



Bringing hearts and minds
together for children

PLANNING FOR INCLUSION

HOW EDUCATION BUDGETS AND PLANS TARGET
THE MOST MARGINALIZED

Summary version

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INTRODUCTION

Planning and budgeting for inclusive education

The international community and national governments have committed to education for all children. Goal 4 of the 2030 Agenda for Sustainable Development is to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”¹ (SDG 4). Though there has been considerable progress in education enrolment over the last decade, 263 million children remain out of school globally,² and they are most likely to be girls, children from the poorest backgrounds, from ethnic, cultural or linguistic minority groups, living in conflict, and living with disabilities. Even where children can access schools, education can lack relevance, reinforce bias and discrimination, and fail to teach fundamental literacy and numeracy skills needed for children and young people to become socially and economically active citizens. National governments, supported by the international community, must develop strategies and commit resources to overcoming these challenges and ensure that SDG 4 targets, particularly those targets focused on equity and inclusion, are achieved.

Plan International believes that education should be available and accessible to all children on the basis of equal opportunity and non-discrimination. Every child must be able to access and complete an inclusive, quality pre-primary, primary and secondary education in order to meet global commitments. It is unacceptable that certain groups of children are prevented from being able to access, transition and complete a quality education due to their gender, nationality, ethnic or social origin, religion or political preference, age or disability. Such barriers are discriminatory and must be tackled through effective policies, sector plans and adequate funding. Plan International prioritizes girls’ education and gender equality in and through education as a key issue that requires advancing in order to address inequality and target the most marginalized.

Assessing transparency and inclusivity

This report summarizes findings from a review of available budget and planning documents from 12 low-income countries. The review assessed the extent to which education systems plan to address the needs of and barriers facing groups typically excluded from education, identifying explicit commitments to inclusion in education through planned actions and budget allocations. The availability of documents varied between countries, but, where possible, included national budgets and budget narratives, education sector budgets, budget narratives and plans (see table 1)³. The goal was to better understand how governments target the most marginalized to access and complete quality, relevant education.

Table 1: Summary of reviewed documents by country and type

Country	National Background	National Budget	National Report	Speech/ Press Release	People’s Budget	Sector Budget	Sector Plan	Sector Report	Other author	Total
Burkina Faso		1	1		1		1			4
Guinea		2				1		1		4
Guinea-Bissau		1							1	2
Kenya				1			1	1		3
Malawi				2			1			3
Mali		1					1			2
Nepal				1			1			2
Pakistan		1		1						2
Philippines					1	2	1			4
Senegal			2				2			4
Uganda	2						1			3
Zimbabwe				1			1		1	3
Total	2	6	3	6	2	3	10	2	2	36

¹ United Nations Global Compact, Sustainable Development Goals <https://sustainabledevelopment.un.org/sdg4>

² Data from UNESCO Institute of Statistics data site. [Available at: <http://www.uis.unesco.org/Education/Pages/oosc-data-release-2016.aspx>].

³ A complete list of reviewed documents can be found in Annex 1.

FINDINGS

This section presents the findings from the review, through top level financial and planning commitments to education and inclusion, and considerations for different groups traditionally excluded from school: girls, children living in poverty, children with disabilities, children from minority groups and children in emergencies and fragile states.

Holding governments to account on inclusive education

National and sector budget and planning documents offer a window into government priorities, demonstrating whether governments intend to implement strategies to eliminate education barriers and support the needs of excluded populations. Such documents should be publically available, allowing citizens to hold their governments to account on their commitments. For this review, government plans and budgets were sourced by our country teams, but for some countries it was difficult to access such documents. For other countries, the available documents contained mostly very general statements about priorities, with limited information about specific strategies or activities. Budgets or budget-related documents infrequently included sufficient detail to link budget allocations with sector-level objectives, strategies, or plans. This meant that it was difficult to fully assess how committed governments are to inclusive education and whether they are meeting their national and international obligations. However, clearly attempts are being made to be transparent and accountable when it comes to resource allocation. For example, Citizens' or Peoples' Budgets are an essential tool to facilitate public scrutiny and government accountability. They were reviewed for two of the countries (**Philippines** and **Burkina Faso**), and were found to be easy to obtain, with high-level budget information in easy-to-read formats.

The Education 2030 Framework for Action sets out financing benchmarks that commit governments to spending at least 4-6% of GDP and 15-20% of total budget on education, and it highlights domestic resourcing as the most important way of funding education.⁴ Countries for which this information was available were mostly aspiring to these targets, though few had met them – see box 1.

Box 1: Financing for education, according to reviewed documents:

- **Guinea:** 15.2% of state budget in 2016 against a forecast of 18%; but improvement since 2015 (13%)
- **Kenya:** 2.68% of GDP, goal of 4% by end of presidential term in 2018
- **Nepal:** 4.7% of GDP in 2010, goal of 4% and 15% of the national budget to be allocated for education; included in the key performance indicator
- **Pakistan:** Education spending is 2.68% of GDP in 2015-2016. Government commitment to 4% of GDP by end of Prime Minister's term 2018
- **Zimbabwe:** 5.7% of GDP; 20.3% of total budget

In addition, funding specifically for early childhood education activities has been increased in several countries: **Malawi** anticipates an increase in expenditure for early childhood development activities by three percent of total education budget by 2017, and **Zimbabwe** reports increased national funding to support early childhood education efforts from US\$2 million in 2015 to US\$144 million in 2016.

Ten countries commit to equity and access for all through their missions, goals or priorities, though to varying degrees. **Nepal** incorporates discussion of disparities and equity in the education sector goal and related theory of change, **Burkina Faso** includes 'equality and equity of access for all' as a key activity, and **Kenya** includes a strategic objective to "enhance access, equity, quality, and relevance of education and training at all levels." However, there is considerable variation in the extent to which countries address equity in their strategies or interventions.

Several countries describe a well-developed equity strategy within their education sector plans that takes a comprehensive approach to equity, both acknowledging dimensions such as gender, disability, poverty, geography and ethnicity, and describing a set of strategies, interventions, and annual targets to eliminate disparities by those characteristics. Other countries acknowledge the importance of equity and including marginalized groups, but provide little detail on how the challenges will be addressed.

⁴ Incheon Declaration (2015). Paragraph 14. <http://unesdoc.unesco.org/images/0023/002331/233137E.pdf>

Girls

Every girl has the right to access a quality education, in safe school environments that are free from gender bias and violence, and promote gender equality. Efforts to eliminate the barriers to girls' education often simultaneously improve the well-being of other vulnerable groups because the drivers of their vulnerability are similar and intersecting.

Disparities in girls' access and completion of education receive more attention across all of the documents reviewed than any other type of disparity. All but two countries at least mention gender in passing, as a part of the mission or strategic objectives (e.g., **Philippines**), but many address gender more extensively.

Eight countries have well-developed strategies to address gender inequality, sometimes independent of other disparities and sometimes in concert with them, recognizing both that vulnerable groups often face common barriers to accessing education, such as poverty, and that the intersection with other characteristics (e.g., poverty, disability) frequently exacerbates gender inequalities. Strategies for addressing gender inequalities focus on both demand-side issues (school costs, social norms) and supply-side barriers to participation, such as the school environment and teacher attitudes (see box 2).

Box 2: Planned interventions for improving girls access to school

- **Overcoming direct and indirect costs:** eliminating school fees, providing free uniforms, providing free textbooks, and school feeding programmes (Nepal, Burkina Faso)
- **Improving WASH:** providing gender-appropriate sanitation facilities, menstrual hygiene supplies including provision of sanitary towels. (Mali, Nepal, Kenya)
- **Increasing community demand for girls school:** engagement with community based organisations and wider communities, community and peer gender networks, addressing early marriage, pregnancy and other opportunity costs (Mali, Nepal, Burkina Faso)
- **Gender Sensitive school environments:** training of female teachers and school administrators on gender sensitive pedagogies and classroom management (Mali, Nepal, Kenya, Senegal)
- **Reducing SRGBV:** Gender-Based Violence workplace policy, gender networks, school based systems. (Kenya, Nepal, Mali, Senegal)

Despite these positive efforts to improve access to education for girls, they focused mostly on financial and resource barriers. Community mobilization to increase support for girls' education were notably absent from many of the documents reviewed, as were efforts to address gender discrimination in pedagogy or curriculum materials, or prevent and respond to school-related gender based violence.

Comprehensive sexuality education is an important factor in ensuring access to education for girls, and providing them with skills for their future lives, but most budget documents and education sector plans were silent on the topic of comprehensive sexuality education. The exceptions were **Burkina Faso, Kenya, Nepal, and Zimbabwe**, and though plans focus primarily on HIV/AIDS prevention and health, there was also some information on comprehensive sexuality and life skills education.

Female teachers and managers at all levels of education are vital to facilitating the learning of all children, and particularly girls, and to combatting negative stereotypes about gender roles. The hiring and retention of female teachers and administrators is included in some countries as a strategy for improvement girls' enrolment and retention. Alongside tracking the proportion of female teachers in basic education, plans include improving the work environment, addressing discrimination and gender based violence against female teachers (**Kenya, Mali, Nepal, Uganda**). In **Nepal**, plans for attracting and retaining female teachers also include quotas and training opportunities and career development.

Children living in poverty

No child should be denied the right to an inclusive, quality education due to poverty. Poverty exacerbates the likelihood of exclusion for those children who are already vulnerable or who face discrimination, such as girls or children with disabilities.

Most countries acknowledge the significance of poverty as a barrier to education, and many have at least a basic set of activities to address the education needs of children in poverty. However, in some cases, they lack significant information on efforts to reduce poverty as a barrier to education. Both **Uganda** and the **Philippines** prioritise access to tertiary education for students from disadvantaged backgrounds in plans and budgets, but contain no clear activities to reach the goal. Similarly, **Guinea's** sector report

describes one strategy to increase access to education and reduce disparities by stimulating demand for schooling in areas of poverty, but does not provide additional information on planned activities.

Where there are comprehensive plans to remove barriers facing children in poverty and other vulnerable children, children and young people are targeted if they live in deprived districts (e.g. **Nepal, Kenya**), and by individual/household poverty levels (**Burkina Faso**). Strategies include overcoming cost, distance and undernutrition (see box 3).

Box 3: Planned interventions for overcome poverty barriers

- Scholarships, education vouchers, grants, loans, tax relief (Kenya, Nepal, Burkina Faso, Pakistan)
- School feeding and nutrition (Nepal, Kenya, Guinea, Senegal)
- Low-cost mobile and boarding facilities: (Kenya (to support pastoral communities, groups in arid/semi-arid lands), Nepal)
- Establishing new schools for remote locations (Kenya)

Many country sector plans aspire to providing early childhood education free of cost; however, it is not clear the extent to which this has been achieved. In **Kenya** for example, the provision of free early childhood education is a sector goal, but funding for early childhood development activities has been devolved to the county government level, and consequently, funding is limited.

Children with disabilities

Children with disabilities have the right to access an inclusive, quality education. Mainstream education systems can and should be adapted to meet the needs of all learners, and offer learning opportunities for every child.

The education sector plans of most countries included at least one objective concerning the educational needs of children with disabilities, but with varying degrees of details. In **Malawi's** sector plan, for example, one of its four national goals is to ensure that students with disabilities are able to live an independent and comfortable life, and it includes strategies to support the construction of appropriate facilities and the provision of appropriate teaching and learning materials at different levels of education. In contrast, **Uganda's** Education Sector Framework Paper briefly mentions its Special Needs Education Programme as part of its efforts to increase education enrolment and access, but detailed information is not available and no performance indicators are listed. In the **Philippines'** education budget, one of the key strategic objectives specifies equity for students with special needs, and the provision of affirmative action to learners with special needs and/or learners and special circumstances, and "relevant instructional materials and equipment". However, the document does not include additional information about activities, outcomes or performance indicators to support these strategies. Some countries do include quite detailed plans, including specific interventions and performance indicators (see box 4).

Box 4: Strategies to address the needs of children with disabilities

- Increasing enrolment through scholarships and incentives: Nepal, Kenya
- Enhancing institutional and teacher capacity to meet the requirements of children with special needs: Kenya, Nepal, Mali, Senegal
- Investments construction and adaptation of infrastructure (e.g. accessible classrooms and WASH facilities): Kenya, Nepal, Guinea, Mali
- Adaptation of materials and specialist equipment: multi-purpose rooms (Mali), specialized structures (Senegal, for ECE), Braille/ large print/ sign language curriculum resources (Uganda, Malawi), interactive education resources (Nepal)

The **Nepal** plans go notably further than other countries, taking into consideration factors beyond the school such as referral mechanisms and home based support (see box 5). **Malawi's** sector plan also includes goals to promote the early detection, intervention, and inclusion for children with special needs within its objective to improve early childhood development offerings.

Box 5: Considering factors affecting disabled students within and beyond the school in Nepal

Nepal incorporates the needs of children with disabilities throughout its sector plan, addressing the needs of these children within its equity strategy, its strategy and programs for early childhood education, basic education, and secondary education, disaster response, as well as within its crosscutting objectives on health and nutrition. Activities within each of these components range from strengthening the sector's institutional capacity to provide inclusive education and establishing partnerships with other ministries and non-state actors, constructing accessible classrooms and water/sanitation facilities, providing scholarships and incentives for needy students, and improving diagnostic and referral mechanisms.

Children from minority groups

Children from ethno-linguistic minorities, indigenous peoples, and other minority populations are often excluded from education, and adequate provisions must be made to enable them to access to quality, culturally relevant, mother-tongue education.

Many countries addressed the needs of children excluded from education by virtue of their ethnicity, caste, and/or residence in a vulnerable or marginalized community.

Several countries highlight the need for education to reflect the language of populations: **Kenya's** sector plan notes that "mother tongue" is one of 12 subjects included in the lower primary education curriculum, and that teacher handbooks in a number of languages have been developed. One of **Guinea's** education sector strategies to improve primary education quality includes promoting the use of national languages in the early years of schooling. Furthermore, the country sector report describes plans for a study to identify sustainable strategies to integrate national languages into the early years of primary school, though if and how this will be funded is unclear.

Nepal's education sector plan acknowledges education disparities by caste, culture, ethnicity, and language as well as factors like poverty and geography. Planned activities to this end include targeted scholarships, mid-day meals, support to underachieving schools, provision of materials to support multilingual schools, promotion of mother tongue education in the early grades and quotas for teachers belonging to disadvantaged ethnic groups. Moreover, the plan establishes yearly numerical targets that track the delivery of these interventions for disadvantaged groups (including girls, Dalit students, and students with disabilities). **Kenya's** plans include an explicit focus on children living in arid and semi-arid lands – see box 6.

Box 6: Acknowledging the needs of children living in arid lands in Kenya

Kenya's education sector plan outlines a number of initiatives targeting the needs of students in excluded populations, such as pastoralists and others in arid and semi-arid lands, including budget allocation for school feeding programmes to minimize school absenteeism and improve academic performance. The sector plan describes a specific investment in expanding educational opportunities in arid and semi-arid areas, including a number of strategies such as the construction and monitoring of low-cost boarding facilities, establishing feeder schools, community mobilization, establishing a national council to support the education of nomadic communities, and exploring alternative modes of learning for nomadic communities. In addition, the plan calls for affirmative action in bursary/scholarship allocation for secondary schools and university admissions, targeting students in arid and semi-arid areas.

Children in emergencies and fragile settings

No child should be denied their right to education due to conflict and disaster. Given that emergencies and displacement affect different groups disproportionately, education in emergency responses should target those at greater risk, in particular girls and children with disabilities.

Many reviewed countries demonstrate an awareness of the educational needs of children in fragile or emergency settings, such as conflict and post-conflict settings and areas of food insecurity or natural disaster and migrants from other regions (see box 7).

In some cases, plans acknowledge the importance of planning for challenges stemming from the region around them, such as in **Guinea**. **Burkina Faso's** sector plan also notes that while the country is not currently affected by a "major humanitarian problem", security risks in Mali and the wider sub-region pose risks and may result in a large influx of immigrants. However, there are no associated action plans.

Overall, there is very little information in the documents about education for peace, indicating that formal recognition of education as a key strategy for national reconciliation and peacebuilding is weak across these countries. The exception is **Kenya**: the sector plan includes a component to address social competencies and values on peace education, and ensure that school communities are equipped to manage conflict. Efforts include disseminating the policy; mainstreaming peace education into all levels of schooling, including teacher education; building the capacity of management, teachers and school community members; establishing model schools for peace education; community sensitization; and effective monitoring and evaluation.

Box 7: Strategies for disaster response and risk reduction

Nepal, Kenya, and Mali, each with recent experience of natural disasters and/or conflict, all include clear strategies in response to these issues as well as outlining how to respond in the case of future emergency:

- National emergency and disaster response policy (Kenya)
- Building capacity of government education officers, institutional managers and teachers in disaster reduction and response (Kenya, Mali, Nepal)
- Infrastructure reconstruction (Kenya, Mali, Nepal)
- Temporary feeding programmes (Kenya, Mali)
- Provision of temporary learning spaces and educational kits in affected areas (Kenya)
- Preparation: assessments of vulnerabilities to disasters or conflict, increasing resilience (Mali, Nepal)

Performance monitoring and evaluation

Performance monitoring and evaluation are essential components of government accountability. Without defined indicators and monitoring of progress, it is difficult to determine performance, or assess whether societies are getting good value on the education investment.

Most sector plans, and some national budgets, include some components of performance monitoring, identifying key performance indicators and annual numerical activity targets. Several countries have identified the importance of monitoring and evaluation to support the reduction of disparities among vulnerable groups. Furthermore, several countries have or plan to develop strong data systems to support these efforts, including **Burkina Faso, Kenya, Senegal, and Nepal**.

However, few governments have identified performance indicators or targets that measure disparity reduction. Indicators are often not defined to delineate particular vulnerable groups, or data is not disaggregated by factors such as sex or wealth quintile. **Uganda**, for example, includes a sector outcome on gender access to education and sport, but the outcome indicator is not defined in terms of gender ("enrolment growth rate") nor are the expected targets disaggregated by gender.

Performance indicators to measure gender equality most commonly include gross enrolment rates by gender or a gender parity index. However, some countries included multiple measures of gender equality: **Senegal** includes the percentage of teachers trained in gender mainstreaming in classroom management; **Nepal** includes indicators on net enrolment rate and proportion of female teachers, and **Kenya** includes gender and county disaggregation on indicators for dropout, special needs students enrolment, and reading comprehension. Others tracked gender-specific outputs, such as the number of girls/women receiving scholarships or sanitary towels (e.g., **Kenya**).

Nepal also plans to collect data on students with special needs, disaggregated by types of disability, and to use that data to inform policy and planning processes. In contrast, the **Philippines** budget has a strategy for "affirmative action for students with special needs and learners and special circumstances", but the related performance indicators do not provide any equity-related information or disaggregation.

CONCLUSION

The education sector must prioritize support for the most vulnerable and excluded children to access and learn in school. Barriers that prevent certain groups of children from being participate in education are discriminatory and must be tackled through effective policies, sector plans adequate funding. Budget allocations, objectives, strategies and performance indicators which target marginalised groups are an important step toward ensuring the right to education for all children, as well as improving the efficiency and impact of limited resources by directing expenditures to those who need them the most.

Transparency for accountability

National and sector budget and planning documents offer a window into government priorities, an indication of whether governments have prioritized the elimination of education barriers and support the needs of the most vulnerable and excluded from education systems. Similarly, they provide a useful tool to push governments to fund appropriate priorities and for citizens and the education community to hold governments accountable on their commitments to education.

The national- and sector-level documents were difficult to access in some cases, and information was not consistent across countries. In particular, documents generally did not provide sufficient information on budget allocations, or the extent to which budget allocations match sector priorities. Citizen budgets were rarely available, and only about half of the sector-level plans contain any associated budget information. Even among those plans containing this information, it was not always possible to match budgeted amounts to relevant objectives or strategies. Without a clear links to budget allocations, the relative priority given to each objective in education sector plans, and the extent to which intent has been matched by action, cannot be assessed.

Turning commitment into action

Though almost all countries suggest commitment to equity and access to all through their missions, goals or priorities, for many this is as far as it goes. At one end, Nepal and Kenya demonstrate clear activities targeting specific needs of each of the excluded groups discussed here, alongside explicit targets, performance indicators and plans to disaggregate data accordingly. Countries at the other end of the scale include sector outcomes to achieve equitable access and completion, but provide limited information on specific groups or details on how they will be reached. In many sector plans, efforts concerning excluded groups are visible within the objectives, strategies and activities described within the sector plan, but disappear at the level of identifying performance indicators and targets.

Some groups are more included than others

Among the marginalized groups highlighted in this review, the needs of girls were included in documents for nearly all countries: this reflects a need, as a number of these countries are recognized as some of toughest places for a girl to get an education.⁵ However, strategies primarily focussed on financial and resource barriers, rather than more complex issues of social norms change within communities and schools to enhance girls' participation, experience and safety within and around the school.. Education for children with disabilities or special needs were also frequently addressed, often in terms of infrastructure development and to a lesser extent teacher training; some countries, such as Nepal and Malawi, noted the need to extend provision beyond the school gates to enable access and ongoing support. Strategies to address barriers related to poverty or excluded minority groups were often similar, focussing on social protection or in kind resources to enable access. The educational needs of children in fragile and emergency settings were addressed in a limited number of countries, and again efforts were more focused on infrastructure than on the direct needs of students or teachers.

Overall, there was a notable lack of focus on issues around quality and relevance for excluded groups. Though teacher training is mentioned in relation to some groups, a more comprehensive approach to specific skills, qualifications and support required for providing inclusive education to marginalised groups was not addressed. Further, analysis of how pedagogical approaches and curriculum materials can either challenge or reinforce discrimination or exclusion was not acknowledged in the available documents. There was no mention of plans to include marginalised students in school governance and other education planning activities, to ensure their voice is included in shaping the education system.

⁵ <https://www.one.org/us/2017/10/10/girls-education-toughest/>

RECOMMENDATIONS

Plan International believes that education systems must be adequately and equitably financed – focusing on inclusive education and on gender equality in education systems. Funding should be prioritised for those who face the greatest barriers to accessing their right to education to ensure equitable learning outcomes and that no child is left behind. In order to achieve this, national governments should:

1) Ensure sufficient funds are allocated to the education sector as a whole, and that education budgets are prioritised to meet the needs of the most marginalised

- Meet global commitments on education funding, allocating at least 4-6 percent of GDP and 15-20 percent of total budget to education spending.
- Identify the most marginalised groups and ensure targeted budget provisions are allocated to overcoming key barriers to education

2) Policies, plans and budgets must outline how quality, inclusive education will be provided to all children

- Target the most marginalised groups in each context to ensure they are able to access and complete education, and learn relevant skills for life.
- Engage civil society, including children and youth groups, teachers' unions and community based groups, in national education planning, budgeting and policy making processes.

3) Develop and actively disseminate citizen's budgets

- Publish and disseminate budget information in an accessible formats
- Highlight the extent to which the needs of all marginalized groups have been addressed
- Support civil society with training and resources necessary to monitor the implementation of education sector plans, policies and budgets.

4) Conduct gender reviews of sector plans and budgets

- Assess the extent to which gender creates and exacerbates barriers to education for both girls and boys and how these barriers are addressed by plans and budgets
- Ensure all facets of the education system from school level up to national ministerial level are promoting and integrating gender equality and human rights principles into all aspects of the education system, including curricula, pedagogy, teacher training.

5) Develop targets and indicators which monitor progress for specific marginalised groups

- Disaggregate all data by sex, age, wealth quintile, location, and disability to determine if their efforts are reducing or exacerbating disparities

ANNEX 1

Burkina Faso

Citizens' Budget 2017
Education and Training Sector Plan 2017-2030
Report to the Council of Ministers of the CBMT 2015-2017 (Adopted)
Revised Budget Framework 2017-2020

Guinea

Budget Forecasts 2017
Budget: Ministry of Pre-University Education and Literacy
Education Sector Annual Performance Report 2016
Public Investment Projections 2017

Guinea-Bissau

Approved General State Budget 2015
General State Budget - Financing of the Education Sector in Guinea-Bissau

Kenya

Budget Statement 2017-18
Education Sector Plan 2013-2018
Education Sector Report FY 2017-18

Malawi

Education Sector Plan 2008-2017
Federal Budget Statement
Federal Press Release

Mali

Budget Program 2017 - Forecasts
Interim Education Plan 2015

Nepal

Budget Speech of Fiscal Year 2017/2018
School Sector Development Plan 2016-2023

Pakistan

Budget speech 2017-2018
Government Allocations for Education in Pakistan: The Road to Getting To 4% of GDP

Philippines

Approved Budget Department of Education 2016
Department of Education Budget FY 2017
Department Of Education Corresponding Targets 2016
People's Budget

Senegal

Annual Work Plan: Education and Training Sector
Conclusions / Recommendations from the Meeting with the National Partners Group on Education
Education Sector Plan 2013-2025
Financing of Education and Training: National Accounts Report 2015

Uganda

Education Sector Budget Framework Paper 2017-18
National Background to the Budget: Fiscal Year 2017-2018
National Budget Framework Paper FY2017-2018 - FY2021-2022

Zimbabwe

2016 Primary and Secondary Education Budget Brief (UNICEF)
Parliament Budget Office: Unpacking of the 2017 Budget Statement

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About Plan International

Plan International is an independent development and humanitarian organisation that advances children's rights and equality for girls. We strive for a just world for children and young people, working with them and our supporters and partners to tackle the root causes of discrimination against girls, exclusion and vulnerability.

We support children's rights from when they are born to when they reach adulthood. Using our reach, experience and knowledge, we drive changes in practice and policy at local, national and global levels and enable children and young people to prepare for and respond to crises and adversity. We have been building powerful partnerships for children for over 75 years, and are active in more than 70 countries. We are independent of governments, religions and political parties.