# **MODULE 4. SCRUTINY**

# **PLANNING FOR ACTION: MAPPING EDUCATION SPENDING RESPONSIBILITIES & IDENTIFYING ISSUES**

**Aim of exercise.**

To map who is responsible for education spending at different levels and begin to identify issues.

**Activity**

**Step 1:** Identify the spending structures at different levels – Draw up a table of the different agencies responsible for spending the education budget and their roles. Do this from national through to school level. Make sure you are clear about how transfers work and who is responsible for disbursements.

| LEVEL | AGENCY | ROLE | RESPONSIBILITY | ISSUES IDENTIFIED |
| --- | --- | --- | --- | --- |
| National |  |  |  |  |
| Provincial |  |  |  |  |
| District |  |  |  |  |
| School |  |  |  |  |

**Step 2:** Identify issues – Are you already aware of particular issues or blockages in the system that will need to be explored as part of your budget tracking process? Do some provinces struggle to spend their allocations? Are there rumours of mismanagement or corruption in a particular agency or region? Identify blockages or other issues affecting education spending and add these to your table.

**During your budget tracking process:** *You will need to explore these questions in much more detail when you actually embark on your budget tracking process. To obtain information about education spending processes and issues, take a look at government budget documents or audit reports, talk to provincial or district budget officers, or to the Education Ministry. Your ability to access relevant data will depend on whether your government has an open information policy. If it’s not possible to access the information you need, your first step might be to lobby the government to make the budget process more transparent. In many ways budget tracking is about building relationships, so that information is continually shared.*

**What to do in a workshop setting**

**Time allowed:** approximately 2 hour in small groups/alone and feedback in plenary walking around gallery map (20 minutes per group)

Ask participants to create a large map of the country or region and to locate the different agencies or individuals responsible for spending on the map. Information about links between the various actors and about blockages can also be marked on the map. Alternatively, [a chapatti diagram c](http://www.reflect-action.org/chapatti)ould be used to identify the different actors involved, their relationships to each other and their relative power, as well as blockages in the system.