Breakout session
Budgeting for education

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Parliamentary Leadership for the 2030 Agenda Webinar Series
Designing National Budgets: Translating Global Commitments into Realities

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https://en.unesco.org/gem-report/
Outline

- What is the GEM Report and its role on SDG 4 costing
- A few thoughts on challenges of budgeting for education
  - From global and regional commitments: benchmarks and traditional bottlenecks
  - Equity – targeting resources
  - Efficiency and effectiveness
  - Monitoring and accountability
Who we are

Editorially independent report hosted by UNESCO since 2002
A mandate since 2015 to monitor and ‘hold all partners to account’

► education progress in SDGs ► MONITORING PART
► strategy implementation ► THEMATIC PART

Jeff Sachs Chair of the Advisory Board in 2015-2017
What we do

- Global report including finance chapter
- Policy papers
  e.g. paper 18 costing SDG 4
  e.g. paper 42 costing SDG 4 post-COVID-19
- Education Finance Watch with the World Bank
- Online databases WIDE, SCOPE and PEER
- Contribution to SDG 4 debates...
  e.g. benchmarks
Scoping Progress in Education

Online complement to the monitoring part of the report allowing cross-country and time-series comparisons

- 5 stories with narrative
- With 6 graphs each, including interactive visualizations
- Links to SDG 4 monitoring framework and UIS dataset
Public financial management

2. Budget Preparation & Legislation
3. Budget Execution
4. Accounting & Reporting
5. Control & Audit
From global to national Benchmarking and bottlenecks

▶ Aspirational global targets (and in some cases regional) need to be translated into national targets related to national planning processes and instruments (e.g. budget, MTEF)
= Tool: *benchmark* setting processes ongoing in 2021

▶ But there are several *bottlenecks* and obstacles to targeting
= bulk of expenditure goes to salaries
= budgeting process incremental: lack of experience in results-driven, programme-based budget formulation
= results chain from inputs to outcomes is fraught in education
= attention focused on short-term political aims
Equity
Insufficient emphasis

Many tools at government disposal
Efficiency and effectiveness
Inter-sectoral perspective

Education influences other sectors
e.g. education (let alone learning) biggest predictor of health outcomes such as child and maternal mortality

Other sectors influence education
esp. on big questions such as child development or social inclusion – need to link with health, social protection etc.

Joint planning for joint outcomes
Monitoring and accountability
Large gaps in evidence

- Monitoring and reporting
  = annual reports to parliament on implementation of annual
government education programme/budget are rare

- Accountability and participation
  = change requires liaising with a broad range of engaged civil
society organizations and the academic/research community
Over to you!

What good practices (or what practices to avoid) would you share?
What other issues need to be mentioned?
What support is needed to do your work better?

https://en.unesco.org/gem-report/COVIDcostSDG4
https://www.education-progress.org/en/articles/finance

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