Gender, Sibship Size and Unpaid Care Work: Assessing Heterogeneous Treatment Effects of a Cash Transfer for Education on School Progression
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Contribution
1. Assess whether a cash transfer program linked to education influences time spent on unpaid care work (UCW) within the household
2. Assess whether such a program influences grade progression through school on top of enrollment and attendance
3. Assess whether the impacts of the program on grade progression are moderated by time spent on unpaid care work in the house prior to intervention implementation

Methodology
1. Difference-in-Differences OLS regression for time spent on unpaid care work
2. Ordered logistic and linear probability models (LPM) for school progression outcomes
3. (Treatment*baseline moderator) interaction terms to assess variation in program impact

Descriptives
- Unpaid care work built through time-use diary reporting primary and secondary activity each 30-min
- Estimate of minutes per day spent on unpaid care work (sum of 10 activities)
- 21% of boys performing any UCW vs 52% of girls
- Female-to-male ratio highest (17:1) for housework and washing clothes

Findings
- Though the treatment reduces dropout equally for children doing vs. not doing unpaid care work, there is a differential treatment effect on grade progression for girls.
- Cash transfer does not affect daily time spent on unpaid care work
- Cash transfer also affects grade progression, though impact does not operate equally for boys and girls
- Boys and girls performing unpaid care work are more likely to drop out and follow irregular school paths
- Benefit of the treatment on timely grade progression halved for girls overburdened by unpaid care tasks
- As a result of the treatment, girls doing unpaid care work are staying in school more but not progressing

Context
Morocco: lower middle-income country with GDP per capita of 5,500$ (PPP) in 2014
Stark rural-urban and gender differences (DHS 2003)
- Out of school at secondary school age: 24% in urban areas and 63% in rural
- Net enrollment rate in rural areas 52% for boys and 26% for girls

Previous Findings
- Positive and significant impact on school enrollment and school attendance
- Positive but non-significant effect on test scores
- Unconditional (“labeled”) variant more effective than the conditional

Results
(1) Unpaid Care Work (Diff-in-Diff)

(2) School Progression Outcomes
A. Continued Enrollment/Progression (Ordered Logit)
B. Dropout (LPM)
C. Timely Grade Progression (LPM)

Unpaid Care Work

Dependent variable:
Outcome: (grade enrolled 2010-grade enrolled 2008)
Dropout coded as -1 (“worse” than non-progressing)

Context
Morocco’s Ministry of Education cluster-randomized control trial entitled “Tayssir”
Aim: To increase rural primary school completion rate with a cash transfer (~ 5% avg HH monthly consumption) given to HH with children 6-15
- All HH with eligible children in targeted communities
- Poorest communities in the 5 poorest regions
- Randomization at the school-sector level
- 320 school-sectors with at least 2 communities each
- Four treatment arms defined by:
  - Mother vs. father as transfer recipient
  - Unconditional vs. conditional transfer

Intervention
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Publicly available secondary data from
the World Bank/JPAL platform
Household surveys
- Baseline: 2008
- Endline: 2010
Children as main units of analysis:
- 10,889 children 6-15 at baseline
- 951 children (8.73% of baseline sample) dropping out in between
- Post-attrition sample: 9,938 children
Attrition is higher among control units and boys

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