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Nigeria 10-Year Strategic Plan for Education:

Policy, Cost and Financing Assumptions and their Implications

- Working Document -

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This paper was prepared in March 2007 at the request of then Federal Minister of Education, on 28 February 2007, following the author's presentation on the issues of costing the long-term educational development in Nigeria. Difficulties in using reliable education data and capturing cost-related information for the purpose of policy simulation and resource projections were brought to the attention of, and taken note of by, the Federal Ministry of Education. The findings presented in this paper should therefore be taken as work in progress.

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Abbreviations and Acronyms

CUBE	Project for Capacity for Universal Basic Education
DFID	UK Department for International Development
EPSSim	Education Policy and Strategy Simulation Model
ESA	Education Sector Analysis
FGN	Federal Government of Nigeria
FME	Federal Ministry of Education
GDP	Gross Domestic Product
GER	Gross Enrolment Ratio
IDPs	International Development Partners
IEIs	Innovation Enterprise Institutions
LGA	Local Government Area
LGEA	Local Government Education Authorities
TVET	Technical and Vocational Education and Training
UNESCO	United Nations Educational, Scientific and Cultural Organization
NEEDS	National Economic Empowerment and Development Strategy
NEMIS	Nigerian Education Management Information System
NPC	National Planning Commission
OECD	Organisation for Economic Co-operation and Development
SEEDS	State Economic Empowerment and Development Strategy
UIS	UNESCO Institute of Statistics
UBE	Universal Basic Education

I. Introduction to the 10-Year Strategic Plan for Nigeria FME

Within the framework of UNESCO's support to national education development, and particularly in the context of the preparation of the 10-years Strategic Education Plan for the Federal Ministry of Education of Nigeria (FME), a UNESCO mission was fielded to Abuja from 22 to 28 February 2007 in order to provide technical assistance in the planning and costing of the 10-year education development, in response to the request of the Nigerian Minister of Education. UNESCO-designed generic model, called EPSSim (Education Policy and Strategy Simulation Model), was used as a tool to be adapted to the specific context of the Nigerian education system.

UNESCO's recent cooperation with Nigeria in the education sector has been mainly guided by the *Note of Cooperation*, agreed upon between President Obasanjo and the Director-General of UNESCO in April 2000. Since then, UNESCO supported the Nigeria's education reform, particularly through the conduct of the Education Sector Analysis (ESA). The Nigerian ESA resulted in a set of comprehensive sector diagnoses and information for an evidence-based planning and policy formulation, as well as an enhanced national capacity for strategic sector development planning.

UNESCO-supported ESA constituted an important groundwork for the harmonization of the planning process and the development of 10-Year National and Federal Education Plans, which were being put in place and expected to trigger a harmonized process for the formulation of education plans across 36 states and the Federal Capital City. The 10-year plan, seen within the Vision 2020 for education and instigated by President Obasanjo and the new Minister of Education, provided a framework for the future development of education in support of national aspiration to position Nigeria among the 20 top world economies by the year 2020.

In this context, the Federal Ministry of Education (FME) initiated a comprehensive and far-reaching reform in the second half of 2006, known by the acronym "WE CAN" (which stands for "We Educate for Character, Aptitude and our NEEDS." This reform aimed at reorganising the FME in order to restore its roles and responsibilities in: (i) policy formulation and coordination of the nation's educational sector; (ii) standards setting, monitoring and quality assurance for the education sector as a whole, and; (iii) delivery of tertiary education through federal institutions. The reform process involved most stakeholders. Achievements were

made and the experience may inspire many countries. Among the most visible results, one can mention the following: (i) the reduction of the number of parastatals and the rationalisation and harmonisation of their work on education; (ii) the restructuring of the federal financing of education; (iii) a stronger emphasis on in-service teacher training; (iv) improvement in the effectiveness of the inspection system and; (v) strengthening of public-private partnership in education. Plans were underway to ease pressure on tertiary education and to fight against youth unemployment through the revival of technical and vocational education and training (TVET). A particular focus was put on entrepreneurship and skill training, involvement of industries, and the realignment of curricula to meet emerging needs of a global economy and knowledge society, etc.

For the purpose of planning, monitoring/evaluation, policy dialogue and resource mobilisation, the reform plans had to set time-bound targets and measurable results, while being appropriately costed. UNESCO support in this process aimed at conducting the Nigerian education policy simulation and costing exercise.

The discussions with the senior management in the FME allowed to update the Nigerian Education Policy and Strategy Simulation Model (EPSSim), using the data and information on the recent reform options. Intensive discussions on data and sector development policy options were held with most FME departments' officials and key officers. A series of demonstration and training sessions were given to the specialists of the FME Policy, Planning, Monitoring and Research Department with a view to ensuring necessary transfer of knowledge and skills. Some outstanding policy issues were also related on in discussions with the FME reform management teams.

Efforts were made, although limited due to the tight schedule of the mission, in order to align UNESCO's technical support with the on-going IDP cooperation in support of the FME, as well as the educational activities of the parastatals and states' institutions. In this regard, a working session was arranged with a representative of the DFID-supported CUBE project (Capacity for Universal Basic Education), to discuss on ways and means for engaging the World Bank and other development partners in a similar planning work, not only at federal but especially at decentralized education administrations.

Meetings were organized, first, with the Minister of State, later on with the Federal Minister of Education. The preliminary results and issues, which were brought to the attention of the Minister of Education, by means of the EPSSim Nigeria included the following:

1. Data and statistics

Due to lack of some baseline data, especially cost and financial information, assumptions and approximations were often made in building the 10-year plan costing model. They would need to be verified at a later stage, when more accurate and reliable data would be made available, especially at states and LGA levels. Proposed recommendations included: (i) NEMIS questionnaire to be reviewed to capture the information needed; (ii) the FME to take necessary measures to collect essential information for completing the multi-year costing of parastatals.

In this regard, a diagnostic report prepared by UIS (September 2005), with support from the Word bank, had already pointed out the lack of accurate school-based statistics in Nigeria. UIS made a proposal for its participation in a consortium of development agencies providing technical assistance to Nigerian authorities in the development, implementation and use of EMIS at federal, state, and local government education authorities (LGEA). Given the UIS' role, especially for capacity building in the production of internationally comparable education data, this proposal could be tapped on as a way to contribute to the design and implementation of the Nigerian 10-year strategic plan.

2. Policy options

The preliminary results of the Nigerian EPSSim revealed the need to clarify some policy assumptions (e.g. public education spending, as percentage of GDP or fiscal revenue) and to specify quantified assumptions on educational targets (e.g. target objectives for specializations in tertiary education and revitalization of TVET, etc.).

Currently public spending on education is estimated at 5% of GDP, which places Nigeria above the average of developing countries, but slightly below the average of developed countries (5.4%). If the policy assumptions contained in the 10-year Plan were to be maintained, Nigeria would allocate for education, as percentage of GDP, around 7% in 2015 and 8% in 2020. This percentage would be very high in comparison with the current practices in countries, including in better performing countries. This issue would need to be clarified and confirmed with the National Planning Commission (NPC) of the Federal Government of Nigeria (FGN).

Despite this relatively high share of public spending on education through 2020, the simulation exercise revealed that the prospective funding gap to achieve the policy goals would be very high, about 50-90% across 2010-2020. The policy makers would have to explore ways and means to fill the funding gap. These may include the following: (i) revisiting teacher's salary as multiple of GDP per capita (the projected ratio of 5 has to be compared with 1.5 in OECD countries and 3.5-4 in most of developing countries); (ii) promoting public-private partnership in providing

education at all levels; (iii) reviewing resource management, governance and accountability, etc.

3. Rolling-out of planning/costing to States

It was recommended that a standardized template of costing model be utilized across all States for their strategic planning. In light of the experience learnt in the three states in 10-year planning/costing exercises (Kaduna, Kano and Kwara), IDPs would support and implement a joint planning capacity development programme for States. The simulation/costing model could also be used for monitoring and evaluation throughout plan implementation.

The Ministry discussed on the estimated financing gaps of the 10-year strategic plan, some development and policy options deriving from the cost projections, as well as the financial implications of each of the reform and policy scenarios. It was keen to use the resulting development scenarios for policy dialogue and decision making.

A few recommendations were presented to the FME for consideration in order to complete the costing exercise for the 10-year education sector strategic plan (se Annex).

II. Policy, Cost and Financing Assumptions and their Implications

The Federal Ministry of Education embarked on a landmark reform, which, if sustained in the future, would enable the Nigeria education sector to spearhead the transformation of the Nigerian society into one of top 20 world economies. The achievements made in such a short period since the tenure of the new FME leadership were commendable.

In support of this reform and to contribute to the costing of the 10-Year Education Strategic Plan within the framework of Vision 2020, a policy simulation and resource costing exercise was carried out. Three development scenarios were designed to promote policy dialogue and to guide decision making. Below are presented these scenarios as well as some selected issues for consideration in completing this exercise, possibly devising on the fourth scenario.

Assumptions and approximations were often made for building a Nigerian education costing model by means of EPSSim. These were due to the lack of some baseline data, especially cost and financial information. They will need to be verified at a later stage, when more accurate and reliable data are made available, especially at states and LGA levels. Population data will also be updated as soon as the results of the new Census will become available.

Scenario 1: Full-fledged development of the sector

(with continuation of the current trends and inclusion of the initiatives of the reform agenda)

General policy assumptions

- National GDP per capita in 2006 is assumed to be 82,000 Naira (US$ 630), on the basis of the exchange rate 1US$ = 130 Naira. As such, total GDP would be around 11.4 trillion Naira (US$ 87.7 billion). It is assumed that the net GDP growth rate (GDP growth rate per capita) is assumed to be on average 5.6 percent through 2020 (constant price tagged on 2006, with no inflation rate taken into account).

- Domestic fiscal revenue currently represents 40% of GDP (4.5 trillion Naira - 35 billion US$) and this percentage would be maintained through 2020. The public spending for education (including those from states and LGAs) is assumed to be around 568 billion naira (US$ 4.4 billion) in 2006, which represents 12.5% of total domestic revenue (or total public expenditure) and 5% of GDP. This 5% of GDP for education places Nigeria slightly above the average of developing countries, but slightly below the average of developed countries (5.4%).

- Assuming that the current fiscal revenue as percentage of total GDP will be maintained at 40% and that public spending on education will increase to 20% of total public expenditure, Nigeria (across all tiers of government) would allocate for education, as percentage of GDP, around 7% in 2015 and 8% in 2020. This will then place Nigeria among the current top 2 countries (Denmark and Malaysia). This is to be compared with the average of Sub-Saharan countries allocating for education less than 4% of GDP.

Assumptions on Educational Targets

- Pre-primary education will expand, especially for age-group 3-5, to evolve from the 14% GER (Gross Enrolment Ratio) in 2006 to 100% in 2020. Public schools will account in 2020 for 75% in this endeavour, as against 40% in 2006.

- Free and compulsory Universal Basic Education (primary and junior secondary education) will be achieved by 2020. Public schools will account through 2020 for 90%, as in 2006. Particular emphasis will be put on girls and disadvantaged children and on the generalization of school feeding programmes at primary and junior secondary education.

- Senior secondary education will moderately develop from current 30% GER to 43% GER in 2020. Pupil/teacher ratio will be gradually reduced from 40/1 to 25/1 through to 2020. Senior secondary level technical and vocational education will be developed from current less than 1% GER to around 10% in 2020.

- Conventional tertiary education will also moderately develop from current 15% GER to 17% GER in 2020. However, with the inclusion of the cost-effective reform initiative on innovation enterprise institutions (IEIs) as well as the development of distance learning and Open University, tertiary education GER will attain around 37% in 2020.

- Current gender disparities will be reduced at all levels of education including higher education and closed down by 2020. All aspects of the quality of education will be improved, particularly through free provision of textbooks at primary and junior secondary education, the amelioration of pre- and in-service

teacher training and the improvement of learning conditions and environment including catering to the needs requiring special attention.

- Appropriate learning and life skills programmes will be provided through expansion of non formal education and post-basic TVET. Adult literacy rates will improve to reach 75% in 2015 and 85% in 2020, while ensuring equal gender equity and equitable access to basic and continuing education for all adults.

- With regard to educational costing aspects, staff salaries would increase on par with the GDP per capita growth, while unit cost for non salary recurrent and capital spending would generally and incrementally increase by 1.5%. Therefore, the staff salary will be termed as multiple of GDP per capita: for example, if the annual GDP per capita is US$ 600 and the average salary of a category of teachers in Primary is around US$ 225 per month (which corresponds to US$ 2700 per year), the salary scale is 4.5 as multiple of GDP per capita (US$ 225 x 12 months / US$ 600). Table 1 summarizes the projected enrolment targets at different levels of education and the literacy rates.

Table 1. Projected enrolment and literacy targets

Year	2006/07	2007/08	2008/09	2009/10	2010/11	2015/16	2020/21
Literacy rates (15 +)	55.2%	57.0%	59.0%	61.0%	63.1%	73.7%	84.8%
GER Pre-primary (3-5)	46.2%	50.0%	53.8%	57.7%	61.5%	80.8%	100.0%
GER Primary	90.8%	91.6%	92.4%	93.3%	94.1%	98.1%	102.0%
GER Junior Secondary	37.0%	40.7%	44.5%	48.5%	52.6%	75.3%	101.7%
GER Senior Secondary	30.2%	32.0%	33.7%	35.3%	36.8%	42.2%	43.5%
GER Secondary TVET	0.8%	1.1%	1.5%	1.8%	2.3%	5.2%	9.7%
GER Tertiary (Conventional only)	14.7%	14.8%	15.0%	15.1%	15.7%	16.4%	17.0%

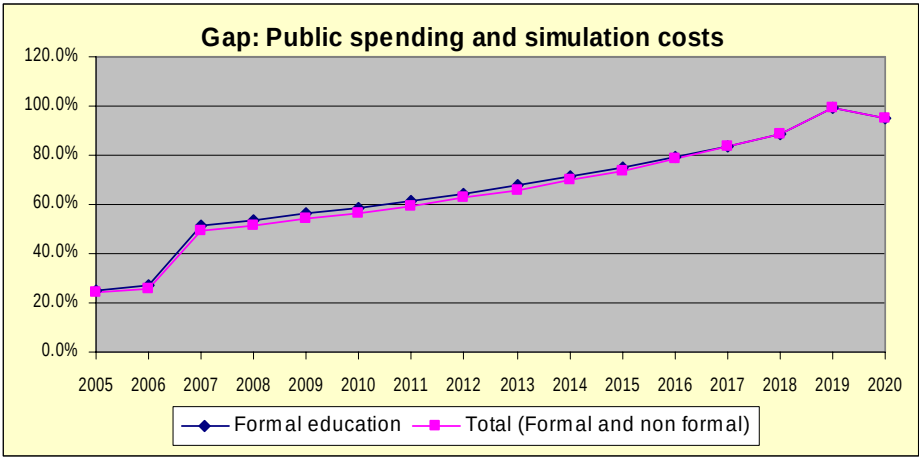
Cost Implications for Scenario 1

- On the basis of the afore-mentioned, quantified policy assumptions, Nigeria public education system will cost 1.3 trillion Naira in 2010, 2.2 trillion Naira in 2015 and 3.8 trillion Naira in 2020, as shown in the following table (Million Naira) by education level and for the total.

Table 2. Scenario 1 Expenditure Framework

Year	2007/08	2008/09	2009/10	2010/11	2015/16	2020/21
Pre-primary education	65,337	82,411	102,004	124,496	299,569	629,331
Primary education	422,732	459,725	499,656	542,793	819,188	1,202,506
Junior secondary education	102,345	120,186	140,684	164,215	344,852	688,153
Senior secondary education	67,471	78,286	90,492	104,230	201,106	356,331
Technical/vocational education	5,859	7,626	9,741	12,258	33,353	76,502
Higher education	186,042	202,259	220,007	239,437	368,398	572,862
Post-Secondary Education	10,956	11,410	11,919	12,502	17,595	34,165
NFE-Literacy	18,695	19,928	21,319	22,887	34,388	54,654
Cross-cutting expenditures	56,292	61,741	67,827	74,628	122,862	203,466
Total Costs	935,728	1,043,572	1,163,649	1,297,447	2,241,310	3,817,970
Available domestic resources for education	625,897	688,330	755,793	828,654	1,288,656	1,955,502
Funding gaps of Scenario 1	309,831	355,242	407,856	468,793	952,654	1,862,468
in %	50%	52%	54%	57%	74%	95%

- These costs, compared with the likely available resources for education through 2020, seem unattainable as shown in the previous table. In other words, the funding gaps are respectively 469 billion, 953 billion and 1.86 trillion Naira in 2010, 2015 and 2020. These figures represent 57%, 74% and 95% funding gaps in those years. The increase in funding gaps through 2020 is also shown graphically in the following chart.



- International development partners (IDPs) will contribute to reducing these gaps, however, it is unrealistic to expect that such huge gaps will be entirely attended to by them. One can hope that they can cover 10% to 20% gap maximum, therefore there is need to either look for additional funding (including loan) or to think out some realistic, "domestic" options to cut down these gaps to a level of maximum 20-30%.

- The following scenarios are proposed for consideration in this endeavour. Two alternative scenarios are designed for policy dialogue and decision-making. Hopefully, a fourth scenario could be designed by FME authorities in light of the findings of the three scenarios of this note, subsequent to consultations with stakeholders.

Scenario 2: "Conservative" development of the sector

(with modest continuation of the current trends, inclusion of the initiatives of the reform agenda and stabilization of unit costs)

Policy assumptions

- Only changes as against Scenario 1 are described below. Some drastic options are introduced in order to curb down the prospective funding gaps. This scenario is therefore not really recommended, however, is expected to give some idea on the innovative measures that FME may consider in devising workable policy options.

- The major features of this scenario are increased participation of the private sector in education provision, as follows:

    - Pre-primary education will become universal only for those aged 5, while for those of lower ages, private sector will play a pivotal role in providing appropriate education and care-giving services.
    - In primary education, private education will gradually increase from current 10% to around 20%, which means that public sector will cater for 80% pupils by 2020. This percentage is more in line with what's happening in mid-level income countries.
    - As in primary, universal junior secondary will be achieved, but private sector will contribute in the order of 30%, leaving 70% for the public schools. As for senior secondary, private sector's contribution will be around 40%. For senior secondary-level vocational education, the public share will remain unchanged as in Scenario 1.

- GER for conventional tertiary education will remain unchanged (15% GER through to 2020). However, with the doubling of the annual enrolment

increment for innovation enterprise institutions (IEIs) and distance learning, Tertiary education GER will be the same as in Scenario 1 (37%).

- School feeding programme will be maintained, but provided only to 50% pupils, targeting those from very poor families. Pupil/teacher ratio in Senior Secondary will only marginal improved (from current 41 to 40, instead of 25 in Scenario 1)

- With regard to educational costing aspects, staff salaries would increase moderately. In order words, teacher salaries will annually increase by 3% on condition that GDP per capita will increase at 5.6%. This means for example that the teacher salaries (in primary education) which stand at 5 as multiple of GDP per capita will be gradually reduced to 4 by 2020 (which is still slightly higher than the Sub-Saharan average of 3.6). Unit costs for non salary recurrent and capital spending will not increase.

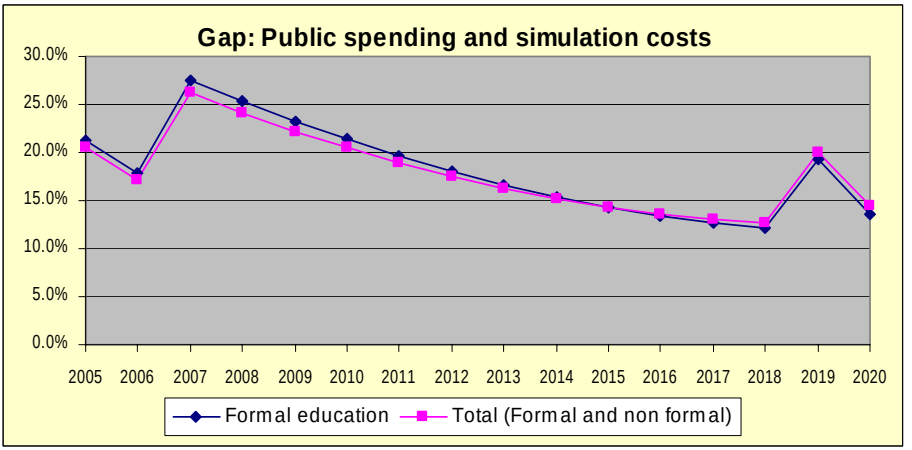
Cost Implications for Scenario 2

- On the basis of the afore-mentioned, revised policy assumptions under Scenario 2, Nigeria public education system will cost much less than in Scenario 1: less than 1 trillion Naira in 2010, 1.5 trillion Naira in 2015 and 2.2 trillion Naira in 2020, as shown in the following table (Million Naira).

Table 3. Cost comparison between Scenario 1 and Scenario 2

Year	2007/08	2008/09	2009/10	2010/11	2015/16	2020/21
Costs of Scenario 1	935,728	1,043,572	1,163,649	1,297,447	2,241,310	3,817,970
Costs of Scenario 2	790,401	854,549	923,631	998,109	1,472,798	2,238,562
Funding gaps of Scenario 2 (%)	26.3%	24.1%	22.2%	20.4%	14.3%	14.5%

- These costs, compared with the likely available resources for education through 2020, represent funding gaps of respectively 20.4%, 14.7% and 15.5% in 2010, 2015 and 2020. The funding gaps through 2020 are shown graphically in the following chart.



- This scenario demonstrates that although maintaining Government policy goals in terms of enrolments as in Scenario 1, the funding gaps can be drastically reduced to a certain manageable level. This can enable International development partners (IDPs) to contribute to filling in these gaps rather easily, therefore Government will not need to look for e.g. loans.

Scenario 3: "Reasonable" development of the sector

(with modest improvement of the current trends, inclusion of the initiatives of the reform agenda and slight improvement of unit costs)

Policy assumptions

- Only changes against Scenario 2 are reported here. Scenario 3 can be considered a combination of the previous two scenarios, with introduction of some acceptable options in order to generate a "tolerable" level of the prospective funding gaps. This scenario is therefore proposed for consideration.

- In this scenario (as compared with Scenario 2), increased participation of the private sector in education provision is proposed, as follows:

    - Pre-primary education: same as Scenario 2.
    - In primary education, private education will gradually increase from current 10% to around 15%, which means that public sector will cater for 85% pupils by 2020.
    - Universal junior secondary will be achieved with private sector contributing in the order of 20%, leaving 80% for the public schools.
    - Senior secondary: Same as Scenario 2.
    - Tertiary education: Same as Scenario 2

- School feeding programme will be provided to 70% pupils, targeting those from poor families.
- With regard to educational costing aspects, staff salaries would increase by 3.6% (which is 0.6% higher than in Scenario 2) on condition that GDP per capita will increase at 5.6%. This will bring for example the primary education teacher salaries gradually to 4.3 as multiple of GDP per capita by 2020 (which is much higher than the current Sub-Saharan average of 3.6). Unit costs for non salary recurrent and capital spending will increase by 1% each year.

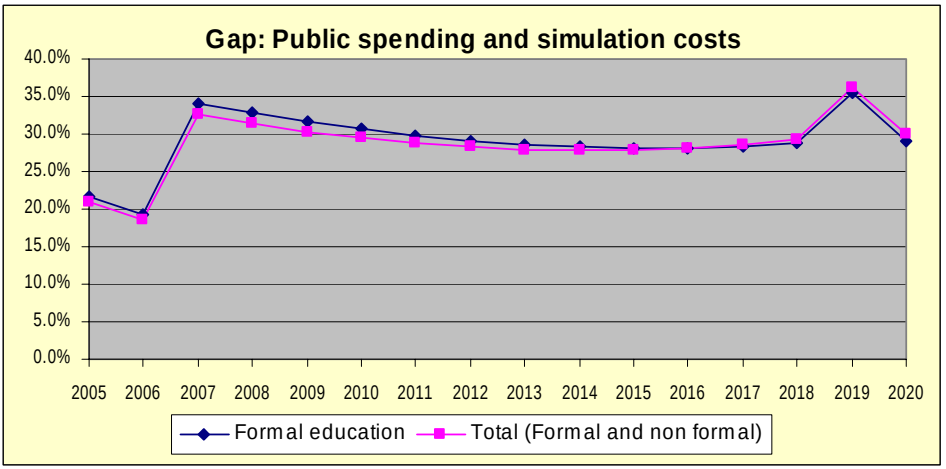
Cost Implications for Scenario 3

- On the basis of the afore-mentioned, quantified policy assumptions under Scenario 3, Nigeria public education system will cost 1 trillion Naira in 2010, 1.6 trillion Naira in 2015 and 2.5 trillion Naira in 2020, as shown in the following table (Million Naira).

Table 4. Cost comparison between three scenarios

Year	2007/08	2008/09	2009/10	2010/11	2015/16	2020/21
Costs of Scenario 1	935,728	1,043,572	1,163,649	1,297,447	2,241,310	3,817,970
Costs of Scenario 2	790,401	854,549	923,631	998,109	1,472,798	2,238,562
Costs of Scenario 3	829,533	903,856	984,611	1,072,440	1,647,388	2,540,802
Funding gaps of Scenario 3 as %	32.5%	31.3%	30.3%	29.4%	27.8%	29.9%

- These costs, compared with the likely available resources for education through 2020, represent funding gaps of respectively 30%, 28% and 30% in 2010, 2015 and 2020. The increase in funding gaps through 2020 is shown graphically in the following chart.



- This scenario, in terms of funding gaps, is still not satisfactory, but keep them under 30%. Some other alternative options may be thought out in order to reduce the funding gaps. However, it is definitely much less costly than Scenario 1, which can give the Government much more confidence and credibility in negotiating with International development partners (IDPs) for their increased participation in Nigerian education development.
- Cost projections (recurrent & capital) by education level and for the total in Million US$ are presented in the following table:

Table 5. Cost projections by education level ($ million)

Year	2007/8	2008/9	2009/10	2010/11	2015/16	2020/21
Pre-primary	212	248	289	334	673	1,265
Primary education	2,943	3,161	3,392	3,637	5,122	7,213
Junior secondary education	730	846	978	1,126	2,204	4,077
Senior secondary education	442	482	522	564	771	946
Technical/vocational education	44	57	72	89	229	491
Higher education	1,394	1,501	1,618	1,745	2,568	3,827
Alternative tertiary education	84	90	97	104	161	317
NFE-Literacy	140	148	157	166	236	353
Cross-cutting expenditures	391	420	451	485	709	1,056
Total	6,381	6,953	7,574	8,250	12,672	19,545

Major features of three scenarios are presented in the next page:

	Scenario 1 Full-fledged development of the sector, with continuation of the current trends and inclusion of the initiatives of the reform agenda.					Scenario 2 "Conservative" development of the sector, with modest continuation of the current trends, inclusion of the initiatives of the reform agenda and stabilization of unit costs.					Scenario 3 "Tolerable" development of the sector, with modest improvement of the current trends, inclusion of the initiatives of the reform agenda and slight improvement of unit costs.			
	2005 2006	2010 2011	2013 2014	2016 2017	2020 2021	2010 2011	2013 2014	2016 2017	2020 2021	2010 2011	2013 2014	2016 2017	2020 2021
Primary education													
Gross intake rate	105%	104%	103%	102%	101%	104%	103%	102%	101%	104%	103%	102%	101%
Survival rate	83%	85%	86%	87%	88%	85%	86%	87%	88%	85%	86%	87%	88%
Completion rate	85%	87%	88%	89%	90%	87%	88%	89%	90%	87%	88%	89%	90%
Students/teacher ratio	42	41	41	40	40	41	41	40	40	41	41	40	40
Student enrolments	24,814,870	27,521,896	30,637,423	34,063,784	39,165,631	28,360,648	32,128,692	36,339,690	42,726,143	27,941,272	31,383,057	35,201,737	40,945,887
No of teaching posts	598,981	663,701	738,508	820,827	1,032,548	682,683	768,674	861,622	1,174,969	673,192	753,591	841,225	1,103,759
No of classrooms	272,037	406,401	520,265	646,456	832,391	425,218	547,987	679,980	866,499	415,810	534,126	663,218	849,445
Junior secondary education													
Registration rate	46%	64%	75%	86%	100%	64%	75%	86%	100%	64%	75%	86%	100%
Survival rate	84%	88%	91%	94%	98%	88%	91%	94%	98%	88%	91%	94%	98%
Completion rate	36%	52%	64%	78%	98%	52%	64%	78%	98%	52%	64%	78%	98%
Gross enrolment ratio	37%	53%	66%	80%	102%	53%	66%	80%	102%	53%	66%	80%	102%
Student enrolments	3,624,163	5,955,443	8,064,084	10,656,309	15,023,201	5,955,443	8,064,084	10,656,309	15,023,201	5,955,443	8,064,084	10,656,309	15,023,201
No of teaching posts	84,442	146,437	204,869	279,673	411,636	150,347	213,506	295,671	443,184	147,554	207,337	284,244	420,650
No of classrooms	66,389	121,196	175,997	250,869	395,611	124,102	182,059	261,260	413,138	122,026	177,729	253,838	400,619
No of Labs	5,700	9,696	14,080	20,070	31,649	9,928	14,565	20,901	33,051	9,762	14,218	20,307	32,049
Senior secondary education													
Completion rate	29%	36%	41%	45%	49%	36%	41%	45%	49%	36%	41%	45%	49%
Gross enrolment ratio	32%	39%	44%	49%	53%	39%	44%	49%	53%	39%	44%	49%	53%
Students/teacher ratio	37	32	30	28	26	31	29	27	26	34	33	32	32
Student enrolments	2,823,768	3,957,349	4,862,804	5,790,964	7,015,323	3,957,349	4,862,804	5,790,964	7,015,323	3,957,349	4,862,804	5,790,964	7,015,323
No of teaching posts	77,153	123,576	163,339	207,845	271,502	128,315	169,923	214,021	271,502	116,284	147,374	179,251	219,844
No of classrooms	63,870	84,318	110,519	141,451	190,796	90,188	120,372	154,570	205,145	90,188	120,372	154,570	205,145
No of Labs	6,430	7,311	9,420	11,823	15,471	7,840	10,307	13,004	16,762	7,840	10,307	13,004	16,762
Higher education													
Students/teacher ratio	15%	15%	16%	16%	17%	15%	15%	15%	15%	15%	15%	15%	15%
Students/teacher ratio	35	35	34	33	33	35	34	33	33	35	34	33	33
Student enrolments	1,494,080	1,791,862	1,998,310	2,228,545	2,577,305	1,718,642	1,869,271	2,033,101	2,274,093	1,718,642	1,869,271	2,033,101	2,274,093
No of teaching posts	42,239	51,853	58,708	66,527	78,703	49,734	54,917	60,692	69,443	49,734	54,917	60,692	69,443
No of classrooms	37,025	53,463	60,383	68,230	80,366	51,415	56,635	62,414	71,103	51,415	56,635	62,414	71,103
No of Labs	6,510	10,693	12,077	13,646	16,073	10,283	11,327	12,483	14,221	10,283	11,327	12,483	14,221
Expenditures													
Recurrent costs	516,791,633	1,039,198,648	1,452,533,444	2,029,539,229	3,259,156,054	821,541,285	1,053,677,004	1,350,605,921	2,021,831,561	870,318,040	1,130,980,333	1,471,371,279	2,209,739,977
Primary education	237,166,288	457,055,257	589,351,741	763,083,718	1,180,233,817	355,573,343	429,068,126	518,600,933	811,700,421	393,185,161	486,051,156	602,077,254	918,855,775
Secondary education 1st Cycle	50,612,799	133,590,041	212,839,469	332,573,578	590,452,957	105,673,024	154,685,666	221,457,141	348,415,431	117,571,658	179,213,376	267,429,263	445,407,107
Secondary education 2nd Cycle	41,449,590	86,454,810	134,271,910	201,064,654	325,919,502	69,322,629	93,719,028	121,517,904	161,035,047	61,229,505	76,727,932	92,143,492	110,137,109
Higher education	145,334,847	224,176,747	291,541,799	380,776,157	547,141,487	212,069,355	267,484,511	339,396,180	470,239,322	214,057,096	270,982,065	344,688,625	478,447,228
ECCE	8,150,451	69,839,574	127,645,410	212,662,103	390,557,100	23,858,118	36,207,226	53,047,773	85,413,577	26,316,473	40,427,324	59,926,792	97,946,715
Non formal education	6,757,428	10,141,411	13,365,588	18,221,617	28,849,710	9,232,736	11,485,751	14,767,172	21,595,826	9,533,922	12,076,942	15,798,044	23,616,156
Investments	86,869,432	220,291,581	299,892,392	412,545,498	464,250,499	150,083,201	182,268,868	222,064,910	192,165,827	164,590,902	208,756,258	265,673,554	239,014,638
Primary education	26,176,485	85,737,971	105,450,972	126,745,815	22,272,266	71,918,158	81,854,788	90,954,474	14,553,063	79,616,804	95,001,612	110,759,765	18,788,871
Secondary education 1st Cycle	7,636,669	30,625,359	44,815,823	65,564,997	97,700,258	24,740,229	33,177,733	44,461,171	59,758,176	28,770,948	41,036,090	58,528,577	84,625,489
Secondary education 2nd Cycle	2,834,193	17,775,520	21,843,980	26,078,938	30,411,644	11,485,202	11,929,254	11,849,114	11,035,307	12,071,062	12,917,673	13,219,682	12,811,649
Higher education	36,438,070	15,260,013	18,060,019	21,386,223	25,720,957	12,146,640	13,410,876	14,815,503	16,377,700	12,766,241	14,522,057	16,529,188	19,014,001
ECCE	7,100,229	54,656,454	86,657,807	140,007,863	238,773,851	16,317,955	24,015,809	36,267,063	57,244,797	17,150,334	26,005,680	40,462,014	66,459,432
Non formal education	3,174,949	4,245,271	5,967,748	8,445,990	12,192,237	3,940,717	5,297,636	7,170,081	9,751,979	4,141,733	5,736,581	7,999,433	11,321,745
Available domestic resources	514,766	828,654	1,083,686	1,403,165	1,955,502	828,654	1,083,686	1,403,165	1,955,502	828,654	1,083,686	1,403,165	1,955,502

Annex: Policy Simulation and Costing of the 10-Year Strategic Plan

(prepared for consideration by the FME, 28 Feb 2007, Abuja)

Below are some selected issues for consideration in order to complete the costing exercise for the 10-year strategic plan for the Federal Ministry of Education in line with the Vision 2020:

1. Data

a. In costing the plan, some assumptions are used to substitute for missing data
Example: Class size across all levels, the number of rooms for pre-primary education, etc.
Proposed consideration: NEMIS questionnaire to be reviewed to capture the information.

b. Information on parastatals
Example: No information on the number of staff, etc.
Proposed consideration: FME to take a prompt measure to collect essential information for completing the multi-year costing of parastatals.

2. Policy options

a. Elaboration on future development of tertiary education and basic TVET
Example: targeted objectives through 2020 for specializations in Tertiary and in favour of more TVET (more than 30% by 2020);
Proposed consideration: Specify quantified targets in light of socio-economic prospects.

b. Expenditure framework
Example: Currently, public spending on education as % of GDP is 5%, and policy is raise it to 8-10% by 2020 (very high in comparison with most countries, including better performing ones);
Proposed consideration: Need to clarify with the FGN and NPC on this target.

c. Too high prospective funding gaps

Example: Despite high public funding on education through 2020 (8%), funding gaps to achieve the policy goals are very high (50-90% across 2010-2020);
Proposed consideration, amongst others:

- Salaries as multiple of GDP per capita are high (5 and more, which are to be compared with 1.5 in OECD and 3.5-4 in many developing countries)
- Promoting private sector in providing education (pre-primary, SS, Tertiary, etc.)
- Review of resource management/governance/accountability.

3. Rollo-out of planning/costing to States

Example: Standardized template of costing model to be utilized across all States in their strategic planning
Proposed consideration:

- In light of the on-going experience in 3 States with 10-Year planning/costing, IDPs to support and implement a joint planning capacity development programme for States;
- The simulation/costing model to be used for monitoring and evaluation throughout plan implementation.