

EDP04

Financing Education



Enhancing educators' expertise and professional development

EDP04: Financing Education

Module delivered to: Cook Islands Ministry of Education

Date: 6th July – 17th April, 2015

Facilitator: Dr Donasiano Ruru

Contents

I. Introduction to Module	4
II. Prerequisite Course or Knowledge	4
III. Time	4
IV. Module Rationale	5
V. Module Objectives.....	6
VI. Content	6
Overview of Content & Rationale for Inclusion	6
Content Map	8
VII. Key Words.....	9
Key vocabulary and terms.....	9
VIII. Teaching and Learning Activities	9
Planned Teaching and Learning Activities:	9
IX Assessment:	11
IX. Materials	12
X. Compulsory Readings and Useful Links	12
XI. Appendices.....	12
XII. References	12
Appendix One: Assessment Information	13

I. Introduction to Module

Financing Education, EDP04, is one of four modules presented under the Professional Certificate in Education Policy and Planning offered by the Institute of Education in collaboration with the School of Education at the University of the South Pacific. The EDP04 Module is worth 5 credit points and is offered at the post graduate level. The EDP04 is aligned to the School of Education's ED292 Financing Education course. The module is delivered through the face-to-face mode, in country, for two weeks. The module was developed by Dr Masasso Paunga of the Institute of Education, with advice from Associate Professor Govinda Lingam of the School of Education, and from Professor Mark Bray, The University of Hong Kong. The module is delivered by Dr Donasiano Ruru.

II. Prerequisite Course or Knowledge

Students wishing to take this module should have already gained admission into the *Professional Certificate in Education Policy and Planning*. As a pre-requisite for this course, students are assumed to be working in the field of education and expected to have some knowledge of their education system. Students are expected to be in an educational leadership position or interested in educational leadership. Students, taking this course are expected to be at managerial level, including school principals, head teachers, Chief Education Officers, District/Provincial education officers, and heads of education divisions. Students are not required to have completed ED292 Financing Education prior to enrolling in this module (EDP04).

III. Time

Time	Activities
DAY 1	Financing Education in Policy and Planning Role of financing education in policy and the planning process
DAY 2	Parameters of Financing Education Education Act Government budget legislation
DAY 3	Sources of Financing Education Government budgets Aid donor funding Local communities (church, village, schools)
DAY 4	Technical analysis Appropriate data for analysis EMIS ISCED 2011 (International Standard Classification of Education, UNESCO) HIES (Household income expenditure) <i>Assessment 1: Case scenario - financial analysis for operating multigrade school (20%)</i>
DAY 5	MoE Budget Review of core components of the national Ministry of Education budget Staff salary Recurrent expenditure
DAY 6	Forecasting & Projection in Financing Education Technical skills in forecasting and projection <i>Assessment 2: Exercise in forecasting and projection (20%)</i>
DAY 7	Budgeting Process & Timing

	Process for preparing & planning for a Ministry of Education budget Provision for new projects and unexpected budget items Identifying key timelines in the budgeting process Recognising key stakeholders in the budgeting process
DAY 8	Financing guide for schools School operational budget Preparing an acquittal report <i>Assessment 3: Complete school budget & acquittal report (20%)</i>
DAY 9	Approaches to financing education in various Pacific Island countries Review of the financing education models for Palau, Tonga and Cook Islands.
DAY 10	New trends in Financing Education in the Pacific Financing for TVET, ICT, ECE and Open Schooling in the Pacific Financing education versus the expected outcomes of education in the Pacific <i>Assessment 4: Group presentation & report on country review of approaches to financing education (40%)</i>

IV. Module Rationale

The EDP04 Module on Financing Education is one of four modules offered under the Professional Certificate in Education Policy and Planning. The Forum Education Ministers' meeting (FEdMM) in April 2012 tasked the USP with developing and delivering a training mechanism that will raise the capacity of national educational planners and policy writers in regional Ministries of Education. In September 2012, the Institute of Education, with support from the School Education, conducted a training needs analysis in 6 countries of the region to gather information that would inform the design of the educational policy and planning program. The Professional Certificate in Education Policy and Planning was approved by the USP Senate for full development in November of 2013.

The Institute of Education, with advice from the School of Education and from Professor Mark Bray of the University of Hong Kong, have fully developed the modules for offering in semester 2 of 2014.

This module, EDP04 Financing Education was developed in recognition that effective policy and planning depends on accurate, operative and sustainable financing frameworks. This module clarifies these linkages and the role of financing education in the policy and planning process. The EDP04, like all other modules in the program, are designed for practitioners and while they are inter-related, can also be treated as a stand-alone module. The EDP04 Financing Education intends to provide students with practical tools/templates that will encourage improved practice in financing education in their own context. The EDP04 Financing Education is linked to ED292 Financing Education. The ED292 is offered as a semester long course as part of the undergraduate Bachelor of Education program. The EDP04 is offered at post graduate level.

V. Module Objectives

The aim of the EDP04 Financing Education module is to introduce students to the role of financing education in the policy and planning process; define the parameters for financing education; identify sources of funding for education; select appropriate data for financial analysis; examine and evaluate Ministry of Education budgets, forecasting and projection in financing education; be familiar with the budgeting process and timeframes; understand financing for schools; examine the financing formats for various Pacific island countries and new trends (TVET, ECE, ICT, Open Schooling) in financing education in the region.

Learning outcomes for students upon completion of this module:

1. Examine concepts in financing education
2. Adapt and enhance specific skills relating to financial planning, management and policy.
3. Put into practice an improved understanding of financial data and critically evaluate educational budgets with a focus on best practices and pathways for improved reliability and efficiency.
4. Assess, calculate estimates, and produce predictions using financial statistics in an educational context.

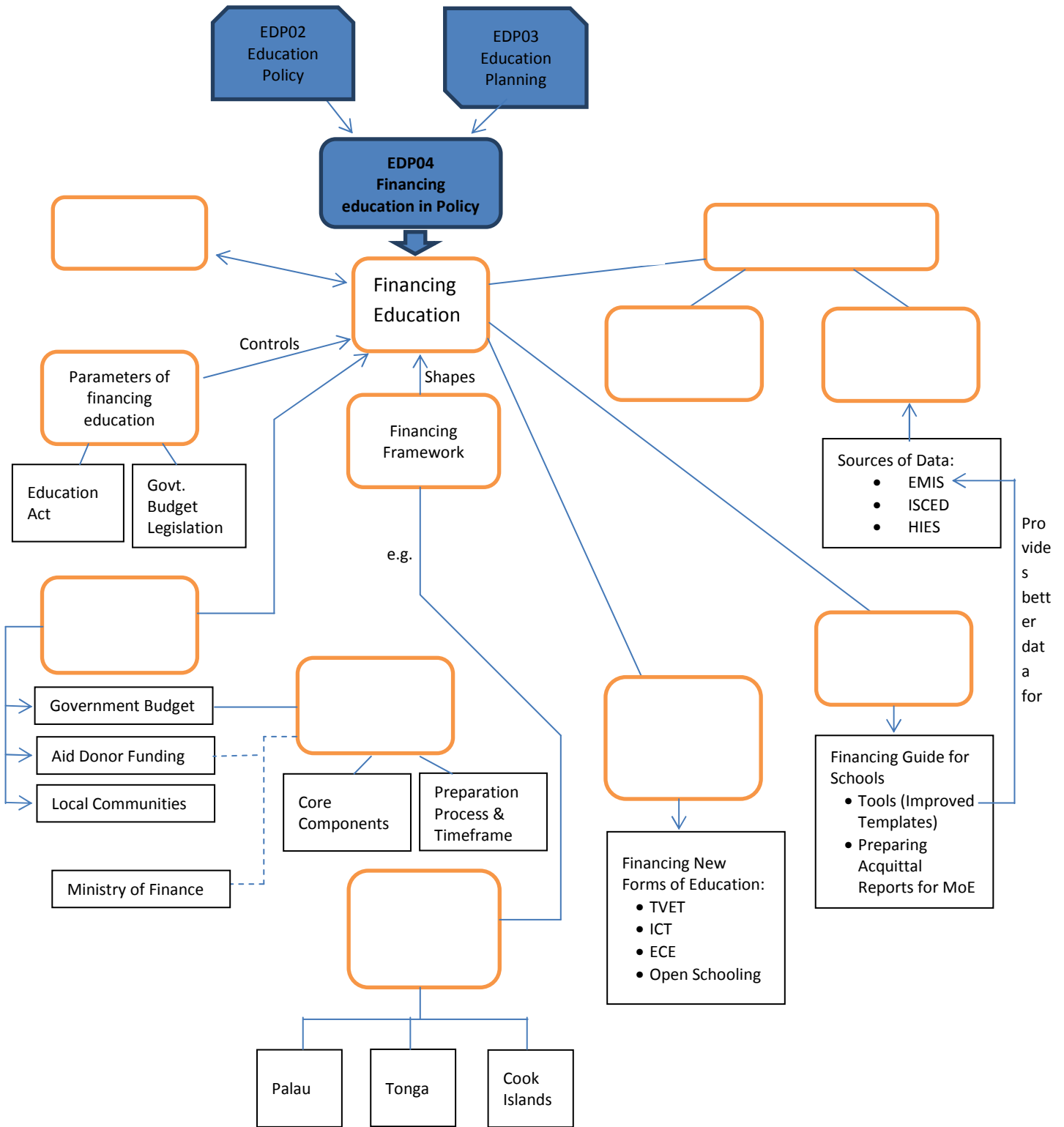
VI. Content

Overview of Content& Rationale for Inclusion

Content	Rationale for Inclusion
Financing Education in Policy and Planning Role of financing education in the policy and planning process	It is critical for students to understand and appreciate that every effective policy and plan needs to be directly linked and aligned to a financing framework that is accurate, operative and sustainable.
Parameters of Financing Education Education Act Government budget legislation	Financing education should be controlled by the stipulated education regulations and particularly by the Education Act of the country.
Sources of Financing Education Government budgets Aid donor funding Local communities (church, village, schools)	With limited funding in education, most Pacific countries are encouraged to seek alternative funding sources. Students need to recognise and appreciate the contributions of various funding agencies, both local and international, to the financing of education in a Pacific country.
Technical analysis Appropriate data for analysis EMIS ISCED HIES	To ensure valid financial analysis, students need to appreciate and understand the value in ensuring data collected meets international standards and is used appropriately.
MoE Budget Review of core components of the national Ministry of Education budget	An opportunity for students to review their own country's education budget, taking note of core components in a national education

Staff salary Recurrent expenditure	budget.
Forecasting & Projection in Financing Education Technical skills in forecasting and projection	A key skill in financing relates to the technicalities of forecasting and projection. Students will be introduced to these two skills.
Budgeting Process & Timing Process for preparing & planning for a ministry of education budget (including new developments) Budget negotiations Identifying key timelines in the budgeting process Recognising key stakeholders in the budgeting process	Students need to understand the reality of the budgeting processes, the critical need to follow timeframes, and to understand the linkages with national ministries of finance and with donor agencies.
Financing guide for schools School operational budget Preparing acquittal report	Students have an opportunity to view budgeting process from schools' perspective. Students, who are in schools, will have an opportunity to learn tools for school budgeting and preparing acquittal reports for the national Ministry of Education. Improved templates for financing schools can assist in improving the quality of data for EMIS.
Approaches to financing education in various Pacific Island countries Review of Palau, Tonga and Cook Islands financing education models	An opportunity for students to review and to see the differences and commonalities in other Pacific islands' approaches to financing education.
New trends in Financing Education in the Pacific Financing for TVET, ICT, ECE and Open Schooling in the Pacific Financing education versus the expected outcomes of education in the Pacific	Students to draw attention to new and emerging forms of education and training in the region, and the implications for financing such educational programs.

Content Map



VII. Key Words

Key vocabulary and terms

Term	Definition
Financing education	Refers to the cost and funding sources associated with the operation of an education system
Government budget legislation	Regulations and guidelines for national budget processes and disbursement of public funds
Financial analysis	Process of reviewing and evaluating statistical and financial data for budgeting purposes.
ISCED	International Standard Classification of Education
EMIS	Education Management Information System
HIES	Household income-expenditure survey
Forecasting	Method of projecting future financial performance
TVET	Technical, Vocational Education and Training
ICT	Information Communication Technology
ECE	Early Childhood Education

VIII. Teaching and Learning Activities

Planned Teaching and Learning Activities:

Day One			
TIME	CONTENT	TEACHING ACTIVITIES	STUDENT LEARNING OUTCOMES
9am – 1pm	Financing education in policy and planning Introduction to concepts of financing education	Lecture notes and class discussions	<i>Examine concepts in financing education</i>
2 – 5pm	Key roles of financing education in the policy and planning process		
Day Two			
9am – 1pm	Parameters of financing education Education Act Government budget legislation	Lecture notes and class discussions Group review of key legal documents	<i>Examine concepts in financing education</i>
2 – 5pm	Education Regulations Education Policies		
Day Three			
9am – 1pm	Sources of financing education Government budgets Aid donor funding	Lecture notes and class discussions Guest speaker from school PTA on community contribution	<i>Adapt and enhance specific skills relating to financial planning, management and policy</i>
1 – 5pm	Local community contributions (financial & others)		
Day Four			

9am – 1pm	Technical analysis Review of available, relevant and appropriate data: MoE Annual Report EMIS PRISM SPC	Lecture notes and class discussions Group work on review of available data from different databases	<i>Put into practice an improved understanding of financial data and critically evaluate educational budgets with a focus on best practices and pathways for improved reliability and efficiency.</i>
2 – 5pm	ISECD HIES Population census	<i>Assessment 1: Case scenario - financial analysis for operating multigrade school (20%)</i>	<i>Assess, calculate estimates, and produce predictions using financial statistics in an educational context</i>
Day Five			
9am – 1pm	MoE Budget Review of core components of national ministry of education budget	Lecture notes and class discussions Group work on review of MoE budget	<i>Put into practice an improved understanding of financial data and critically evaluate educational budgets with a focus on best practices and pathways for improved reliability and efficiency.</i>
2 – 5pm	Staff salary Recurrent expenditure		
Day Six			
9am – 1pm	Forecasting and projection in financing education Technical skills in forecasting and projection	Lecture notes and class discussions Group work on forecasting and projection in financing education	<i>Assess, calculate estimates, and produce predictions using financial statistics in an educational context.</i>
2 – 5pm	Exercise in forecasting and projection	<i>Assessment 2: Exercise in forecasting and projection (20%)</i>	
Day Seven			
9am – 1pm	Budgeting process and timing Process for preparing & planning for a MoE budget (including new development) Budget negotiations	Lecture notes and class discussion Invited guest speaker, Financing department of the MoE and Ministry of Finance	<i>Put into practice an improved understanding of financial data and critically evaluate educational budgets with a focus on best practices and pathways for improved reliability and efficiency.</i>
2 – 5pm	Key timelines in the budgeting process Recognising key stakeholders in the budgeting process		<i>Adapt and enhanced specific skills relating to financial planning, management and policy.</i>
Day Eight			
9am – 1pm	Financing guide for schools School operational budget	Lecture notes and class discussion Group work on templates	<i>Adapt and enhanced specific skills relating to financial planning, management and policy.</i>

2 – 5pm	School acquittal report	<i>Assessment 3: Complete school budget & acquittal report (20%)</i>	<i>Put into practice an improved understanding of financial data and critically evaluate educational budgets with a focus on best practices and pathways for improved reliability and efficiency.</i>
Day Nine			
9am – 1pm	Approaches to financing education in various Pacific Island countries Review of Palau, Tonga and Cook Is financing education models	Lecture notes, class discussions and group work	<i>Examine concepts in financing education</i>
2 – 5pm	Review of country financing models		
Day Ten			
9am – 1pm	New trends in Financing Education in the Pacific Financing for TVET, ICT, ECE and Open Schooling	Lecture notes, class discussions and group work on	<i>Examine concepts in financing education</i>
2 – 5pm	Financing education versus the expected outcomes of education in the Pacific	<i>Assessment 4: Group presentation & report on country review of approaches to financing education (40%)</i>	

IX Assessment:

Summary of Assessments:

The EDP04 module takes a continuous assessment approach, with the following assessment tasks. Please note that all assessment tasks are due during the delivery of the module. Students are expected to, when necessary, complete assessments after class. When available, time will be given during the course for students to work on their assessments. For variation on the due date for the assignments, please talk with the instructor.

The USP Policy on Plagiarism and Dishonest practice applies. You can access this through the USP website: <http://www.usp.ac.fj/index.php?id=calendar>

Assessment descriptor	Weight %	Due date
1. <i>Case scenario - financial analysis for operating multigrade school</i>	20%	Day 4
2. <i>Exercise in forecasting and projection</i>	20%	Day 6
3. <i>Complete school budget & acquittal report</i>	20%	Day 8
4. <i>Group presentation & report on country review of approaches to financing education (40%)</i>	40%	Day 10

IX. Materials

Lecture notes and power point presentations

Parry, G., Tokai, E., 2005, *PRIDE Financing Education: A Pacific Perspective* CD ROM, USP: Suva

Vivier, E.D. 2008. *Costs and Financing in Open Schools*, Commonwealth of Learning: Vancouver

List of statistics and databases available for the financial analysis
Education Act for a selected number of countries

Assessment Descriptors, marking schedule and assignment sheets

X. Compulsory Readings and Useful Links

Bray, M., 2002. *The Costs and Financing of Education: Trends and Policy Implications*, Education in Developing Asia, Vol 3. Asian Development Bank, Comparative Education Research Centre, The University of Hong Kong.

MoE Annual Report

Education Act and Legislation
National Budget statement

Education Policy
Education budget for Cook Islands, Palau and Tonga

XI. Appendices

Assessment information and marking schedule are included in the Appendices. Students are to use USP assignment cover sheets and follow USP regulations for assignment submissions.

XII. References

Bray, M., 2002. *The Costs and Financing of Education: Trends and Policy Implications*, Education in Developing Asia, Vol 3. Asian Development Bank, Comparative Education Research Centre, The University of Hong Kong.

Parry, G., Tokai, E., 2005, *PRIDE Financing Education: A Pacific Perspective* CD ROM, USP: Suva

Vivier, E.D. 2008. *Costs and Financing in Open Schools*, Commonwealth of Learning: Vancouver

Appendix One: Assessment Information¹

Assessment One: Case scenario – Financial analysis for operating multi-grade school

Weight: 20%

Due date: Day 4

Instructions:

1. What are the funding issues that you think make multigrade schools special, compared to schools where teaching occurs in separate ageclasses.
2. Is it necessary to support multigrade schooling? Which factors do you think should be the priority for your reasoning? Are these factors strongly legal, social, cultural, or economic? Please justify your reasoning with available statistics and data.

Marking Schedule:

Expected student learning outcome: Assess, calculate estimates, and produce predictions using financial statistics in an educational context.

Levels of attainment	Descriptor	Comments
A: The very best understanding 18 - 20	Is able to critically <i>reflect</i> on approaches to financing education and <i>evaluate</i> the significance of weighing financing factors against other parallel factors such as legal social, and cultural factors.	
B: Highly satisfactory 14 - 17	Is able to <i>explain</i> the importance of financial analysis using relevant data from various sources, and to <i>compare</i> different experiences and beliefs about financing education. Is able to <i>apply</i> the various lessons of financial analysis to justify decision making.	
C: Quite satisfactory 10 - 13	Is able to <i>classify</i> a range of beliefs and experiences in financing education and make <i>comments</i> on specific characteristics of financing education.	
D: Pass 9 - 10	Is able to <i>state</i> and <i>describe</i> an approach to financing education	
F: Fail	Is not able to complete task.	

¹Further detailed information will be provided on the marking schedule prior to the class commencement, based on the context and the prior knowledge of the students.

Assessment Two: Exercise in forecasting and projection

Weight: 20%

Due date: Day 4

Instructions:

1. From the Ministry of Education 's annual budget for the past 10 years, identify the items that have increased in expenditure.
2. Together with the data collected from the Ministry's Annual reports, can you justify the rationale for the increasing trends in two of the items that you identified in (1) above.(You can also use relevant data from other sources if appropriate for further support of your answer.)
3. Project the rate of growth for the two items you selected in (2), for the next five years and explain the possible trends for the items, whether they will continue to increase or whether other factors may hamper this rate of growth. Provide a rationale for your answer.

Marking Schedule:

Expected student learning outcome: Assess, calculate estimates, and produce predictions using financial statistics in an educational context.

Levels of attainment	Descriptor	Comments
A: The very best understanding 18 - 20	Is able to critically <i>reflect</i> on approaches to financing education and <i>evaluate</i> personal and other conceptualisations of financing education.	
B: Highly satisfactory 14 - 17	Is able to <i>explain</i> the meaning of financing education and understand the techniques used <i>compare</i> different approaches to understanding financing education. Is able to <i>apply</i> the various techniques and methods used in financing projections to better understand financing education.	
C: Quite satisfactory 10 - 13	Is able to <i>classify</i> a range of beliefs and experiences in financing projections and make <i>comments</i> on specific characteristics of financing education.	
D: Pass 9 - 10	Is able to <i>state</i> and <i>describe</i> an approach to financing education	
F: Fail	Is not able to complete task.	

Assessment Three: Complete school budget & acquittal report (20%)

Weight: 20%

Due date: Day 8

Instructions:

1. The Ministry of Education has awarded you and your school for the best Principal of the year. A major part of this award will be that the Ministry agrees to pay for all the extra expenses that the school had during the school year. As Principal, you must submit an acquittal report to the Ministry of not more than two pages for all the costing for the running of the school in the past year and all the income or revenue collected during the school year.
2. In the report you are also requested to provide a costed budget for the next coming year.
3. Prepare a proper acquittal report and a budget as required by the Ministry in order to receive the full offer for the award.

Marking Schedule:

Expected student learning outcome: Put into practice an improved understanding of financial data and critically evaluate educational budgets with a focus on best practices and pathways for improved reliability and efficiency.

Levels of attainment	Descriptor	Comments
A: The very best understanding 18 - 20	Is able to critically <i>reflect</i> on approaches to financing education and <i>evaluate</i> personal and other conceptualisations of financing education.	
B: Highly satisfactory 14 - 17	Is able to <i>explain</i> the meaning of financing education and understand the techniques used <i>compare</i> different approaches to understanding financing education. Is able to <i>apply</i> the various techniques and methods used in financing projections to better understand financing education.	
C: Quite satisfactory 10 - 13	Is able to <i>classify</i> a range of beliefs and experiences in financing projections and make <i>comments</i> on specific characteristics of financing education.	
D: Pass 9 - 10	Is able to <i>state</i> and <i>describe</i> an approach to financing education	
F: Fail	Is not able to complete task.	

Assessment 4: Group presentation & report on country review of approaches to financing education

Weight: 40%

Due date: Day 10

Instructions:

The Ministry of Finance has set a target of 5% increase in nominal annual total recurrent budget expenditure for the next five years, 2.5% real growth in line with projected GDP growth and 2.5% for inflation. All Ministries have been told to keep their budgets within the 5% per annum increase however, the Ministry of Finance has indicated that it will consider reallocation of resources within the overall budget ceiling if a compelling case can be made based on national development strategies and priorities.

Currently education is allocated 20% of the total national recurrent budget of which 40% is allocated to primary education alone. Teachers will also receive a 10% cost of living adjustment in 2015 in addition to their normal annual increments of 2.5%.

The following high priorities of the government in education will need to be examined in view of policy development and budget implications:

- Reduction of pupil: teacher ratio in primary from 30 to 25
- The Teacher Ratio will be decreased by 1 pupil each year to reach the target.
- Increasing allocations to school operations and classroom materials
- Reduction of the proportion of the primary budget going to teacher PE and allowances from 90% to 85%.

Group Presentation

Students can look at this rubric so they may understand what they are being graded on. The Group Presentation Rubric will be combine with the Teammate Participation Rubric to determine your final grade for the project.)

Marking Schedule:

Expected student learning outcome: Examine concepts in financing education.

Trait	Criteria				Points
	1	2	3	4	
Content - Report Did the presentation have valuable material?	Presentation contained little to no valuable material.	Presentation had moments where valuable material was present but as a whole content was lacking.	Presentation had a good amount of material and benefited the class.	Presentation had an exceptional amount of valuable material and was extremely beneficial to the class.	(20%)
Collaboration Did everyone contribute to the presentation? Did everyone	The teammates never worked from others' ideas. It seems as though only a few people worked on the	The teammates sometimes worked from others' ideas. However it	The teammates worked from others' ideas most of the time. And it seems like	The teammates always worked from others' ideas. It was evident that	

seem well versed in the material?	presentation	seems as though certain people did not do as much work as others.	everydid some work, but some people are carrying the presentation.	all of the group members contributed equally to the presentation.	(5%)
Organization Was the presentation well organized and easy to follow?	The presentation Lacked organization and had little evidence of preparation.	There were minimal signs of organization or preparation.	The presentation had organizing ideas but could have been much stronger with better preparation.	The presentation was well organized, well prepared and easy to follow.	(10%)
Presentation <i>Did the presenters Speak clearly?</i> Did the engage the audience? Was it obvious the material had been rehearsed?	Presenters were unconfident and demonstrated little evidence of planning prior to presentation	Presenters were not consistent with the level of confidence/ preparedness they showed the classroom but had some strong moments	Presenters were occasionally confident with their presentation however the presentation was not as engaging as it could have been for the class.	Presenters were all very confident in delivery and they did an excellent job of engaging the class. Preparation is very evident.	(5%)

Team Name: _____



THE UNIVERSITY OF THE
SOUTH PACIFIC