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. The coefficients included correspond to the “psychological” treatment arms of the different interventions. 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 and livestock” in Bernard et al.(2023), “Sum of productive assets, livestock and agricultural tools” in the aspirations arm of Orkin et al. (2024) , and “Productive assets value” in Banerjee et al. (2015). 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. (2015), and “Durable consumption” in the CBT treatment of Blattman, Jamison, and Sheridan (2017). The coefficients of Blattman, Jamison, and Sheridan (2017) of the productive assets category were dropped for the sake of graph readability.

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 coefficients included correspond to the “psychological” treatments of the different interventions. The values expressed for all household members, and for multiple days were converted accordingly to capture coefficients for individuals. 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. (2015), “Hours per week of work in past month” in Blattman et al. (2017), “Hours per week in past 7 days” in Blattman et al. (2023), “Time spent working in own enterprise” in Lugeba et al. (2021), and “Workdays per week” after one year in Batista and Seither (2019), and “Total hours of work in 7 days” in John and Orkin (2022). In Orkin et al. (2024), the estimates were created by converting an aggregate annualized figure for days of labour supplied across various activities. The coefficient of Rojas Waldes, Wyddick, Lybbert (2022) was dropped for the sake of graph readability.

Figure 3 Aspirations and expectations

This figure summarizes the treatment effects of various papers on aspirations and expectations 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 coefficients included correspond to the “psychological” treatments of the different interventions. The coefficients included in the Aspirations section correspond to the “psychological” treatments of the different interventions. The variables were defined as “Aspiration index” 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), “Having a goal” at the 6 months endline in Batista and Seither (2019), “Education aspiration” for the eldest child in Orkin et al. (2024), “Ambition” defined as a dummy where the respondent agrees with the statement “If I try hard, I can improve my life” in Lubega et al. (2021), and “Strong positive expectations about the future” in Macours & Vakis (2009). The coefficients of Rojas Waldes, Wyddick, Lybbert (2022), Bernard et al. (2023), and Cecchi et al. (2022) are aspirations indexes that were standardized by dividing by the control SD, and therefore they were not divided by the control mean in this graph. In the Expected education section, the coefficients are defined as “Expected years of education of oldest child” in Bernard et al. (2023), “Expected education” for the eldest child in Orkin et al. (2023), and “Expected grade attainment” (without controls) in Baranov et al. (2020).

Figure 4 Education

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 coefficients included correspond to the “psychological” treatments of the different interventions. 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”, in Orkin and John (2022), “Total educational expenditure” for children aged between 6 and 20 years old in Orkin et al. (2023), and “Monthly expenditure on education (ln)” in Baranov et al. (2020). As the values of Orkin and John were already expressed in standard deviation of the control group, they were not standardized again on the control mean. The value of Baranov et al. was not standardized neither as it was reported in logarithmic value.