



THE WORLD BANK



Evaluating Impact:



Conditional Cash Transfers and Social Inclusion in the Republic of Tajikistan

Names of team members:

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1. Background

- Republic of Tajikistan:
 - Population: 7,3 million
 - Territory: 143,100 sq. km
 - Gross National Income: \$460 per capita in 2007 (WB est.)
 - Poverty rate: ~50% (World Bank estimate)
 - 5 provinces (oblasts): Khation, Sogd, RRS, GBAO, and Dushanbe city (capital)
 - 68 districts (raions), 367 jamoats (self governments)

1. Background

- Education in the Republic of Tajikistan:
 - ~1,6 million secondary pupils
 - ~ 100,000 secondary teachers
 - 3,817 schools (basic and secondary combined)
- Secondary Participation is Challenge (UNICEF, '05):

Table ED.4: Secondary school net attendance ratio

Percentage of children of secondary school age attending secondary or higher school (NAR), Tajikistan, 2005

REGION	Male		Female		Total	
	Net attendance ratio	Number of children	Net attendance ratio	Number of children	Net attendance ratio*	Number of children
Dushanbe	93.1	304	74.9	272	84.5	576
Khatlon	91.5	1545	70.5	1295	82.0	2839
Sogd	86.3	1175	81.5	1068	84.0	2243
DRD	87.6	1017	69.4	926	78.9	1943
GBAO	94.1	107	92.3	102	93.2	208

1. Background

- Reasons for non-attendance, especially girls:
 - Poverty
 - Some parents do not value girl education much
 - Difficult for disabled children to participate
 - Far distances to secondary schools in remote areas

1. Background

- Republic of Tajikistan Poverty Strategy Reduction Paper: Current Transfer Scheme:
 - Targets poorest 20% pupils in schools nationwide
 - Possible to re-allocate from rich to poorer schools within district.
 - Poverty targeting is based on surveys and is simultaneously done for other social programs too
 - Families receive 20 Somoni quarterly (1\$ = 4.4 TJS)
 - Cash transfers currently not conditioned on school attendance
 - Monitoring by the Deputy Prime Minister
 - There also exists a text book rental scheme targeting poor families

2. Results Chain



Inputs

- **Finance**
 - State budget
 - Donors (World Bank, WFP, UNICEF, Aga Khan, EU)
- **Human resources**
 - Min. of education - policy and monitoring on country level (special units) -
 - Min. of Finance (for transfers & planning) - Local authorities - implementation & monitoring
 - Teachers – support to implementation
 - World Bank technical assistance

Activities

- **Define the category of child** that will be targeted by the transfer system
- **Research of transfer mechanisms** (international experience, national experience by ministries of labor and social protection, health, finance, and economy, local community)
- **Information and training campaign** (local community, training of staff, study tours, mass media)
- **Implement transfer scheme and monitoring scheme**
 - Control of student attendance from PTA and/or Community Association

Outputs

- **Good Cash Transfer System** in place.
- **School Attendance Monitoring** system in place
- **Number of pupils** (to be defined) actually receive the assistance from the program

Outcomes

- **Increased attendance of students** targeted by the program
- **Increased secondary completion** of students from poor families
- **Increased performance/skills** (i.e. greater quality) of the pupils targeted by the program
- **Opportunities** for poor students to enter Higher Education and get desired degree

Longterm Outcomes

- **Decrease of poverty level**
- **More employment** for children from poor families

3. Primary Research Questions

- **What is the impact of adding an attendance condition of 90% (in grades 5-11) to the existing transfer scheme on school participation of pupils from poor households?**

- **What is the impact of adding the attendance condition and increasing the amount of the transfer in grades 5-11 on school participation of pupils from poor households?**

- **What is the impact of adding the attendance condition and changing the frequency of the payment from 4 equal amounts every quarter, to 3 amounts at the end of each school term, with increasing proportions: (1) 25%, (2) 35%, and (3) 45%?**

4. Outcome Indicators

- ❑ **Secondary school attendance** of pupils targeted by the program
- ❑ **Secondary completion rates** of pupils targeted by the program
- ❑ **Performance on grade 11 national exam** of the pupils targeted by the program
- ❑ **Transition into higher education** of the pupils targeted by the program

5. Identification Strategy/Method

- To measure the impact of these 3 different treatment arms, the team will carry out a randomized impact evaluation, with a control group and 3 different treatment groups

6. Sample and data

- The sample will be based on the following:
 - From 4 oblasts (provinces), take 2 which have suffered most from the war, and as a result have higher levels of poverty: Khatlon oblast, and RRS oblast.
 - Then select five raions (districts) from each oblast – total 10 raions. Select a mix of raions based on the economic levels – with and without industry.
 - Then randomly select 9 schools from each raion – total 90 schools, or 30 for each of the 3 treatment arms. We select by type of school: the 9 schools will have base and secondary level education. Other criteria: by number of children: some small schools, large schools.
 - The comparison (control) group the same criteria.

7. Time Frame/Work Plan

- Plan intervention and evaluation: October 2009 – April 2010
- Information campaign and training in targeted schools: May – July 2010
- Begin program: September 2010 (beginning school year)
- Monitor and evaluate impact: September 2010-2012

8. Sources of Financing

- ❑ State budget
- ❑ International donor community