



Impact Evaluation of an Education CCT in Yemen

Tazeen Fasih

World Bank

Amman, Jordan

SIEF Regional Impact Evaluation Workshop

March 2009

Project Background



- ❑ BEDP a \$125 mill. multi-donor project
- ❑ **Objective:** To assist government expand provision of quality basic education for all, with particular attention to gender equality.
- ❑ **Objective of CCT**
 - Encourage retention and improve enrollment of girls in grades 4-9
 - Provide an incentive for learning



The CCT

- ❑ Grades 4-6 get yemeni riyal equivalent of \$35 a year
- ❑ Grades 7-9 get yemeni riyal equivalent of \$40 a year
- ❑ Additional \$5 achievement bonus in grade 6 and 8 if the student passes end of year school exam with good grades.
- ❑ **Conditionality**
 - 80 % attendance rate.
 - Successfully pass the grade.

One year of repetition allowed between grades 4 and 9.

Education Bonus:

Successfully pass the end of year exam implemented for grades 4 and 8



Why Evaluate?

- ❑ Government's Basic Education Strategy includes provision of subsidies to all basic ed. Students
- ❑ Evaluate the impact of CCTs on enrollment of girls in a new setting - low income, tribal society - where women's primary responsibility is to be a homemaker.



Introducing Impact Evaluation

- Government very keen on monitoring and evaluation
- Concept of Impact Evaluation
 - Audio conference with deputy minister and team
 - Introductory workshops



The main questions

- ❑ In this conservative society, is it really economic or financial constraint that keeps the girls from getting education?
- ❑ Who should the money be transferred to?



Solution

- Lets randomize the distribution of cash and evaluate whether mother or the father is more effectively able to **use the money** for human capital building and women's empowerment

Policy Questions



- ❑ Impact of the CCT program on education outcomes, including learning.
- ❑ Examine the important behavioral changes that may take place within a household as a result of the program; and
- ❑ Identify how a CCT program should be structured in Yemen so that it is culturally appropriate and successful.

The primary questions were extended to include



- Examining household resource allocation by gender on: adult and child expenditures on health, clothing and other important items; and adult and child health care utilization; and even impact on height and weight of children.
- Investigating the effect of providing financial incentives to women versus men on household productivity as measured by micro-enterprises and women's status.



Main Hypotheses are that

- ❑ Improvement in basic education completion rates for girls and better learning as a result of a higher proportion of transfer being used for human capital building activities. When the transfer is given to fathers a higher proportion may go to unnecessary expenditures on the fathers;
- ❑ more education to girls - marriage at a latter age, and have greater participation in economic activities
- ❑ valuing girl's education by providing a cash transfer - improve the status of girls in the household
- ❑ could lead to greater investment in income generating economic activities such for women
- ❑ providing mothers as opposed to father with the cash transfer - may improve mother's status as well as decision making role in the household



Possible Negative Outcomes

- ❑ Decrease in enrollment of boys
 - Boys time substitutes for girls lost time at home.
 - ✗ Enrollment of boys and time-use module to monitor this effect
- ❑ Domestic disputes due to who the money is given to.
 - Have a decision making/women's status module and in future will try to put in a domestic violence to monitor this.



Targeting

- ❑ Program aimed at girls in grades 4 - 9 in schools in rural areas of Yemen
- ❑ Would have liked, but could not target geographically
 - Lack of appropriate recent data.
- ❑ No targeting of households in a community based on poverty status.
- ❑ Objective also to increase enrollment and not only retention, so randomization by schools not feasible.





Unit of Randomization

School zone level

- Minimum school quality
 - Min. number of students in the school (50)
 - Must have at least up to 8th grade.
- Randomization into treatment and control groups at school zone level.



Initial evaluation design

- ❑ Three treatment groups
 1. Mothers receive cash transfer and education bonus
 2. Fathers receive cash transfer and education bonus
 3. Mother receives cash transfer and child receives education bonus
 - x No age restriction
- ❑ Test 1 and 2: in traditional society not clear who is most effective person
 - To spend resources for the benefit of girls
 - If women do not have decision making power - giving money to women could lead to domestic violence.
- ❑ Test 3: if girls receive education bonus, will this lead to higher achievement scores?



Sample Size Issues

- ❑ Impact on retention as well as new-enrollment
- ❑ Randomizing by school zone
- ❑ Sub-group analysis must be built into sampling methodology
 - Otherwise may have insufficient observations to determine impact of program by subgroup.

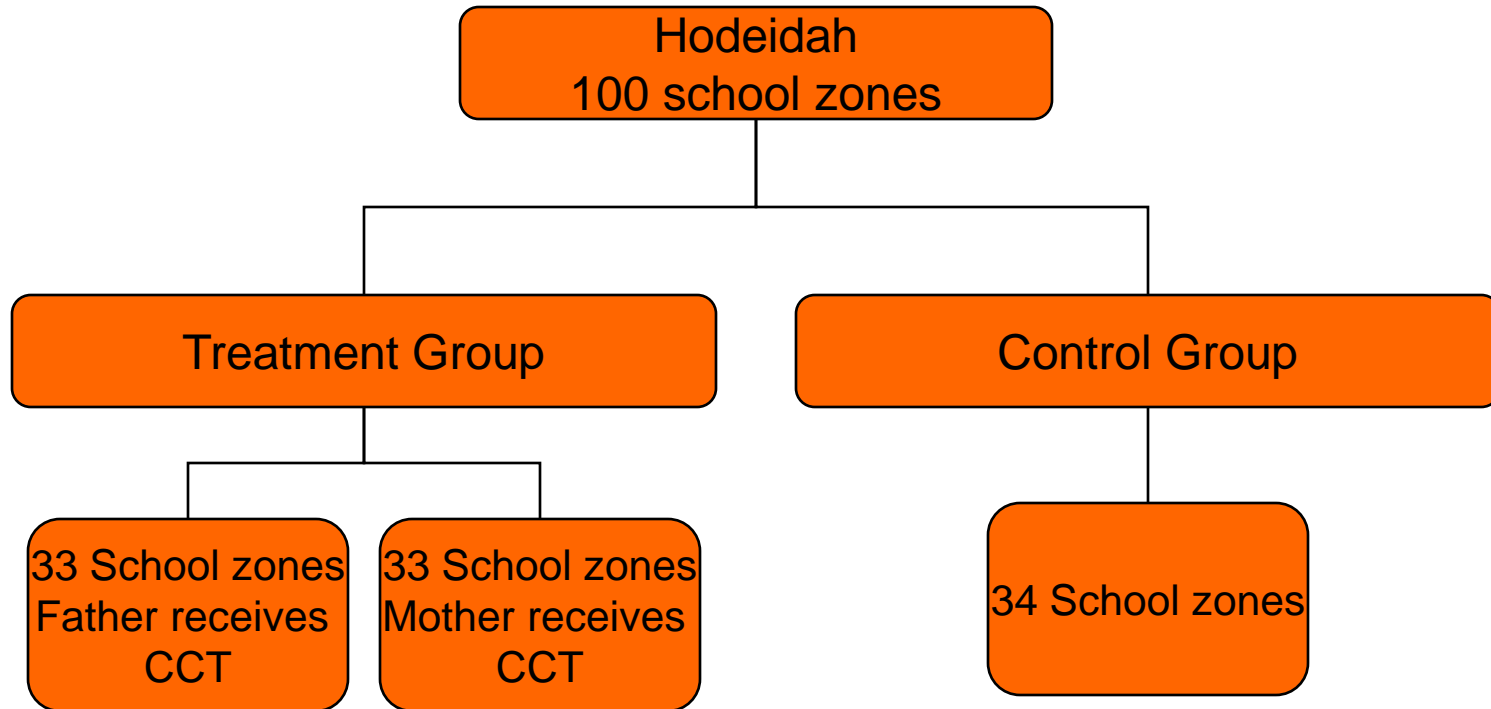


Final evaluation design

- Two treatment groups
 - Father receives the transfer and the educational bonus
 - Mother receives the transfer and the educational bonus
- Evaluation in one governorate only - Hodeidah
 - 5,000 households surveyed
 - 100 school zones of which 66 are treatment
 - Randomly assigned 33 school zones to where fathers receives the CCT and 33 where mother receives it. 34 control school zones



Final evaluation design



The Baseline Survey



- The survey instruments include
 - Main Household Survey with sections on education, health, utilization of health services, labor and work, agricultural labor, land ownership and agriculture, household characteristics, assets, consumption, expenditures, transfers and disasters;
 - Women's Status with sections on status and perceptions about the future;
 - Time-Use;
 - Peabody picture vocabulary test
 - Anthropometrics
 - School facility survey
 - Village survey

Follow-up Survey



- Qualitative survey end of 2009
- Final follow-up survey: 2010
 - Baseline survey extended to include
 - x Module on women's economic empowerment
 - x Module on microenterprise



- ❑ Anecdotal evidence and initial enrolment trends positive
- ❑ New Social Protection Strategy to learn from experiences
- ❑ A health project seeking design advice/collaboration
- ❑ Secondary Education CCT
- ❑ New developments in financial transfer mechanisms - introduction of mobile ATMs