

ADAMAWA STATE EDUCATION SECTOR BUDGET ANALYSIS FOR 2022- 2023



A deep dive into the Adamawa state
Education budget performance for 2022 and
budget allocation for 2023

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Abbreviations

SUBEB-State Universal Basic Education Board

UNESCO- United Nations Educational, Scientific and Cultural Organisation

COVID-19- Coronavirus 2019

UBEC- Universal Basic Education Commission

ADSUBEB- Adamawa State Universal Basic Education Board

CATAI- Center for Advocacy, Transparency, and Accountability Initiative.

EBMAG- Education Budget Monitoring and Advocacy Group

1.0 Executive Summary

The number and quality of educational goals attained are largely determined by the number of available funds. This is because funding is essential for acquiring the fundamental human, financial, and material resources required to realize education goals. The approved budget for Adamawa in 2023 is N175 billion, of which only 11.43 percent is allocated to Education. The approved budget for 2023, N20 billion, is less than the approved budget for 2022, which was approximately N27 billion. This represents a decrease of about 5 percent.

The Universal Basic Education Commission (UBEC) lamented the refusal of state governments to provide counterpart funding and access the commission's annual matching grants for the development of their basic education system. Actually, concerns regarding unused UBEC funds are not new. The problem has apparently persisted over the years due to state governments' disregard for education. Adamawa state is not put at a disadvantage with regard to accessing UBEC funds. Millions of Nigerian children's futures are in jeopardy due to their inability to gain access to intervention funds. In light of the fact that Adamawa State in Nigeria has a disproportionately large number of out-of-school children, this is, to say the least, alarming. According to a report, up to 13 million Nigerian children lacked access to primary education due to gross infrastructure and personnel deficits in basic schools across the country, yet up to N100bn is sitting idle in the custody of the UBEC while a large percentage of public schools in the country are in deplorable condition.

This report examines the Education budget of Adamawa State to examine the significance of people to collectively advocate for and engage relevant authorities in addressing the identified barriers in a systematic and intentional manner with the goal of rewriting the story of the girl-child in terms of access to quality education. This is motivated by the need to improve the literacy rate of the girl child and to create an environment that encourages the girl child, her family, community, and other stakeholders to place education above all other considerations. The overarching objective is to eliminate obstacles that prevent girls from gaining access to and remaining in secondary school.

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1. <https://www.thisdaylive.com/index.php/2022/12/16/we-ve-reduced-out-of-school-children-from-500000-to-50000-in-adamawa-says-fintiri/>
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2.0 Introduction

The number of out-of-school children has risen. According to the OCHA HNO 2021 report, in Nigeria, there are 1.3 million conflict-affected boys, girls, and adolescents without access to quality basic education or vocational training skills, which are identified as "people in need" [1]. Unfortunately, Nigeria has about 20 million out-of-school children as of October 2022, according to the United Nations Educational, Scientific, and Cultural Organization (UNESCO). This figure is a far-reaching increase from the 10.5 million recorded by the United Nations Children's Fund (UNICEF) in 2020 [2]. The girl child is faced with growing repression and increasingly limited access to enrollment in and completion of secondary education. The situation is concerning, particularly in Borno, Adamawa, and Yobe States in northeastern Nigeria, where the highest number of children, particularly girls, are absent from school. Many girls between the ages of 6 and 15 do not have access to education after a certain age. This is due to the prevalence of the inability to pay school fees or levies, the inability to afford education materials, and participation in farming activities [3]. This is all connected to inadequate funding of education by relevant authorities at national, state, and local government levels. The Nigerian girl child faces significant obstacles in accessing proper education because of inherent traditional societal values placed on the boy child over the girl child. Most girls are married off, sent to hawk, or traded, which is seen as an immediate return on investment.

Also, a 2021 UNESCO and World Bank analysis of the education sector in Adamawa State reports that 51% of girls between 12 and 15 years old never attended school, while 62.5% are out of school. The 2021 Joint Educational Need Assessment (JENA) also reports that only 24% of Adamawa State has adequate furniture (chairs, desks, and mats) and is characterized by a lack of school infrastructure leading to gender biases. In terms of education financing, the allocation to the education sector in Adamawa State, although within the UNESCO benchmark range of 15-20%, was 17.4% in 2021. However, considering the low budget performance of about 60%, the actual releases to the education sector become lower, resulting in a low quality of education. On the other hand, non-enrollment and retention of girls in secondary school have been attributed by parents to the poor quality of education characterized by a lack of infrastructure and prevalent social norms, which posit that irrespective of the level of education given to the girl child, she would end up in the kitchen. As a result, parents prefer to send school-age girls to engage in and support income-generating activities, which serves as immediate gains for their families before the girls are eventually married off at a young age.

In line with the identified gaps and barriers, CATAI, alongside EIEWG, is piloting the Education Budget Monitoring and Advocacy Group (EBMAG) in Adamawa state under the coordination of EIEWG Northeast with a view to driving advocacy and strengthening the system of education financing in Adamawa state.

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CATAI, with support from the Malala Fund, commissioned the budget analysis as an evidence-based advocacy tool to work closely with the government in providing the needed reviews so as to enhance and prioritize education financing in Adamawa State. The two-year budget analysis will provide a comparative analysis of allocation, while the performance of 2022 will provide a baseline for the performance of 2023 across the state in the education sector.

Adamawa state runs a multi-year budget and presents a yearly budget for approval at the state Assembly. The budget earmarked for education in 2022 showed an increase for the Ministry of Education from the previous year(2021) but the 2023 education budget has dropped considerably compared to the three years under review despite having an approved budget higher than the previous years, table 1 has more information on this. Although there is an increase in the education budget, we took a deep dive into the education performance budget for 2021 and 2022 as the 2023 performance budget is unavailable due to the timing of this desk review.

The 2023 budget allocation for education may be higher than other years, but the percentage when compared to previous years shows a decrease in the education allocation against the state budget for 2023. The state government's claim of prioritizing education may not be significant as the budget cuts fall below the standard of the 15-20% allocation for education as recommended by the United Nations Educational, Scientific and Cultural Organization (UNESCO)². The Education budget for 2023 stands at 20bn according to a report from PlusTVAfrica³, yet falls below the standard while that of the two previous years was between 15-20%. This report showed that the education budget for Adamawa state as presented by the governor has the largest cut for the year. The next challenge would be the release of funds as data shows that previous years' funds were not released 100%.

Percentage of Education Budget allocation against the state budget allocation from 2021-2023

Year	Approved Budgets	Education Budget	Percentage of Education Budget
2023	N175 billion	N20 billion	11.43%
2022	N163.68 billion	N27 billion	16.50%
2021	N140 billion	N24 billion	17.14%

Percentage of Education Budget VS Year

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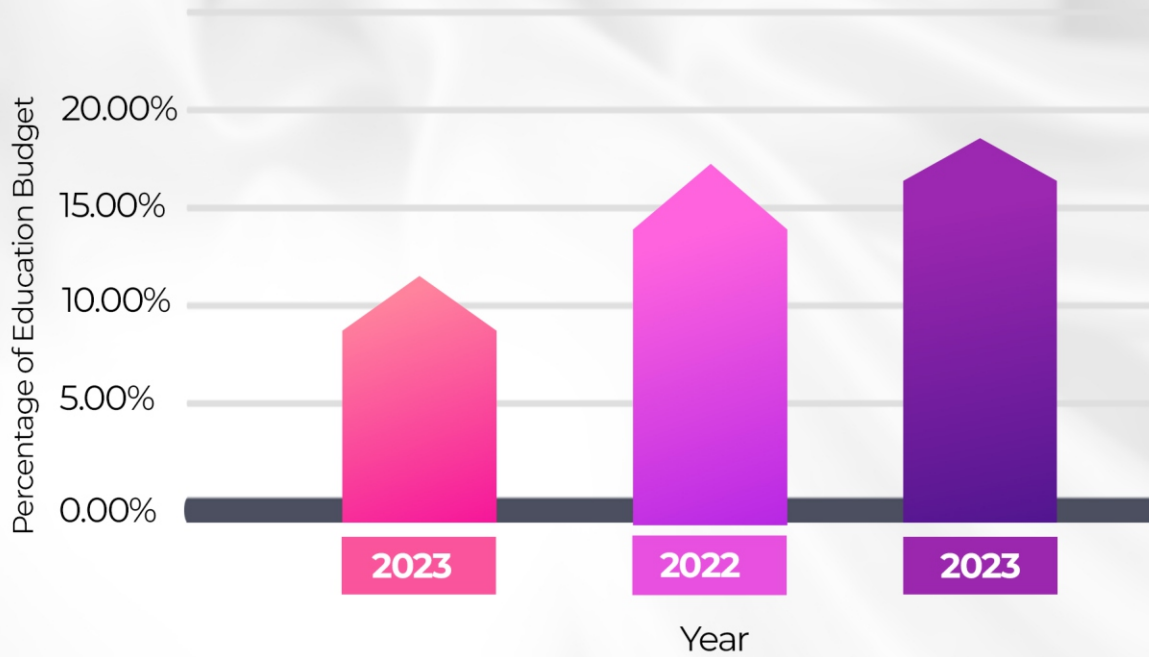


Fig 1 Image showing the percentage of education budget allocation from 2021 to 2023.



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3.0 Basic Education Budget performance for 2022.

The basic education budget in Adamawa state has seen a steady increase, but the challenge of out-of-school children continues to salvage the state. Adamawa State released reports stating that through the intervention of the state, it has been able to reduce out-of-school children to less than 50,000¹. This report, although accurate with the consistent increase in the allocation of funds for education in the state, does not provide verifiable parameters to measure the reduction of out-of-school children in the state.

Adamawa State runs a multi-year budget and presents a yearly budget for approval at the state Assembly. The budget earmarked for education in 2022 showed an increase for the Ministry of Education from the previous year (2021), but the budget for education in 2023 has dropped considerably compared to the three years under review, despite having an approved budget higher than the previous years. Table 1 has more information on this. Although there is an increase in the education budget, we took a deep dive into the education performance budget for 2021 and 2022, as the 2023 performance budget is unavailable due to the timing of this desk review.

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3.1 Basic Education Budget performance for 2022.

A look at the 2022 and 2021 basic education budget performance from the State Ministry of Education showed an increase in the 2022 budget performance from 54% to about 61%. This increase shows a level of commitment by the state government to improve the state of education and reduce the out-of-school menace experienced within the state. A closer look at the breakdown for the Ministry of Education budget allocation shows that funds are mostly allocated to recurrent expenditures. The recurrent expenditures stand at about 75.6% and the capital projects at about 24%.

Tab 2

2022 Ministry of Education budget performance

Ministry of Education and Human Capital Development	Original Budget	Performance budget (Q1-Q4)	% Performance Year to Date against 2021/2022 Original	Balance (against Final Budget)
Year 2022	17,683,655,044.33	10,761,535,038.65	60.85%%	6,551,714,972.50
Year 2021	17,013,300,206.00	9,277,037,413.60	54.53%%	3,523,388,097.40

Therefore one can be bold to say that the budget performance for 2022 indicated a release of about 61%, and some capital and recurrent projects under the education sector in the state took the back seat.

4.0 Performance of Counterpart funding (SUBEB).

Tab 3

Table showing Adamawa state expenditure for Ministry of Education and Human Capital Development and SUBEB

Administrative Unit	Personnel	Overhead	Total Recurrent	Capital	Total Expenditure
Ministry of Education and Human Capital Development	11,144,899,000.00	2,226,371,000.00	13,371,270,000 (75.61%)	4,312,385,044.33 (24%)	17,683,655,044.33
Adamawa State Universal Basic Education Board	219,204,000.00	10,826,000.00	230,030,000 (97.87%)	5,000,000 (2.13%)	235,030,000.00

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The Universal Basic Education Commission was formulated to coordinate all UBEC programmes and eradicate illiteracy and poverty. The UBEC Nigeria programmes are committed to ensuring that all Nigerian children notwithstanding their ethnicity, religion, class, or gender gain access to free and quality basic education. One of the major mandates is to enable state governments to contribute to the standard of education within their states. This commission was established by the then president Olusegun Obasanjo.

On numerous occasions throughout this current administration, the UBEC chairman and the national assembly have lamented how states were not releasing their bit of the SUBEB-State Universal Basic Education Board counterpart funding. The committee on education has gone as far as requesting that states be named and shamed for their inability to access the counterpart funding.

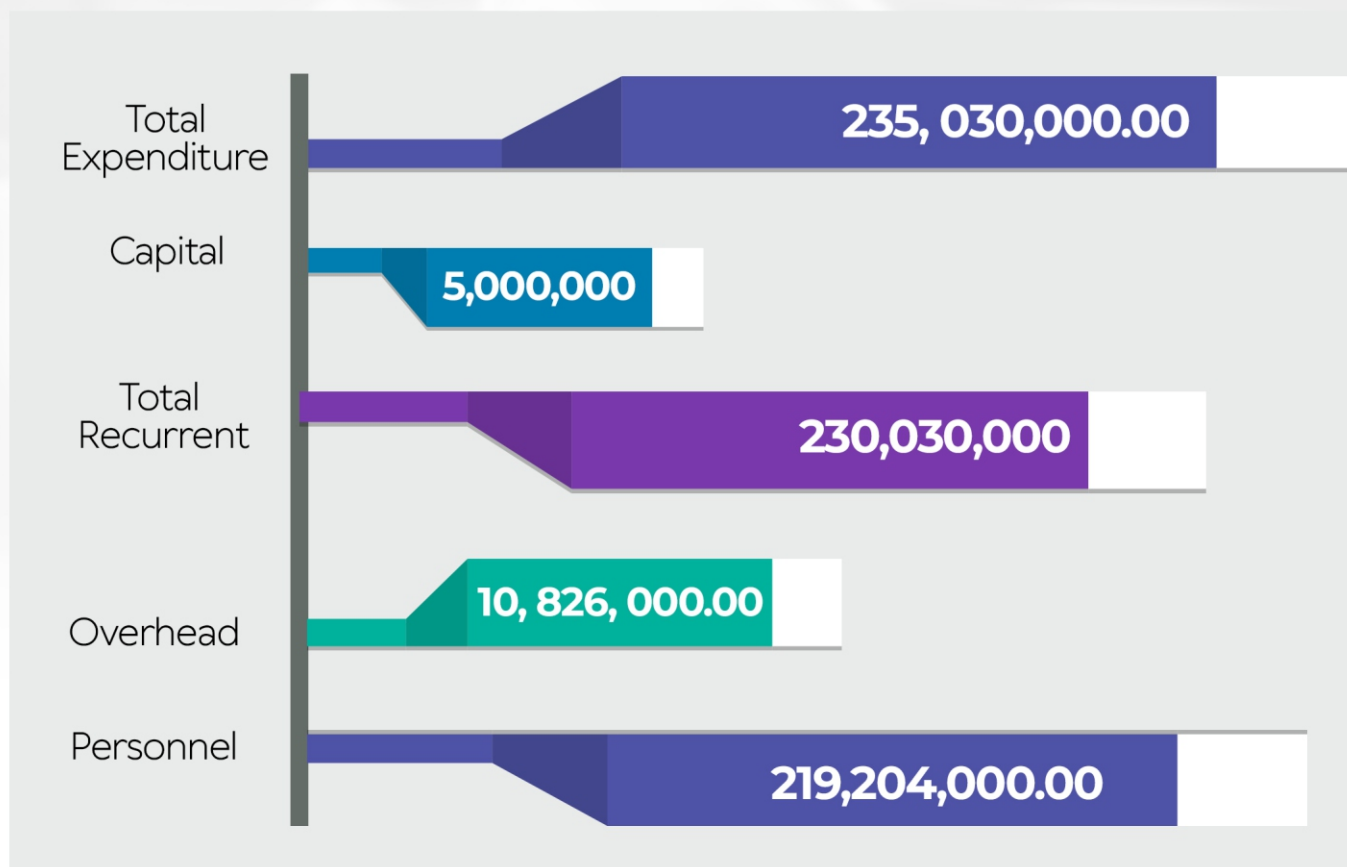
Adamawa state had in January 2022 led by Gov. Ahmadu Fintiri claimed that counterpart funding for 2020 and 2021 had been released and was awaiting the national body to collaborate and release their bit of the funding. According to the newspaper article by the informant²⁴ released on the 17th of January 2022 Adamawa SUBEB chairman stated once all are in other a total of N1.6 billion will be available to fund education projects in the state.

Digging further into the SUBEB expenditure released by the Adamawa state for 2022, it became obvious that over 95% of SUBEB funds were dispensed on recurrent expenditures while only about 2% was spent on capital projects. Questions begin to arise as to if the Adamawa SUBEB programme is meeting the need it was first created to. As the SUBEB Chairman had previously highlighted in the previously quoted article that the counterpart funds will sort out the basic school infrastructural needs, WASH facilities, and other highlighted challenges faced by schools in the state.

Lastly, the Adamawa state Universal Basic Education Board-ADSUBEB, led by Salihu Ateeque highlighted that through the 2019 matching grant from the state and federal government, they have been to construct close to 97-three-block of classrooms and renovated 119 schools in the 21 LGA across the state. They had also stated that the funds were also used to construct 97 VIP toilets, 13 boreholes, 2 Libraries, and computer centers, and fencing of a school. The chairman also claimed to have trained over 4000 teachers and provided 15,660 pieces of furniture, 140 mattresses, and 840 chairs for early childhood care development⁵.

As much as this is a welcomed development, these stories can not be verified even on the Adamawa SUBEB website and there is no open or available data to back the tale of the Adamawa SUBEB chairman.

ADAMAWA STATE UNIVERSAL BASIC EDUCATION BOARD



5.0 Budget Responsiveness to gender needs.

The education budget's responsiveness to gender needs remains difficult to determine due to the vagueness of the Education budget. The budget did not provide line items as to what funds were spent on. Therefore itemizing the gender responsiveness of the budget may be low.

Overall, SUBEB and Education funds need to be allocated towards securing school environs and providing WASH and learning facilities for girls. This will build community trust and enable parents to release their female wards to attend and complete secondary education. Also, the school feeding programme may play a vital role to enroll more children but we cannot determine the percentage of girls benefiting from the programme.

Another state we had to look at is the number of enrollments by gender, no currently available data but 2017-2018 data from the Adamawa state Basic Education website shows a decline in the enrollment of girls after their primary school education. This may be due to child marriage, poverty, or other underlining factors. The data showed a drop from over 25,0000 female primary students to 61000 students enrolling for junior secondary education. The situation is slightly the same for male students in the state⁶.

6.0 Advocacy Issues.

6.1 Open and transparent data

Data would be used to tell stories of what the state government is doing to combat the current out-of-school challenges but most agencies in Nigeria are yet to implement open data policies. Most statements by the SUBEB, Ministry of Education, and other relevant stakeholders can not be validated due to the fact that most data is not available online, especially on their websites or platform.

Although the Adamawa state Ministry of Finance and Budget is updated with budget performance other agencies seem to be lagging behind. Hence creating a data gap that would feed into the work done and the work yet to be done in the education sector in the state.

6.2 Release of funding

A major challenge noted during the budget analysis was the low release of funding, although significant funds are allocated for education but not up to 70% of the funds are released. This non-release of complete funds would eventually affect the output for education in the state.

6.3 Gender-sensitive budgeting for Education

Quality data needs to be gathered to inform the challenges of out-of-school children, particularly girls as this would enable the state government to provide well-informed policies and laws that would aid in reducing out-of-school children. It would also improve all aspects of educational policy, equality strategies, and practice. This data would also aid in informing a gender-sensitive budget for all gender as the needs of each gender would be captured.

6.4 More Education capital projects

The majority of the funds released as highlighted in table 1 shows that more funds are allocated to recurrent expenditures most times just a few projects come to life this is the same with the Ministry of Education and SUBEB.

6.5 Review of Curriculum

Discussions within curriculum review needs to be resurrected as most girls are not usually able to further their education due to various factors ranging from poverty to cultural and religious norms. The curriculum needs to be updated and inclusive of marketable skills that would equip the girls after secondary school education to be effective

6.7 Removal of Hidden fees

Among the numerous factors affecting the enrollment and retention of girls in schools include poverty, accessibility, insecurity, and other issues. Surveys have shown that hidden school charges have prevented many girls from attending school; this is due to the poverty level in most communities. Hidden charges, however, are quick cash that the school head utilizes to run the day-to-day activities in the school, stand as a hindrance, therefore, it needs to be removed and proper funding for the school's daily activities needs to be dispensed to school heads directly from the state government.

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7.0 Asks and Recommendations

1. The SUBEB counterpart funding should be majorly focused on rejuvenating schools in Adamawa state and sensitizing communities to release their wards for schools other than 90% of recurrent expenditure.
2. More funding should be allocated to research and data, especially for LGAs and high out-of-school children. This will enable the state government to make informed decisions and provide tailored-sized solutions to the challenges of the communities.
3. A policy should be developed to make Primary to Senior Secondary Education free and compulsory as there is a drop in the attendance of school after primary school education by boys and girls but most significantly is that of girls.
4. The state government should invest more in providing teachers with regular training in teaching materials that are up to global standards.
5. Teachers need to be evaluated regularly, this also means that their basic salaries and welfare packages need to be evaluated.
6. Provide adequate facilities for schools such as chairs and desks, WASH facilities, parameter fencing, and other relevant facilities that would aid.
7. Children must be able to feel safe in the school environment, which means parameter fencing must be provided and adequate security, especially for insecurity-prone areas.
8. A conducive learning environment must be provided by the government.
9. Establish rapport between teachers and the community as this will boost parents' confidence in releasing their wards for school.

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7. https://www.humanitarianresponse.info/sites/www.humanitarianresponse.info/files/documents/files/2021_jena_report_30082021.pdf
8. [https://www.thecable.ng/despite-alternative-intervention-number-of-out-of-school-children-keeps-rising-in-nigeria #:~:text=As%20of%20October%202022%2C%20almost,Fund%20\(UNICEF\)%20in%202020](https://www.thecable.ng/despite-alternative-intervention-number-of-out-of-school-children-keeps-rising-in-nigeria #:~:text=As%20of%20October%202022%2C%20almost,Fund%20(UNICEF)%20in%202020)
9. https://www.humanitarianresponse.info/sites/www.humanitarianresponse.info/files/documents/files/2021_jena_report_30082021.pdf

Appendix

Tab 1: Percentage of Education Budget allocation against the state budget allocation from 2021-2023

Tab 2: 2022 Ministry of Education budget performance

Table 3 showing Adamawa state expenditure for Ministry of Education and Human Capital Development and SUBEB

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Mission

To enhance service delivery and empower citizens

VISION

We envision a world where all people, even in the most remote areas of the globe, can have access to the basic needs of life.

VALUES

Integrity, Commitment, Partnership, Result based, and Sustainability



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