numeric, written, verbal and social skills – it is first and foremost vocational, technical and managerial training that must meet the direct demands of the labour markets. The increase in aid to these training sectors, especially vocational training, can be understood as an effort to meet those demands.

31. A focus on aid allocations to the education sector alone, however, results in a limited view of total aid allocations to education, training and research. This is because education and training in specific technical areas are often categorized under those sectors rather than the education sector. Of the 296 Creditor Reporting System codes overall, education, training, research and capacity development are mentioned

¹² See the latest information on the progress towards the Sustainable Development Goals available at https://sdgs.un.org/goals/goal4#progress_and_info.

¹³ National Transfer Accounts allocate national accounts data, notably consumption and labour income broken down by different age groups. This reveals that consumption expenditures at younger ages are high primarily because of education costs and that consumption expenditures at older ages are relatively high primarily because of health-related costs. This is a natural distribution corresponding to different needs over the life course, and it is universally true in all countries that have constructed national transfer accounts in recent years. For details, see www.ntaccounts.org/web/nta/show.

in 93 Creditor Reporting System codes. Of these, 15 are subcategories of the education sector itself; an additional 28 have an explicit focus on education, training or research; 27 make reference to education, training or research; and 23 make reference to capacity-building, which generally involves training activities. The codes that have an explicit focus on education, training and research are covered in table 3, with the exception of two for which no data were available for the reporting period.¹⁴ The other codes are listed in the box below.

Reference to education, training, research and capacity-building in the Creditor Reporting System

The Creditor Reporting System, which records aid from donors by project, provides an overview of codes that involve education, training, research and capacity-building. In addition to the codes under the education sector itself (see table 2) and the codes that are explicitly focused on education, training or research (see table 3), there are several codes that are not focused on but do include education, training, research or capacity-building activities.

The 27 codes that make reference to education, training or research are the following: basic nutrition (12240); COVID-19 control (12264); other prevention and treatment of non-communicable diseases (12350); family planning (13030); sexually transmitted infection control, including HIV/AIDS (13040); legal and judicial development (15130); democratic participation and civil society (15150); elections (15151); legislatures and political parties (15152); media and free flow of information (15153); human rights (15160); ending violence against women and girls (15180); civilian peacebuilding, conflict prevention and resolution (15220); participation in international peacekeeping operations (15230); removal of landmines and explosive remnants of war (15250); multisector aid for basic social services (16050); narcotics control (16063); transport regulation (21013); information and communication technology (22040); multilateral trade negotiations (33140); site preservation (41040); environment (41081); food safety and quality (43073); material relief assistance and services (72010); immediate post-emergency reconstruction and rehabilitation (73010); multi-hazard response preparedness (74020); and refugees/asylum seekers in donor countries – other temporary sustenance (93014).

The 23 codes that make reference to capacity-building are the following: health policy and administration (12110); water sector policy and administration (14010); national standards development (15144); public procurement (15125); macroeconomic policy (15142); women's rights organizations and movements, and government institutions (15170); facilitation of orderly, safe, regular and responsible migration and mobility (15190); security management and reform (15210); social protection (16010); employment creation (16020); statistical capacity-building (16062); social dialogue (16080); transport policy and administration (21010); communication policy and administration (22010); energy policy and administration (23110); financial policy and administration (24010); agricultural policy and administration (31110); forestry policy and administration (31210); fishing policy and administration (31310); industrial policy and administration (32110); small and medium-size

¹⁴ Education in emergencies (72012) and refugees/asylum seekers in donor countries – training (93012).

enterprise development (32130); mineral/mining policy and administration (32210); and food security policy and administration (43071).

For detailed descriptions of the Creditor Reporting System codes, see www.oecd.org/dac/financing-sustainable-development/development-finance-standards/dacandcrscodelists.htm.

32. The aid data show that donors allocate a notable share of aid for education and training, as well as research, to technical areas that are recorded outside the education sector proper. For instance, the average annual allocations of official and private aid to education and training in various subject areas increased by \$468 million, or 35.2 per cent, between the periods 2008–2010 and 2018–2020, while the average annual allocations of such aid to research in different subject areas increased by \$1,570 million, or 72.1 per cent. Aid allocations for education and training on particular subjects stood at \$1,800 million in the period 2018–2020, even larger than aid allocations for vocational, technical and managerial training recorded under the education sector, which amounted to \$1,525 million during the same period.

33. In the period 2018–2020, the addition of the total aid spent on education, training and research on specific technical matters (\$5,548 million) to the total aid for education as recorded under the education sector (\$15,074 million) increased the total allocation of aid for education, training and research by 37 per cent each year on average. Furthermore, this does not include aid allocated to sectors that do not have an explicit focus on education, training or research, or aid allocated to sectors that include capacity-building activities (see box).

Table 3

Official and private aid to education, training and research outside the education sector

(Millions of constant United States dollars, unless otherwise stated)

	<i>Average</i> <i>(millions of United States</i> <i>dollars)</i>		<i>Change between periods</i>		<i>Memo</i> <i>Share in total official</i> <i>and private aid</i>	
	2008– 2010	2018– 2020	<i>(millions of</i> <i>United States</i> <i>dollar)</i>	<i>(percentage)</i>	2008– 2010	2018– 2020
Education and training	1 332	1 800	468	35.2	0.95	0.83
Health (12261, 12181, 12281, 13081)	246	518	272	110.7	0.18	0.24
Health, general public (12261)	59	161	102	171.4	0.04	0.07
Medical, tertiary-level services (12181)	84	113	30	35.9	0.06	0.05
Personnel, general health (12281)	88	137	50	56.7	0.06	0.06
Personnel, reproductive health (13081)	16	106	91	583.8	0.01	0.05
Water and sanitation (14081)	46	52	6	13.1	0.03	0.02
Transport and storage (21081)	9	44	35	396.4	0.01	0.02
Energy (23181)	28	42	15	52.6	0.02	0.02
Banking and finance (24081)	61	66	6	9.4	0.04	0.03
Agriculture (31166, 31181)	270	341	70	25.9	0.19	0.16
Forestry (31281)	9	6	(3)	(33.1)	0.01	0.00
Fishery (31381)	12	13	1	12.6	0.01	0.01
Trade policy and regulations (33181)	20	22	2	8.2	0.01	0.01
Environmental protection (41081)	55	59	4	7.5	0.04	0.03
Multisector (43081)	576	637	60	10.5	0.41	0.29

	<i>Average (millions of United States dollars)</i>		<i>Change between periods</i>		<i>Memo</i>	
	<i>2008– 2010</i>	<i>2018– 2020</i>	<i>(millions of United States dollar)</i>	<i>(percentage)</i>	<i>Share in total official and private aid</i>	
					<i>2008– 2010</i>	<i>2018– 2020</i>
Research	2 179	3 748	1 570	72.1	1.55	1.73
Health (12382, 12182)	221	823	602	272.0	0.16	0.38
Non-communicable diseases (12382)	..	20	..	..	..	0.01
Other (12182)	221	803	582	262.8	0.16	0.37
Population data and policy analysis (13010)	286	299	13	4.7	0.20	0.14
Energy (23182)	15	32	16	106.6	0.01	0.01
Agriculture (31182)	638	703	65	10.2	0.45	0.33
Forestry (31282)	14	12	(3)	(17.8)	0.01	0.01
Fishery (31382)	20	8	(12)	(60.1)	0.01	0.00
Technology (32182)	72	69	(3)	(3.9)	0.05	0.03
Environmental protection (41082)	119	387	268	225.7	0.08	0.18
Multisector (43082)	299	846	547	182.6	0.21	0.39
Development studies and awareness (99820)	494	569	75	15.2	0.35	0.26

Source: Estimates based on OECD International Development Statistics, Creditor Reporting System data (accessed on 28 November 2022).

34. A closer look at specific technical areas reveals that aid for education, training and research on forestry declined between the periods 2008–2010 and 2018–2020, as did aid for research on fishery. Measured in relative terms, aid increased most for personnel development in reproductive health, education and training on transport and storage, research on health other than communicable diseases and research on environmental protection. However, the relatively large increase in aid for personnel development in reproductive health and education and for training in transport and storage was based on relatively low previous levels of aid. Measured in absolute terms, aid increased most for research on health other than communicable diseases, research on environmental protection and research related to multiple sectors.

35. In the period 2018–2020, average annual aid allocations for education and training in technical sectors were highest for environmental protection (\$637 million), followed by health (\$518 million) and agriculture, including agricultural extension (\$341 million); during the same period, average annual aid allocations for research in technical sectors, excluding multisectors, were highest for health (\$823 million), followed by agriculture (\$703 million), development studies (\$569 million) and environmental protection (\$387 million). While these focuses are in line with major development challenges – health risks, food security, environmental pressures and climate change – the level of aggregate aid spent on research is low, at a mere 1.73 per cent of total official and private aid allocated between 2018 and 2020, an increase of just 0.18 percentage points since the period 2008–2010.

V. Conclusions and recommendations

Notable trends in official development assistance

36. **Total official and private aid disbursements to developing countries increased in 2021 compared with the previous year and reached record levels. However, the increase in total aid disbursements between 2020 and 2021 was**

significantly lower than the increase in aid disbursements between 2019 and 2020.

37. The prospects for future development assistance depend on many uncertain factors, including whether and how aid for COVID-19-related activities may be reallocated. The current economic and political environment is putting the poorest people and countries in a difficult situation, making debt distress more likely and aid even more important.

38. While aid to the least developed countries has increased in absolute terms over recent years, the increase has been less than the increase in aid to other developing countries, widening the aid gap between both country groups. Very few donor countries are achieving the long-standing target of providing 0.70 per cent of their gross national income as aid to all developing countries and between 0.15 and 0.20 per cent of their gross national income as aid to the least developed countries.

Official development assistance for population-related matters

39. Following the largest year-on-year decrease in the past decade in official and private aid for population-related matters between 2018 and 2019, the most recent data indicate the highest year-on-year increase in the past decade in total aid for population-related matters between 2019 and 2020.

40. The increase in aid for population-related matters is almost exclusively attributable to an increase in aid for sexual and reproductive health – aid for population data and policy analysis increased very little – and the increase in aid for sexual and reproductive health is exclusively attributable to an increase in aid to fight sexually transmitted infections, including HIV/AIDS.

41. Total official and private aid disbursements for sexual and reproductive health also increased if measured in dollars per woman of reproductive age in the developing world. This aid increased from \$5.44 to \$6.84 between 2019 and 2020, translating into an increase of \$1.39, or 26 per cent, in a single year. This increase in aid is mostly attributable to Development Assistance Committee donor countries, which also compensated for a decrease in this form of aid received from private donors.

42. The increase in aid is consistent with the ambition to ensure the full implementation of the Programme of Action of the International Conference on Population and Development agreed in 1994, the pertinent goals and targets set forth in the Sustainable Development Goals in 2015 and the voluntary national commitments made at the Nairobi Summit in 2019, including in relation to the elimination of preventable maternal deaths, the realization of universal access to family planning and the eradication of gender-based violence.

43. The realization of sexual and reproductive health and reproductive rights is closely linked to the ability of countries to understand the drivers and consequences of demographic changes and address related concerns through evidence-based and rights-based policies. This underscores the importance of population data and policy analysis as a subcomponent of population-related aid, in addition to the subcomponent of sexual and reproductive health.

Official development assistance for education

44. Official and private aid disbursements for education increased over the past decade but by less than the aggregate aid flows. Thus, aid allocations declined as a share of total aid while increasing in absolute terms. The increase was largest for higher education, followed by vocational training. Aid for secondary

education also grew, but to a lesser extent for lower secondary education. As noted in the previous report to the Commission, overall aid for secondary education, which is essential for the development of human capital, remains at low levels.

45. The aid provided for vocational training, as well as technical and managerial training under the education sector, is complemented by aid provided for education and training in specific technical sectors.

46. Efforts to strengthen human capital must be informed by a focus on the life course. Naturally, spending on education will focus primarily on younger generations and formal education, but there is a need to significantly step up spending on other forms of education and learning that also target the adult population.

47. Like good health, education starts in earliest childhood, and it is important that parents have access to good and affordable early childhood care and education. Such services also enable parents to better combine childcare and parenting.

48. Total aid for research is low, amounting to only 1.73 per cent of total official and private aid during the period 2018–2020 on average. Considering the growing importance of science, technology and innovation across the thematic areas, aid allocations to this area are inadequate.

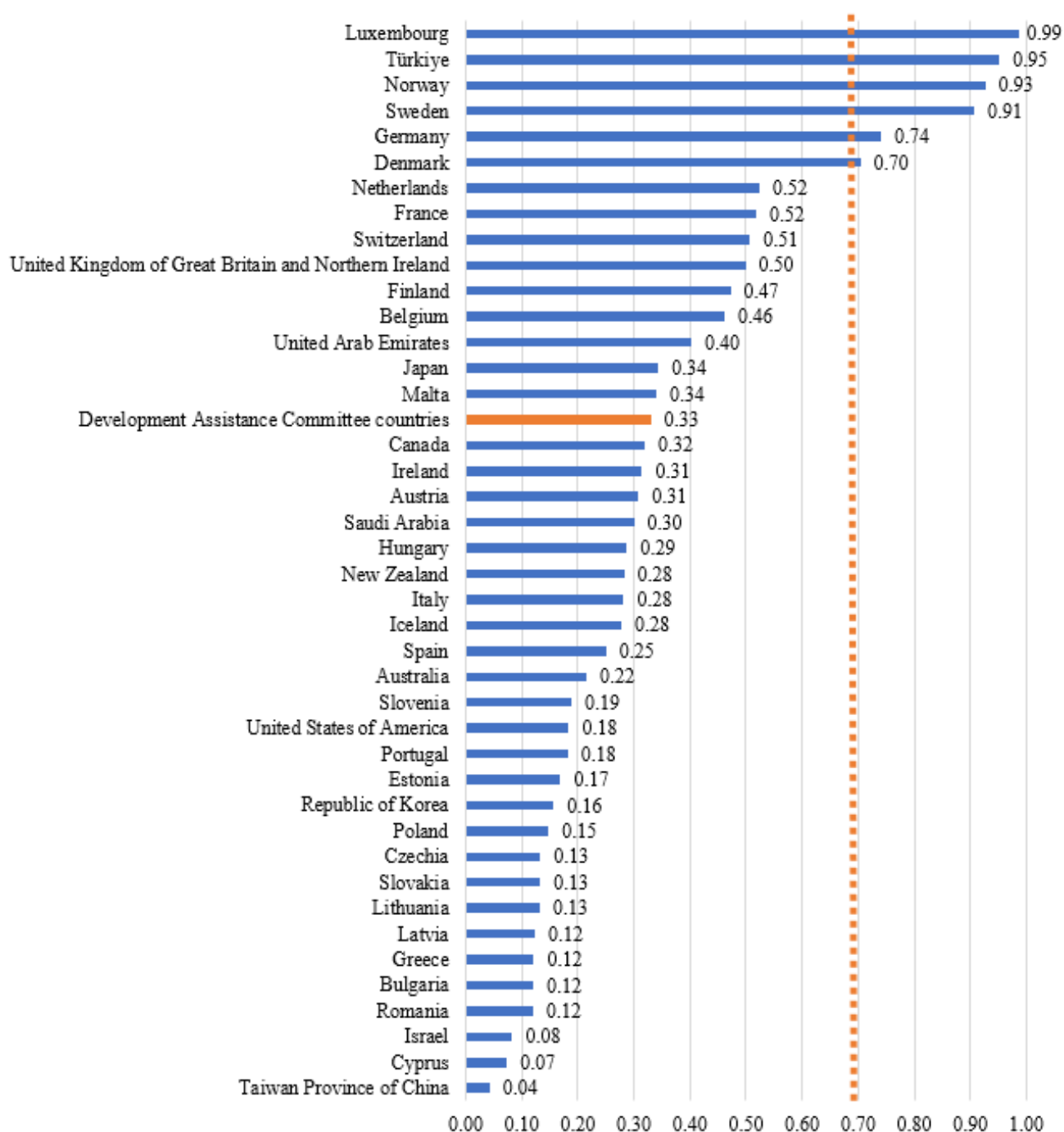
49. Commitments to fulfil Sustainable Development Goal 4 and the ambitions of the Transforming Education Summit will require substantial new investment. Resources to achieve this end will need to come primarily from domestic sources, but they need to be supplemented by official and private aid.¹⁵ Furthermore, aid allocations must also cover recurrent expenditures, especially in the poorest countries, to ensure that the schools that are built offer essential facilities and services and have the teachers that they need.

¹⁵ To this end, the International Institute for Educational Planning of the United Nations Educational, Scientific and Cultural Organization (UNESCO) has committed to tracking the financing of education through national education accounts. For details, see the brief prepared by UNESCO for the Transforming Education Summit of 2022. Available at <https://transformingeducationsummit.sdg4education2030.org/system/files/2022-08/AT5GP134.pdf>.

Annex I

Official development assistance grant equivalents by Development Assistance Committee and non-Development Assistance Committee donor countries to all developing countries, 2021

(Percentage of donor gross national income)

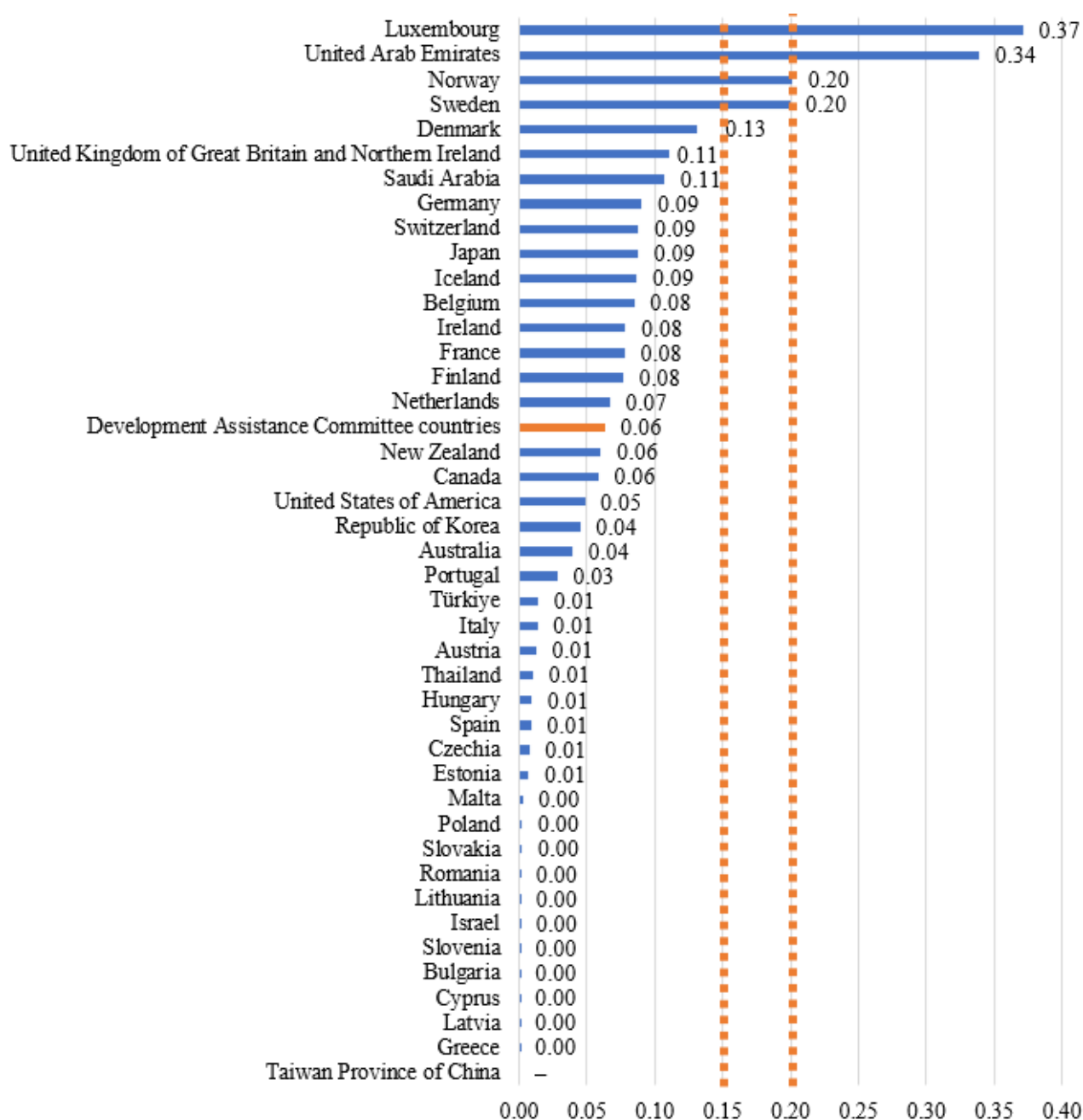


Source: Estimates based on net official development assistance data of the Organisation for Economic Co-operation and Development, available at <https://data.oecd.org/oda/net-oda.htm> (accessed on 29 November 2022).

Annex II

Net official development assistance disbursements by Development Assistance Committee and non-Development Assistance Committee donor countries to all least developed countries, 2020

(Percentage of donor gross national income)



Source: Estimates based on OECD International Development Statistics: “GeoBook: Geographical flows to developing countries”, available at <https://stats.oecd.org/Index.aspx?DataSetCode=DACGEO>; and net official development assistance data of the Organisation for Economic Co-operation and Development, available at <https://data.oecd.org/oda/net-oda.htm> (accessed on 30 November 2022).