

**Contribution of social protection systems to children's education in Tanzania: A case of TASAF III cash transfer programme**

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# Presentation plan

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- Introduction
- Problem statement
- Methodology
- Results and discussion
- Conclusion and recommendations



# Introduction

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- Social protection (SP) has been a rapidly growing policy agenda in the developing world
  - It aims at tackling *vulnerability, poverty and exclusion*
- SP systems emerged as antipoverty transfer programmes, in reaction to economic crisis caused by structural adjustment & globalisation in Latin America, Asia & Africa in the 1980s & 90s (Dodlova *et al.*, 2017; World Bank, 2014)



# Introduction (cont...)

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- ❑ SP includes public & private initiatives that help to raise the living standards of the poor through a set of actions that address their situations, hence leaving no one behind (Dodlova *et al.*, 2017; Devereux *et al.*, 2016; Devereux & Sabates-Wheeler, 2004)
- ❑ The poor includes both adult and children



# Introduction (cont...)

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- Children in developing countries are relatively severely deprived along different dimensions of wellbeing, including education
  - 385 million children in developing countries lived in extreme poverty in 2017
    - ✓ Poverty prevents these children from realizing their rights to quality basic education (UNICEF and Global Coalition to End Child Poverty, 2017)



# Introduction (cont...)

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- ❑ Poverty persistency necessitates the need to design & implement SP systems
  - i.e. a fundamental component of the way societies manage to leave no one behind
- ❑ Only 27% of the global population have access to full SP systems
- ❑ The rest, 73% are covered partially or not at all (UN, 2016)



# Introduction (cont...)

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- Social safety nets (SSNs), a component of broader SP system, safeguard the vulnerable from sinking into undesirable situation (Dang & Dabalen, 2019)
  - SSNs, through CTs can achieve short to medium terms objectives of poverty alleviation, among others
  - CTs are associated with improvements in the human capital of current and future generations



# Introduction (cont...)

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- ❑ SSNs programmes include: CCTs, UCTs, public works, noncontributory social pensions, food and in-kind transfers, school feeding programmes and fee waivers
- ❑ SP schemes, especially CTs, have increased significantly in recent decades and are considered among government policy instruments in the pursuit of poverty reduction
- ❑ Given the achievement of CCT elsewhere in the world, the GoT, via Tanzania Social Action Fund (TASAF), rolled out a CCT programme in three pilot districts (Kibaha, Bagamoyo and Chamwino) in 2010 (Evans *et al.*, 2014)





# Introduction (cont...)

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- In 2013, the govt. implemented a nation-wide CCT programme that targeted the extreme poor population (Ulriksen, 2016)
  - Coverage of programme in the country increased from 0.4% of the population in 2013 to 10% in 2016 (tenfold)
  - It currently reaches 16% of the population (World Bank, 2019)
- CTPs supplement the incomes of families with children, thus the standard of living of children in these hhs will also improve, consequently reduces child poverty (Evans *et al.*, 2014)



# Introduction (cont...)

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- ❑ The current study therefore, examines the contribution of SP programmes to children's education in Tz.

*Specifically, the aim of the paper was to:*

- ❑ Assess the amount of cash given to the beneficiaries and expenditure on education
- ❑ Examine the beneficiaries' education level and expenditure on education
- ❑ Determine the influence of CTs on children's school attendance among the beneficiaries' households



# Problem statement

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- SP has been seen as the most effective means of tackling poverty and social exclusion for marginalized groups (Slater, 2011)
- In the SSA countries, CCTs (a recent innovation of SP) have improved the children's *education* outcomes, among others (Kabeer *et al.*, 2012; Devereux, 2016; Fiszbein *et al.*, 2009)



# Problem statement (cont...)

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- ❑ Despite the vital role played by CTPs in attaining sustainable economic growth and reducing poverty around the world, Tanzania has given it low priority for a long time
- ❑ CTP was established in Tanzania as TASAF III in Nachingwea District since 2014 (Makene, 2016)
- ❑ Despite the long existence of the programme in the area and its role in poverty reduction, *information on its role in improving schooling outcomes of children is scarce*



# Methodology

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## Study Area

- Nachingwea district in Lindi region
  - ✓ Represents other regions which are implementing the CTP under TASAF III
  - ✓ Most deprived regions in the country
  - ✓ Nachingwea district has poor income & poor education facilities, among others
  - ✓ 1° & 2° schools in the district are experiencing major shortage of school infrastructures



# Methodology (cont...)

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## Research design

- ❑ Case study design - qualitative & quantitative approaches were used
  - The design involves an empirical investigation of a particular contemporary phenomena within its real-life contexts using multiple sources of evidences



# Methodology (cont...)

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## Sampling

- ❑ Purposive sampling:
  - ✓ 16 KIs – 1 District TASAF Coordinator, 5 Village Executive Officers, 5 village leaders, 5 school heads/academic teachers
- ❑ Simple random sampling
  - ✓ 5 wards implementing CTP (out of 10)
  - ✓ 2 villages from @ ward (10 villages)
  - ✓ 5 CTs beneficiaries from @ village (50 respondents)



# Methodology (cont...)

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## Data collection

- ❑ Structured questionnaire
- ❑ KI interviews
- ❑ Documentary reviews

## Data analysis

- ❑ IBM SPSS Statistics computer programme version 22
- ❑ Descriptive statistics to determine
  - ✓ Frequencies & percentages
- ❑ Correlation analysis - to establish the relationship betn. variables at 5% level of significance





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# RESULTS AND DISCUSSION



# Results and discussion (cont...)

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## Amount of CT & expenditure on children's education

- ❑ 52% of the respondents had no school-going children
- ❑ 48% were receiving the education package (on condition that school-going children be enrolled & attend school for at least 80% of school days per month)
- ❑ Structure of CTs to beneficiary households
  - Basic transfer per month = TZS 10,000 per household
  - Additional cash to the households with children
    - ✓ Up to 5 yrs. were paid TZS 4,000
    - ✓ Primary school - TZS 8,000
    - ✓ Secondary school - TZS 12,000



# Results and discussion (cont...)

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## Amount of CT & expenditure on children's education...

- ❑ TASAF CTs ranged from TZS 28,000 to TZS 58,000
  - ✓ Based on the number of school-going children in the household & education level
- ❑ Min. expenditure on educ. TZS 5,000 (17.9% of the min. amount given)
- ❑ Max. expenditure on educ. was TZS 42,000 (72.4% of the max. amount given)
- ❑ Average amount given = TZS 29,100
- ❑ Average amount spent on educ. = TZS 17,614



# Results and discussion (cont...)

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## Amount of CT & expenditure on children's education...

- Correl. analysis betn the average amount of the cash given to respondents with school-going children (TZS 29,100) and average amount spent on education (TZS 17,614)
  - Shows a positive relationship (0.793) – statistical significance at 0.01



# Results and discussion (cont...)

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## Education level and expenditure on education

- Descriptive analysis shows that the difference on average expenditure in educ. between the HH heads with informal education & those with primary education is statistically *insignificant* at 5%
  - However, in absolute figures, the HH heads with primary education outweighed those with informal education (TZS 18,694 vs. TZS 14,375)
  - Thus, the level of education of the CT recipients could determine more expenditure on children's education
    - ✓ Increased school attendance & enrolment



# Results and discussion (cont...)

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## CTs & children's school attendance

- 95.8% of CTs was spent on buying school uniforms & learning materials (exercise books, pens & pencil)
  - Motivated students not to miss school daily
  - As attested by 1 KI:
    - ✓ CTs improves school attendance by enabling poor household's children to get their basic school requirements
    - ✓ School enrolment and re-enrolment for dropouts



# Conclusion & recommend.

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## Conclusion

- Provision of CT improved children's school attendance & increased enrolment
- Average amount of the cash given to respondents relates +vely with the aver. amount spent on educ. at 1% level
- The level of education of the CT recipients could determine more expenditure on children's education



# Conclusion & recommend. (cont...)

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## Recommendations

- ❑ Since donor driven programmes have no guaranteed sustainability, respective countries should increase social protection budgets
- ❑ CTPs should go beyond giving CTs to the targeted households only
  - This is because other marginalized groups of the society are likely to be excluded e.g. street children who are not living in any of the targeted households
- ❑ There should be complementary programme to manage the quality of teaching





End

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*Thanks for your attention*

