Figure 1 Assets

This figure summarizes the treatment effects of various papers on assets outcomes. Here, treatment effects of different variables are presented in percentage of the control group mean. Each line shows the OLS point estimate and 95% confidence interval for that outcome. All values are converted in 2016 USD PPP. In Bernard et al. ( 2023), total assets is defined as “Value of non-land non-loan assets”, whereas in the two other papers it is defined as “total assets value”. The productive assets are defined as “Value of tools” in Bermard et al.(2023), “Sum of productive assets, livestock and agricultural tools” in the aspirations arm of Orkin et al. (2024) , “Productive assets value” in Banerjee et al. (2014), “Value of business assets” in Blattman et al. (2017) for both treatment arms. Durable assets are defined as “Durable assets excluding tools” in Bernard et al. (2023), “Durable household assets” in the aspirations arm of Orkin et al. (2024),” Household assets value” in Banerjee et al. (2014), “Durable consumption” in both treatment arms Blattman et al. (2013). Regarding lifestock assets, they are defined as “Value of lifestock assets” in Bernard et al. (2023).

Figure 2 Minutes worked

This figure summarizes the treatment effects of various papers on work outcomes. Here, treatment effects of different variables are presented in percentage of the control group mean. Each line shows the OLS point estimate and 95% confidence interval for that outcome. The values expressed for all household members, and for multiple days were converted accordingly. The variables were defined as “Household daily minutes working” in Bernard et al. (2023), “Total minutes spent doing productive activities in last day” in Banerjee et al. (2014), “Hours per week of work in past month” for both treatment arms of Blattman et al. (2017), “Hours per week in past 7 days” for both treatment arms of Blattman et al. (2023), and “Total hours of work in 7 days” in Orkin, Haushofer, and John (2019). In Orkin et al. (2024), the estimates were created by converting an aggregate annualized figure for days of labour supplied across various activities.

Figure 3 Aspirations

This figure summarizes the treatment effects of various papers on aspirations outcomes. Here, treatment effects of different variables are presented in percentage of the control group mean. Each line shows the OLS point estimate and 95% confidence interval for that outcome. The variables were defined as “Aspired years of education of oldest child” in Bernard et al. (2023), “Wishes child to graduate or get higher education” for girls and in the twice reserved treatment arm group in Beaman et al. 2012, and “Strong positive expectations about the future” in Macours & Vakis (2009).

Figure 4 Education (Only educational attainment)

This figure summarizes the treatment effects of various papers on education outcomes. Here, treatment effects of different variables are presented in percentage of the control group mean. Each line shows the OLS point estimate and 95% confidence interval for that outcome. The variables were defined as “Children aged 16-20 that attained 8th grade” in Bernard et al. (2023), “Stays in school until the end of S6” in Riley (2024), and “Grade completed” for girls and in the twice reserved treatment arm group in Beaman et al. (2012).

Figure 4 Education (All variables)

This figure summarizes the treatment effects of various papers on education outcomes. Here, treatment effects of different variables are presented in percentage of the control group mean. Each line shows the OLS point estimate and 95% confidence interval for that outcome. For educational attainment, the variables were defined as “Children aged 16-20 that attained 8th grade” in Bernard et al. (2023), “Stays in school until the end of S6” in Riley (2024), and “Grade completed” for girls and in the twice reserved treatment arm group in Beaman et al. (2012). The expected education variables were defined as “Expected years of education of oldest child” in Bernard et al. (2023), and “Expected grade attainment” (without controls) in Baranov et al. (2020). The variables of educational expenditures were converted to 2016 USD PPP and defined as “School expenditure (include the amount spent on uniforms, stationery and books, textbooks, and donations to the school.)” in Bernard et al. 2023, “ Index of investment in children's education” as a z-score, in Orkin, Haushofer and John (2019), and “Monthly expenditure on education” in Baranov et al. (2020).