

TABLES AND FIGURES

Table 1: Respondent Baseline Characteristics Across Program and Comparison Schools
(Cohort 1 and Cohort 2, Busia District Girls)

| | Program | Comparison | Difference (s.e.) |
|---|---------|------------|-------------------|
| Test score 2000–baseline sample (cohort 1 only) | -0.05 | -0.12 | 0.07 (0.18) |
| Test score 2000–restricted sample (cohort 1 only) | 0.07 | 0.03 | 0.04 (0.19) |
| Student age in 2001 | 13.5 | 13.4 | 0.0 (0.1) |
| Iron roof ownership | 0.77 | 0.77 | 0.00 (0.03) |
| Mother’s education (years) | 9.2 | 8.8 | 0.4 (0.3) |
| Father’s education (years) | 10.8 | 10.4 | 0.4 (0.4) |
| Proportion ethnic Teso | 0.07 | 0.06 | 0.01 (0.03) |

Notes: Except as noted, results use the Girls Scholarship Program baseline sample (N=3298), with non-missing data for each variable.

Table 2: Girls Scholarship Program Impacts in 2001-2002 (among Busia district girls)

| Outcome variable | Coefficient estimate on the program indicator (s.e.) |
|--|--|
| Academic test score (normalized) – overall | 0.25*** (0.08) |
| Academic test score (normalized) – top quartile | 0.08 (0.16) |
| Academic test score (normalized) – second quartile | 0.29*** (0.11) |
| Academic test score (normalized) – third quartile | 0.19* (0.13) |
| Academic test score (normalized) – bottom quartile | 0.23 (0.30) |
| Average student school participation / attendance | 0.032* (0.018) |
| Average teacher attendance | 0.070*** (0.024) |

Notes: Results use the Girls Scholarship Program baseline sample (N=3298), , with non-missing data. Average across subjects (English, geography/history, mathematics, science, Swahili). Quartile results are for cohort 1 girls with baseline (2000) test scores, called the “longitudinal sample” in Kremer et al (2008).

Figure 1: Competition Year Test Score Distribution (Cohort 1 in 2001, Cohort 2 in 2002)
(Non-parametric kernel densities)

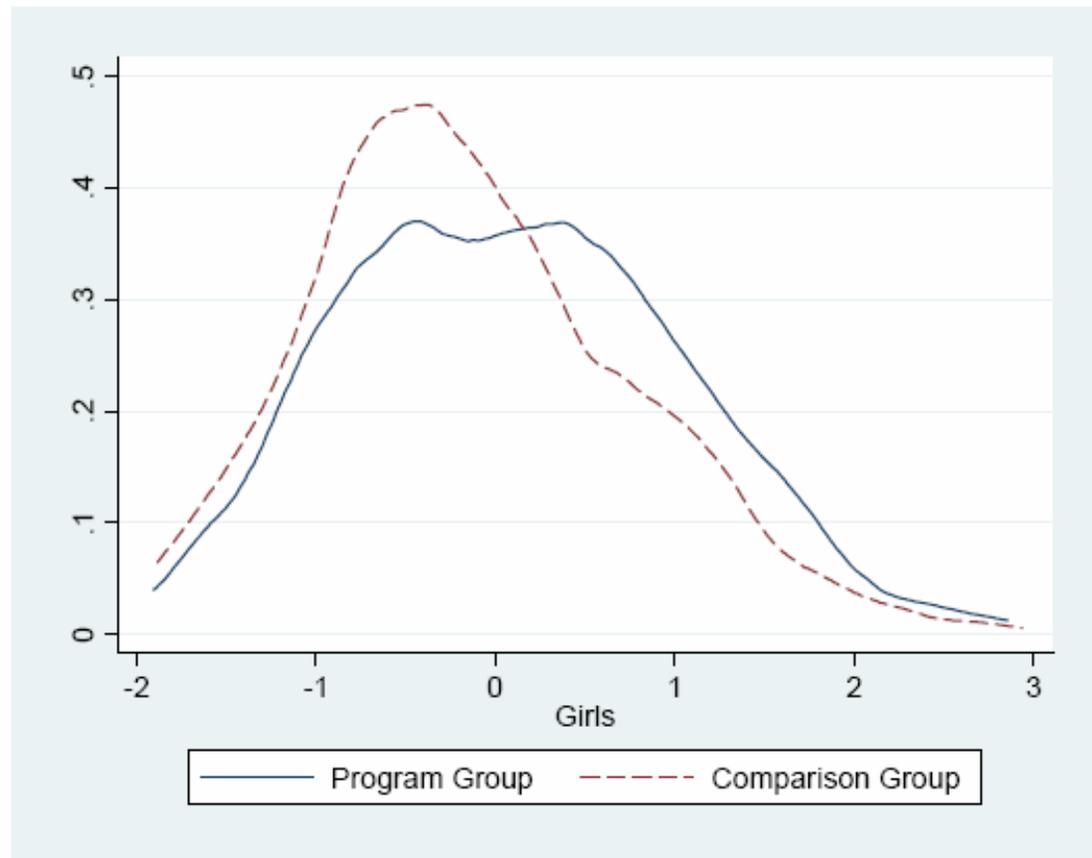


Table 3: Educational and Socioeconomic Outcomes – Program Impacts and Summary Statistics
(Cohort 1 and Cohort 2, Busia District girls)

| Outcome variable | Coefficient estimate program indicator – OLS (s.e.) | Comparison group variable mean (s.d.) |
|--|---|---|
| <i>Test scores</i> | | |
| Test score – all subjects (average of English vocabulary, Swahili vocabulary, reading, arithmetic, Raven’s matrix), normalized | 0.174** (0.067) | -0.09 (1.05) |
| Arithmetic test (normalized) | 0.178** (0.082) | -0.15 (1.03) |
| English vocabulary test (normalized) | 0.128* (0.066) | -0.07 (1.06) |
| Raven’s matrix test (normalized) | 0.146** (0.060) | -0.05 (0.98) |
| Reading test (normalized) | 0.067 (0.063) | -0.01 (1.05) |
| Swahili vocabulary test (normalized) | 0.146** (0.068) | -0.09 (1.00) |
| <i>Schooling</i> | | |
| Still in school, at time of survey (0-1) | 0.092** (0.040) | 0.49 (0.50) |
| Attended at least some secondary school (0-1) | 0.068** (0.032) | 0.30 (0.46) |
| Grades of school completed | 0.095 (0.079) | 7.7 (1.3) |
| <i>Socioeconomic and demographic outcomes</i> | | |
| Ever married (0-1) | -0.023 (0.029) | 0.224 (0.417) |
| Ever pregnant (0-1) | -0.020 (0.032) | 0.286 (0.452) |
| Ever migrated out of home area (0-1) | 0.005 (0.030) | 0.398 (0.490) |

| | | |
|--|-------------------|------------------|
| Taking everything together, respondent is “very happy” (0-1) | -0.015 (0.035) | 0.63 (0.48) |
| Depression index (0 to 1) | -0.010 (0.011) | 0.12 (0.19) |
| Weight (kg) | -0.26 (0.47) | 57.1 (7.4) |
| <i>Other characteristics / checks</i> | | |
| Surveyed in follow-up round (2005-2007) | -0.003 (0.034) | 0.821 (0.384) |
| Student year of birth | 0.10 (0.14) | 1987.7 (1.5) |
| Cohort 1 (0-1) | -0.022 (0.031) | 0.464 (0.499) |
| Average school test score in 2000 (pre-program) | 0.018 (0.179) | 0.069 (0.631) |

Notes: Each row comes from a separate regression. The outcome variable is regressed on the treatment indicator, an indicator for student cohort, student age at time of the survey, the mean school test score in 2000, and the timing of the follow-up survey interview (these coefficient estimates not shown).

Table 4: Political Knowledge and Attitudes – Program Impacts and Summary Statistics
(Cohort 1 and Cohort 2, Busia District girls)

| Outcome variable | Coefficient estimate on program indicator – OLS (s.e.) | Coefficient estimate on normalized test score across all subjects – IV-2SLS (s.e.) | Coefficient estimate on normalized test score across all subjects – OLS (s.e.) | Comparison group variable mean (s.d.) |
|---|--|--|--|---------------------------------------|
| <i>Political knowledge and interest</i> | | | | |
| Knowledge of politician names (0 to 6) | 0.045** (0.019) | 0.263** (0.101) | 0.106*** (0.007) | 0.592 (0.238) |
| Interested in public affairs (0-1) | -0.037 (0.024) | -0.209 (0.160) | -0.004 (0.019) | 0.27 (0.44) |
| Days read a newspaper in last week (0 to 7) | 0.082 (0.076) | 0.48 (0.40) | 0.26*** (0.04) | 0.47 (1.07) |
| Days listened to radio in last week (0 to 7) | -0.44** (0.18) | -2.53* (1.37) | 0.12 (0.12) | 3.60 (2.89) |
| <i>Democratic attitudes and participation</i> | | | | |
| Democratic values index (0 to 1) | 0.004 (0.012) | 0.021 (0.063) | 0.052*** (0.006) | 0.473 (0.176) |
| “We should choose our leaders in this country through regular, open, and honest elections.” (0 to 1) | -0.003 (0.012) | -0.020 (0.073) | 0.015** (0.006) | 0.936 (0.187) |
| “Democracy is preferable to any other kind of government” (0-1) (versus “ <i>In some circumstances, a non-democratic government can be preferable</i> ”, or “ <i>For someone like me, it doesn’t matter what kind of government we have.</i> ”) | -0.002 (0.032) | -0.009 (0.183) | 0.047** (0.018) | 0.696 (0.460) |
| “Only those who are sufficiently well educated should be allowed to choose our leaders.” (0 to 1) (versus “ <i>All people should be permitted to vote, even if they do not fully understand all the issues in an election.</i> ”) | 0.012 (0.032) | 0.069 (0.191) | 0.001 (0.016) | 0.278 (0.379) |
| Respondent intends to vote in the next presidential election (0-1) | -0.031 (0.037) | -0.135 (0.155) | -0.085*** (0.024) | 0.506 (0.500) |
| Satisfaction with Kenyan democracy (0 to 1) | -0.031** | -0.178* | -0.038*** | 0.741 |

| | | | | |
|--|---------------------|--------------------|---------------------|------------------|
| <i>Other political attitudes</i> | (0.014) | (0.091) | (0.012) | (0.285) |
| “In our country these days, we should show more respect for authority.” (0 to 1) (versus “ <i>As citizens, we should be more active in questioning the actions of our leaders.</i> ”). | -0.058** (0.023) | -0.328* (0.169) | -0.038* (0.020) | 0.515 (0.456) |
| “In this country, it is sometimes necessary to use violence in support of a just cause.” (0 to 1) (versus “ <i>The use of violence is never justified in politics.</i> ”). | 0.042* (0.024) | 0.242 (0.170) | -0.015 (0.014) | 0.235 (0.383) |
| Kenya’s quality of government is better than two years ago (0-1) | -0.052* (0.031) | -0.299 (0.201) | -0.035* (0.020) | 0.54 (0.50) |
| Kenya’s economy is better than two years ago (0-1) | -0.050* (0.030) | -0.287 (0.202) | -0.040** (0.020) | 0.48 (0.50) |

Notes: Each row comes from a separate regression of the outcome variable regressed on the treatment indicator, an indicator for student cohort, student age at time of the survey, the mean school test score in 2000, and the timing of the follow-up survey interview (these coefficient estimates not shown).

The political knowledge index is the sum of correct answers to the following questions:

1. *Do you know who the current President of Kenya is? Can you name him/her for me?*
2. *Do you know who the current Vice President of Kenya is? Can you name him/her for me?*
3. *Do you know who Kenya’s current Minister of Education is? Can you name him/her for me?*
4. *Do you know who Kenya’s current Minister of Health is? Can you name him/her for me?*
5. *Do you know who the current President of Uganda is? Can you name him/her for me?*
6. *Do you know who the current President of the U.S. is? Can you name him/her for me?*

The democratic values index is the sum of the following seven questions, each with responses 1=Strongly agree, 2=Agree, 3=Neither agree or disagree, 4=Disagree, 5=Strongly disagree. The responses are summed up, and then normalized to take on values from zero to one, where one denotes the strongest possible support for democratic values throughout.

1. *Politics and government sometimes seem so complicated that you can’t really understand what’s going on.*
2. *This world is run by few people in power, and there is not much that someone like me can do about.*
3. *Only one political party should be allowed to stand for election and hold office.*
4. *All decisions should be made by a council of elders.*

5. *The military should come in to govern the country.*
6. *Elections and the Parliament should be abolished so that the president can decide everything.*
7. *We should choose our leaders in this country through regular, open and honest elections.*

Table 5: Gender, Ethnicity, Religion, and Social Capital – Program Impacts and Summary Statistics
(Cohort 1 and Cohort 2, Busia District girls)

| Outcome variable | Coefficient estimate on program indicator (s.e.) | Coefficient estimate on normalized test score across all subjects – IV-2SLS (s.e.) | Coefficient estimate on normalized test score across all subjects – OLS (s.e.) | Comparison group variable mean (s.d.) |
|---|--|--|--|---------------------------------------|
| Support for women’s rights index (0 to 1) | 0.018 (0.018) | 0.099 (0.111) | 0.058*** (0.010) | 0.789 (0.271) |
| Ethnic identity is very important to respondent (0-1) | 0.011 (0.021) | 0.059 (0.324) | 0.0053 (0.0084) | 0.895 (0.307) |
| Religious identity is very important to respondent (0-1) | -0.002 (0.005) | -0.009 (0.031) | 0.0012 (0.0033) | 0.987 (0.115) |
| “Generally speaking, would you say that most people can be trusted or that you need to be very careful in dealing with people?” (0-1) | -0.020 (0.024) | -0.113 (0.142) | -0.064*** (0.015) | 0.167 (0.374) |
| Trusts members of own tribe (0-1) | -0.014 (0.022) | -0.071 (0.121) | -0.030** (0.012) | 0.845 (0.362) |
| Trusts members of other tribes (0-1) | -0.024 (0.030) | -0.131 (0.185) | -0.025 (0.018) | 0.317 (0.466) |
| Community group memberships (0 to 10) | 0.10 (0.10) | 0.58 (0.57) | 0.26*** (0.04) | 0.28 (0.82) |

Notes: Each row comes from a separate regression of the outcome variable regressed on the treatment indicator, an indicator for student cohort, student age at time of the survey, the mean school test score in 2000, and the timing of the follow-up survey interview (these coefficient estimates not shown).

The support for women’s rights index is the sum of responses to the following two questions, each with responses 1 = Agree Very Strongly With A, 2 = Agree With A, 3 = Agree With B, 4 = Agree Very Strongly With B. The responses are summed up, and then normalized to take on values from zero to one, where one denotes support for women’s rights.

A. *Women have always been subject to traditional laws and customs, and should remain so.* VS.

B. *In our country, women should have equal rights and receive the same treatment as men do.*

A. *A married man has a right to beat his wife and children if they misbehave.* VS.

B. *No-one has the right to use physical violence against anyone else.*

The community group membership index asked about membership in the following types of groups: women's group, farmer / agricultural group, youth group, water group / well committee, credit, saving or insurance group, prayer or bible study group, burial committee, school committee or club, sports team, other community group.