



# 2014 EDUCATION BUDGET ANALYSIS FOR STATES



# UNITED NATIONS PRESCRIPTION FOR EDUCATION SPENDING

---

**“Recognizing the prime position of Human Capital Development to economic growth and social advancement, Article 26 of the Universal Declaration of Human Rights (1948) of the United Nations stipulates that basic education should be made free, universal and compulsory. In the same vein, it was recommended that developing nations should invest a minimum of 26% of the budgets in education in order to catalyse economic growth.”<sup>1</sup>**

---

<sup>1</sup> United Nations (1948) Article 26 of the Universal Declaration of Human Rights



## 2014 EDUCATION BUDGET

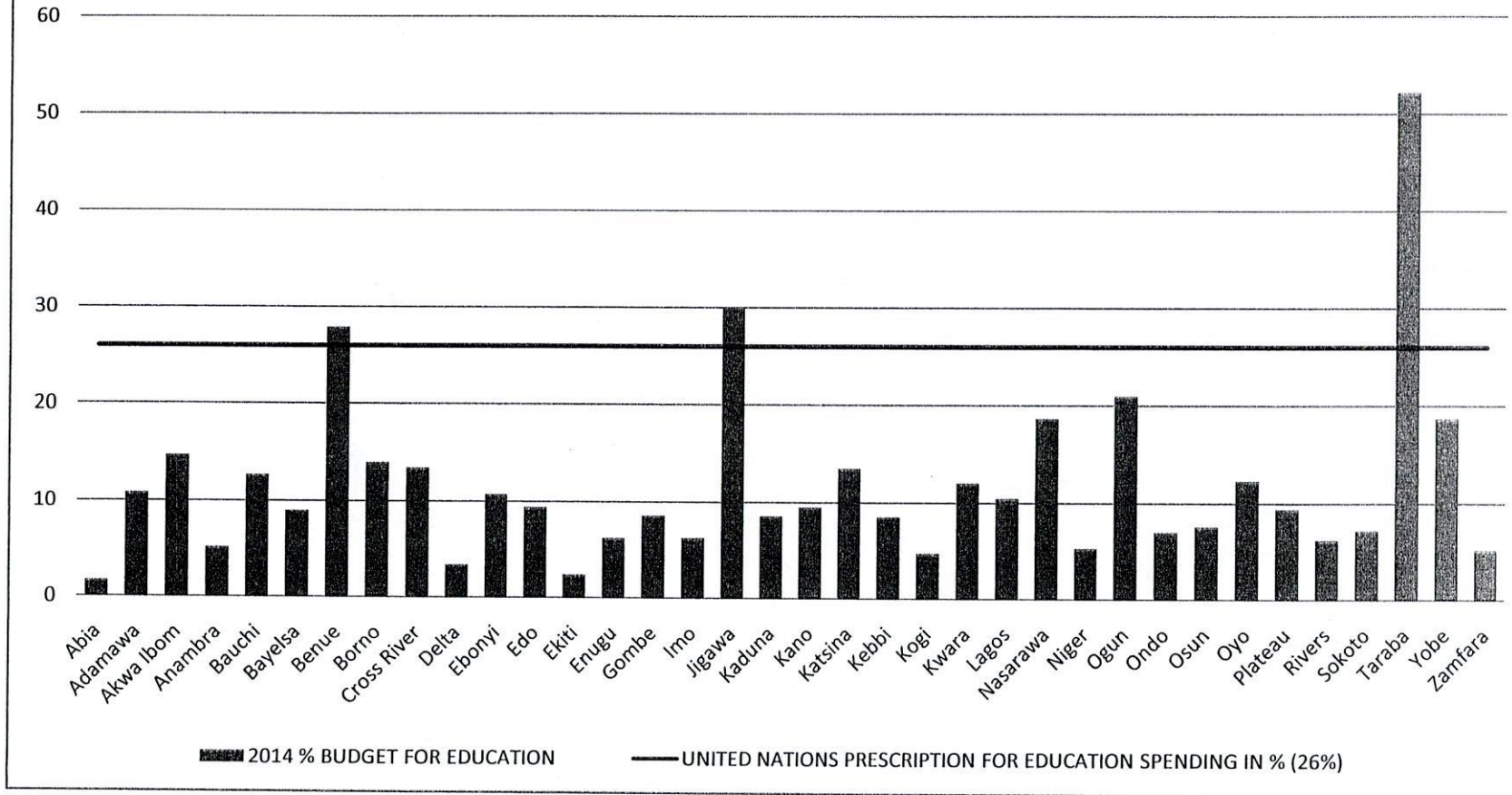
| S/N | STATE       | 2014 TOTAL BUDGET N(Bn) | 26% OF THE TOTAL BUDGET (United Nations Prescription) | 2014 PROPOSED / APPROVED BUDGET FOR EDUCATION N(Bn) | 2014 % BUDGET FOR EDUCATION |
|-----|-------------|-------------------------|---|---|-----------------------------|
| 1   | ABIA        | 149.6                   | 38.90   | 2.500   | 1.67                        |
| 2   | Adamawa     | 97.9                    | 25.45   | 10.600  | 10.83                       |
| 3   | Akwa Ibom   | 469.4                   | 122.04  | 69.200  | 14.74                       |
| 4   | Anambra     | 140                     | 36.40   | 7.172   | 5.12                        |
| 5   | Bauchi      | 133                     | 34.58   | 16.900  | 12.71                       |
| 6   | Bayelsa     | 299.2                   | 77.79   | 26.900  | 8.99                        |
| 7   | Benue       | 105                     | 27.30   | 29.300  | 27.90                       |
| 8   | Borno       | 178.5                   | 46.41   | 25.000  | 14.01                       |
| 9   | Cross River | 176.3                   | 45.84   | 23.730  | 13.46                       |
| 10  | Delta       | 391.5                   | 101.79  | 15.000  | 3.83                        |
| 11  | Ebonyi      | 99.8                    | 25.95   | 10.700  | 10.72                       |
| 12  | Edo         | 159.2                   | 41.39   | 15.000  | 9.42                        |
| 13  | Ekiti       | 103.1                   | 26.81   | 2.464   | 2.39                        |
| 14  | Enugu       | 93.2                    | 24.23   | 5.780   | 6.20                        |
| 15  | Gombe       | 107.5                   | 27.95   | 9.200   | 8.56                        |
| 16  | Imo         | 137                     | 35.62   | 8.551   | 6.24                        |
| 17  | Jigawa      | 114.7                   | 29.82   | 34.410  | 30.00                       |
| 18  | Kaduna      | 198.7                   | 51.66   | 17.000  | 8.56                        |
| 19  | Kano        | 219.2                   | 56.99   | 20.850  | 9.51                        |
| 20  | Katsina     | 113.7                   | 29.56   | 15.400  | 13.54                       |
| 21  | Kebbi       | 131.7                   | 34.24   | 11.200  | 8.50                        |
| 22  | Kogi        | 128.7                   | 33.46   | 6.100   | 4.74                        |
| 23  | Kwara       | 124.5                   | 32.37   | 15.003  | 12.05                       |
| 24  | Lagos       | 489.7                   | 127.32  | 51.378  | 10.49                       |
| 25  | Nassarawa   | 114.5                   | 29.77   | 21.360  | 18.66                       |
| 26  | Niger       | 98.8                    | 25.69   | 5.140   | 5.20                        |
| 27  | Ogun        | 210.2                   | 54.65   | 43.990  | 20.93                       |
| 28  | Ondo        | 151                     | 39.26   | 10.523  | 6.97                        |
| 29  | Osun        | 216                     | 56.16   | 16.300  | 7.55                        |
| 30  | Oyo         | 207.9                   | 54.05   | 25.680  | 12.35                       |
| 31  | Plateau     | 213                     | 55.38   | 19.986  | 9.38                        |
| 32  | Rivers      | 485.5                   | 126.23  | 30.000  | 6.18                        |
| 33  | Sokoto      | 125.8                   | 32.71   | 9.000   | 7.15                        |
| 34  | Taraba      | 83.3                    | 21.66   | 43.440  | 52.15                       |
| 35  | Yobe        | 102.8                   | 26.73   | 19.200  | 18.68                       |
| 36  | Zamfara     | 114.8                   | 29.85   | 5.945   | 5.18                        |

Recognizing the prime position of Human Capital Development to economic growth and social advancement, Article 26 of the Universal Declaration of Human Right (1948) of the United Nations stipulates that basic education should be made free, universal and compulsory. In the same vein, it was recommended that developing countries should invest a minimum of 26% of the budgets in education in order to catalyse economic growth.

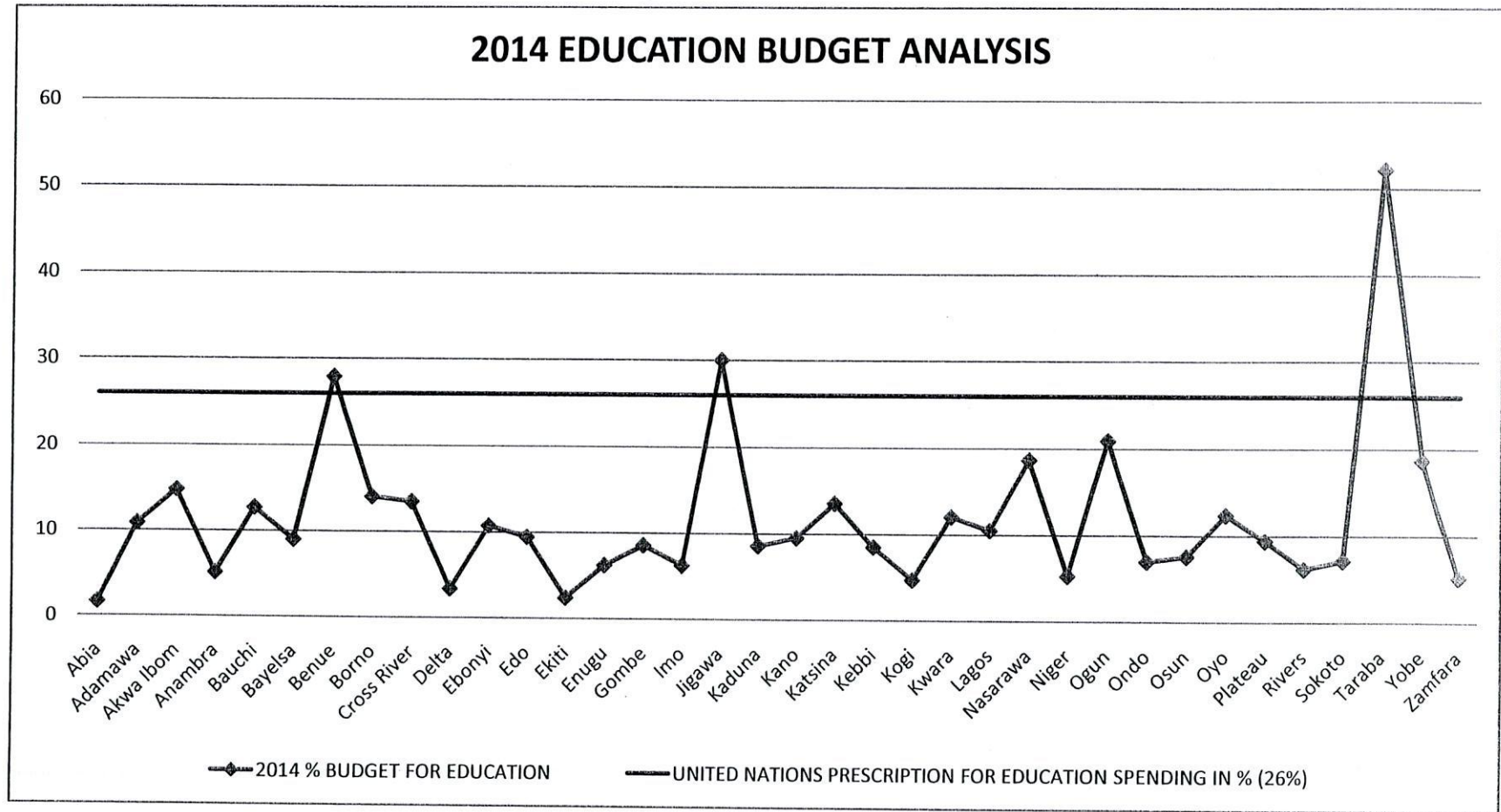
Data Source:

- State Budget Office
- State Website

## 2014 EDUCATION BUDGET ANALYSIS



## 2014 EDUCATION BUDGET ANALYSIS





## **BRIEF**

*Education plays a great and significant role in the economy of a nation, thus educational expenditures are found to constitute a form of investment. It increases the individual's chances of employment in the labour market, and allows him to reap pecuniary and non-pecuniary returns and gives him opportunities for job mobility. It is well known and widely accepted that investment in education is critical for economic growth and social cohesiveness of society. Many of the potential payoffs to society from various types of public investment in education are not immediately apparent but are nevertheless important. Expenditure on education is supposed to bring into the economic system the externalities and other indirect effects such as higher education attainment, lower mortality of children, better individual health and lower number of births which subsequently cause higher productivity in terms of increased earnings and more participation in the labour force which tend to positively influence higher economic growth (Michaelowa, 2000)<sup>2</sup>.*

*The World Bank (2010)<sup>3</sup> specifies that Nigeria has found it difficult to grow her economy in her quest to become a knowledge-based economy because of the challenges faced in the national educational system. According to the report, some major challenges limiting the advancement of Nigeria's education system are low tertiary enrolment level, teaching with obsolete methods, strikes and administrative hiccups, corrupt teachers asking bribes to pass students, frequent absence of teachers during teaching periods, lack of ICT infrastructure and other teaching methods, and poor funding. The organization categorized these problems into poor access to education, poor quality of education and poor funding of education.*

*To solve these challenges, we recommend the following:*

- *State Governments should increase budgetary allocation and stimulate more funding channels to the education sector. At least, government should adopt the twenty- six percent (26%) benchmark recommended by the United Nations. To achieve this, Government should allocate more to capital expenditures on education than to recurrent expenditures of same in order to improve the quality of facilities, materials and equipment in the sector.*
- *States should adopt planned strategies in the education sector as highlighted in the Vision 20:2020 document. More encouragement should be given to the private sector to increase its participation in provision of education services to the people. This can come in the form of Public-Private sector Partnership (PPP) in the areas of research funding, diversification into science and technology-driven knowledge acquisition, dissemination and application. Moreso, Public educational institutions should be encouraged to develop resource mobilization strategies in order to generate revenue by themselves. For this purpose, educational foundations can be set up in order to mobilize financial support from private donations.*
- *Finally, States should institute a genuine effort to fight corruption in all its ramifications. This calls for transparency, morality, ethical value and accountability on the part of public office holders.*

---

<sup>2</sup>Michaelowa, K. (2000) "Returns to Education in Low-income Countries: Evidence for Africa". [http://www.hwwa.de/projects/ResProgrammes/RP/Development/Processes/Vfs EL 2000 Rev2.pdf](http://www.hwwa.de/projects/ResProgrammes/RP/Development/Processes/Vfs%20EL%2000%20Rev2.pdf).

<sup>3</sup>The World Bank. (2010). Knowledge, Productivity and Innovation in Nigeria: Creating a New Economy. Washington D. C.: The World Bank.