**The Effects of a Secondary School Scholarship on School Progression and Youth Outcomes: A Randomized Controlled Trial**

**Pre-analysis plan**

# Study overview and objectives

The objective of this trial is to analyze the effect of a secondary school scholarship for youth from the poorest households in a set of relatively remote and food-insecure kebeles in rural Ethiopia on secondary school enrollment and progression, as well as a set of related non-academic outcomes of interest.

More specifically, the trial seeks to address the following research questions:

1. What is the impact of a secondary school scholarship (announced in March 2023) on the primary outcome of interest, secondary school enrollment, for eligible students in the poorest 10—15% of households in rural Ethiopia (specifically, households eligible for the Productive Safety Net Program or PSNP)? Eligible students include the grade eight cohort, who will complete grade eight in spring 2023 and may be eligible to enroll in secondary school in fall 2023, conditional on passing the primary school leaving certificate exam; the grade seven cohort, who will complete grade eight in spring 2024 and may be eligible to enroll the following fall, conditional on passing the exam; and the dropout cohort, students who passed the exam in spring 2021 or 2022 but failed to enroll in secondary school (or enrolled and later dropped out), and who will now have an opportunity to return in fall 2023. (In all cases, students must also be in households currently receiving PSNP benefits to be eligible.)
2. What is the impact of the secondary school scholarship on secondary outcomes including passing rates on the primary school leaving exam; attendance and academic performance in secondary school, once enrolled; engagement in economic activities among youth; and early marriage?
3. Do the effects of the secondary school scholarship differ across cohorts? (Note, this comparison will not exploit a dimension of randomization, but will entail a comparison of the treatment effects for different cohorts; if there are other time-varying shocks to youth enrollment patterns in this period, that may be a source of bias in these comparisons.)

*Existing literature*

Though the literature analyzing conditional cash transfers for primary school enrollment is relatively large, the evidence base for secondary school enrollment is much more limited. There are two major randomized controlled trials conducted in sub-Saharan Africa analyzing cash transfers targeted at secondary school students. One is a long-run evaluation of secondary school scholarships in Ghana (Duflo, Dupas, and Kremer 2021), and one is an evaluation of both unconditional and conditional cash transfers in Malawi (Baird, McIntosh, and Özler 2019).

Duflo et al. analyzes the effects of randomized access to a secondary school scholarship for approximately 2,500 youth in Ghana in a 12-year follow-up, and finds that a secondary school scholarship increases educational attainment, knowledge, and skills, and reduces female fertility; however, only women show evidence of labor market gains, primarily by accessing rationed jobs in the public sector. Baird et al. analyze the effects of both unconditional and conditional cash transfers for girls only in Malawi; in this case, only the cash transfer offered conditional on enrollment generates a significant improvement in education for initially out-of-school girls.

Three additional non-experimental papers have shown that conditional cash transfers are effective in increasing secondary school enrollment in the Dominican Republic (Hernandez, Pellerano, and Sánchez 2022), Pakistan (Musaddiq and Said 2023), and Bangladesh (Hahn et al. 2018). The analyses in Pakistan and Bangladesh both focus on larger-scale government programs that target enrollment by girls specifically, and report outcomes over the longer-term. A related experiment in Colombia shows that student-level enrollment scholarships are more effective than a standard conditional cash transfer paid based on minimum school attendance for promoting the transition to tertiary institutions (Barrera-Osario et al. 2011).

In Ethiopia, no previous evaluation of interventions targeting secondary school enrollment has been conducted. Nationwide gross enrollment rates for secondary school (grades nine to 12) are estimated to be around 40% in 2020—2021, or 49% in Amhara and 39% in Oromia (Federal Ministry of Education of Ethiopia 2021). The most detailed evidence around longitudinal trajectories of schooling in the secondary school period is provided by the Young Lives dataset; their data suggests that delayed entry into secondary school is a serious challenge, with only about 15% of youth entering secondary school on time in 2009, a ratio that increases somewhat to 25% in 2016. By the age of 15, the average youth has completed only six years of school, rather than the eight that would be expected for a youth who was on-target. Dropout rates also begin to increase in grade seven, with data from 2016—2017 suggesting dropout rates in grade seven are already around 20% in Amhara and 30% in Oromia. Note that all of the above statistics are estimated for pooled samples of youth, and not for youth in PSNP households (Pankhurst et al. 2018).

Relative to this base of evidence, the proposed trial will make several contributions to the literature. We will provide the first evidence around a secondary school scholarship in Ethiopia and the among the first evidence for a scholarship targeting an income-tested population, given that we focus on youth from PSNP households.[[1]](#footnote-1)

1. **Evaluation design**

*Kebele selection and randomization*

This evaluation is a randomized controlled trial with randomization at the kebele level. The sample includes 116 kebeles that were selected into the sample and randomized in two phases; phase one was selected and randomized in January 2023, and phase two in March 2023. (The expansion of the sample was implemented following the launch of the baseline survey in the phase one kebeles; the process of identification of eligible youth highlighted that the sample per kebele was smaller than previously projected, and thus the sample was expanded.)[[2]](#footnote-2)

The eligibility criteria for kebeles in both phases included the following: the kebeles are included in the PSNP as implemented by SPIR II; the kebele has at least one primary school within its borders serving students in grades seven and eight; and the kebele does not have a secondary school within its borders.[[3]](#footnote-3) SPIR (Strengthening PSNP Institutions and Resilience) II is a five-year project (2021-2026) that supports implementation of the fifth phase of the PSNP in Amhara and Oromia regions and provides complementary activities to strengthen the program and expand its impacts; SPIR II is led by World Vision.

Randomization was conducted using the following strategy. Within each woreda by phase, we defined two strata for kebeles above and below the median within-woreda distance to the closest secondary school. (Distance was calculated as the straight-line distance between the kebele centroid and the most proximate secondary school.)[[4]](#footnote-4) This within-woreda median distance to a secondary school is around nine kilometers across the full sample.

The final randomization included 56 kebeles assigned to the control arm; and 60 kebeles assigned to the treatment arm.[[5]](#footnote-5)

*Identification of eligible youth*

The process of identifying eligible youth was initiated with visits by the survey firm to primary schools in the sample kebeles. The survey firm conducted a brief survey with currently enrolled seventh and eighth graders to collect their names; their parents’ or guardians’ names; the village in which they live; and students’ self-reports as to whether or not their household was a beneficiary of the Productive Safety Net Program. (For students who were enrolled but absent, other students or teachers served as informants and provided this information.) The firm also collected the names of students who had passed the primary school leaving exam in spring 2022 and spring 2021, but no other information was available for the recent graduates.[[6]](#footnote-6) On average, the total number of unique students (enrolled in grade eight and seven as well as recent graduates) identified per school is 181.

Following the school survey, this data was digitized and merged by the research team with PSNP beneficiary lists, enabling us to identify youth that were plausibly members of PSNP recipient households. These youth were then visited by the survey team in the field and screened to identify their eligibility (namely, whether the household was in fact a PSNP household; and, in the case of youth who had previously passed the primary school leaving exam, whether the youth was currently enrolled in secondary school. Only current dropouts were eligible for inclusion.) On-the-field screening highlighted that both self-reports of PSNP status by youth and matching with the beneficiary lists were imperfect tools for identifying eligible youth. Accordingly, a process of snowball sampling was also implemented in which PSNP youth whose eligibility had been confirmed were requested to identify other eligible youth in their kebele, who were then visited for screening.

The final sample included 2,141 youth; 1,117 were in kebeles assigned to the treatment arm, and 1,024 were assigned to the control arm.[[7]](#footnote-7) The mean (median) number of youth identified as eligible per kebele was 18 (17), with substantial variation; the standard deviation is 11, with a minimum kebele-level cell size of two and a maximum cell size of 52. Relative to the original lists of potentially eligible sample youth generated at the school visits, 12% of youth were identified as eligible. This pattern is broadly consistent with the fact that PSNP beneficiaries typically constitute around 15% of the population; additionally, the additional criteria imposed for the sample of PSNP primary school graduates required that only those youth who had already dropped out of school were eligible for enrollment into the sample. The fraction of youth listed in the school surveys identified as eligible did not significantly differ in the treatment kebeles (11.7%) vis-à-vis control kebeles (12.7%, p-value = 0.567).

Returning to the alternate sampling strategies, 303 youth (14% of the total) were identified via snowball sampling. This proportion also did not significantly differ in the treatment kebeles (14.3%) vis-à-vis control kebeles (14.2%, p-value = 0.962).[[8]](#footnote-8) 869 eligible youth (40% of the total) were currently enrolled in grade seven; 858 eligible youth (40%) were currently enrolled in grade eight; and 414 (19%) were dropouts. These characteristics of the sample composition also do not significantly vary comparing across the treatment and control arms.

The 2,141 youth were identified in 1947 distinct households. 1741 households include only one eligible youth; 178 households include two eligible youth; and eight households include three eligible youth. The probability that there are multiple eligible youth in the same household does not significantly differ in the treatment kebeles (17.0%), vis-à-vis the control kebeles (18.6%, p-value = 0.608). The vast majority of pairs (eligible youth living in the same household) are siblings who report jointly living in a household headed by their father, mother or stepparent.[[9]](#footnote-9)

*Data collection*

The baseline survey was conducted in February and March 2023, led by the survey firm EconInsight. Following the screening process described above, all eligible youth were engaged in a survey that collected information around their school progression, engagement in economic activities, non-cognitive skills (inclusive of future aspirations linked to education, work, marriage, and migration), and time allocation. Parents provided informed consent for their children to participate in the survey given that all were minors, and youth also provided informed assent. If the parent was available at the time of the survey visit to answer some additional questions, parents also responded to a brief module collecting information around household socioeconomic status and parental aspirations on behalf of youth; if the parent was not available at that point in the survey, then the youth answered the questions around socioeconomic status.[[10]](#footnote-10)

The endline survey is anticipated to be conducted in September - October 2025, around 2.5 years post-baseline. This would allow us to track the youngest sample cohort (those currently enrolled in seventh grade) through the beginning of the final school year in which they are eligible for the scholarship (their grade ten year). Follow-up data collection will similarly include detailed questions on academic and schooling outcomes; engagement in economic activities and the labor market; marriage, migration, and childbearing; and future aspirations.

During the scholarship roll-out period, enrollment will also be verified by the research team at the beginning of each school year via a process of visits to secondary schools (August 2023 and August 2024,). This verification process will be conducted symmetrically for youth in both treatment and control kebeles; information about enrollment status will then be communicated to the implementing partners to enable them to conduct scholarship payments for eligible youth. We anticipate that school visits will be conducted with approximately 60 secondary schools; this includes the 46 unique secondary schools that are identified as the most proximate secondary school to our sample kebeles, and any other secondary schools identified as proximate in the same woredas or zones. It is important to note that midterm school visits may not encompass the full universe of potential secondary schools in which sample youth will be enrolled, and thus a full enrollment history will also be conducted at endline.[[11]](#footnote-11)

*Intervention*

As noted above, the proposed intervention is a $300 scholarship per year ($150 per semester), available to youth from PSNP households who enroll in secondary school in fall 2023 or fall 2024. This educational grant will be available for eligible students for two years. This includes any youth from PSNP households who may have passed the primary school leaving exam in 2021 or 2022 who are no longer enrolled (the dropout cohort as noted above) who wish to return to secondary school. For the majority of students, the two years of eligibility will correspond to ninth and tenth grade; there are a small number of dropout students who had already completed ninth grade who, if they choose to resume their school attendance, would presumably enroll in tenth grade (and be eligible for the scholarship through eleventh grade).[[12]](#footnote-12)

Students were informed of their eligibility for the scholarship initially by the survey firm that verified eligibility and conducted the baseline survey, using the following protocol: following the conclusion of the screening process and baseline survey in each kebele, the survey team in the field was unblinded as to treatment status. In treatment kebeles, enumerators then conducted a second visit to households where an eligible youth had been identified and surveyed in which they informed the youth and his/her parents about the scholarship using a short script that was developed by the research and program teams (see Annex A); a copy of this document was also provided to the youth / household. (The protocol requested that both the youth and the parent be present for this visit if possible, but if the enumerator found only the youth or only a parent available, s/he could still conduct the visit and provide the document, advising the individual present to share the information with other members of the household.) The documentation also included contact information for SPIR implementing NGO staff in the relevant geographic zone should the recipients wish to follow up with questions or verify the validity of the scholarship offer. The implementing non-governmental organizations then planned to conduct subsequently kebele-level meetings for eligible youth to provide additional information.

Given this timing, the eighth grade cohort was informed of the scholarship around three months prior to the primary school leaving exam. (The seventh grade cohort, however, will have more than a year’s advanced notice of the availability of the scholarship, and may adjust their engagement in school accordingly; we will plan to remind this cohort about their potential eligibility for the scholarship in March 2024, again around three months prior to their scheduled primary school leaving exam.) The dropout cohort has already passed the exam, but becomes aware of the scholarship around six months prior to the date (September 2023) at which they could reintegrate into school.

The scholarship will be payable directly to families in two annual payments, at the beginning and midpoint of each school year (September and January), for up to two years conditional on the youth’s continued enrollment.[[13]](#footnote-13) There are no limitations on the ages of the students themselves, given that delayed progression is extremely common in Ethiopian secondary schools. More than one youth per family can be eligible if both meet the criteria. The scholarship can be used for any expenses identified by households as relevant to the goal of enrollment, including but not limited to accommodation for their secondary school students at a location proximate to the school; travel expenses associated with commuting to school; school supplies or other supplementary expenses; or tuition, if the youth attends a private school. (This is anticipated to be very rare within this sample.)

1. **Planned analysis**

*Primary and secondary outcomes*

The primary outcome for this trial is a binary variable for enrollment in secondary school (ninth and tenth grade). Secondary outcomes include the following:

1. Passing rate on the primary school leaving exam
2. Attendance (measured as the percentage of days attended relative to days in which the school was open over the previous seven days) conditional on enrollment
3. Academic performance in grade 10 (self-reported by students)
4. Engagement in any non-agricultural activity (defined as a binary variable equal to one if reported days worked in any non-farm business or wage position over the past month are greater to zero).
5. Earnings in any non-agricultural activity (past month recall period)
6. Early marriage (defined as a binary variable equal to one for marriage followed by spousal cohabitation contracted prior to age 18)
7. Mental health (PHQ-9 score at endline)

*Power calculations*

The primary outcome is enrollment in secondary school. Data from screening surveys conducted part of the baseline suggests that among primary school graduates identified in the school listing process, around 52% are currently enrolled in school. Allowing for 10% attrition and a mean cluster size of 16 at endline, the minimum detectable effect as a function of the intra-cluster correlation is summarized below.

|  |  |
| --- | --- |
| Intra-cluster correlation | Minimum detectable effect |
| .05 | 19 percentage points |
| .1 | 23 |
| .15 | 27 |
| .20 | 30 |
| .25 | 33 |

Data from the screening survey can also be used to assess the intracluster correlation at the level of the kebele, and the ICC does seem to be high (at least .2), suggestive of some potential challenges in statistical power. However, it should be noted that this is for a full sample of youth (not only PSNP youth), and captures enrollment conditional on passing the primary school exit exam, while we plan to analyze unconditional enrollment.

In general, the estimated minimum detectable effects are not implausible given the evidence in the literature. In Ghana, findings from Duflo et al. suggest that a secondary school scholarship leads to a 27 percentage point increase in the probability of secondary school enrollment. In Bangladesh, Hahn et al. find a secondary school stipend leads to a 25% increase in a continuous measure of education.

*Specifications of interest*

We will analyze the primary and secondary outcomes summarized above using an analysis of covariance (ANCOVA) estimation strategy (McKenzie, 2012).

|  |  |  |
| --- | --- | --- |
| (1) | $Y\_{ikd, t=1}= βT\_{kd} + γY\_{ikd, t=0}+X\_{ikd,t=0}^{'}ϑ+ χ\_{d}+ε\_{ikd}$, |  |

where $Y\_{ikd, t=1}$ captures the outcome of interest in household *i* residing in kebele (sub-district) *k* and woreda (district) *d* at midline/endline *t* and $Y\_{ikd, t=0}$ at baseline. The estimated equation also includes strata fixed effects (captured in term $χ\_{d}$). For any outcomes for which baseline data is not available, the same specification will be estimated to capture the simple difference (without baseline controls). Standard errors will be clustered at the kebele level.

In addition to reporting standard p-values, we will also report p-values corrected for multiple hypothesis testing based on sharpened FDR q-values (Anderson, 2008); this correction will be implemented across the set of primary outcomes, and across the set of secondary outcomes.

There will be no imputation for missing data due to item non-response at midline or endline. Missing data on baseline variables will be set to zero and dummied out in the ANCOVA specifications.

*Baseline balance*

Table 1 reports baseline balance in key characteristics across arms. Among the youth surveyed, the mean highest level of completed education is slightly under seventh grade; 79% are currently enrolled in school, at an average age of nearly sixteen. 45% of sample youth are girls. Among those currently enrolled in seventh or eighth grade, all expect to participate in the primary school leaving exam. The average youth enrolled in school attended school around 4.2 days out of the last five days in which their school was open for classes, and commuted nearly 60 minutes to reach the school. Around 60% of youth report they do know an individual in their social network who has completed secondary school, but fewer than 10% report ever having used the internet.

In terms of their socioeconomic status, around two thirds of youth report that they are engaged in assisting in a household farm or livestock activity, but under 10% report any engagement in a non-agricultural business, or any engagement in work outside the family. Only 4% are currently married and cohabiting with their spouse.

Youth live in households characterized by an average size of six, and 75% of households report that they are currently characterized by moderate or severe food insecurity according to the Food Insecurity Experience Scale (FIES). 95% of households own land, and the average number of durable assets and livestock owned is around three (each). There is also evidence that this sample has been recently affected by a large number of adverse shocks: the average number of past-year shocks is three, of which the most common are increasing food prices (reported by 95% of households); drought (reported by 66% of households); and crop pests or locusts (reported by 33% of households).

The hypothesis that the sample characteristics are parallel across the treatment and control arms cannot be rejected for all covariates examined, suggesting that the randomization was effective in achieving balance.

**Table 1: Balance table**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | N | Treatment mean | Control mean | Difference | p-value |
| Highest level of completed education | 2,141 | 6.78 | 6.84 | 0.06 | 0.21 |
| Currently attending school  | 2,141 | 0.79 | 0.79 | 0.00 | 0.98 |
| Age | 2,141 | 15.82 | 16.08 | 0.26 | 0.19 |
| Gender | 2,136 | 0.45 | 0.44 | -0.01 | 0.79 |
| Expect to sit for the primary school (grade 8th) leaving exam | 1,686 | 1.00 | 1.00 | -0.00 | 0.15 |
| Number of days went to school | 1,686 | 4.23 | 4.34 | 0.12 | 0.32 |
| Commuting time to school (minutes) | 1,624 | 60.11 | 57.24 | -2.87 | 0.42 |
| Know someone who has completed secondary school | 2,141 | 0.58 | 0.63 | 0.04 | 0.29 |
| Have ever used internet  | 2,054 | 0.07 | 0.08 | 0.02 | 0.35 |
| Has helped in household farm / livestock in the past 7 days | 2,141 | 0.64 | 0.62 | -0.02 | 0.76 |
| Has helped in family non-farm business in the past 7 days | 2,141 | 0.07 | 0.07 | -0.01 | 0.67 |
| Has completed any work outside the family in the past 7 days | 2,141 | 0.09 | 0.09 | 0.00 | 0.87 |
| Currently married and cohabiting with spouse | 2,141 | 0.04 | 0.04 | -0.00 | 0.71 |
| Household size | 2,133 | 5.77 | 6.01 | 0.25 | 0.27 |
| Owns land | 2,132 | 0.95 | 0.96 | 0.01 | 0.57 |
| Number of assets owned | 2,133 | 2.89 | 2.94 | 0.05 | 0.58 |
| Number of livestock owned | 2,133 | 2.59 | 2.65 | 0.06 | 0.68 |
| Moderate or severely food insecure | 2,133 | 0.95 | 0.96 | 0.00 | 0.84 |
| Number of shocks experienced | 2,133 | 3.29 | 3.24 | -0.05 | 0.65 |

Notes: P-values are reported from Wald tests on the equality of means of control and treatment for each variable. \* *p*<0.1 \*\* *p*<0.05; \*\*\* *p*<0.01

Gender is missing for a small number of youth for whom this information was not collected in the household roster in error, and the gender was not obvious from the name. In addition, four households (including eight youth total) did not respond to the module of questions around household socioeconomic status, leading to the missing variables reported for the final covariates of interest.

**References**

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1. The cash transfers analyzed in Duflo et al. and 2021 and Baird et al. 2019 were not targeted by income. Targeting in nationwide programs in Bangladesh and Pakistan was based on geography (rural girls, in Bangladesh, and girls in certain low-literacy districts, in Pakistan). The conditional cash transfer analyzed by Hernandez et al. in the Dominican Republic is, however, similarly targeted to low-income households within low-income areas. [↑](#footnote-ref-1)
2. The projected sample given information about the population of PSNP households and their demographic structure (suggestive of the number of youth) in conjunction with enrollment rates suggested that we would identify between 20 and 25 eligible youth per kebele; in fact, we enrolled only around 17 eligible youth per kebele. While we do not have sufficient information to be precise as to the reason that the sample was lower than projected, there are at least two plausible hypotheses. The first is that in some areas particularly in Amhara, PSNP households are disproportionately younger households that are landless (as the head of household and/or spouse were too young to be eligible for the most recent reallocation of land. These households may have younger children, but they do not have youth of the target age. The second is that PSNP youth may be characterized by a higher dropout rate prior to grade seven (vis-à-vis the general population), reducing the sample of eligible youth in the target cohorts. Sample estimates originally provided in the AEA RCT registry when the trial was registered at baseline launch reflect the original sample of phase I kebeles, and have been updated to reflect the full sample. [↑](#footnote-ref-2)
3. The kebeles included in phase one (94 kebeles) had previously not been included in any other randomized trials as part of IFPRI’s broader SPIR-linked research agenda. The kebeles included in phase two (22 kebeles) were previously included in a separate randomized trial focusing on enhanced infant and young child practices (AEA RCT ID: AEARCTR-0009923). There was no overlap in the sample of the two trials at the household level. [↑](#footnote-ref-3)
4. The phase one sample was drawn from 13 woredas; 4 of these woredas had fewer than three sample kebeles within their borders meeting the eligibility criteria, and thus were joined in pairs on the basis of geographic proximity to create “combined woredas” used in the randomization process. There were 10 such combined woredas. This led to 20 randomization strata. The phase two sample was drawn from only two woredas, leading to four strata. The total number of strata is thus 24. Note one woreda (Gazo) was included in phase one, and then a second set of kebeles from Gazo (previously included in another trial) entered this trial as a separate set of two strata (above/below median distance) in phase two. [↑](#footnote-ref-4)
5. In phase one, 45 kebeles were assigned to the control arm and 49 kebeles were assigned to the treatment arm. In phase two, 11 kebeles were assigned to the control arm, and 11 kebeles were assigned to the treatment arm. [↑](#footnote-ref-5)
6. Given the typical structure of Ethiopian names, it is feasible to infer the father’s name from the child’s name. [↑](#footnote-ref-6)
7. 1,613 youth were from the phase one set of 94 kebeles; 528 youth were from the phase two set of 22 kebeles. The slight imbalance in the total number of youth across treatment arms is consistent with the slight imbalance in the number of kebeles across treatment arms (60 in treatment vis-à-vis 56 in control). [↑](#footnote-ref-7)
8. Snowball sampling was, however, used more intensively in the phase I kebeles vis-à-vis the phase II kebeles. In the phase I kebeles, matching between the student and PSNP beneficiary lists was often inaccurate, and thus snowball sampling was used more intensively as a secondary strategy. In the phase II kebeles, schools and students were advised prior to the survey firm’s visit for student listings that students should verify PSNP status with their parents and/or guardians, resulting in much more accurate self-reported PSNP status and thus a more accurate first-round match with PSNP beneficiary lists. Accordingly, in the first phase of the baseline survey, 283 out of 1,613 youth (18%) were identified via snowball sampling; in the second phase of the baseline survey, only 20 out of 532 (4%) were identified via snowball sampling. [↑](#footnote-ref-8)
9. There are some cases in which multiple eligible youth report living in a household headed by a grandparent or other extended family member, and thus they could be siblings or cousins. There are three households in which a youth self-reporting s/he is the head of household co-resides with a sibling who is also eligible (there are 40 households in the full sample in which the youth self-reports that s/he is the head of household). [↑](#footnote-ref-9)
10. In 94% of households, the parent provided responses to these questions around socioeconomic status and parental aspirations. In four households (including eight youth), this module was not administered due to CAPI error and thus information about household socioeconomic status is missing. [↑](#footnote-ref-10)
11. also anticipate a second mid-year visit will be conducted by implementing partners around January of each academic year to evaluate if any treatment youth have ceased attending school (and thus are no longer eligible for the scholarship). This will constitute an additional source of monitoring data, but this information may not be available for control students (or if it is available, would be collected by staff who are not blind to treatment status) and thus will not be a primary data source in the evaluation. [↑](#footnote-ref-11)
12. Repetition of grades is generally not observed in this context for grades nine and ten; students would generally be promoted regardless of their performance. However, if any student does repeat a grade (either based on school requirements, or by choice), s/he would still be eligible for the second year of the scholarship. [↑](#footnote-ref-12)
13. As previously noted, we anticipate that verification of enrollment at the start of the school year will be conducted by the research team; verification of enrollment at midyear will be conducted by the implementing partner, and may be conducted only for youth in treatment kebeles. Though verification at the start of the school year will be based on visits to a specific set of secondary schools, youth who may be attending a different secondary school outside of the region will also be provided with an avenue to document their attendance to the implementing NGOs for the purposes of receiving the scholarship. [↑](#footnote-ref-13)