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

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BACKGROUND

- Increasing education for adolescent girls leads to delays in marriage, childbirth, 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 those were behind in their schoolwork 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 Oster, 2012; Robertson, et al. 2012)

INTERVENTION DESCRIPTION

- The Adolescent Girls Initiative - Kenya (AGI-K) aims to determine which packages 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 kit 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

- Quantitative Data Collection
- Qualitative Data Collection
- Intervention

2015  | 2016  | 2017  | 2018  | 2019

Randomization in Kibera:

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.

INTERVENTION DESCRIPTION

- Four study arms included the following packages of interventions:
  - Violence prevention only
  - Violence prevention + education
  - Violence prevention + education + health
  - 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
  - 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)
  - Least wealth quintile households to all other households

CONCLUSIONS

- The 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

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For more information on AGI-K, please visit popcouncil.org

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