Poverty & Social Impact Analysis of Stipend Program for Secondary School Girls of Khyber Pakhtunkhwa
Objectives

- Review of the outputs and outcomes associated with the program
- Identifying change(s) required in program design and compensatory schemes to enhance the progress
- Evaluating the transmission channels and its capacity to reach the poor
- Evaluating the role played by the program in reducing the gender gap in educational indicators
- Assessing the monitoring & evaluation system associated with the program
- Reviewing the process of stipend distribution
- Identifying the actions needed for better implementation
Rapid Assessment - Methodology

• Desk Review and meetings with officials
  – Districts: Upper Dir, Shangla, Kohistan, Hungu, Batagram, Bonair and Tank

• Focus Group Discussions (3 sessions in 3 districts)

• Key Informant Interviews (e.g. parents, PTC members, Teachers, EDO, Postman etc.)

• Household Survey in Shangla, Battagram and Hangu (600 sample size)

• In-depth Interviews with Households (25 in each district)
Schooling & Poverty Linkage
Theoretical Framework

Source: Rushidan 2006, Access to Education and Employment: Implications for Poverty
Determinants of Educational Outcomes

A. Education outcomes
- Primary education completion rate
- Gender disparity in education enrollments
- Learning outcomes
- Adult literacy rate

B. Individual, household, and community
- Individual characteristics
  - gender
  - natural ability
  - health
  - nutrition
  - presence of disability
  - early childhood development
- Household characteristics
  - Parents' education
  - HH income
  - HH composition and health status (HIV/AIDS)
  - Parents' involvement in education and community life
- Community characteristics
  - Urban/rural (geographic and environmental conditions)
  - Economic and resource base
  - Labor market conditions
  - Cultural and religious factors
  - Community involvement in education
  - Infrastructure development

C. Education system and related sectors
- Formal education
  - Public and private supply of basic education schools and teachers
  - Quality of schooling
  - System efficiency and accountability
  - Programs to overcome demand constraints (affordability, cultural barriers, and so forth)
  - Balanced development of secondary and tertiary education
- Nonformal education
  - Adult basic education
- Services in related sectors
  - ECD
  - Health services (esp. school health programs)
  - Youth and gender programs
  - Social assistance
  - Infrastructure
  - ICT

D. Government policies and actions
- Other government policies
  - Macroeconomic and fiscal policies
  - Political openness and stability
  - Overall education strategy
  - Resource allocation to education
  - Decentralization and governance
  - Civil service quality
  - Country development plan: infrastructure, economy, and social services

Source: PRSP Sourcebook Education
Overall Impact of Stipend
Results from Household-level Survey
Battagram, Shangla and Hungu

Figure 1 Secondary level Enrolment after Stipend Program

- Agreed to enroll their girls to schools: 93%
- Not Agreed: 7%
Results from Household-level Survey...Cont’d
Battagram, Shangla and Hungu

Figure 1 Enrolment Rates with and without Stipend in Different Districts

<table>
<thead>
<tr>
<th>District</th>
<th>Without Stipend</th>
<th>With Stipend</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shangla</td>
<td>90</td>
<td>97</td>
</tr>
<tr>
<td>Battagram</td>
<td>79</td>
<td>91</td>
</tr>
<tr>
<td>Hungu</td>
<td>82</td>
<td>98</td>
</tr>
</tbody>
</table>
### Table 1 Positive Externalities of Stipend Program

<table>
<thead>
<tr>
<th>Effects</th>
<th>Household Response (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Augmenting impact on household budget</td>
<td>87</td>
</tr>
<tr>
<td>Beneficial impact on community awareness</td>
<td>80</td>
</tr>
<tr>
<td>Improved attitude towards education</td>
<td>87</td>
</tr>
<tr>
<td>Improved grades of the female child</td>
<td>79</td>
</tr>
</tbody>
</table>

*Source: Primary Survey Data*
Supply-side Factors
Results from Household-level Survey

• Battagram, Shangla and Hungu
  – Availability & Access: 56% of the household have schools near to their residence while 44% have schools distantly situated (time & transportation costs)
  – Households’ distance from school varies from 0.1 km to 15 km with an average of 2.04 km in surveyed districts
  – Maximum time reported by respondent: 2.5 hours
  – Distant schools are also less preferred by the teachers and their availability and attendance is low in such schools
• Battagram, Shangla and Hungu
  – Services in schools: 10% of surveyed area has schools without boundary walls, 37% of girls secondary schools are without washrooms and 17% without drinking water
  – Teacher’s Availability: 6% of parents responded that teachers are found absent, 20% parents were not satisfied with capability of their child’s teacher
  – Awareness: 20% parents not aware of stipend (provision or amount)
  – Only 65% households agreed to send their girls to schools in the absence of stipend, implying that 35% girls again will drop out of secondary schools.
• 65% female students received it regularly. The remaining reported that they get the stipend amount after eight months and sometimes after one year.
Econometric Results
Probit Model (female attending school or not)

• Family size has negative impact on the girls’ schooling; the probability of a girl attending school decreases by 0.7% if there is an increase in one more family member.

• Positive impact of educated parents. Probability of a girl attending the school increases by 1.8% with one year increase in education of head of household.
  – This probability increases by 3.3% with one more year of education of head’s spouse
  – The effect of financial constraints on educational choice is less important than the effect of parental education.
Econometric Results...Cont’d
Probit Model (female attending school or not)

• Access to School: girl’s probability of attending the school decreases with an increase in distance from school (distance and norms)

• Satisfaction with the school services: Probability of a girl attending the school increases by 11% if the community is satisfied with the educational services provided by the school in their area

• How stipend impacts: 1% rise in household-level income increases the probability of girl attending the school by 0.3%
Problems specific to poorest districts

- Restrictions on female education at higher level
- Law & order situation in the area
- Security of schools in the area
- Family problems such as early marriages
  - Need a household-level inquiry
No Room for Complacency

• Example: Parents who are the part of Parent-Teacher Committee (PTC) meetings, school functions and academic events in schools demonstrate their commitment towards a productive society. The composition of PTC needs to be carefully revisited. It was noticed that the poorest of the poor parents were not being represented in the PTC.
## Role of Other Factors

### Table 1 Gender-wise % Change in Rural-Urban Enrolments in Middle Level Schooling

<table>
<thead>
<tr>
<th></th>
<th>From 2008 to 2009</th>
<th>From 2009 to 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Urban</td>
<td>Rural</td>
</tr>
<tr>
<td>Male</td>
<td>-7.6</td>
<td>-1.1</td>
</tr>
<tr>
<td>Female</td>
<td>-1.8</td>
<td>2.3</td>
</tr>
</tbody>
</table>

Source: PSLM 2010-11

### Table 2 Gender-wise % Change in Rural-Urban Enrolments in High Level Schooling

<table>
<thead>
<tr>
<th></th>
<th>From 2008 to 2009</th>
<th>From 2009 to 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Urban</td>
<td>Rural</td>
</tr>
<tr>
<td>Male</td>
<td>-5.2</td>
<td>-2.3</td>
</tr>
<tr>
<td>Female</td>
<td>-1.6</td>
<td>3.4</td>
</tr>
</tbody>
</table>

Source: PSLM 2010-11
Recommendations

• Strengthening PC-1 process
  – High-powered committee to address cross-functional issues
  – Role of Education Economist
  – Delays in disbursement
  – Budgetary forecasting is currently on arbitrary basis
  – Awareness program

• Monitoring & Evaluation mechanism at local level
  – Service delivery
  – Feedback from lessons learnt
• Grievances Redressal Mechanism
  – Reduce the transactions cost
  – Make use of IT enabled mechanism whereby parents can register complaints through toll free telephone lines and SMS service
  – Those managing the complaints will be responsible for follow up on daily basis with the involved departments
  – Look into the grievance redressal mechanism developed for other cash transfers (Cabinet Division, BISP etc.)
Recommendations

• Synergies with other Transfer Programs
  – PC-1 formulation is in isolation with other cash transfers
  – Sharing of human, physical and financial resources possible
  – Economies of scale rather than political considerations in projects

• Working Group on Hard Areas
  – Committee comprising of government and civil society should see why stipend not benefiting poorest communities
Thank You