



Evaluating Impact:
Turning Promises into Evidence
Impact of CT & Couns. on
retention and grades of VCs under
the Sec. Bursary Scheme

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1. Background

- ❑ Govt introduced bursaries to support needy students' access sec school education
- ❑ GABLE (USAID)
 - ❑ Before Free Primary 1994
 - ❑ Targeted all girls from Primary to Secondary
- ❑ DANIDA
 - ❑ 1998 after GABLE
 - ❑ Targeted the needy
 - ❑ Both Girls and Boys ratio 4:2
 - ❑ Mainly was for Community Day Secondary

1. Background

- ❑ Govt bursary– is for all public sec. schools
 - ❑ targeting the Vulnerable children
 - ❑ Child headed households, poor/single/ aged parents, orphans etc
- ❑ However, drop out rate of VCs is still high
 - ❑ Other financial constraints
 - ❑ Social labelling, stigmatisation, abuse
- ❑ Govt wishes to introduce Cash Transfers and Counseling
- ❑ It is costly & therefore wishes to pilot test it in 200 of the 860 beneficiary schools
- ❑ This will help to roll out the scheme nationwide or redesign the scheme

2. Goal

To improve the socio-economic welfare of vulnerable groups by enhancing the bursaries scheme to support completion of secondary school education by VCs

□ It is based on the hypothesis that supporting the vulnerable students with direct school fees and cash to cater for their basic needs would increase their opportunity to complete secondary education and therefore build capacity for self development and income earning opportunities.

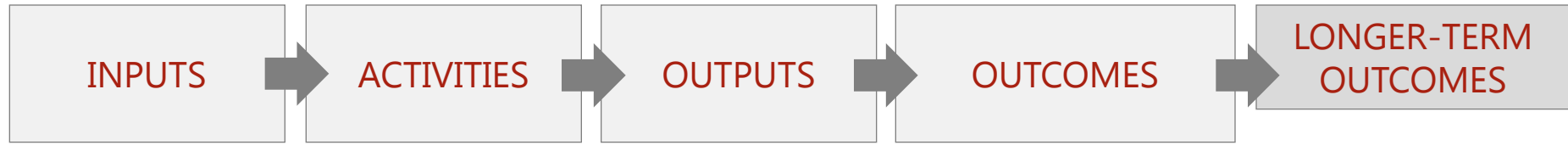
□ Bursaries will help VC to enroll in secondary

□ Cash transfers and counseling will encourage VC to remain in school and therefore complete secondary education

□ Cash transfers and counseling will mentor and motivate OVC to perform in secondary schools

□ There is a fundamental assumption made here that a clear selection criteria is used to objectively identify the vulnerable students

2. Results Chain



- Adequate budgetary resource allocation by Government
- Staffing at all levels
- equipment and systems to support financial and funding systems
- Setting up of bursary committees
- establishment of responsive guidelines
- Dissemination of guidelines (public sensitization)
- Identification of the beneficiaries
- Transfer funds for bursaries and VC cash support to the schools
- Training counselors
- Conduct counseling sessions
- Supervision and monitoring
- No of bursary recipients
- No of schools with functioning Bursary Committees
- No of meetings attended by the Committee
- No of supervisions by the Division/ H/Q
- Responsive guidelines in place and disseminated
- No of sensitization workshops done
- counselors trained
- No of students counseled
- Number of students receiving cash
- Increased enrolment and retention of vulnerable students
- Improved performance of vulnerable students
- Self and mental motivation
- Increased employment and income generating opportunities by VCs including girls
- Improved VC family welfare

3. Primary Research Questions

□ Primary Question

□ What is the impact of the cash transfers and counseling on retention and performance of the beneficiaries of the sec Bursary scheme?

□ cash transfer without counseling

□ cash transfer with counseling

□ Counseling without cash transfer

□ The control group will only receive the bursary without both cash and counseling

4. Outcome Indicators

- retention rates in schools
- Self and mental motivation
- class test scores and Grades

5. Identification Strategy/ Method

❑ Use Random Assignment to allocate schools to four study arms

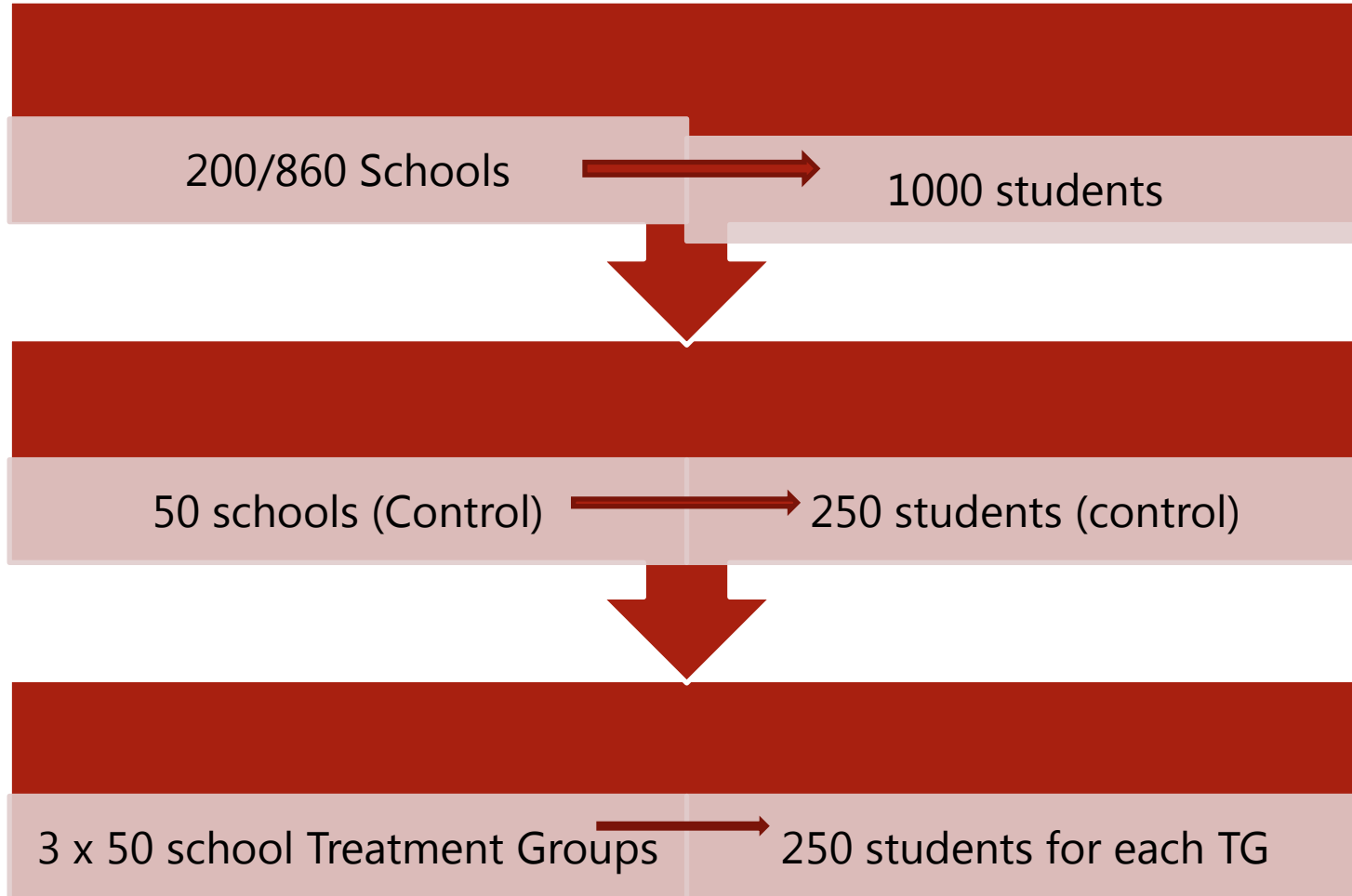
Bursary only (Control)	Bursary + Cash Transfer
Bursary + Counseling	Bursary +Cash +Counseling

❑ Evaluate the impact by comparing average enrolment and scores, in both the treatment groups and the control

❑ **NOTE:** Recipient of Cash will be selected based on transparent criteria

6. Sample and Data

□ Sample



6. Sample and Data

- ❑ Data

 - ❑ Retention

 - ❑ Checking registers

 - ❑ Spot check of attendance (Independent check)

 - ❑ Household survey to check enrolment

 - ❑ Class test scores and Grades

 - ❑ Scholastic records, School reports, exam results

 - ❑ Household survey to test scores

 - ❑ Self and mental motivation

 - ❑ Household survey

7. Time Frame / Work Plan

- School and Student sample identification- After school opening –3rd week of September 2013
- Baseline Survey- October 2013
- Verification of attendance- March 2014, September 2014
- Household survey- Just Before Examinations, May 2015
- National examination –July 2015
- Data Analysis- After Examination results- October 2015

8. Sources of Financing

- Malawi Government
- Donor Partners