



10TH GLOBAL MEETING OF THE COLLECTIVE CONSULTATION OF NGOS ON EDUCATION 2030

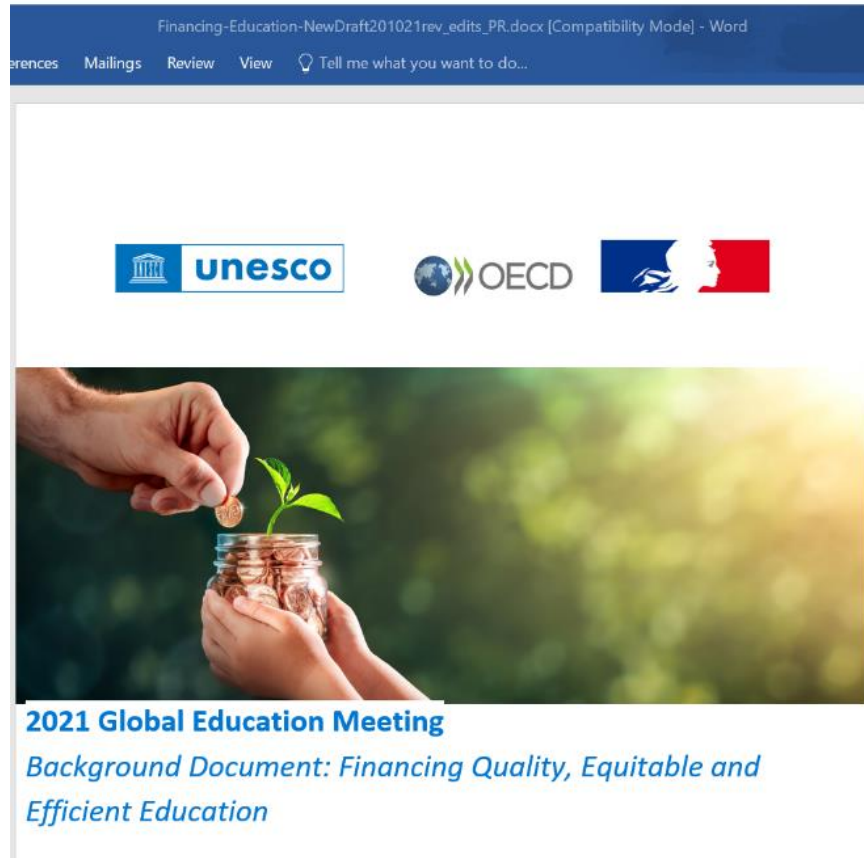
Panel Discussion on the education financing imperative
14th December 2021

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Monitoring and tracking education financing

2021 Global Education Meeting,
10th November 2021, UNESCO HQ,
Paris:

- Data on education finance is critical to improve quality in decision-making, especially decisions related to achieving equity, quality and efficiency.
- Monitoring and tracking education financing are fundamental to improving the effectiveness of resource use.





Monitoring and tracking education financing in the OECD's 38 member countries

- UOE (UNESCO OECD Eurostat) joint data collection Finance questionnaire (OECD/Eurostat countries)
 - FIN1_SOURCE: Educational expenditure by level of education, source and destination
 - FIN2_NATURE: Education expenditure by level of education, type of institution and nature
 - FIN_STUDENTS - Number of students (ISCED 0 to 8) with coverage adjusted to statistics on educational finance by type of institution
(instrumental to calculate expenditure per FTE student)
- B questionnaire (UIS)
- Other statistics: GDP, government expenditure, deflators (National Accounts)



Type of EAG indicators on UOE finance data

- Indicators on education expenditure
 - Expenditure per student
 - Expenditure compared to GDP and total government expenditure (on education and other services)
 - Shares/distributions
 - Public/private sources
 - Public/private educational institutions
 - Funding from different government levels
 - Analysis from funding (sources) to spending (e.g. educational institutions)
 - Public-to-private transfers
 - Intra-governmental transfers (from central to regional/local governments)
 - Indices and CAGR (trends analysis)



EAG analysis

- Financial resources invested in education (chapter C)
 - C1. How much is spent per student on educational institutions?
 - C2. What proportion of national wealth is spent on educational institutions?
 - C3. How much public and private investment in educational institutions is there?
 - C4. What is the total public spending on education?
 - C5. How much do tertiary students pay and what public support do they receive?
(ad-hoc survey on tuition fees and financial support)
 - C6. On what resources and services is education funding spent?
 - C7. Which factors influence teachers' salary cost? (draws on Chapter D data)
 - Instruction time / class size / teaching time / teachers' salary
- Access to education, participation and progress (chapter B)
 - B2. How do early childhood education systems differ around the world?

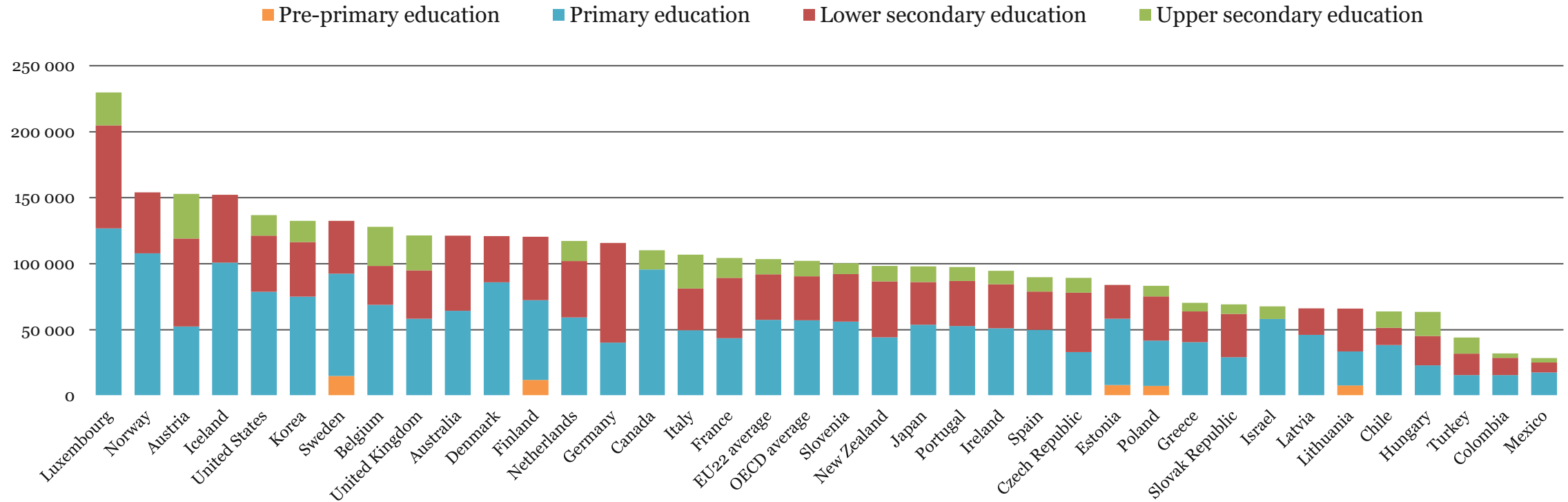


EXAMPLES OF INDICATORS



On average, it costs about 100 KUSD for a 6-15 year-old to go through education on average

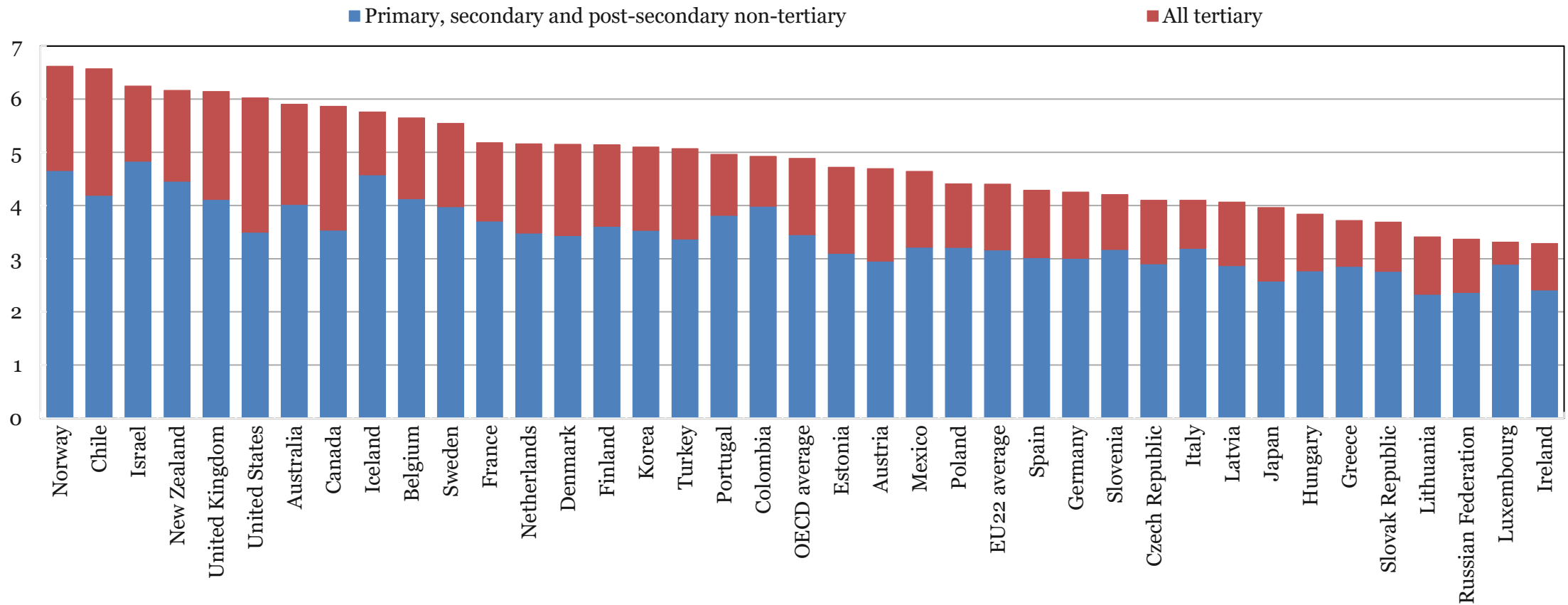
Cumulative expenditure on educational institutions per full-time equivalent student between the age of 6 and 15 (2018),
in USD converted using PPP





Total spending on educational institutions represents slightly less than 5% of GDP on average

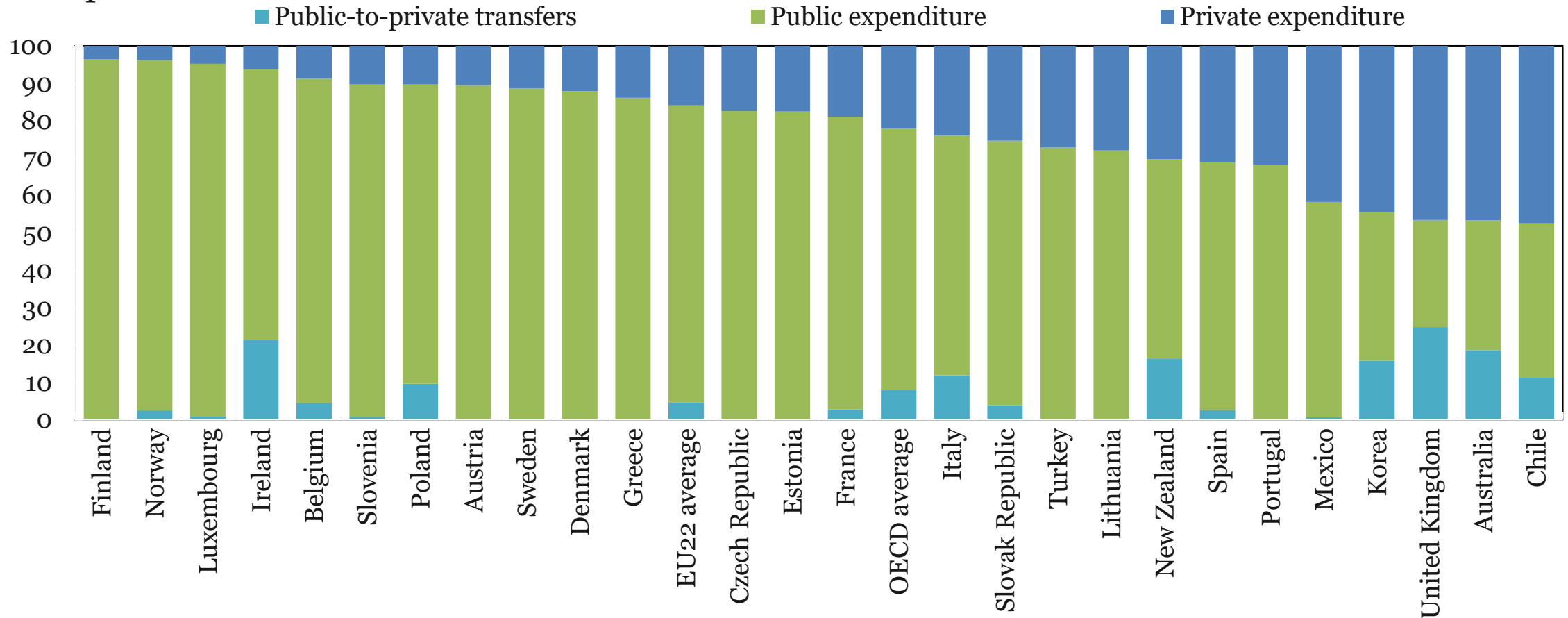
Total expenditure on educational institutions as a percentage of GDP (2018)





At tertiary level, public-to-private transfers play an important role in overcoming tuition fee costs

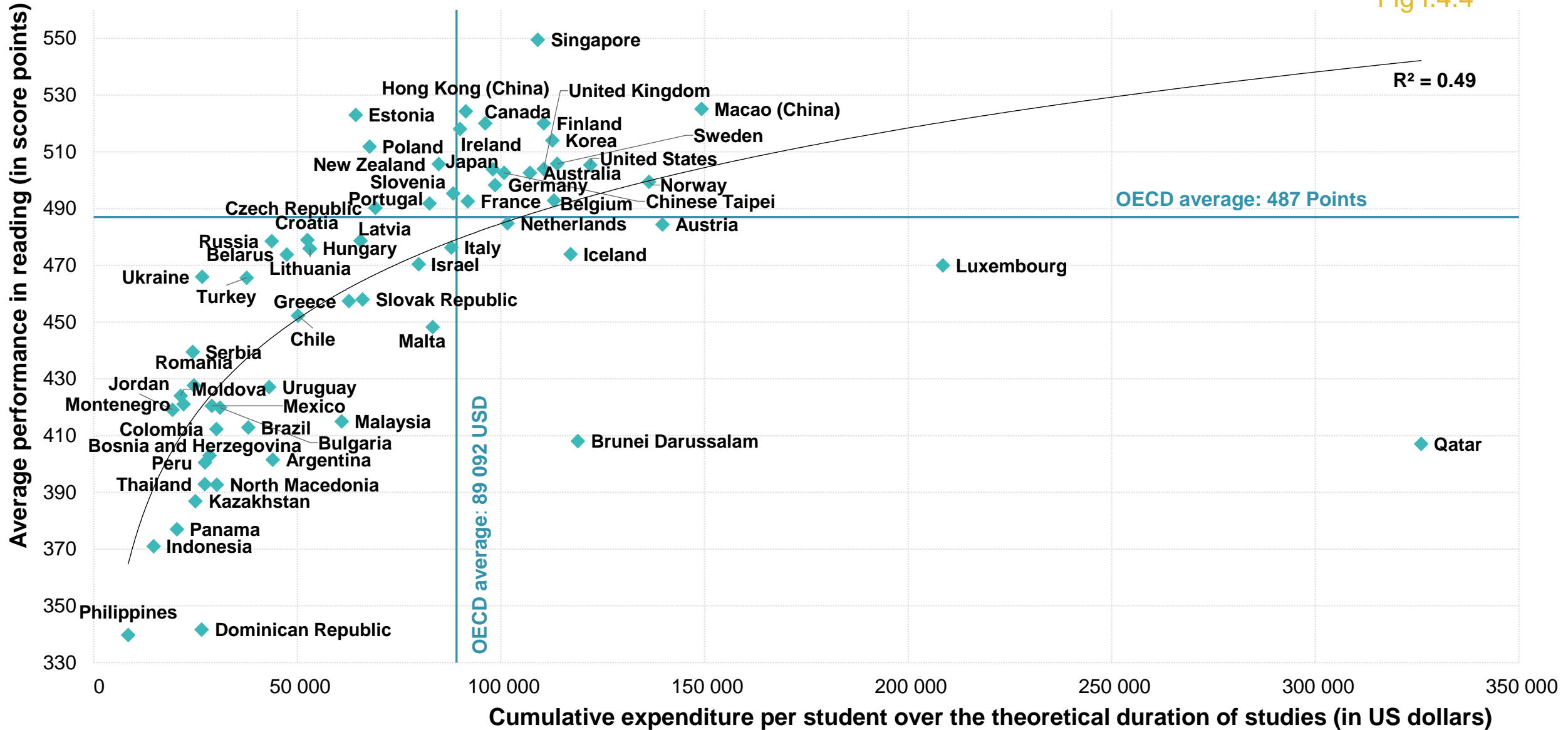
Distribution of transfers and public and private expenditure on tertiary educational institutions (2018), in per cent





Mean reading performance on PISA 2018 and spending on education

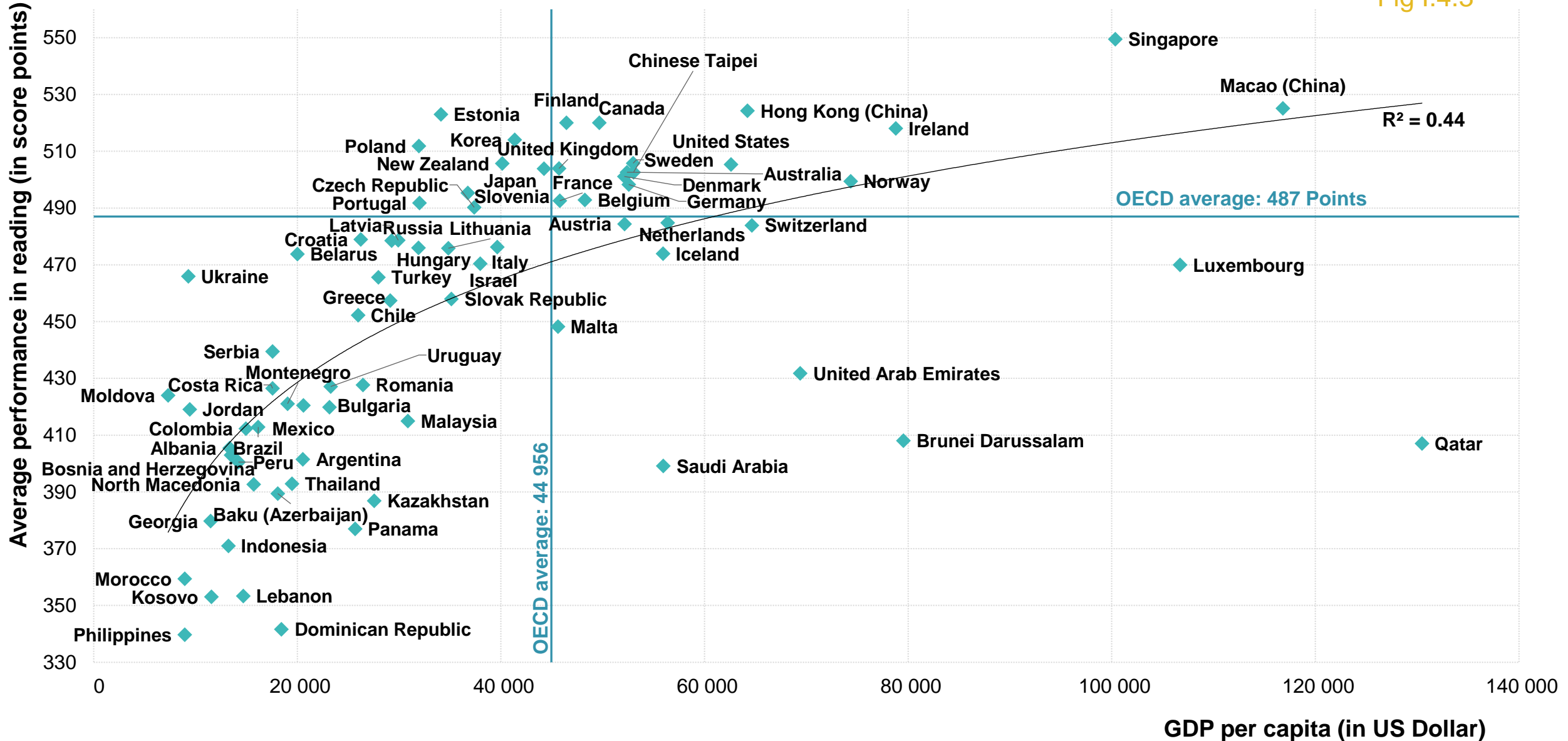
Fig I.4.4





Mean reading performance on PISA 2018 and per capita GDP

Fig I.4.3





Main data challenges for OECD members

- Main data source: UOE questionnaires from 2012 onwards (ISCED11)
 - Coverage: Lower data coverage for years prior to 2012 and for countries using B questionnaires
 - Timeliness: Data collection on y-2, data collected in 2020/21 on financial year 2018 and to presented in Education at a Glance 2021 (published in September 2021)

Main data challenges globally – low-and-middle-income-countries

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November 2021, UNESCO HQ, Paris:

- Data on education finance is lacking, constraining quality of decision-making.
- In many low-and-middle-income countries, data on education financing are not collected frequently, and in some countries they are not collected at all.
- Data is often incomplete and of poor quality, lacking in disaggregation by sex or type of vulnerability.
- Household expenditures (often 40-60% of the total) missing
- Data on system performance and outputs lacking

