

**Impact Evaluation of Conditional Cash
Transfer (CCT) Programme on Girl-Child
School Enrolment, Attendance and
Completion in Kano State, Nigeria**

By

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Introduction/Problem Statement



- Enrolment in schools creates an opportunity towards acquiring education. Where one can acquire knowledge, values, right attitudes, competence and skills
- An avenue through which poverty and income inequality are reduced in an economy (Olaniyan, 2011).
- In recognition of these noble returns- FGN staged Universal Primary Education (UPE) programme in 1976.
- Nigeria's HDI is currently ranked low at 0.471 (lower than SSA average 0.475)- position 153 of the 187 countries (UNDP, 2013).

Introduction/Problem Statement



- School attendance and enrolment rates are low while drop-out rate is high among rural populace, northern region and females in Nigeria.
- Nigerian girls leave school earlier than the males and the country has the highest number of out-of-school children in the world (British Council Report, 2012).
- Findings further showed that enrolment among rural boys is higher in primary school than their female counterpart (British Council Report, 2012).
- Enrolment of girls in schools in Northern Nigeria (7%) against Nigeria (22%)- *CBN Governor*

Introduction/Problem Statement



- 93% of girls in Northern Nigeria do not complete Secondary School (Ajibade, 2013).
- In eight Northern States, >80% women and 54% of men are unable to read (British Council Report, 2012).
- At the age of 17 years, the drop out of girls from school is more prominent (marginal effect of 16%) for girls than those of boys (less than 5%).
- Parents' educational level, household income and rural/urban location, Schooling cost, household head education and per capita household income are factors identified as causes (Olaniyan, 2011, Okpukpara and Chukwuone (undated))

Literature Review



- Conditional cash transfer programs- *innovative approach to the delivery of social services.*
- They provide money to poor families conditional on investments in human capital (Rawlings and Rubio, 2005).
- Behrman *et al* (2009); Saavedra and García (2012) have shown that the programme had significant impacts.
- Some countries where CCT have been used are shown next (Rawlings and Robio, 2005)

Country	Condition (education)	Condition (Health and Nutrition)	Transfer (Education)	Transfer (Health and Nutrition)
Columbia	At least 80% school attendance in a 2-month cycle	Regular health care visits for child's growth and development monitoring	Primary school: Col\$14,000 (US\$6) per child per month; secondary school: Col\$28,000 (US\$12) per child per month	Col\$46,500 (US\$20) per family per month
Honduras	School enrollment and maximum 7 days of school absence in a 3-month period	Compliance with the required frequency of health center visits	Voucher: L\$828 (US\$58) per child per year; average supply incentive of L\$57,940 (US\$4,000) per school per year	Voucher: L\$660 (US\$46.3) per family per year; average supply incentive L\$87,315 (US\$6,020) per facility per year
Jamaica	Minimum school attendance of 85% (maximum 9 days of school absence per term)	Compliance with the required number of health visits per year, which varies by beneficiary age / status	Grant: J\$500 (US\$9) per child per month after second year (program began at J\$300 per child per month)	J\$500 (US\$9) per eligible household member per month
Mexico	School enrollment, with minimum attendance of 85%, monthly and annually	Compliance by all household members with the required number of health center visits and mother's attendance at health and nutrition lectures	Primary school: varies by grade, Mex\$80–165 (US\$8–17) per child per month plus Mex\$100 (US\$11) per year per child for school materials; secondary school: varies by grade and gender, Mex\$240–265 (US\$25–32) per child per month plus Mex\$200 (US\$20) per year per child for school materials	Mex\$125 (US\$13) per household per month in 1999 of Mex\$750 per month for food support and educational grants

CCT in Nigeria



- CCTs have been implemented in Nigeria through the State education sector in three Northern states
- Kano, Bauchi, and Katsina
- The Kano state was World Bank Assisted
- Bauchi and Katsina's were DFID and UNICEF assisted
- Cross-Rivers (self sponsored) also implemented for the poor households
- Federal government implemented in 12 other states
- Ekiti State also implemented (though unconditionally) for the elderly not earning pensions and were above 65 years

CCT in Kano



- Kano State Government commenced the programme in 2010.
- Kano State is located in North-Western Nigeria with a population of 9,383,682 (2006 census).
- It is part of programmes initiated under 10-year Education Strategic Plan 2008 – 2018
- CCT in Kano involved transfer of funds to 12,000 randomly selected girls from poor families attending primary 4, 5, 6 and JSS ($\geq 80\%$ attendance).
- Piloted for three years (2010-2012) now in 12 rural and semi-urban local government areas of the state, covering 300 schools.
- It was an experimental design where eligible girls in 240 schools are awarded the CCT (treatment group) while eligible girls in 60 schools are not (control group)

CCT in Kano



- In order to estimate the differential impact of a higher versus a lower cash transfer on another level;
- the treatment group was randomly divided into two separate treatment groups again:
- Of the eligible girls in 240 schools, girls in 120 schools received a conditional cash transfer of 10,000 Naira per year,
- While eligible girls in the remaining 120 schools received a conditional cash transfer of 20,000 Naira per year

CCT in Kano



- **The programme was set out to achieve the following objectives**
- To increase the number of girls attending school in grades 4-6 in select poor rural communities in Kano
- Reduce the number of girls that drop-out at grades 4-6
- Estimated increase projected at 10-15% in attendance for the specific grades compared to baseline

Objectives of the Study



- The **main objective** of the study is to evaluate the impact of Conditional Cash Transfer (CCT) programme on girl-child school education in Kano State, Nigeria
- The **specific objectives** are to:
 1. Assess and quantify the impact of the programme on attendance and completion rates among girls in primary and (JSS). This will also be captured by sector
 2. Assess and quantify the programme impact on enrolment rates of girls in to junior secondary school (that is, measuring the transition rates of girls from primary to JSS)
 3. Measure the impact of increased transfer on the outcomes variables

Research Methodology



- **Data:** Kano state CCT Data (comprising Baseline in 2010 and Post-intervention survey in 2012) on CCT programme are proposed to be used.
- Data contained household level socio-economic data, community level and school data on number of day of attendance in school, enrolment in secondary school, among others.
- **Analytical tools:**
- Apart from the Descriptive statistics, estimation two models are proposed: (i) intention-to-treat (ITT) model, An intention to treat analysis is an analysis that is usually done based on the initial treatment intent, and not on the treatment eventually administered (ii) the treatment-on-the-treated (TOT) model, which will identify the impact of the programme on the outcomes using an IV in a two stage regression models

ITT model is given as:

$$y_{it} = \alpha + \beta_1 T_i + \sum_{k=1}^K \beta_k X_{ki} + e_{it}$$

Estimating TOT :

First Stage

$$V_{it} = \alpha + \beta_1 T_i + \sum_{k=1}^K \beta_k X_{ki} + e_{it}$$

Second Stage

$$y_{it} = \alpha + \beta_1 V_i^* + \sum_{k=1}^K \beta_k X_{ki} + e_{it}$$

Research Methodology



- The groups would be paired; with the (untreated) control group from 60 schools as the base for the two pairs.
 - The control group and the treated group from 120 schools earning 10,000 per year
 - The control group and the treated group from 120 schools earning 20,000 per year

Research Methodology



Data Issue (Recent Developments)

Data were collected in Kano (World Bank). The data are available but not accessible.

Data were collected in Bauchi and Katsina (UNICEF) . The data are available, accessible but not usable



Thank you for Listening