

# Designing and implementing mixed-methods research on the impact of cash transfers on girls' education in refugee camps and host communities in Kenya.

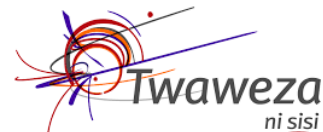
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## EE4A

### Evidence-based Education Reforms for Sustainable National Transformation



# Overview of today's session

- Introduction of KEEP and rationale for Cash Transfers
- Cash transfer component design
- KEEP II CT impact
  - Success of targeting
  - Quantitative findings
  - Qualitative findings
- What we've learned and policy implications





# Kenya Equity in Education Programme (KEEP) II

The World University Service Canada (WUSC) leads the **Kenya Equity in Education Project (KEEP) II** project with partners including Windle Trust International, funded by DFID's Girls' Education Challenge (GEC). KEEP II supports **girls in refugee camps and host communities in northern Kenya**, promoting equitable access to education.

## Kakuma Refugee Camp – Turkana

**34 Schools**, of which  
17 Kenyan Host community schools,  
17 UNHCR Refugee schools

## Dadaab Refugee Camp – Garissa

**50 Schools**, of which  
22 Kenyan Host community schools,  
28 UNHCR Refugee schools



**16,593**

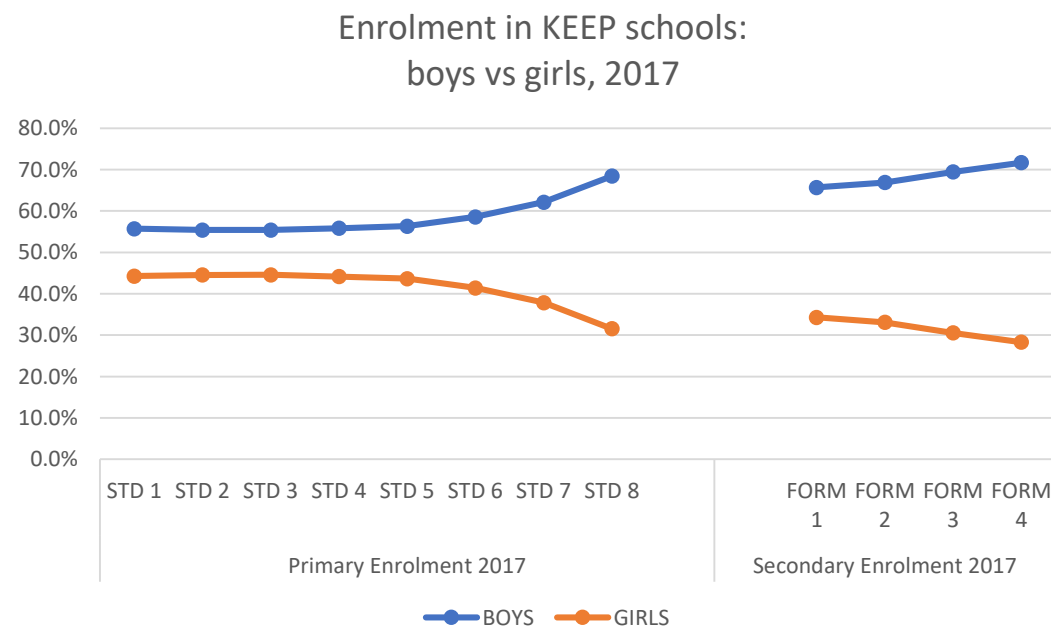


**30,594**

# Why cash transfers in education? Why girls?

Cash and Voucher assistance (CVA) refers to all programs where *cash transfers* or *vouchers* for goods or services are directly provided to recipients.

- CTs are increasingly used in education programmes, particularly to address demand-side challenges, e.g. access.
- DFID (2011) has concluded that CTs can “empower the poor to make their own decisions to improve their lives”.
- Snilsveit et al, (2016) review of evidence from 107 studies on CTs in education found that: “cash transfer programmes have had consistent and substantive positive effects on school participation outcomes.”



# Cash Transfer design in KEEP II:

- KEEP I demonstrated that extreme poverty impedes families from providing the inputs their sons and daughters require to attend school
- The WUSC Cash transfers address the demand side intervention, meaning it is intended to increase enrolment and attendance for girls at risk of dropping out.
- The Value Amount is based on direct costs of schooling (not including fees) which total just over 20 USD a month, with a bonus amount between USD 2-5 for high attendance.
- CTs are paid out each month through bank transfer and Mobile Money (Mpesa) to the parent/guardian
- In 2018/19, WUSC has paid >2500 beneficiaries, targeting the most marginalized girls within each school, and we tracked an additional 1200 girls from similar backgrounds who did not receive cash.



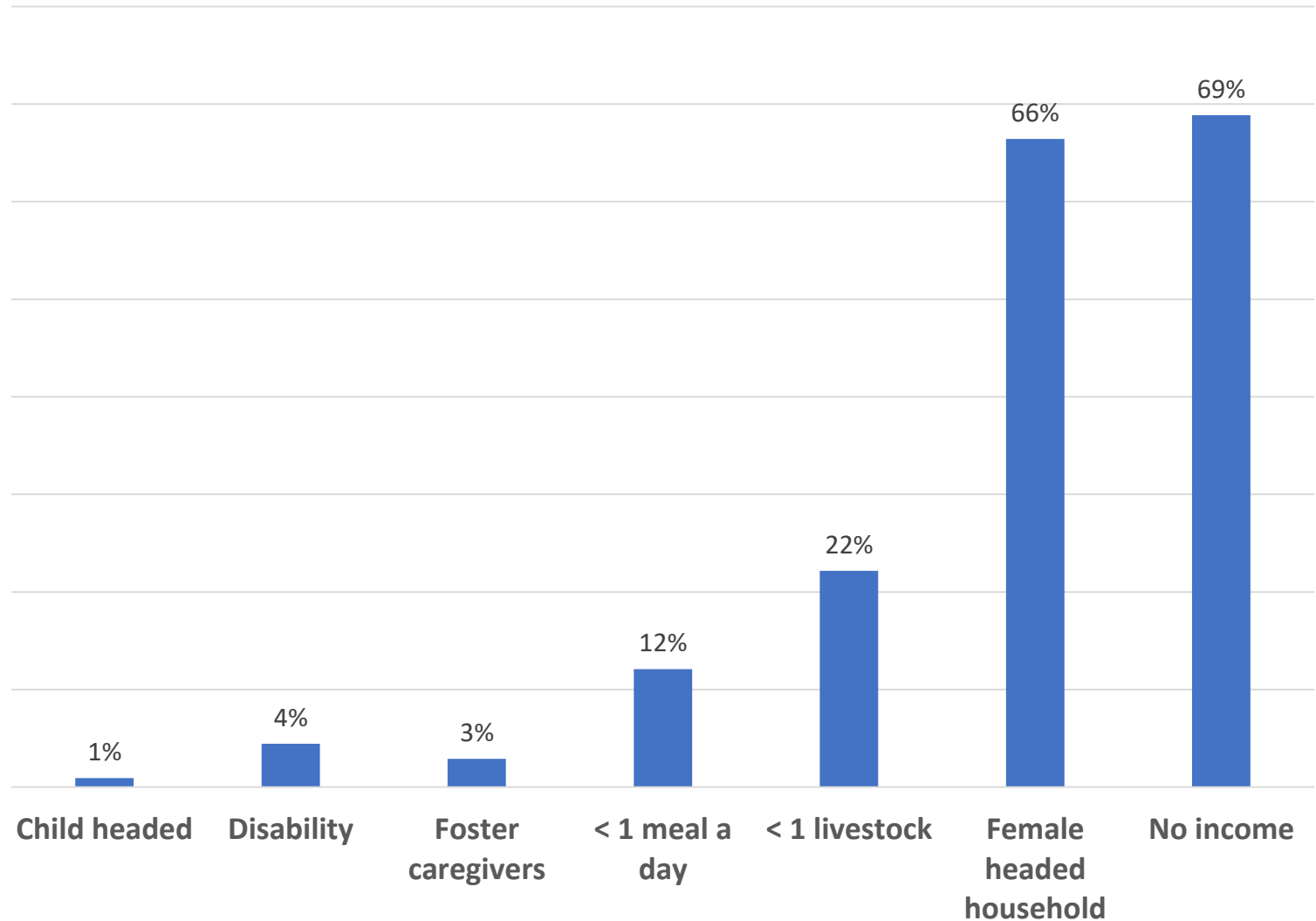
# Findings

# KEEP II Cash Transfer Targeting

Marginalization index identifies most vulnerable girls by collecting data on:

1. Special needs / disability
2. Living with parents / foster parents / alone
3. Whether she has children
4. Whether engaged in child labor
5. Assets and employment status for girl and household members

Marginalization analysis of the CT beneficiaries



# Quant findings

- We observe that the treatment groups attendance is significantly higher than the control group in Term 2 and Term 3. But this improvement disappears during the scaling period in 2019).

## Mean difference: treat vs control (n=1277)

	(1)	(2)	t-test
	treatment	control	Difference
Variable	Mean/SE	Mean/SE	(1)-(2)
Attendance_T3_2017 (baseline)	0.709	0.703	0.006
Attendance_T2_2018	0.901	0.884	0.017***
Attendance_T3_2018	0.925	0.913	0.012**
Attendance_T1_2019	0.938	0.939	-0.002
Attendance_T2_2019	0.934	0.935	-0.001
Attendance_T3_2019	0.932	0.934	-0.002

The value displayed for t-tests are the differences in the means across the groups.

\*\*\*, \*\*, and \* indicate significance at the 1, 5, and 10 percent critical level.



# Quant findings – Longitudinal cohort

## Mean difference Longitudinal cohort: treat vs control (n=442)

- The longitudinal cohort shows that for girls who receive cash over 2 years, the impact carries over into early 2019.

Variable	Mean/SE – treatment (1)	Mean/SE – control (2)	ttest Difference (1)-(2)
Attendance T3 – 2017 (baseline)	0.705	0.728	-0.023**
Attendance T2 - 2018	0.913	0.883	0.030***
Attendance T3- 2018	0.920	0.906	0.014*
Attendance T1 - 2019	0.935	0.920	0.015*
Attendance T2 - 2019	0.933	0.924	0.009
Attendance T3 - 2019	0.920	0.916	0.004

The value displayed for t-tests are the differences in the means across the groups.

\*\*\*, \*\*, and \* indicate significance at the 1, 5, and 10 percent critical level.

## Qualitative findings

1. Parents favour CT because they can provide for the girls' school needs, as well as purchase household items and food with the cash that remains.
2. However, many beneficiaries have not understood the selection and targeting criteria, particularly as we took the program to scale in 2019.
3. Anecdotal reports from parents and teachers indicate that they think attendance has improved overall as a result of the CTs.
4. The assessment findings do not show any notable effect of CT on household chore burden.



# What we've learned & policy implications

- Most extremely marginalized families prefer spending their money on food as well as education-specific goods, however we do not find any consistent statistical impact on attendance so far.
  - However, the evidence is very preliminary and the CT component has only recently been taken to scale.
- The qualitative findings show that there is a need for better communication around the cash transfer program to aid effectiveness of the cash intervention. This may explain some of the decline in impact on attendance during the scaling period.
- Qualitative data does show that cash is getting to the most marginalized families, addressing known barriers to girls enrolment and retention (poverty, food security, lack of sanitary products)
- More research is needed to see if the impact on attendance returns once the project's scaling issues are resolved in 2020 and 2021.
- Given Kenya's existing investment in cash programming (HSNP, CT-OVC, etc) it might be worth piloting an education cash component in areas of high marginalization (eg ASALs)

# Thank you

