

## Introduction of National Education Account (NEA)

South Asia regional workshop on education expenditure data collection and processing

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United Nations  
Educational, Scientific and  
Cultural Organization

UNESCO  
INSTITUTE  
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STATISTICS

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# Sustainable Development Goals and Education 2030

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- SDG 4: 'Ensure *inclusive and equitable quality education and promote lifelong learning opportunities for all*'
  
- Education 2030 framework for action
  - Indicator on financing:  
**Education expenditure per student by level of education and source of funding**

# Origins of NEA

System of National Accounts (SNA)



Sector/Satellite Accounts



National Education Accounts

- International (UN) standards to measure the whole economy of a country (ex. to measure GDP)
- Produced/agreed by IMF, EU, OECD, UN and World Bank



National Health Accounts



National Education Accounts

- National initiatives: France since the 1970s, Portugal, the Philippines, Thailand
- UNESCO IIEP: Benin, Dominican Republic, Mauritania, Madagascar in the 1990s, Kenya in 2012
- USAID
  - Creative Associates: 4 states in Nigeria, Morocco
  - RTI International: El Salvador
- World Bank: Turkey

**UNESCO-GPE-  
project**

# The GPE-UNESCO NEA project



- 8 countries: Guinea, Senegal, Côte d'Ivoire, Uganda, Zimbabwe, Lao PDR, Nepal, Viet Nam
- All using National Education Accounts framework
- Started in September 2013, will end June 2016

Guinea

Viet Nam

Lao PDR

Nepal

Zimbabwe

Côte d'Ivoire

Senegal

Uganda

Allocation of resources within the system

Private expenditure

External funding

Full National Education Accounts



*A analysis of public expenditure on education for national monitoring and sector reviews*



Reporting to the UIS of international education finance statistics

International expertise on NEA + development of methodology + 1<sup>st</sup> international guidelines on NEA

# Why an NEA?

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## **Comprehensive**

- All education levels, all sources of funding, all education providers

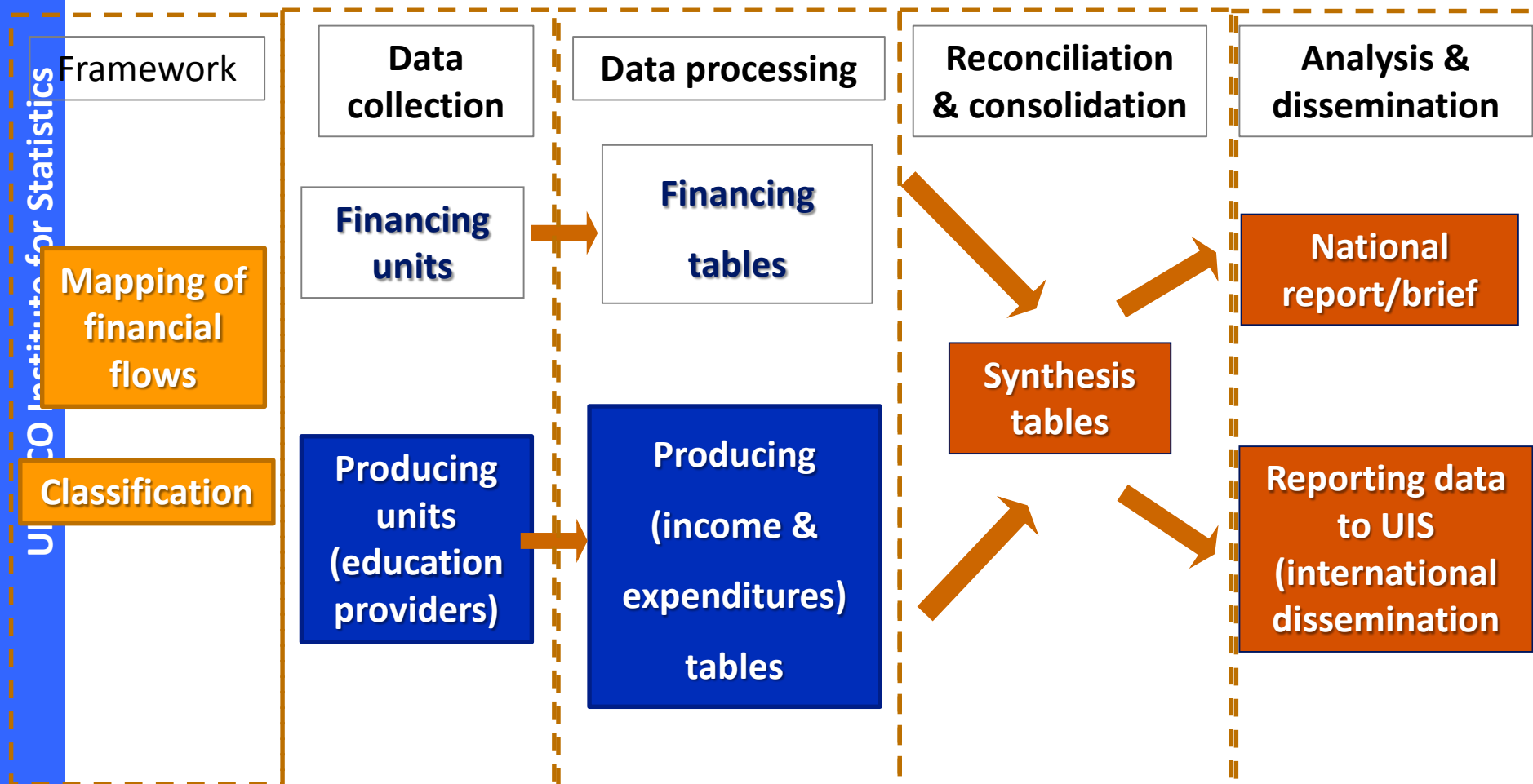
## **Systematic**

- Cohesive financial flows and accounting framework

## **Comparable**

- Anchored within existing international classifications (ISCED, SNA, GFS)
  - Classification balances between national and international needs
  - Data can easily be transferred to UIS' Questionnaire on Education Financing with little additional work/estimations
- Satellite/sector accounts already exist and have proved successful in other sectors---tested concept, and much can be learned from experience and methodologies of other sectors

# The NEA exercise



# Objectives

**To assess and set up in a coherent framework all financial flows in the field of education in order to know :**

- ➡ **How Much does Education cost ?**
- ➡ **Who finances it ?**
- ➡ **What financing and costs are at the different levels of education?**

**To complement information on Education with financial statistics on total and unit costs**

**To create a Satellite account for the National Accounts System**



# Method

- ➡ **Analysis of financing mechanisms**
- ➡ **Identification of data sources**
- ➡ **Collection of data sources**
- ➡ **Defining an analysis framework**
- ➡ **Processing the data**
- ➡ **Reconciliation and consolidation of data**

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# **Analysis Framework**

## **Classifications**

# Dimensions

**Financing units**

**Production units**

**Activities**

**Beneficiaries**  
(level of education)

**Object of expenditures**

# NEA data collection in Nepal

## Financing units

- Ministry of Finance financial management system (extraction of education expenditure: MoE, other ministries, pension scheme, on-budget loans and grants from donors)
- Technical assistance (off-budget donor grants)
- Reports from District Development Committees (local gov. + NGO contributions)
- International NGOs report
- Household survey (Central Bureau of Statistics)

## Producing units

- EMIS school census (income and expenditure of schools)
- Audited Accounts of TVET institutions and colleges
- Survey of private schools (CBS)

# Activities & Object of expenditures

Teaching activities	Salaries and allowances	Teaching staff Non- teaching staff
	Other current expenditure	Textbooks Teaching materials/stationnary Other recurrent
	<b>Capital</b>	
Meals and boarding		
Transport		
Administration & supervision	Staff salaries and allowances Other recurrent expenditure	
	<b>Capital</b>	
Goods and services required for school attendance		Uniforms Textbooks/supplies Transportation Others (snacks, tea,etc)
Private tuition		
Scholarships and support to families		

# Levels and Providers

## Pre-primary education

ECED centres  
Community schools (public)  
Institutional schools (trust and private)  
Administrative offices

## Primary education

Community schools (public)  
Institutional schools (trust and private)  
Subsidized religious schools  
Subsidized special needs schools  
Administrative offices

## Lower secondary education

Community schools (public)  
Institutional schools (trust and private)  
Subsidized religious schools  
Subsidized special needs schools  
Administrative offices

## Secondary education

Community schools (public)  
Institutional schools (trust and private)  
Subsidized religious schools  
Subsidized special needs schools  
Administrative offices

## Higher secondary education

Community schools (public)  
Institutional schools (trust and private)  
Administrative offices

## Technical education

Public technical schools/colleges  
Private technical schools/colleges  
Universities (public)  
Administrative offices

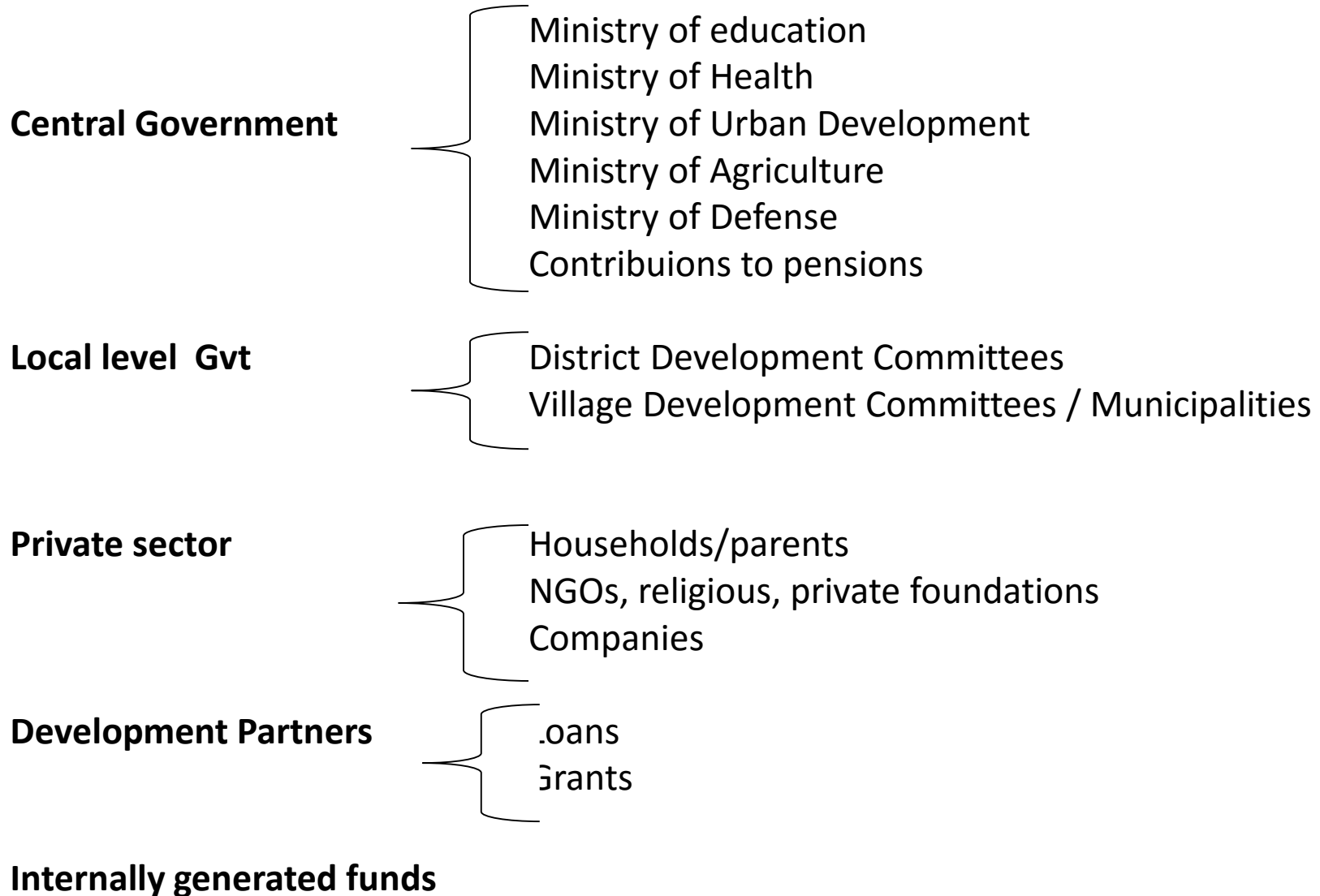
## Higher education

Universities (public)  
Subsidized colleges (community/army)  
Medical academies  
Private colleges  
Administrative offices

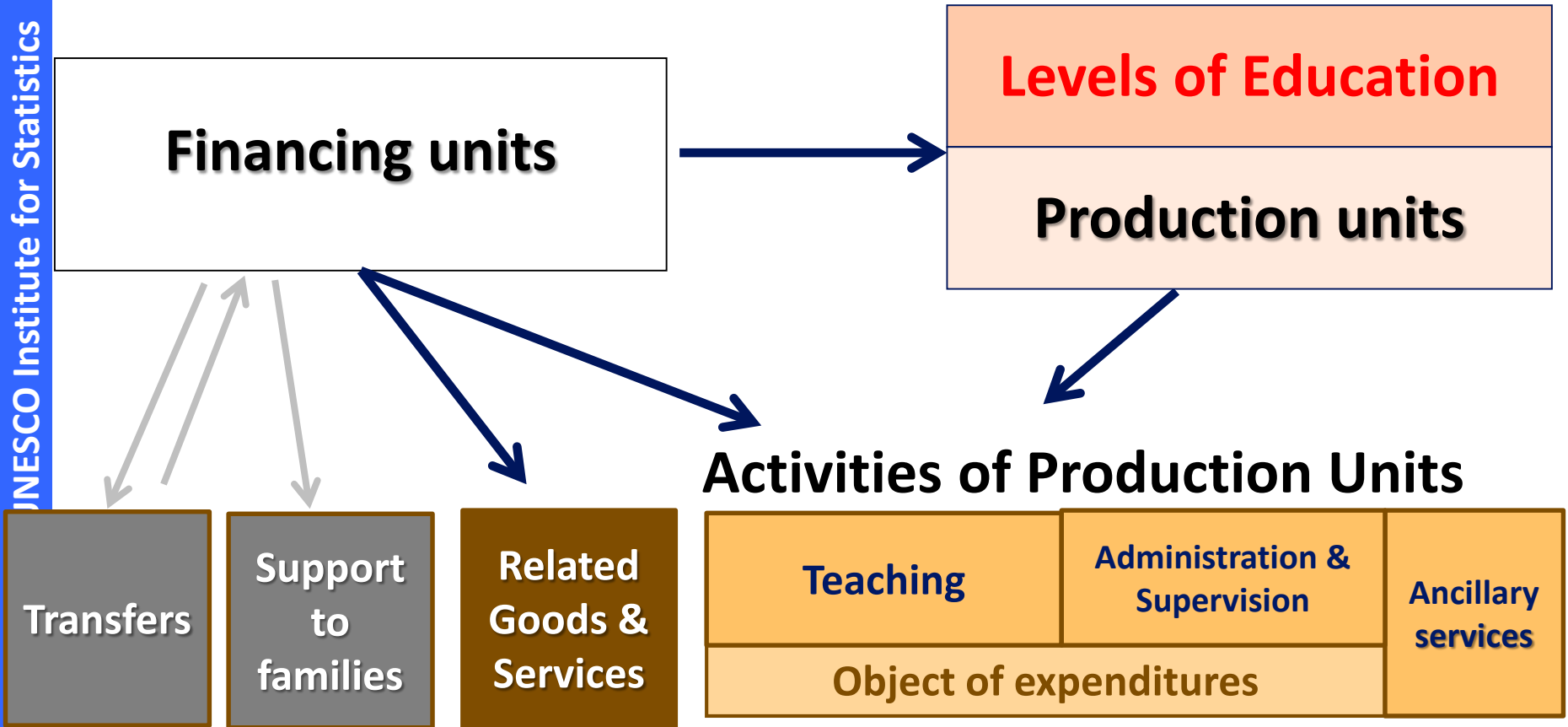
## Non-formal education

Non-formal centres  
Administrative offices

# Financing Units



# Analysis framework





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# Working Method

# Method

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- ➡ **Analysis of financing mechanisms**
  - ➡ **Identification of data sources**
  - ➡ **Collection of data sources**
  - ➡ **Defining an analysis framework**
  - ➡ **Processing the data**
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# Sources of information

- ◆ **Implementation of Government budget**
  - ◆ **External funded projects**
  - ◆ **District & Village Development Committees**
  - ◆ **Surveys on NGOs**
  - ◆ **Household survey (CBS)**
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- ◆ **EMIS DOE School censuses**
  - ◆ **Audited Accounts of Government Institutions  
TVET, tertiary**
  - ◆ **Survey on Private schools (CBS)**

# Working method

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**Information sources  
on  
Financing units**



**Financing  
tables**



# Working method

**Information sources  
on  
Financing units**



**Financing  
tables**

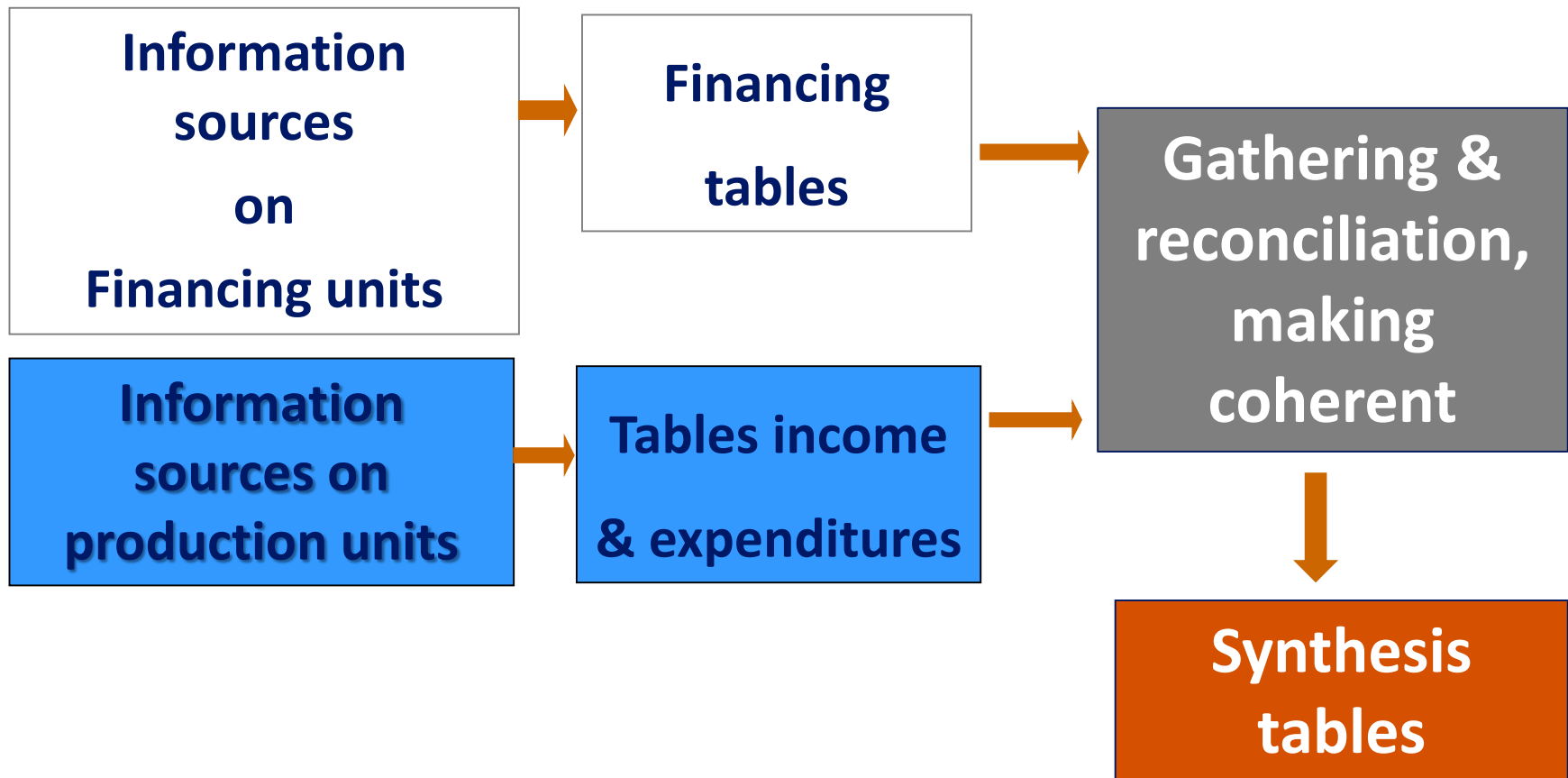
**Information  
sources on  
production units**



**Tables income  
& expenditures**

		Direct financing of educational institutions											Households payments outside of educational institutions				
		Teaching activities					Ancillary services	General administration and support					Goods and services required for school attendance				Private tuition
		Salaries and allowances		Other current expenditure			Meals and boarding	Transport	Staff salaries and allowances	Other recurrent expenditure	Capital	Uniforms	Textbooks /supplies	Transportation	Others (snacks, tea, etc)		
		Teaching staff	Non-teaching staff	Textbooks	Teaching materials/stationary	Other recurrent										Capital	
<b>INCOME SOURCES (FINANCING UNITS)</b>																	
<b>Government</b>																	
Cent	Ministry of education																
	Ministry of Health																
	Ministry of Urban Development																
	Ministry of Agriculture																
	Ministry of Defense																
	Pension agency																
Local	District Development Committees																
	Village Development Committees/municipalities																
<b>Private</b>																	
	Households/parents																
	NGOs, religious, private foundations																
	Companies																
<b>External</b>																	
Local	Donors/development partners																
Grant	Donors/development partners																
	Internally generated funds																
<b>TOTAL INCOME</b>																	
<b>EXPENDITURES</b>																	

# Working method





# Base Tables

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## Financing Tables

*For each Financing unit :*

*Expenditures of Financing Units*

*By level & production unit (Rows)*

*By activity & object of expenditure (columns)*

## Income and Expenditure of Production Units

*For each Production unit :*

*Income by financing unit*

*Expenditure by activity & object of expenditure*

# Analyses

Transfers

**Financing units**

*Financing of institutions*

**Production units**

*Financing of activities*

*Production costs*

*Costs per student*

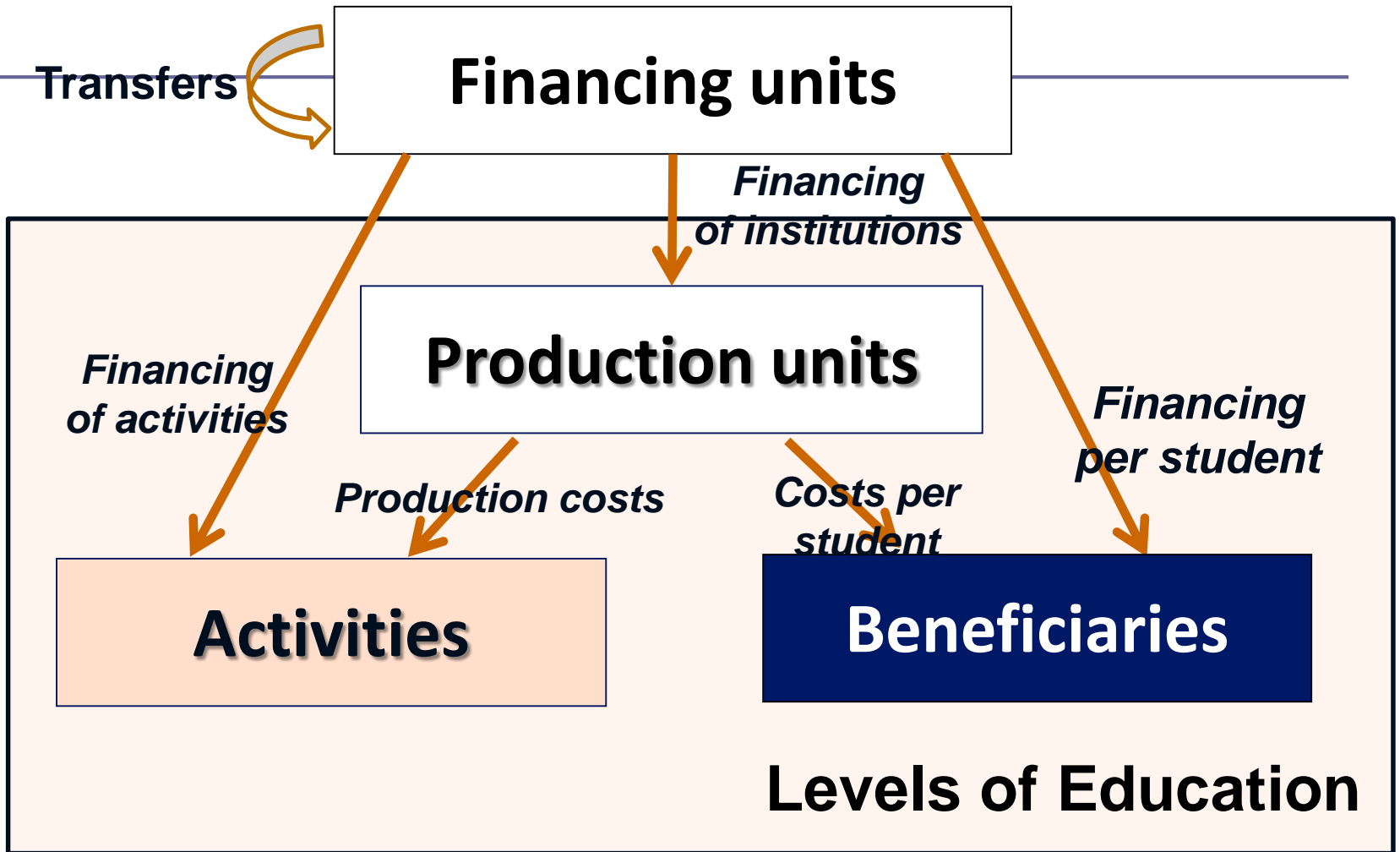
*Financing per student*

**Activities**

**Beneficiaries**

**Levels of Education**

**Object of expenditures**



# Synthesis Tables

## **Financing of Educational Activities**

*Expenditures of Financing Units*

*3 tables : Total, Recurrent, Capital Expenditures*

## **Expenditures of Financing units**

*Expenditure of Government of Kenya*

*Expenditure of Constituency Development Fund and Local Governments*

*Total Expenditure of Public Administrations*

*Expenditure of Households and Private Entities*

*Expenditure from External Funding*

## **Financing of Education Providers**

*Expenditures of Financing Units*

*3 tables : Total, Recurrent, Capital Expenditures*

## **Expenditure of Education Providers**

*Total expenditures (recurrent & capital) of Production Units*

## **Average expenditure per student**

*Average financing per student (recurrent & capital)*

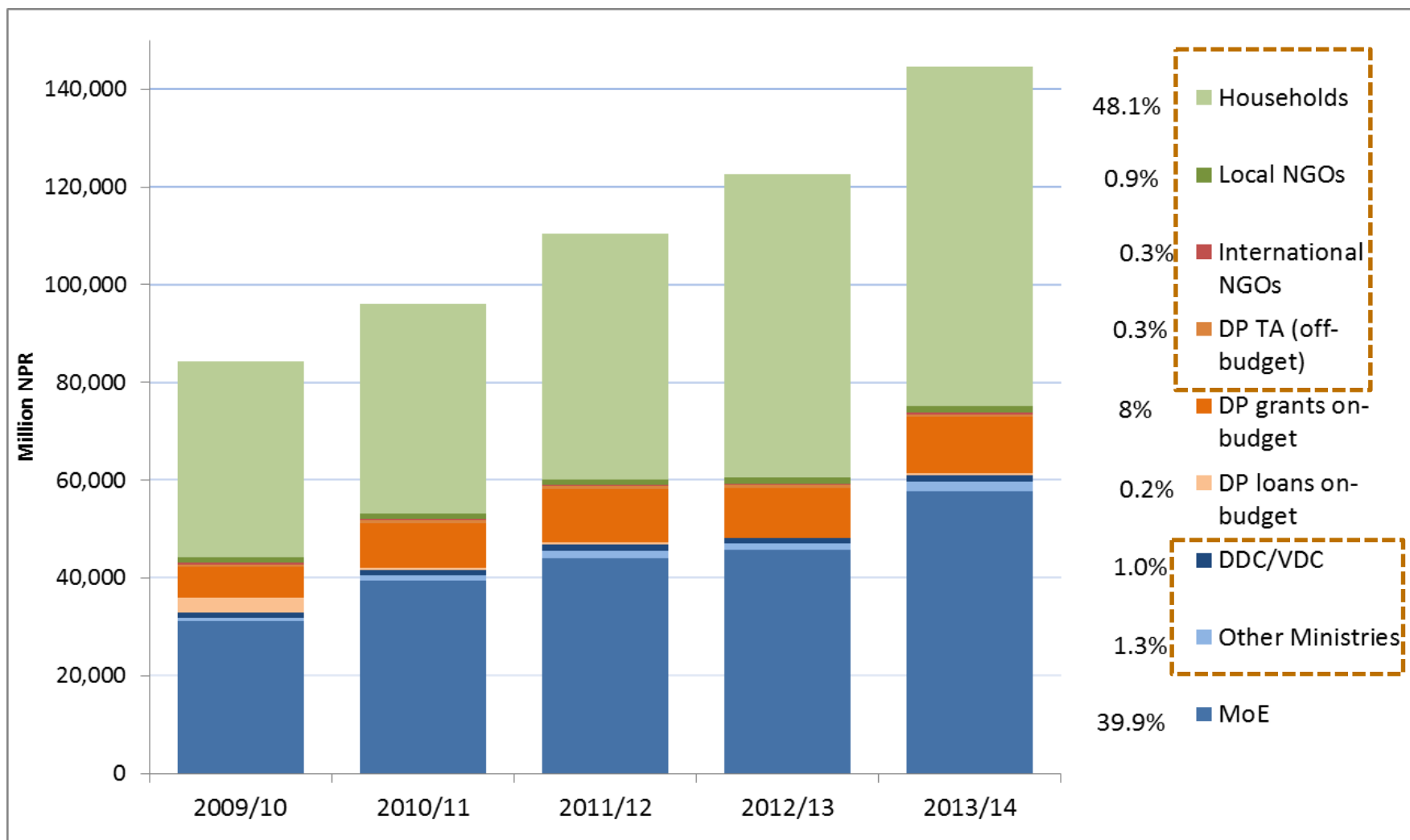
*Average recurrent financing per student*

*Average expenditure of Government of Kenya per student*

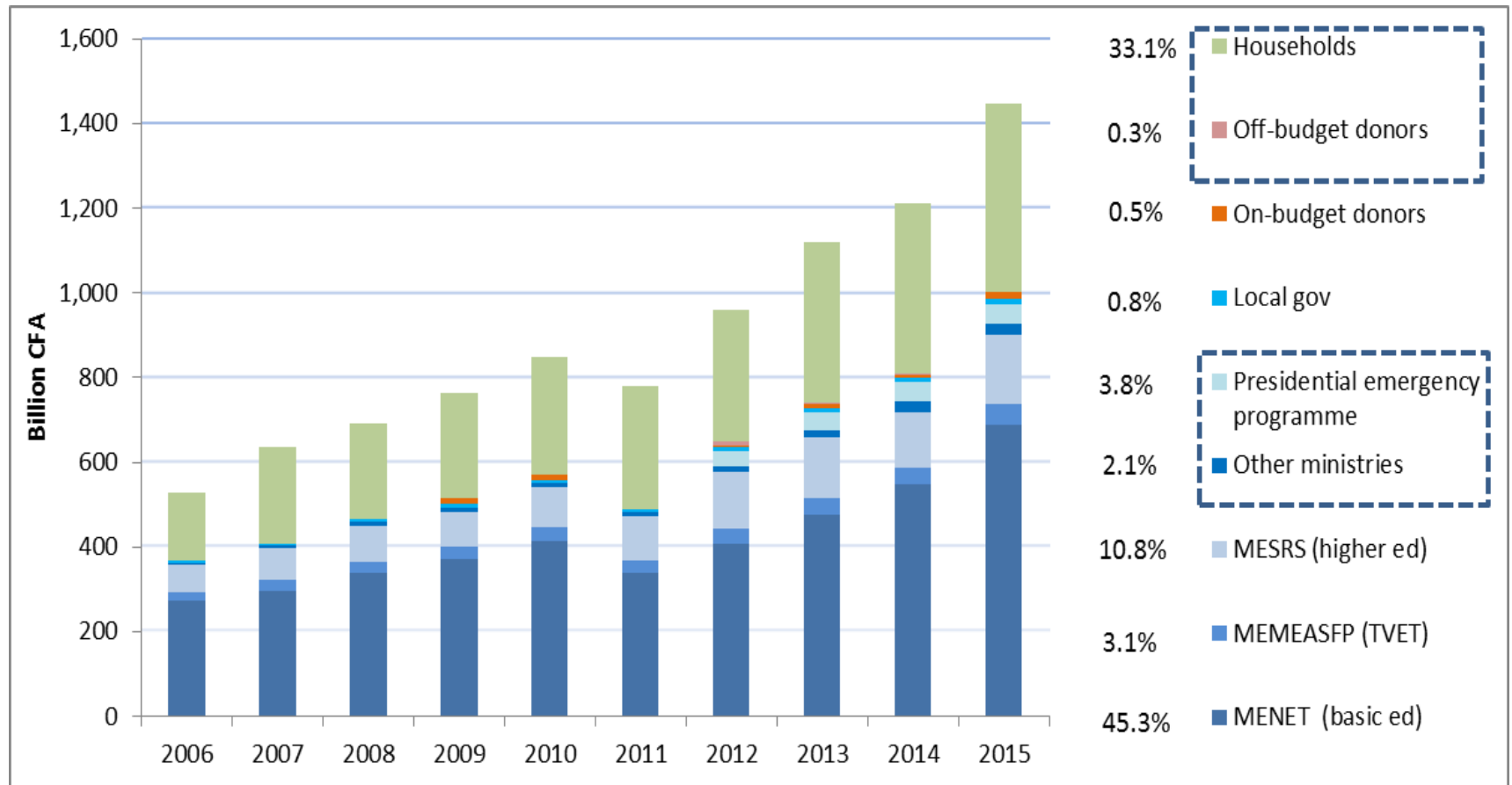
*Average expenditure of Households per student*

*Average Expenditure of Production Units per student*

# Preliminary results: Nepal



## Preliminary results: Côte d'Ivoire



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# Organization of the work

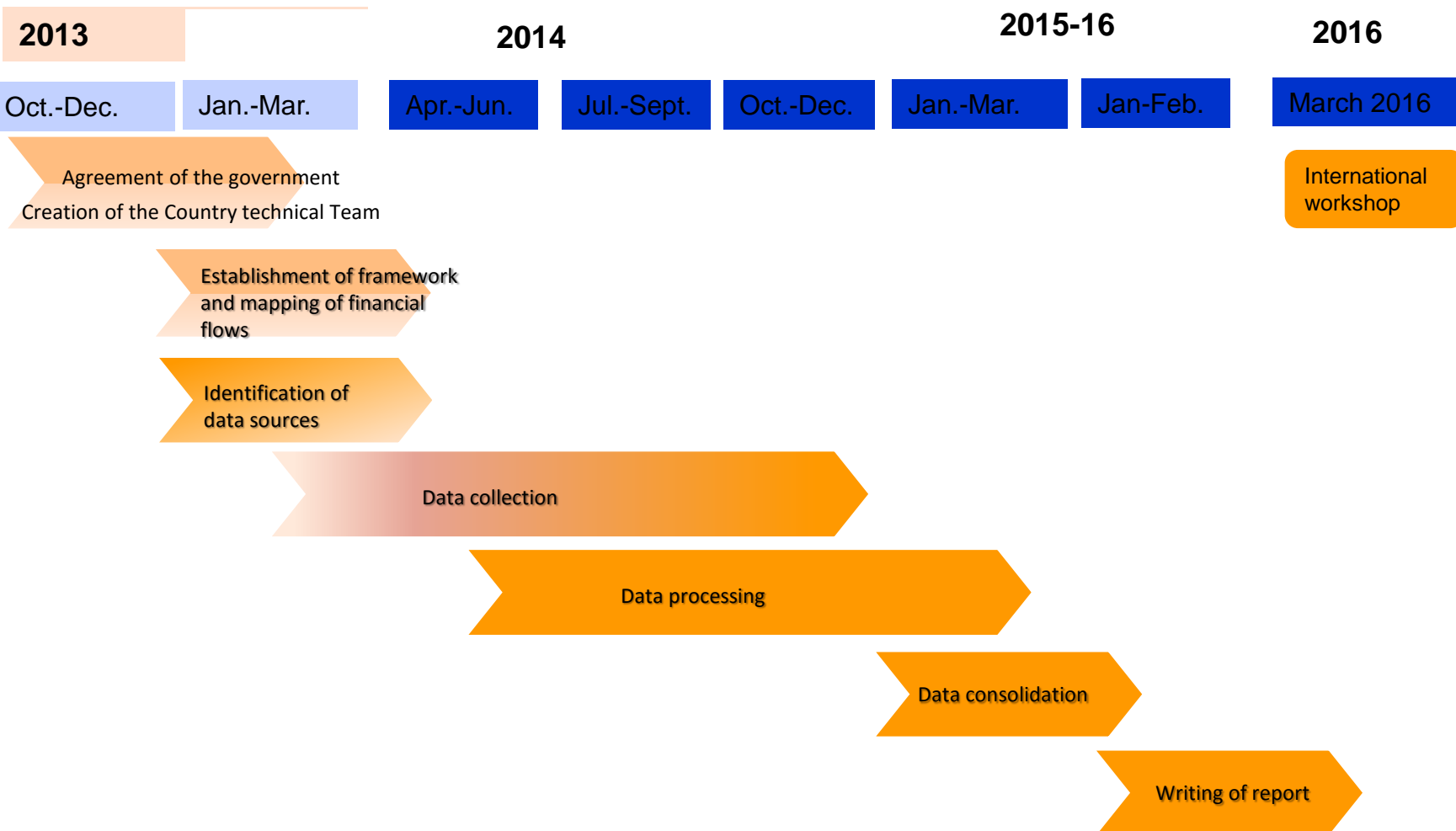
# 14 Files

- 1. Government Budget**
- 2. Districts & Villages  
Development  
Committees**
- 3. Households (Parents)**
- 4. Local NGOs**
- 5. International NGOs**
- 6. Development Partners**

- 7. Community schools**
- 8. Institutional schools**
- 9. CTVET Institutions**
- 10. UGC Institutions**
- 11. Private Higher  
Education**
- 12. Other Ministries Colleges**
- 13. Non Formal Centres**

**14. General information**

# The NEA project in Nepal: timeline





# Key outputs of IIEP-UIS-GPE NEA project

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## International guidelines on NEA:

- ▣ Framework and classification
- ▣ Potential data sources
- ▣ Consolidation and estimations methods
- ▣ Organisation and institutionalisation

Guidelines for designing education expenditure sections household expenditure surveys (in collaboration with IHSN)

8 national reports

# Financing flow

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- ▣ Financing flow

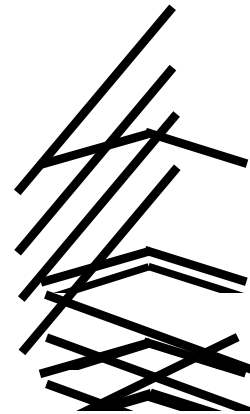
# Challenges of NEA

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- ❑ Collecting data from INGOs and NGOs
- ❑ “off budget” of development partners
- ❑ Quality and coverage of finance data collected from EMIS
- ❑ Collecting data from local governments
  - Not standardized
  - Difficult to identify ‘education’ activities
- ❑ Disaggregating by objectives (activities) of expenditures

# THANKS

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