Budget Brief

National Education Sector Budget Brief: 2016/17

Key Messages

- The government has continuously prioritized investments in the education sector, which has contributed to a rapid expansion of access to all education levels. As a result, the general education system has expanded from 22.6 million students in 2013/14 to 26.9 million students in 2017/18. However, challenges remain regarding improving internal efficiency of the education sector - the general education sub-sector is characterized by high dropout rate and low completion rate.
- The trends in national education expenditure, tracked through the federal and regional governments' budgetary system, has increased more than two-fold from ETB 36.1 billion in 2012/13 to about ETB 88.6 billion in 2016/17, showing an annual average growth rate of 25.5 per cent and 14.4 per cent in nominal and real terms, respectively.
- The education sector received 27 per cent of on-budget total national expenditure and 5 per cent of Gross Domestic Product (GDP) in 2016/17, meeting the global benchmark of 20 per cent of the national budget spent on education as put forth by the Education for All (EFA). But Ethiopia failed to meet the international target for 6 per cent of GDP being allocated to education sector. Since half of the Ethiopian population are below 18 years of age and greater effort is required to provide quality education and training, the government needs to increase the share of GDP being spent on education.
- General education takes the largest share of the budget and this share will increase through to 2019/20, representing a 42.6 per cent of the total Education Sector Development Program V (ESDP V) budget. The share of the budget to Technical and Vocational Education and Training (TVET), higher education and administration expenses will still stand at 17.2 per cent, 33.6 per cent and 6.6 per cent for the ESDP V period, respectively.

This budget brief is one of four (national, health and social protection budget briefs) and analyses budget and expenditure that are recorded on-budget for the Federal Ministry of Education (MoE) and its affiliated sub-national level Bureaus of Education (BoE) and district level Woreda Education Offices. Audited financial accounts are presented for the years up to 2015/16 while preliminary financial accounts have been made available for 2016/17 fiscal years. The main objective is to synthesize complex budget information so that it is easily understood by stakeholders, and to put forth key messages to inform policy and financial decision-making processes.

Key Messages Continued

- Spending in the education sector remained predominantly recurrent in nature and recurrent education expenditure as a share of total education spending increased consistently from 57.5 per cent in 2012/13 to 66.2 per cent in 2016/17, out of which teachers' salaries account for the greatest proportion. With such a high proportion of recurrent expenditure spent on salaries, little is left for non-salary expenditure such as teaching materials and logistics which in part explains some of the issues around quality of education. Improvement in budget allocation needs to be made within the education sector to enhance education outcomes. The remaining 33.8 per cent was absorbed by capital education expenditure in 2016/17.
- In view of devolving fiscal decision making to lower tiers of administration in the education sector, most of the budgetary resources (on average, close to 52.1 per cent) was being managed by the regional and local governments between 2012/13 and 2016/17. Compared to the regional governments, nearly 67 per cent of the federal education expenditure was utilized for financing capital education expenditure, while the bulk of regional governments' education expenditure is allocated to finance recurrent education expenditure in the same year.
- Unlike the health sector, domestic resources cover more than 85 per cent of the federal capital education expenditure between 2012/13 and 2`016/17. This is an impressive achievement which begs call for keep increasing the share of domestic resources being spent on education sector.
- Significant financing of the education sector is directed through off-budget channels making it challenging to track and record how much is being spent on education. There is a need to shift off-budget financing of the education sector to on-budget records to better track, plan, execute and monitor sustainable financing of the education sector. There should also have enhanced sector coordination and an integrated planning mechanism to reduce leakages and wastages in the education sector to further ensure efficiency gains in education budget utilization.

1. Introduction

Education Sector Overview

In Ethiopia, the education system comprises both formal and non-formal education. Formal education comprises general education (including; pre-primary, primary, secondary, integrated functional adult literacy and special needs), Technical and Vocational Education and Training (TVET), and higher education. The regional education bureaus are responsible for the administration and management of the general education, technical and vocational education and teachers-training programs and institutions. The federal Ministry of Education (MoE) is responsible for higher education and formulating policy and guidelines, which are implemented by the various regional and city administration education bureaus.

The country has a 3-4-4-2-2 general education structure (table 1). There are three years of pre-primary school, which has an official entry age of four and is referred to as kindergarten, O-class, child to child program and accelerated school readiness. Primary school has an official entry age of seven and a duration of eight years (4 years in the first cycle including in alternative basic education (ABE) programs and additional 4 years in the second cycle). At the end of the second cycle, students sit for a national examination that results in the Grade 8 Completion Certificate. Secondary school is divided into two cycles: first cycle secondary (grade 9 and 10) and second cycle secondary or preparatory program (grade 11 and 12).

Table 1: General education structure in Ethiopia

Education	Level	Grade	Age	Duration
Pre-primary	Kindergar-ten	---	4 - 6	3 years
Primary	1st Cycle	1 - 4	7- 10	4 years
	2nd Cycle	5 - 8	11 - 14	4 years
Secondary	1st Cycle	9 - 10	15 - 16	2 years
	2nd Cycle	11 - 12	17 - 18	2 years

Source: Ministry of Education (MoE), Education Statistics Annual Abstract (2016/17).

The Fifth Education Sector Development Program (ESDP V) and its Targets

The 1994 Education and Training Policy of Ethiopia has been the inspiration for the five medium-term Education Sector Development programs. **The current Education Sector Development Program (ESDP V) serve as the central strategy document for educational development in the country from 2015/16 to 2019/20.** Six priority programs have been identified under ESDP V. Priority programmes are guided by educational levels – from pre-primary to tertiary education, and include: capacity development for improved management; general education (quality, access, equity and internal efficiency; adult and non-formal education; technical and vocational education and training; and higher education.

The ESDP V addresses the links with social protection services such as school feeding programs in food insecure areas, scholarship support, as well as the opening and expansion of boarding and para-boarding schools in pastoral and semi-pastoral areas. The MoE is also addressing quality issues in the education sector through its Second General Education Quality Improvement Programme (GEQIP II) and General Education Quality Improvement Programme for Equity (GEQIPE), though a long road ahead awaits. This will require huge effort and substantial financial investments to effectively address concerns in the quality of education.

Table 2: Selected indicators under ESDP V

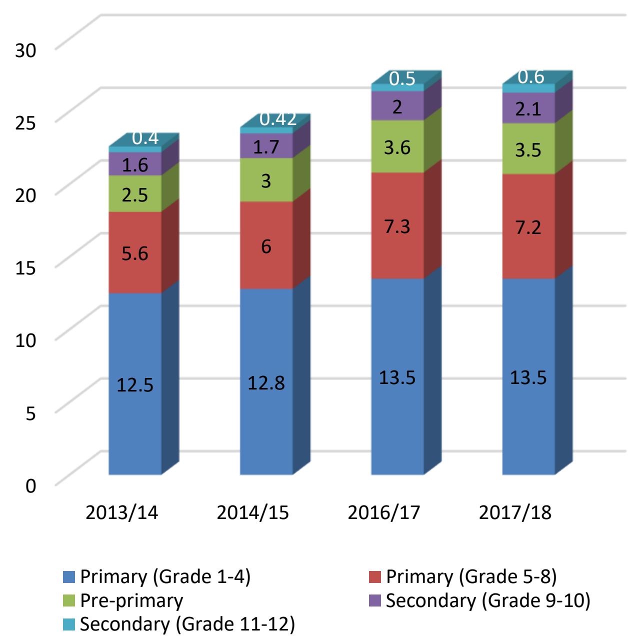
Key indicators	2013/14 (baseline)	2017/18 (target)	2017/18 (actual)
Access			
Gross Enrolment Ratio (pre-primary), %:			
Male	35	65	45.1
Female	33	64	43.1
Net Enrolment Ratio (grade 1 – 8 including ABE), %:			
Male	95	96	104.6
Female	90	94	95.4
Net Enrolment Ratio (grade 9 – 10), %:			
Male	21	34	23.8
Female	20	34	24.3
Efficiency			
Dropout Rate (grade 1 - 8), %:			
Male	11	7	10.9
Female	11	7	11.4
Repetition Rate (grade 1 - 8), %:			
Male	9	5	5.5
Female	8	4	5
Completion Rate (grade 8), %:			
Male	47	61	59.5
Female	47	61	55.9
Equity			
Gender Parity Index (GPI):			
Pre-primary	0.95	0.98	0.95
Grade 1 – 8	0.93	0.96	0.90
Grade 9 - 12	0.91	0.96	0.89

Source: Education Sector Development Program V (2015/16 – 2019/20); and Education Statistics Annual Abstract (2017/18).

Education Sector Performance

Education is a key in the government's strategy of bringing fast and sustainable economic development through strong human resource development. The government has continuously prioritized investments in this sector, which has contributed to a rapid expansion of access to all education levels along with a remarkable increase in the number of teachers and schools. For example, the number of certified teachers under the general education sub-sector increased to 620,654 in 2017/18 from 323,695 in 2013/14; and the number of general education schools increased from 34,377 in 2013/14 to 40,063 in 2017/18, excluding pre-primary schools. As a result, the general education system has expanded from 22.6 million students in 2013/14 to 26.9 million students in 2017/18 (figure 1). Progress is also underway in making education accessible to the pastoralist community through educational programmes that meet the unique needs of the mobile pastoralist lifestyle, such as the ABE programme, mobile and Koranic schools, distance and open learning, and functional and integrated adult education, as outlined in the recently updated National Pastoralist Education Strategy (NPES).

Figure 1: General education enrolment trends (in million)



Source: Data from Ministry of Education (MoE), Education Statistics Annual Abstracts (2016/17).

Ethiopia made fastest progress in terms of expanding universal education and enrolment has been rising and shown improvements in each level of education in time. Starting with Early Childhood Education (ECE), which includes kindergartens, O-class, child to child and accelerated school readiness programs, enrolment is rising over time though proportionally more males attending than females in 2017/18 (table 3). To achieve gender parity as well as improve attendance and quality of education at higher levels of education it is highly important that gender equity is observed in pre-primary education. Note also that since most of pre-primary schools are in urban areas, access is limited to children who reside in urban areas and whose parents can afford to pay school fees. This could be widening the rural-urban disparities of access to pre-primary education.

At the first cycle primary level (grade 1-4), the Net Enrolment Ratio (NER) shows a steady progress (table 3). However, female enrolment still lags-behind that of boys, and the Gender Parity Index (GPI) is deteriorating over time and reaching 0.90 in 2017/18 at primary education (grade 1-8). Besides, although most children enrol in primary schools, may don't complete their education: only 88 per cent make it past grade five and 57.7 per cent past grade eight in 2017/18 (table 3). **At secondary level, the enrolment ratio for both sexes is much lower than the primary level.** The figures for second cycle (grades 11 and 12) are much lower than the first cycle (grades 9 and 10). The NER for girls is consistently lower than boys except at second cycle in 2017/18. The GPI has reached 0.90 for first cycle and 0.83 for second cycle in the same year.

Table 3: Selected general education indicators

Key indicators	2013/14	2017/18
NER(pre-primary), %: Male Female	--- --- ---	42.5 43.4 41.6
Nate Intake Rate (grade 1), %: Male Female	 105.6 108.8 102.3	 98.3 102.6 93.8
NER (grade 1 – 4) including ABE, %: Male Female	107.9 111.8 103.9	112.9 118.4 107.3
NER (grade 5 – 8), %: Male Female	49.5 49.0 50.0	62.8 64.5 61.1
NER (grade 9 – 10), %: Male Female	20.2 19.8 20.9	23.8 24.3 24.0
NER (grade 11 – 12), %: Male Female	5.5 5.5 5.5	7.7 7.0 7.4
Completion Rate (grade 5), %: Male Female	69.5 70.7 68.2	88.0 91.6 84.3
Completion Rate (grade 8), %: Male Female	46.7 46.7 46.7	57.7 60.1 55.9
Pupil Teacher Ratio: Primary (grade 1 - 8) Secondary (grade 9 – 12)	 47 28	 43 26
Pupil Section Ratio: Primary (grade 1 - 8) Secondary (grade 9 – 10) Secondary (grade 11-12)	 54 --- ---	 56 59 47
Gender Parity Index (GPI): Primary (grade 1 – 8) Secondary (grade 9 – 10) Secondary (grade 11–12)	 0.93 0.94 0.85	 0.90 0.90 0.83

Source: Ministry of Education (MoE), Education Statistics Annual Abstract (2013/14 and 2017/18).

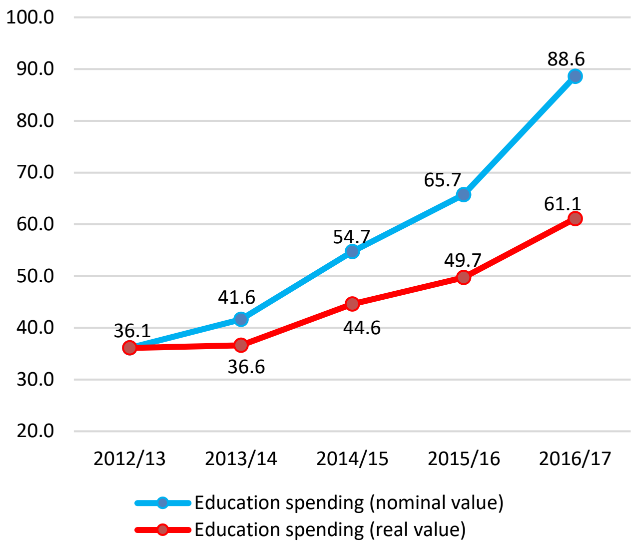
Box 1: Policy and strategy documents for education

- Growth and Transformation Plan, GTP-II, (2015/16-2019/20) which builds on former national development plans such as GTP-I (2010/11-2014/15).
- National Education and Training Policy, 1994.
- Education Sector Development Plan V (2015/16-2019/20), which builds on four former Education Sector Development Plans (ESDPs) implemented between 1997/98 and 2014/15.
- National Pastoralist Education Strategy, 2008 and updated and validated in 2016.
- National Quality Minimum Service Standards for Primary Schools.
- National Girls' Education and Gender Equality Strategy, 2013.
- Code of Conduct on School-Related Gender Based Violence (SRGBV), 2013.
- Education Sector Knowledge Management Strategy, 2015.
- Communications for Development (C4D) in Education Strategy, 2015.
- National Social Protection Strategy, 2016 (2016-2019).
- National Social Protection Action Plan, 2017, (2017-2021), Regional Social Protection Action Plans for Amhara, Oromia, SNNP and Tigray regions.
- Ethiopian Education Development Roadmap (2018 - 2030).
- General Education Quality Improvement Programmes (I & II).
- General Education Quality Improvement Programme for Equity (GEQIPE), 2018.

2. National Education Spending

The trends in national education expenditure, tracked through the federal and regional governments' budgetary system, has increased more than two-fold from ETB 36.1 billion in 2012/13 to about ETB 88.6 billion in 2016/17, showing an annual average growth rate of 25.5 per cent and 14.4 per cent in nominal and real terms, respectively (figure 2). This increasing trend is mainly due to growing recurrent costs as the system expands – in particular expansion in higher and secondary education. Moreover, the education sector accounts for the largest proportion of the government's spending at 27 per cent of total expenditure in 2016/17 reflecting Ethiopia meets the internationally agreed targets set out by the Education for All (EFA) coalition of 20 per cent of total government expenditure heading to finance education expenditure.

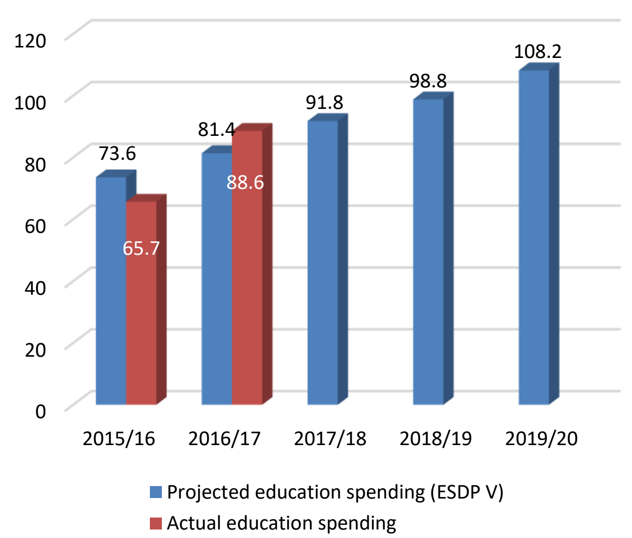
Figure 2: Nominal and real education spending (billion ETB)



Source: Data from MoFEC.

According to ESDP V, projected education expenditure is estimated to increase significantly, from an annual ETB 73.6 billion in 2015/16 to ETB 108.2 billion in 2019/20 (figure 3). General education takes the largest share of the budget and this share will increase through to 2019/20, representing a 42.6 per cent of the total ESDP V budget[1]. This is due to the fact that the government plans to achieve universal primary education by the end of the ESDP V period; and expansion of secondary education, with a view to achieving universal secondary education by 2025.The share of the budget to Technical and Vocational Education and Training (TVET), higher education and administration expenses will still stand at 17.2 per cent, 33.6 per cent and 6.6 per cent for the ESDP V period, respectively.

Figure 3: Projected costs of ESDP V (billion ETB)

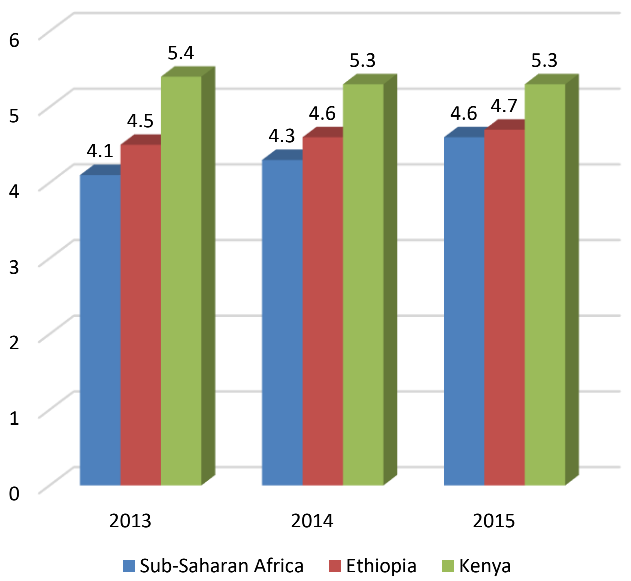


Source: Data from MoFEC and ESDP V.

[1]National Education Sector Development Program V (ESDP V): 2015/16 – 2019/20.

Cross country comparisons of educational expenditure are presented in figure 4 using internationally available data but it should be noted that the international data differs from national data due to probable reasons such as varying definitions, methodologies, reporting periods, etc. **In every year from 2007 to 2016/17, education accounted for more than 20 per cent of total government expenditure in Ethiopia, and is comparable with other African countries including Kenya, Uganda and Tanzania and the Sub-Saharan Africa average of 19 per cent.** However, Ethiopia failed to meet the international target for 6 per cent of GDP being allocated to education sector compared to the African peers including Kenya (figure 4). Compared to the Sub-Sahara African average, the Government of Ethiopia spent higher share of its GDP on the education sector.

Figure 4: Government education spending (per cent of GDP)

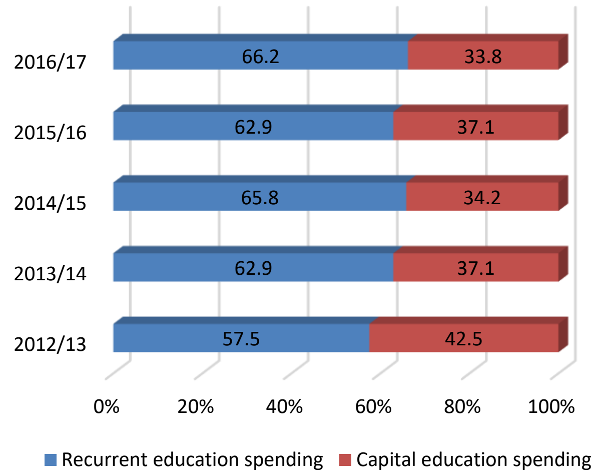


Source: Data from UNESCO.

Recurrent versus Capital Education Spending

In terms of types of expenditure, spending in the education sector remained predominantly recurrent in nature and recurrent education expenditure as a share of total education expenditure increased consistently from 57.5 per cent in 2012/13 to 66.2 per cent in 2016/17 (figure 5). Salaries and non-salary recurrent spending, including textbooks and teacher training, represent a significant portion of recurrent education expenditure. The remaining 33.8 per cent was absorbed by capital education expenditure in 2016/17. The decline in the share of capital education spending reflects an increase and competing investment requirements in other sectors such as transport and energy infrastructure.

Figure 5: Recurrent and capital education expenditure (per cent of total education expenditure)

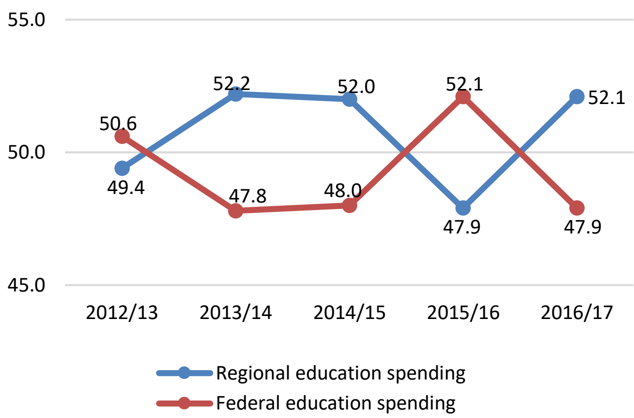


Source: Data from MoFEC.

Decentralization and Education Spending

In the view to give decision-making power to local stakeholders who know more about the local education system than do central policy makers and thereby to improve educational outcomes, regional and local governments are responsible in planning and resource mobilization for the education sector for their respective constituents**. Accordingly, most of the budgetary resources (on average, close to 52.1 per cent) was being managed by the regional and local governments between 2012/13 and 2016/17** (figure 6). This demonstrates the government's effort in promoting universal access to primary education at the grassroots level and expansion of secondary education, and the implementation of targeted interventions to close the existing regional, gender and urban-rural enrolment differentials to achieve universal primary and secondary education across the board. Improvements in access to primary schools with innovations such as mobile schools are helping to reach disadvantaged groups and children living in remote rural areas.

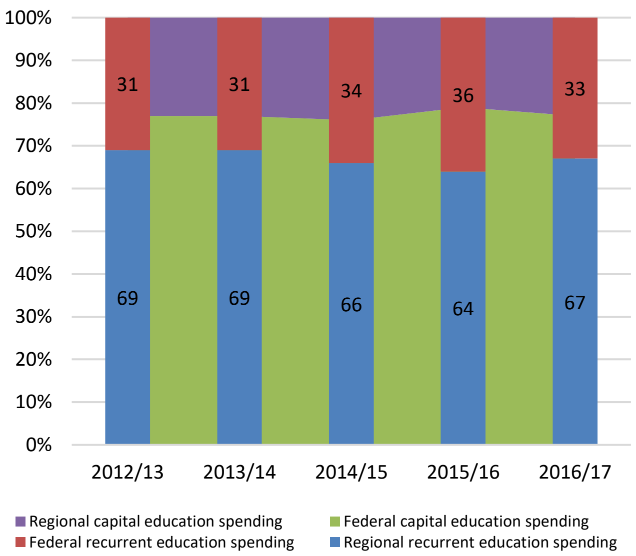
Figure 6: Federal versus regional education expenditure (per cent of total education expenditure)



Source: Data from MoFEC.

Compared to the regional governments, nearly 67 per cent of the federal education expenditure is utilized for financing capital education expenditure (figure 7); and a significant portion of the federal health capital expenditure is allocated for the construction and expansion of universities. The federal government's share in recurrent education spending has consistently increased from 31 per cent in 2012/13 to 36 per cent in 2015/16 and then declined a low of 33 per cent in 2016/17. At regional level however, the composition is different**. The bulk of regional governments' education expenditure is allocated to finance recurrent education expenditure**. Salaries, textbooks and teachers' training account for a substantial part of regional recurrent education spending, while capital spending at the regional level has stagnated at 23 per cent, reflecting the policy to mobilize communities' contribution for primary school construction and expansion.

Figure 7: Federal and regional education capital & recurrent spending (per cent of total capital & recurrent education spending)



Source: Data from MoFEC.

Education Budget Credibility and Execution

The credibility of the federal education budget (measured as actual federal education expenditure as a share of approved federal education budget) indicates that the overall execution of federal education budget was by and large implemented as planned except in 2013/14 (table 4). Budget credibility greater than 100 per cent may indicate challenges in the unpredictability of external aid and limited capacity for budget preparation and forecasting in the education sector. **On the other hand, unlike the health sector, the federal government education budget execution rate (measured as actual federal education expenditure as a share of adjusted federal education budget) has improved significantly over time.** The observed deviations in budget execution can be partially explained either by absorptive capacity or allocative efficiency issues.

Table 4: Federal government education budget utilization

Indicator	2013/14	2014/15	2015/16	2016/17
Budget credibility	88	107	104	107
Budget execution	88	95	93	92

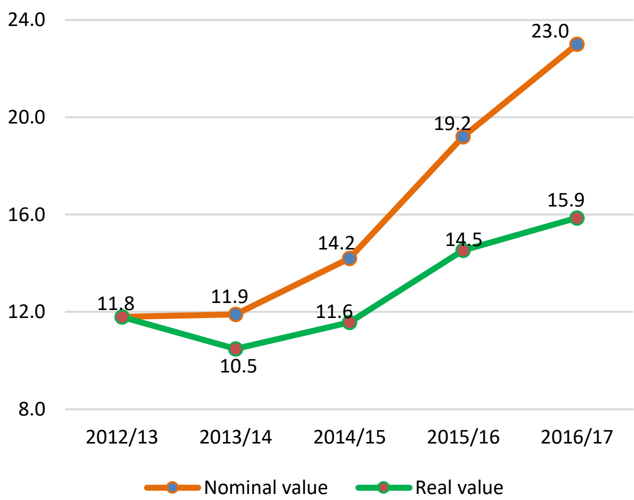
Source: Data from MoFEC (information for sub-national levels of government has not been made available).

3. Education Sector Financing

The national education system is financed through domestic funds from the state budget, external funds received from bilateral and multilateral donors, private sector investments and household contributions. **A portion of external financing to the education sector is directed through off-budget channels, the amounts of which are challenging to track**. Hence this budget brief is limited to analysing on-budget finances, and leaves out significant financial resources channelled to the education sector through off-budget donor resources, private sector investments and households' contributions.

Information on the sources of on-budget education sector financing has been made available only for federal capital education expenditure. **Regarding on-budget financing, the aggregate resources for the federal capital education expenditure has consistently increased from ETB 11.8 billion in 2012/13 to about ETB 23 billion in 2016/17, showing an annual average growth rate of 18.8 per cent and 8.5 per cent in nominal and real terms, respectively** (figure 8).

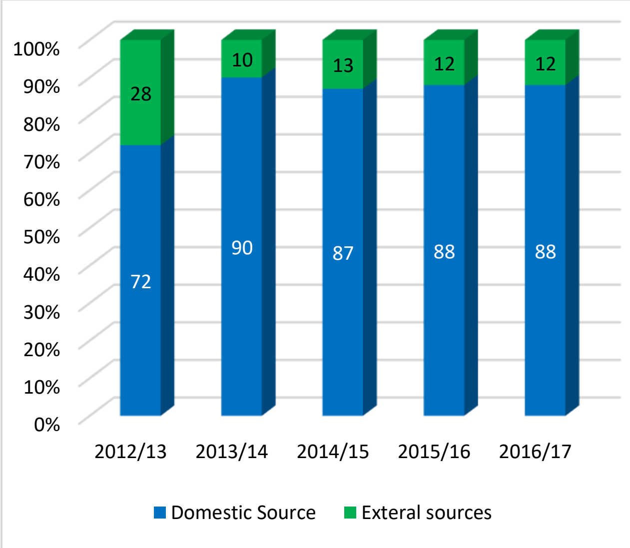
Figure 8: Nominal and real federal capital education sector financing (billion ETB)



Source: Data from MoFEC.

Unlike the health sector, domestic resources cover more than 85 per cent of the federal capital education expenditure between 2012/13 and 2016/17 (figure 9). The federal government has been also leveraging substantial resources from bilateral and multilateral development partners to finance federal capital education spending. Core donor financing based on donor contributions to major projects to the education sector contributed, on average, 15 per cent of the federal capital education expenditure in the same year.

Figure 9: Sources of finance for federal capital education spending (per cent of total federal capital education sector spending)



Source: Data from MoFEC.

4. Policy Issues

- ***Leveraging additional resources for education sector financing:*** Projected costs for ESDP V are estimated to increase significantly from an annual ETB 91.8 billion in 2017/18 to ETB 108.2 billion in 2019/20. The annual budgetary gap ranges from ETB 15.7 billion in 2017/18 to ETB 12.8 billion in the final year of ESDP V (table 5). To finance this budgetary gap, in addition to mobilizing external resources from multi-lateral and bilateral development partners and community contributions, the government should develop a conducive policy framework for expansion of non-government provision including the private sector in general and higher education, thereby leveraging additional resources.

Table 5: Estimated financing gap under ESDP V (billion ETB)

Costs	2017/18	2018/19	2019/20
(a) Total cost	91.8	98.8	108.2
(b) Gov't budget	76.1	86.5	95.4
Gap (a - b)	15.7	12.3	12.8

Source: ESDP V.

- ***Strengthening education budget credibility and execution:*** There is limited capacity for budget preparation and forecasting, and unpredictability of external aid in the education sector. There should be enhanced sector coordination and an integrated planning mechanism to reduce leakages and wastages in the education sector to further ensure efficiency gains in education budget utilization.

- ***Shift off-budget support of education to on-budget records:*** Significant financing of the education sector is directed through off- budget channels making it challenging to track and record how much is being spent on education, which calls for shifting all education financing to on-budget records.

- ***Increase investments in holistic Early Childhood Education (ECE):*** ECE is a cost-effective way to enhance long term educational outcomes and to reduce educational inequities. Hence, the government should develop a separate organizational structure starting from local administration for ECE as of primary and secondary education; and introduce school feeding programs and inter-ministerial collaboration to promote child care and education outcomes in the country. Continued attention should be also given to second cycle primary education (grades 5 to 8) sub-sector.

- ***Introduce a separate budget line item for Early Childhood Education (ECE) in the state budget:*** As this is currently missing in public finance data making it difficult to measure and track how much is being spent on ECE.

- ***Address quality of education challenges:*** Despite noted achievements in access to education, challenges in the quality of education remain. There is also high dropout rates and low competition rate. With the significant loss of investment from repetition, every extra year that it takes for the completion of a cycle means the inefficient use of resources. Besides, there should be adequate education facilities and supply of inputs including qualified teachers, teaching materials, laboratories and lab chemicals and provision and utilization of ICT facilities.

- ***Address the significant inequities in education:*** Regardless of immense improvements in narrowing the gender gaps over the last two decades, GPI still remains in favour of boys than girls at all level of education. In addition, school structures continue to neglect the particular needs of girls and disabled children, and many schools are built without adequate water and sanitation facilities, requiring more attention to be paid to institutional linkages to address, for instance, the provision of water and sanitation services for schools, as well as extend institutional linkages for social protection.

- ***Improve the quality and dependability of education statistics and administrative data:*** the government needs to address inflated and over-reported annual educational statistics, for instance through building the technical capacities of education sector experts and through third party data verification.

- ***Address challenges of education in emergencies***: Ethiopian education system is vulnerable to both natural disaster and conflict related crises. Shortage of water and lack of school feeding practise are believed to be major contributor to student absenteeism and dropout. There needs to be consistent and regular assessment, systemic information management and strong coordination among partners; and education in emergencies fund should be established.

Annex 1: Ethiopia National Education Sector On-budget Records 2012/13 - 2016/17 (source, MoFEC)

Gregorian Calendar Fiscal Year	2012/13	2013/14	2014/15	2015/16	2016/17
Ethiopian Fiscal Year	**2005**	**2006**	**2007**	**2008**	**2009**
Population (in million)	84.8	87	89.1	91.2	94.4
GDP at Current Market Price (in million ETB)	866921.0	1060825.0	1297961.0	1541277.2	1806656.1
General Inflation Rate (CPI growth rate)	13.5	8.1	7.7	9.7	7.2
Exchange Rate (period weighted average)	19.3	19.9	20.1	21.1	22.4
Expenditure (in million ETB)					
Total national spending	**162705.7**	**192673.6**	**231015.5**	**285471.1**	**334176.8**
Total national recurrent spending	66444.1	78630.6	112685.21	154746.98	183667.1
Total national capital spending	96261.6	114043.0	118330.33	130724.14	150509.8
Total national education spending	**36054.5**	**41548.5**	**54667.6**	**65696.5**	**88590.0**
National recurrent education spending	20730.7	26130.9	35974.1	41337.4	58675.2
National capital education spending	15323.8	15417.6	18693.4	24359.1	29914.8
Total federal government education spending	**18227.9**	**19880.4**	**26251.6**	**34252.2**	**42471.8**
Federal recurrent education spending	6389.5	7988.1	12058.2	15069.6	19451.0
Federal capital education spending	11838.4	11892.3	14193.3	19182.6	23020.8
Total regional government education spending	**17826.6**	**21668.1**	**28416.0**	**31444.3**	**46118.2**
Regional recurrent education spending	14341.3	18142.8	23915.9	26267.8	39224.2
Regional capital education spending	3485.4	3525.3	4500.1	5176.5	6894.0
Sources of Finance for Federal Government Capital Education Expediture (in million ETB)					
Domestic source	8507.6	10731.7	12288.9	16920.58	20181.9
External loan	1069.7	338.2	216.6	1855.204	351.4
External assistance	2261.0	822.4	1687.8	406.814	2487.5
Federal Government Education Orginal Budget, Adjusted Budget, and Actual Expenditure (in million ETB)					
Federal recurrent education:					
Original budget	6473.3	8614.8	10647.8	14565.4	16919.7
Adjusted budget	6761.6	8499.9	12548.1	15774.8	20193.5
Actual spending	6389.5	7988.1	12058.2	15069.6	19451.0
Federal capital education:					
Original budget	12106.4	13867.8	13908.7	18362.1	22858.8
Adjusted budget	13611.5	14020.7	14963.1	21170.9	25975.7
Actual spending	11838.4	11892.3	14193.3	19182.6	23020.8
Total federal education:					
Original budget	18579.8	22482.6	24556.5	32927.5	39778.5
Adjusted budget	20373.1	22520.6	27511.2	36945.8	46169.1
Actual spending	18227.9	19880.4	26251.6	34252.2	42471.8