

Priorities and equity of resource distribution: the case of Primary Education Development Program (PEDP) in Tanzania

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Case: PEDP, Tanzania (1)

Aid inflow and the trend of educational resource allocation

Trend after 2000/2001 (handout)

- Increased aid dependency (reliance on foreign grant to cover the budget deficit)
- Increased allocation of public funds to education (both as % of public expenditure and of GDP)
- Bigger share of primary education at the expense of secondary

Case: PEDP, Tanzania (2)

Efficiency of the financial flow

- PETS findings -

- Reducing leakage (50% of capitation grants reached school in 2002 68% in 2003)

Issues

- Execution rate is lower for the donor funded part than for the government funded part (efficiency problem at the macro-level).
- Multiple channels of disbursement (cause of misappropriation and mis-recording) (handout)
- 20% of registered teachers are ghost
- Degree of resource leakage varies across districts and schools (income level and accessibility of info. matters) – disadvantage for rural small schools in low income communities

Case: PEDP, Tanzania (3)

Educational outcomes

(Handout)

- Gross enrolment rate (improvement of access)
- Pupil-teacher ratio (less internal efficiency, but not a dramatic change)
- Repetition rate

No clear pattern in the educational outcomes before and after PEDP

Effects of increased financial resources to primary education

- Weak co-relation between educational expenditure and educational outcome
 - John Roberts, 2003 (ODI); Yaqub, 1999 (WB)
- Resource allocation to the pro-poor sector at the central level does not automatically guarantee the benefit of the poor
 - "Joint Evaluation of General Budget Support: Tanzania 1995-2004", ODI
 - Benefit incidence analysis shows Tanzanian poor population benefit less from the public educational expenditure than many African countries

Advantages of coordinated financial assistance (ideal scenario)

- Reduced duplication and contradiction among interventions by different development partners (DPs)
- Reduced transaction cost by harmonizing the procedures of different DPs
- More room for the government's discretion in planning, financing, and implementation



Needs for responsive and context-sensitive assistance

- Focused assistance for the disadvantaged (the poor, girls, remote areas, etc.)
- Capacity building of local educational offices and school committees
- Planning and service delivery based on the deep understanding of local contexts

persistent needs of field-based operation and technical assistance (provided that it is aligned to the sector policy)



The way forward: bridging aid modalities

- Balance btw/ articulating a comprehensive aid framework and attending urgent needs on the ground
- Capacity and negotiation power of the government to balance different modalities of DPs
- Mutual respect among DPs for different mode of assistance
 - Factors conditioning the relationships among DPs – power politics; history of commitment to the country assisted, etc.