



Financing pre-primary education

Fursa kwa Watoto (FkW)
(Opportunities for Children)

Outline

- Fursa kwa Watoto
- The Learning Agenda
- Tanzania policy and pre-primary context
- Effects of FkW on instructional practices and learning environments
- Effects of FkW on student outcomes
- **Financing for pre-primary**
- Summary and policy recommendations
- Scaling quality pre-primary: 15 reasons why FkW should be adopted



The Learning Agenda



Key questions

- What is the financial situation of pre-primary with capitation grants and family contributions?
- What are the financial challenges that schools and teachers face in delivering quality pre-primary?
- Are schools able to provide quality pre-primary education given the current financial situation?

Per pupil resources (monthly TSH)

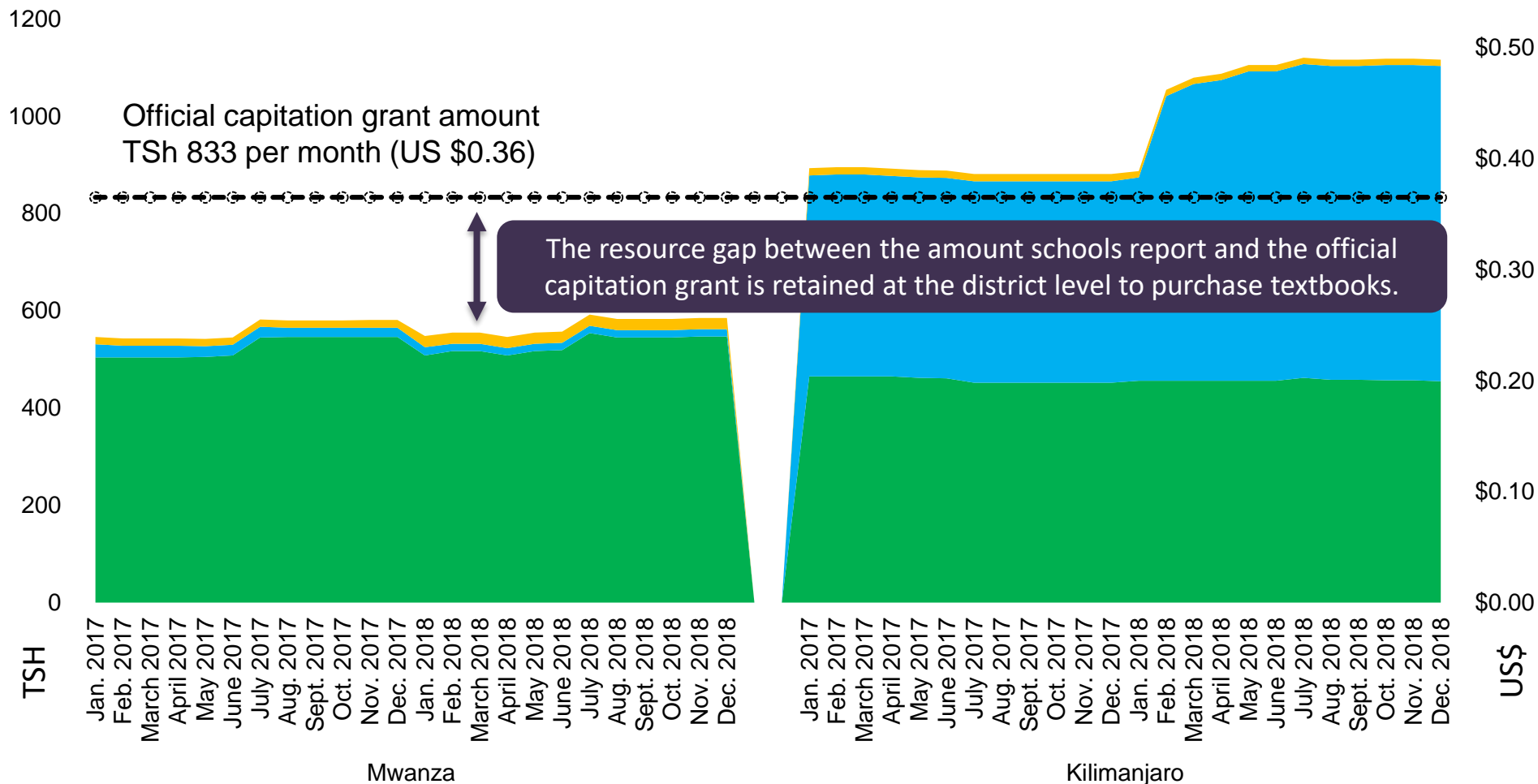
Reported received by Head Teachers

■ Average Capitation Grant (TSH) ■ Average Parent Contributions (TSH) ■ Average Other Contributions (TSH)

Mwanza = 530 TSh (US \$0.23)
Kili = 460 TSh (US \$0.20)

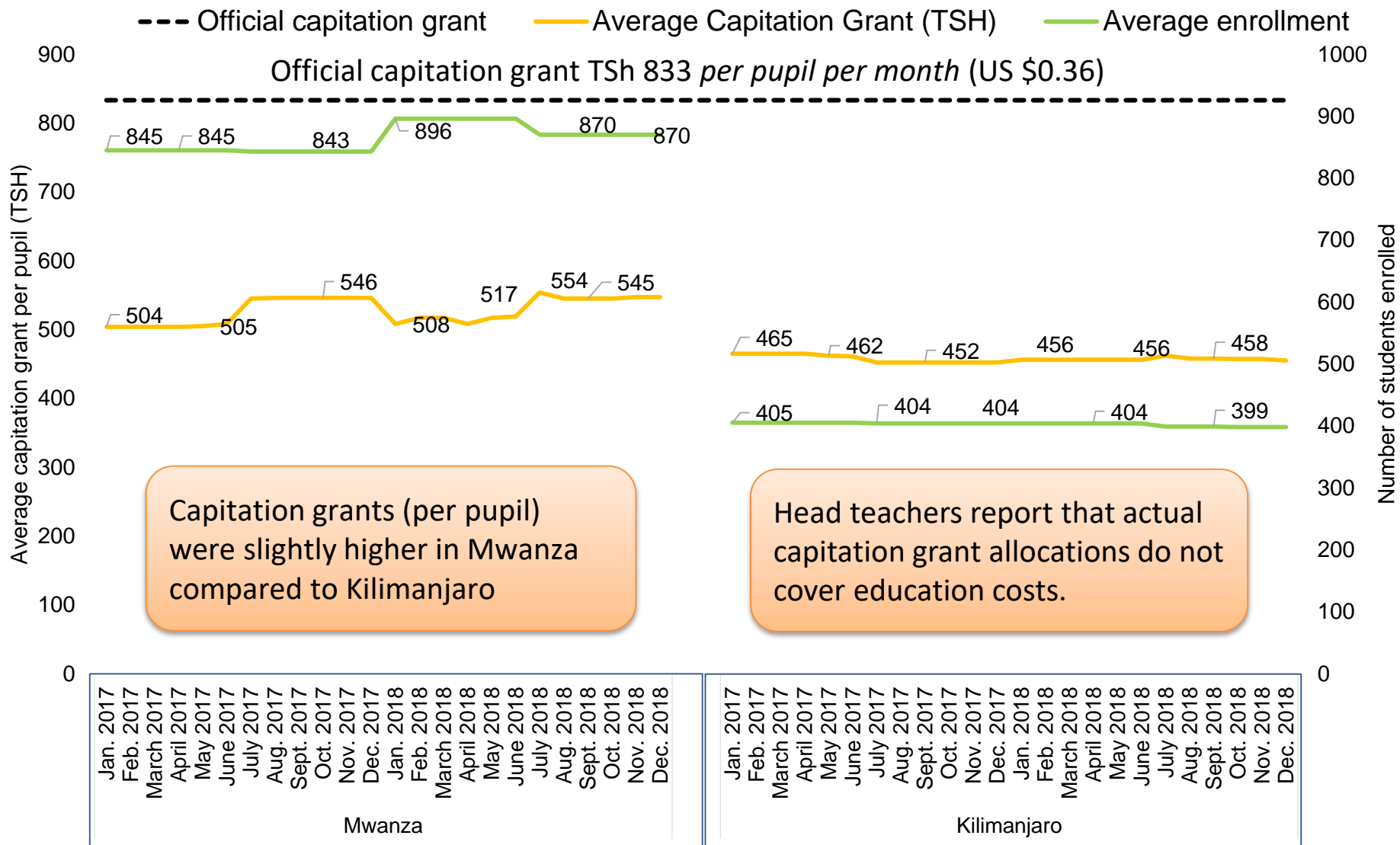
Mwanza = 20 TSh (US \$0.01)
Kili = 510 TSh (US \$0.23)

Mwanza = 19 TSh (US \$0.01)
Kili = 14 TSh (US \$0.01)



Monthly capitation grant and enrollment (TSH)

Reported received by Head Teachers



Capitation grants and pre-primary

Qualitative findings and respondent voices

Capitation grants are stable, with small fluctuations, and deposited into school accounts on a month basis.

In practice, education officials and head teachers report that capitation grants do not yet include pre-primary students and fall short of actual enrollment.

Head teachers report struggling to stretch resources across many budget lines including student materials, minor renovations, examination fees, utilities, stationary, administration, and sports.

By Jan 2018, parents' monthly contributions were nearly 2 ½ times the capitation grant in Kilimanjaro.

"The financial situation is not good. The amount of money is small. It does not satisfy all the needs." QAO

"So these grants capitation have really helped the development of education... However, it is of paramount importance that these disbursements be in tandem with the enrolment." DEO

"Honestly speaking the government capitation grants are received on time... The funds are credited directly into the school accounts ... We make sure that they achieve the intended purposes. We have a challenge with the amounts disbursed compared to the number of students we have...the number of pupils is more than the capitation. When you have more pupils than the capitation grant, then that creates problems." DAO



Resource shortages

Voices of Head Teachers

“Instead of increasing grants for the pre-primary class I think they have decreased it so the pre-primary class did not receive grants. ...In my school, we volunteer to contribute so to assist the pre-primary class.”

Head Teacher, Moshi

“As I said before we have a bad financial situation and we fail to do many things because we don't have money. In addition, may I say, the government has to recognize the preprimary students in the same way it recognizes students from standard 1-7, the preprimary class doesn't receive funds from the government...”

Head Teacher, Mwanza

“I do not know the criteria they use, mostly they say the number of students, but I do not know about these two years. I do not see the logic of them reducing the amount because the number of students has even increased from last year.”

Head Teacher Moshi

“It is not enough if you match it with the number of the pupils. If you look objectively at our requirements on a daily basis, that money is not enough. Even 1/8th of our budget is not even met.”

Head Teacher Mwanza

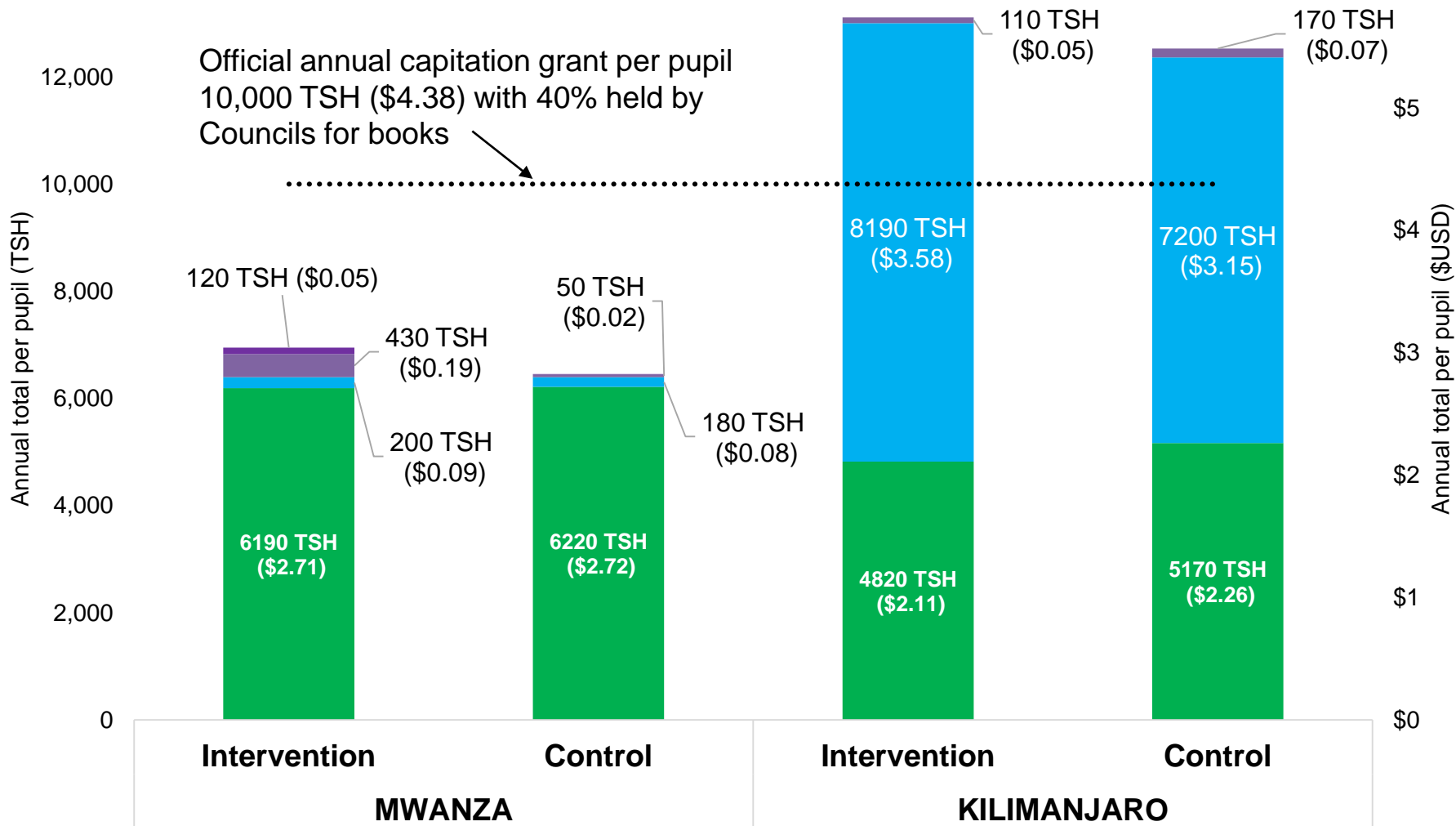
“The school has managed to ensure the availability of important required materials for the pre-primary teacher although not really enough. The capitation grant received from the government doesn't cut it. We are grateful for the FkW project for supporting the teachers with some teaching materials which are used to this day. The school has not contributed much in the progress of pre-primary education because of the little capitation grant from the government. But we have managed the basic things so that the children can continue to be taught and for the teacher to provide better education.”

Head Teacher, Moshi

“They don't match because if you look at the amount of money that is received is not proportional to the number of children we have; the capitation grant we receive matches the standards of the previous year when we had 528 children but this year we have 603 children we're still receiving the same amount.”

Head Teacher, Mwanza

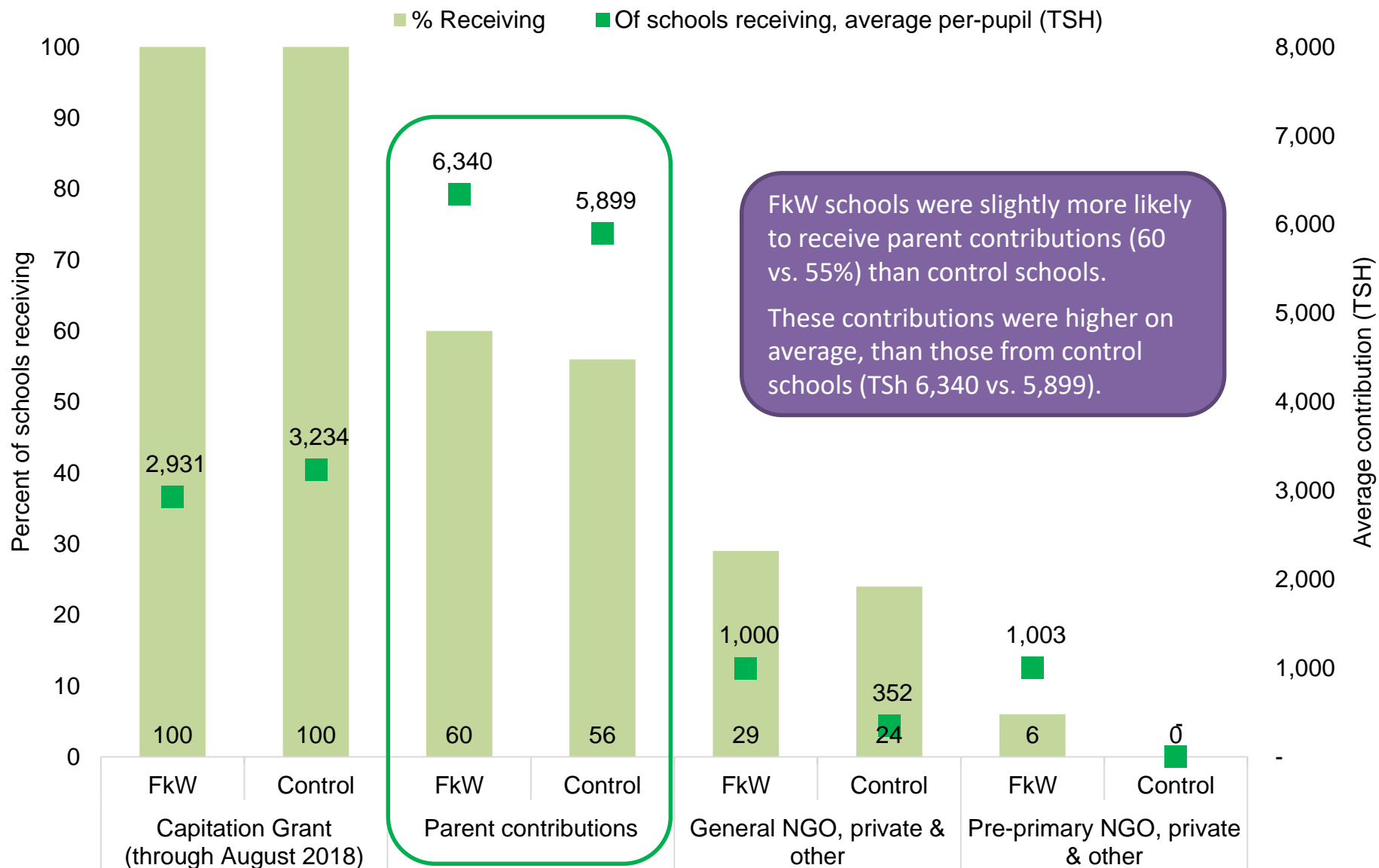
Annual per pupil capitation grant and other contributions by study group and region, 2018



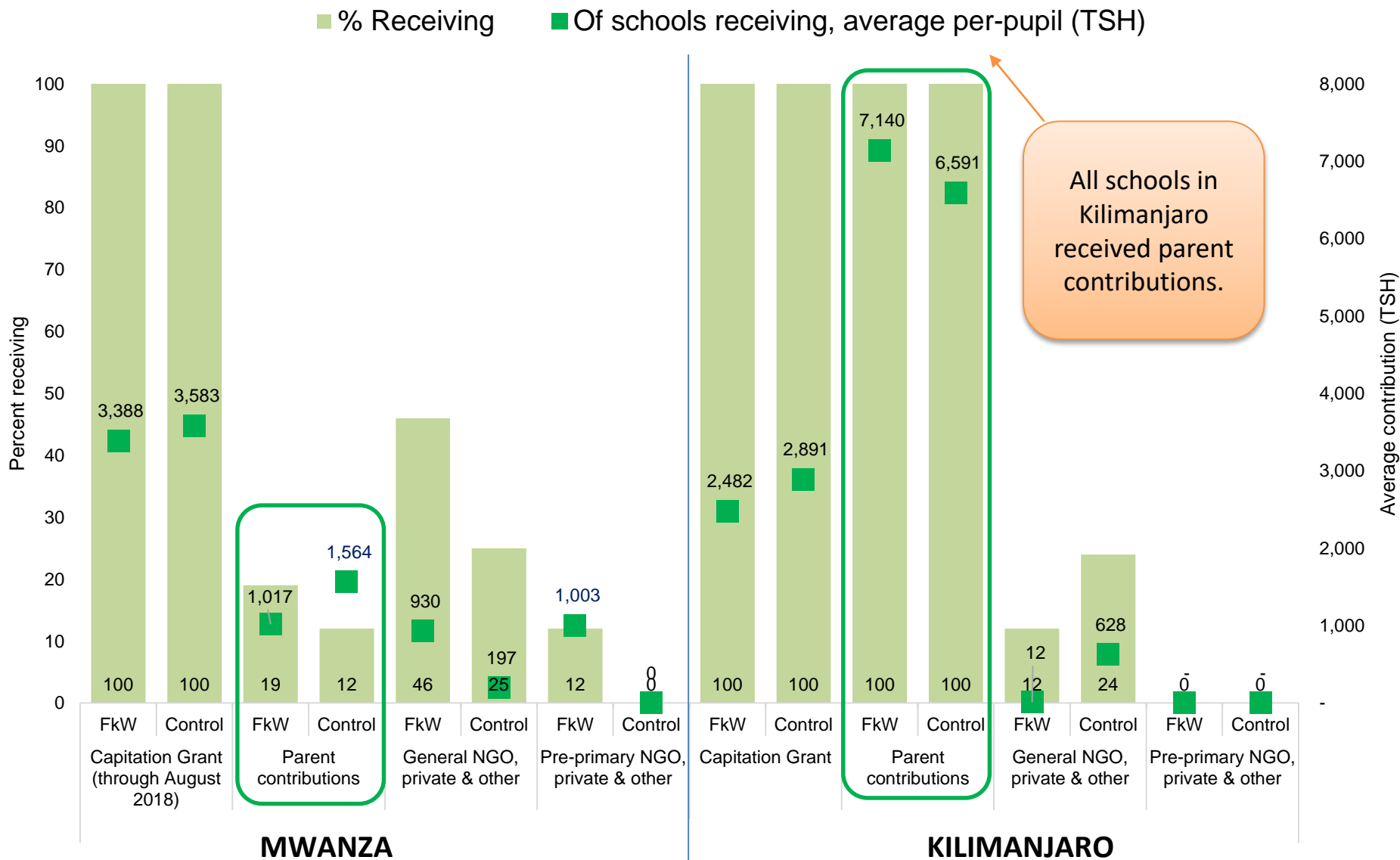
■ Capitation grant
■ Parent contributions
■ NGO, private & other contributions for pre-primary

■ Capitation grant
■ Parent contributions
■ NGO, private & other contributions

Per-pupil resources (2018, TSH)



Per-pupil resources by region (2018, TSH)



Family contributions

Qualitative findings and respondent voices

In intervention schools, family contributions (per pupil) exceeded the capitation grant.

In Kilimanjaro, all families contributed. Per pupil family contributions were 62-65 percent higher than the capitation grant. In Mwanza, fewer than 1 in 5 families contributed and contributions were less than 40 percent of capitation grants.

Family contributions were used for feeding programs, paraprofessional teachers, infrastructure, and learning materials.

Other contributions were less common and smaller.

“It’s the cooperation between me, the teachers, the school committee, the ward office and the village office. The ward leaders help us to mobilize when there are contributions. We also called the parents to attend the meetings and this has helped us a lot.”

WEO Mwanza

“We asked the stakeholders to explain. This reduced the impact (of the no contribution policy) and the damage was minimized. The parents sort of came to terms with it and continued to contribute and those who had hardened their hearts continued like that.”

Head Teacher Moshi

“The community contributes to support preprimary education. First they enroll their children but they also provide uniforms and teaching and learning tools. They also contribute food. They contribute towards infrastructure development, and they have constructed classroom blocks and toilets and dining areas and things like that.”

DEO Moshi



Family contributions

Respondent voices: Impacts of no contributions

“When there are limited contributions, it means the **services are disrupted**. For example if there is no food, the students will not eat, and if a young kid is not fed, then he may not manage his learning activities. When a child is **hungry**, they cannot focus and they may start crying. If there is no contributions, then we will not have **infrastructure like classrooms and toilets**.”

DAO Moshi

“It affected our finances a lot because many parents no longer participate. The children **used to have food** from January but now it’s different because the parents stopped contributing and there aren’t any legal actions that can be taken. So, the announcement of fee free education has affected us much and has been a challenge to the teachers as we don’t know how to clarify the issue concerning the contributions.”

Head Teacher, Moshi

“Yes, It has largely **affected the teaching and learning process**. Generally, the policy has just removed key activities like porridge session. That makes us **teach faster** so that we dismiss kids early so they can walk home for breakfast even before the periods end. And considering their huge number we normally find it impossible to make even three quarter of the class understand the lessons with that limited time. Sometimes we just ignore about understanding, we just teach them. Pupils are coming early in the morning. They start crying out of hunger even before 9:00 am. Kids can’t study with empty stomachs. The work becomes harder and the goals cannot be reached.”

Teacher, Mwanza

“With the new policy refusing contributions, there is no more porridge for pupils. Younger pupils are forced to **stay hungry and are unable to proceed with classes**. When it reaches 10am, we are forced to stop classes as all the pupils are complaining of hunger and want to go home. Yes, it has also greatly reduced attendance. For some, by 10am, they go home for short calls and don’t return to school again. So it has increased the rate of **dodgers**.”

Teacher Mwanza

Summary of results: The financial situation

What is the financial situation of pre-primary with capitation grants and family contributions?

- Schools receive capitation grants monthly.
- Grants do not cover basic costs (e.g. operations, management, materials, exams, utilities, and maintenance and renovations.)
- Family contributions vary by region.
- Education officials educate parents on the need for contributions to pay for food, materials, volunteer teachers, and infrastructure.

What are the financial challenges that schools and teachers face in delivering quality pre-primary?

- Schools have more students, fewer teachers, and stagnant capitation grants with decreased family contributions. Thus, the pre-primary financial situation is worsening.

Are schools able to provide quality pre-primary given the current financial situation?

- These factors severely strain schools ability to provide quality pre-primary. The situation is particularly problematic in Mwanza where family contributions are low, there is a shortage of primary schools, and enrollment is exceptionally high.

Capitation grants have remained steady but lower than the official level.

- TSh 833 official monthly grant

The grant, as reported by head teachers, averaged:

- TSh 455 in Kilimanjaro
- TSh 547 in Mwanza