

# An education focused conditional cash transfer for adolescent girls in Kibera: Which girls are benefiting

Karen Austrian<sup>1</sup>, Erica Soler-Hampejsek<sup>2</sup>, Joyce Mumah<sup>3</sup>, Benta Abuya<sup>3</sup>, John Maluccio<sup>4</sup>

<sup>1</sup>Population Council, Kenya <sup>2</sup>Independent Consultant, Spain <sup>3</sup>African Population and Health Research Center, Kenya <sup>4</sup>Middlebury College, USA

popcouncil.org

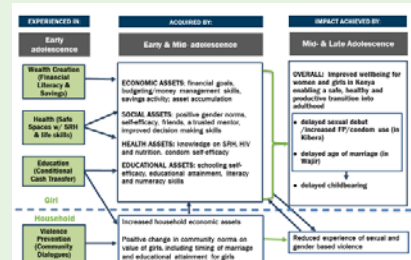
## BACKGROUND

- Increasing education for adolescent girls leads to delays in marriage, childbearing, increased future earnings and better health for future children
- Even though 98% of girls 13-14 in Kibera were enrolled in school, over one-third of them were behind in their schooling relative to their age (AGI-K baseline report)
- Studies from other countries in sub-Saharan Africa have shown positive results of education conditional cash transfers on school attendance and enrollment (Baird, McIntosh and Ozler, 2012; Robertson, et al, 2012)

## INTERVENTION DESCRIPTION

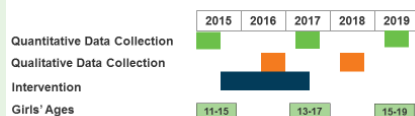
- The Adolescent Girls Initiative – Kenya (AGI-K) aims to determine which package(s) of multi-sectoral interventions for adolescent girls is the most cost-effective and provides the greatest impact for very young adolescent girls in Northern Kenya and urban slums
- Program packages include interventions in the following sectors: Violence Prevention, Education, Health and Wealth Creation
- Intervention-packages are rigorously evaluated to understand what works, and at what cost

### THEORY OF CHANGE



- The education intervention was a cash transfer conditioned on school enrollment and regular attendance that consisted of:
  - Cash payment** of KES 1125 to the household (HH) every other month – via an Equity Bank account
  - Fees** paid to the school at the start of each term (up to KES 700 per term for primary school and KES 6000 per term for secondary school)
  - Schooling kits** given to girls at the start of each term consisting of sanitary pads, underwear, notebook, pen and soap
  - Incentive** to the school of KES 500 per student per term

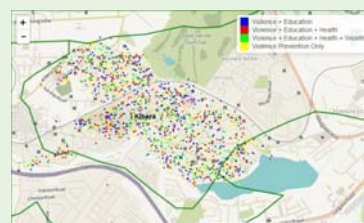
## STUDY TIMELINE



## EVALUATION DESIGN

- AGI-K uses a randomized design with a prospective cohort
- A household listing was conducted in Kibera to identify all girls ages 11-14.
- Girls living in Kibera at the time of the baseline survey were included in the baseline sample.
  - Those who had left for boarding school between the HH listing and the baseline were excluded
  - Those who had turned 15 between the HH listing and baseline were included
  - In HHs with more than one girl aged 11-14, one was randomly selected for the research sample, although all girls were invited to participate in the program
- A public forum was held, hosted by the local AGI-K External Advisory Committee, at which the list of all girls was projected, randomly ordered, and then divided into four equal groups. Four stakeholders volunteered to randomly pick a piece of paper from a bag with one of the four study arms written on it, and this arm was assigned to the particular group.

### RANDOMIZATION IN KIBERA:



- Four study arms included the following packages of interventions:
  - Violence prevention only
  - Violence prevention + education
  - Violence prevention + education + health
  - Violence prevention + education + health + wealth
- Data, collected at baseline (2015) and midline (2017), includes measures of:
  - School enrollment
  - Grade level attainment
  - Literacy (English and Swahili)
  - Numeracy
  - Self-efficacy, social networks
  - HH assets and liquidity
  - Sexual and reproductive health (SRH) knowledge
  - Sexual behavior

- Daily school attendance was taken using biometric devices
- In addition, each term, random spot checks were conducted during a two weeks period.

## IMPACT ANALYSIS METHODS

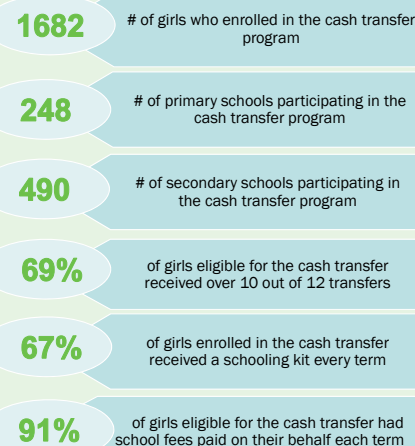
### PRIMARY ANALYSIS

- Intent to treat analysis (ITT)
  - All girls used in the analysis
  - Girls that participated in AGI-K
  - Girls that did not participate in AGI-K
- Comparing AGI-K girls in V+E, V+E+H, and V+E+H+W to V only
- Randomization & ITT allows assessment of impact of AGI-K without concern about other factors
- Fixed effects regression models for outcomes measured at baseline and midline

### SECONDARY ANALYSIS

- Interactions were included to test if the intervention had a different effect on the following sub-groups:
  - Younger girls (11-12) as compared to older girls (13-15)
  - Lowest wealth quintile households to all other households

## PROGRAM UPTAKE



## MIDLINE RESULTS

Intent-to-Treat (ITT) Summary Results: Difference-in-Difference (DID) Estimators				
EDUCATION INDICATORS	V Only	V+E	V+E+H	V+E+H+W
Attended school between 2015 and 2017*		✓	✓	✓
Mean number of grades of schooling completed		✓	✓	✓
Completed primary school		✓	✓	✓
If grade completed 6+ & had not completed primary at baseline: completed primary*		✓		✓
Attended secondary school			✓	✓
If age 13+ & had not attended secondary at baseline: Transferred to secondary*				✓
Swahili literacy				
English literacy				
Numeracy score				
Mean KCPE score		✓	✓	
Mean school days missed in the past term		✓	✓	
Mean school days missed in the past term				
HOUSEHOLD WEALTH INDICATORS				
H1 level: Mean liquidity level (1-4)		✓	✓	✓
H1 level: Mean household assets quintile (1-5)		✓	✓	✓
H1 level: Mean household wealth quintile (1-5)		✓	✓	✓
LONG TERM HEALTH INDICATORS				
Ever had sex				✓
Ever given birth				
Ever married/lived with boyfriend				
p < 0.05				
p < 0.10				

- The cash transfer had a **stronger effect** for older (13-15) girls, particularly on school enrollment and the transition into secondary school
- Education results do not differ for girls from the poorest HHs as compared to other HHs

## CONCLUSIONS

- This intervention was implemented in a population with near universal school enrollment at baseline (99%)
- The cash transfer intervention, conditioned on schooling enrollment and attendance led to modest improvements in school attainment and attendance
- The intervention was able to smooth the transition into secondary school for girls who received the cash transfer in class 7 and 8
- The cash transfer also had positive impact on the SES status of the household, increasing assets and cash liquidity
- Given that the cash transfer was a relatively expensive intervention (\$242 per beneficiary per year), combined with near universal enrollment in early adolescence, it would be **more strategic to target girls in class seven and eight**

## FOR MORE INFORMATION

Contact: Karen Austrian at [kaustrian@popcouncil.org](mailto:kaustrian@popcouncil.org)

AGI-K is funded by UK Aid through the Department for International Development. The content is solely the responsibility of the authors and does not necessarily represent the official views of the funding institutions.

