Connecting the broken links

Regional Policy Seminar
Education Finance and Decentralisation in Asia: Implications for Service Delivery
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What decentralization does

- Shift of Activities, responsibilities, accountability
- Local level has more authority, independence
- Mobilizing, distribution and managing funds

- Implementation at local level becomes more diverse
- Weak and cluttered reporting mechanism
- Increase development gaps among local levels

Good or bad, it has great impact to financing of education
Getting information on education finance

- Ministry of Education, Ministry of Finance, Aid Coordination, Donors, Project Implementation Units, Universities Boards, National Statistics Office, Local governments, NGOs, Individuals
- Budget, Expenditure, Reserved, Allocation
- Different items, grouping, aggregation, currencies

*Every piece has value, but all are scattered*
What UIS asks countries

- Can you break down data by different levels of education?
- Is it budget or expenditure figures?
- Does it cover from the expenditure from other ministries and organizations?
- Does it cover private schools?
- Could you separate the figures for general and vocational/technical education?
About education finance data –

What central people say

- How can we estimate a unit cost
- We only have data for our ministry
- After funds go to provinces, we don’t know clearly how they are spent
- The way we got from them is not the way we want
- Many things are happening in the field that we don’t know about
About education finance data –
What local/school people say

- Too many activities, we don’t know what to report and what not to report
- Too many agencies are asking too many data, we are confused
- We don’t know how to organize all these data
- How can I get the data from other organizations? I know they are doing something
Information at school

- Teacher and staff salaries paid by govt
- Teacher and staff salaries paid by communities
- School grant/subsidy from
  - Central, regional, local government
- Contribution from communities, NGOs
- Contribution from individuals (in kind, in cash)
- School fees
- Funds generated from school fund-raising activities

Many things are happening but we know very little
Schools are too busy to report the data

- Annual school census
- School inspectors
- Local authorities
- Parent teacher association
- ...........

Different pieces of information are reported to different authorities
Broken links, missing parts

- Reporting mechanisms
  - designed to serve policy makers at the central level
  - No systematic feedback
  - Partial information (lack of mechanism of having a full picture)
- Schools
  - Lack of systematic organization of data
  - Weak capacity in data organization as well as effective use of information
  - Perhaps, lack of transparency
- Local stakeholders
  - Weak capacity in use/interpretation of information
Connecting the links, putting all together

- Standardize (*instruments*)
- Streamline (*mechanisms*)
- Institutionalize (*process*)
- Systematize (*particularly at schools*)
- Strengthen (capacity, transparency, accountability)
How to make them use the data

• You may get the data, but you may not be able to use it unless they use it.
• They will use it only when they know how to use and it is useful.
• They will know how to use it and what are the benefits of it only if they use it.
How to make them use the data

Have a system at school

- Not to be **Perfect** but to be **Pragmatic**
- Not to be **Sophisticated** but to be **Sustainable**
- Not to **Submit** but to **Support**

**Final words -** You may get “some” data, but you may not be able to use it **unless they use it.**