# **MODULE 1. SHARE**

# **SKILLS PRACTICE: IDENTIFYING THE SHARE OF THE BUDGET**

**Aim of exercise**

To begin to explore some of the issues around the share of the budget allocated to education, and to consider whether or not this is sufficient to meet stated policy objectives and obligations.

**Activity**

In this exercise, users are asked to review education budget information and respond to a series of questions. The questions do not need to be answered in great detail. Rather, this is intended to initiate some brainstorming about potential advocacy work around the share of the budget, and the user’s current knowledge levels – to be explored further in the rest of the module.

**Step 1:** Locate your country’s budget information (if you need help doing this, you can use the accessing budget information exercise [here).](https://docs.google.com/document/d/1GNt04VlfZjKb58eiB9AWVQGPTUVi6--e/edit?usp=share_link&ouid=116495750212813214271&rtpof=true&sd=true)

**Step 2:** Review the budget information to answer the following questions:

* What share of the government budget is allocated to the education sector? How does education spending compare (as a percentage) to total government spending?
* Is the current education budget adequate to meet the government’s stated policy objectives? If the government has committed to free secondary education for all, for instance, are there sufficient resources for this?
* How does this compare with funding for other priority areas for the government, such as health?
* Is your government committing or close to committing the international standards of at least 20% of budget allocation to education, or at least 6% of GDP?
* Does the government calculate the share themselves after debt servicing or before? (note if this is after then it likely inflates the budget share to education as explained in the module).
* Is the education budget going up or down over time?
* What key advocacy issues are emerging in relation to the share of the budget allocated to education?
* Do you feel clearer about why you are working on these issues, what problems you seek to address and what knowledge you already have? If not, what further information do you need?

**What to do in a workshop setting**

**Time allowed:** approximately 1.5 hours

Ask participants to work in small groups to answer the questions above, and then to give feedback on key areas of their discussion. Make sure they identify areas where evidence gaps exist to be filled in later.

You may wish to provide participants with some of the key budget information at the start of the session so that, rather than focusing on finding the information, they learn how to use the data to analyse the share of the budget allocated to education. Alternatively, they can use secondary sources such as the SDG 4 data explorer [here](http://sdg4-data.uis.unesco.org/), and look at your “country dashboard” – this can help you also look at trends over time. Although do note, this is usually a year or two old so may not be the most updated information

Participants might find it helpful to create a large pie chart illustrating the share of the budget allocated to each sector or representing the education budget as a percentage of GDP. This will be helpful for the group members themselves to visualise the breakdown of the budget and for use in awareness raising within their own organisations and at community level, for example.