# **MODULE 3. SENSITIVITY**

# **SKILLS PRACTICE: MAKING TOUGH POLITICAL CHOICES TO IMPROVE EQUITY**

**Aim of exercise.**

To practise breaking down spending according to the different levels of education and assessing whether government resources are equitably allocated (this is a crude version of what is explained in the toolkit but aims to start the participant thinking about the issues)

**Activity**

**Step 1:** Look at the table below which shows spending broken down by pre-primary, primary, secondary and tertiary education in four example countries.

**Step 2:** Answer the following questions:

* Which country do you think has the fairest allocation across different levels?
* Which country do you think has the most unfair allocation across levels?
* Explain why you think so?

**Step 3:** Try finding information about funding allocations to the different educational levels in your own country’s budget. How fair do you think the allocations are? Whether or not you can do this will depend on how the budget is presented. If it’s impossible to do with the information that is publicly available, you might want to consider asking for a meeting with the minister and/or ministry officials to discuss the issue with them. What thought has been given to the fairness and equity of budget allocations across the different educational levels.

| **EXAMPLE COUNTRIES** | **PRE-PRIMARY** | **PRIMARY** | **SECONDARY** | **TERTIARY** |
| --- | --- | --- | --- | --- |
| Country A | 2% | 50% | 10% | 38% |
| Country B | 10% | 20% | 35% | 35% |
| Country C | 10% | 40% | 30% | 20% |
| Country D | 4% | 20% | 16% | 60% |

**Step 4: Imagine now you are the education ministry in your county, how do you respond to different needs?**

While there may also be a strain to upscale the quality of secondary education. How do you manage these considerations? What do you think your priority is as an organisation?

Now think about using the [Chapati diagram](https://www.reflectionaction.org/tools_and_methods/59/?from=tb_72) to think about who has power over the budget? Who can you build power with (i.e. youth movements are very strong in many countries)? In this step think about all you have learnt in this section – what are you suggesting are the main priorities for improving the sensitivity of the budget.

**What to do in a workshop setting**

**Time allowed:** 1 hour for group discussion and 20 minutes for feedback per group.

Get small groups to look at the example budget above, and discuss your own context. Feedback into plenary by imagining if you were the Minister of Education speaking to parliament outlining your political priorities.