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Cash transfers: what does the evidence say?

Annexes

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Annex 1

Overview of existing cash transfers reviews

This annex provides some additional information on existing cash transfer reviews, which are discussed in Chapter 3. Tables A1.1 and A1.2 below summarise the indicators and methods employed in the systematic reviews covered in Chapter 3. Table A1.3 summarises other review studies that are drawn upon in the discussion on design and implementation features in the same chapter.

Table A1.1 Main indicators reported on in systematic reviews

Reference	Indicators covered
Baird et al., 2013	School enrolment; school attendance; school test scores.
Banks et al., 2016	Meeting basic needs; reducing poverty; employment; health access; mental health.
Gaarder et al., 2010	Indicators reported in meta-analysis: clinic visits; immunisation (partial and full); anthropometric indicators (stunting and wasting). Other outcomes reported on individual programmes include: morbidity (e.g. anaemia, diarrhoea); self-reported health; health behaviour (knowledge and practices); mental health.
Glassman & Duran, 2013	Births attended by skilled personnel; tetanus toxoid for mother; giving birth in a hospital; post-partum check-ups/visits after birth; contraceptive use and HIV status; fertility; low birth-weight; peri-natal, neo-natal and maternal mortality.
Hagen-Zanker et al., 2011	Poverty indices; expenditure; income.
IEG, 2014	Empowerment, voice and agency; domestic violence; fertility; prenatal care, institutional delivery and skilled birth attendance; political participation; access to productive resources; employment; school enrolment; school attendance; child labour; anthropometric indicators.
Kabeer et al., 2012	Child and adult labour; migration patterns; household consumption; savings and investment; negative coping mechanisms; informal social protection arrangements; community-wide effects (consumption, loans, transfers, remittances, poverty).
Lagarde et al., 2009	Health service utilisation (e.g. health care and antenatal care visits); immunisation coverage; child illness; anthropometric and nutritional indicators.
Manley et al., 2012	Anthropometric indicators (child height for age and child height).
Anthropometric indicators (child height for age and child height).	(Review in progress) Use of health services and health outcomes.
Saavedra & Garcia, 2012	School enrolment; school attendance; school dropout rate.
Yoong et al., 2012	Anthropometric and nutritional indicators; adult labour supply; household expenditure (health, school, clothing, food); school enrolment; school attendance; investments in business and agriculture; asset ownership; enterprise performance.

Notes: These are the main outcomes reported. There are some further outcomes reported within individual studies. For studies reporting on interventions other than cash transfers, indicators shown are only those associated with impacts of cash transfers.

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Table A1.2 Study designs and methods included in systematic reviews

Reference	Study designs accepted for final analysis	Quality assessment of included studies
Baird et al., 2013	(i) RCT (ii) Quasi-experimental design with controlled comparison. Required cross-sectional or longitudinal comparison (pre-post control, contemporaneous control, interrupted time series, parallel cohort or RDD).	Risk of bias assessed using tool developed by the International Development Coordinating Group (IDCG).
Banks et al., 2016	No restrictions.	Risk of various types of bias evaluated by two authors using modified versions of the assessment tools RATS and STROBE for qualitative and quantitative studies, respectively (Clark, 2003; von Elm et al., 2007). Assessment focused on the risk of potential biases arising from study design, sampling methods, data collection and data analysis interpretation. Studies categorized as: (1) 'low' risk of bias, (2) 'medium' risk of bias or (3) 'high' risk of bias. No strict cut-offs were used in assigning classifications and all papers (including 'high' risk) were eventually included.
Gaarder et al., 2010	(i) Experimental studies (ii) Quasi-experimental design (matching, regression discontinuity design (RDD) and multivariate regression). Excluded studies that did not control for endogeneity of intervention status.	None.
Glassman & Duran, 2013	Unclear. Report on studies that report 'rigorously calculated impacts'.	None.
Hagen-Zanker et al., 2011	'Solid empirical study with high quality reporting'.	Scored studies using an index developed by the authors comprising: reporting on targeting incidence, study design, accounted for income foregone and household economy responses, reporting statistical significance.
IEG, 2014	A quantitative impact evaluation that adopted either (i) an experimental or (ii) quasi-experimental design that relied on a credible control group. Graded studies according to strength of internal validity and excluded studies where main methodological assumptions were not discussed and proposed causal relationship weak.	Quality check based on full text review to assess strength of internal validity (i.e. assumptions of evaluation methods verified and treatment of endogeneity assessed).
Kabeer et al., 2012	(i) Experimental (ii) Quasi-experimental (RDD, Propensity Score Matching, IV or DID).	None.
Lagarde et al., 2009	Examined all studies that met the Effective Practice and Organisation of Care Group (EPOC) inclusion criteria for study design and compared the effects (on predetermined outcomes) of offering CCTs against the absence of CCTs. Then included three types of studies: (i) RCTs or C-RCTs (ii) Pre-post control studies (iii) Interrupted time-series (providing studies defined the point in time of the intervention and there were three or more data points before and after the intervention).	Assessment of risk of bias (based on EOPC) was then carried out to determine quality of evidence, tailored to study design.
Manley et al., 2012	Had to be an impact evaluation but no restrictions on study design or methods.	Used two sets of criteria concerning study design and methods based on the Cochrane handbook and scored studies accordingly.
Saavedra & Garcia, 2012	Study had to use a 'treatment-comparison' research design. Non-randomised studies only eligible if they report relevant pre-treatment characteristics of treatment and comparison groups. Intervention pre-post studies not eligible.	None.
Yoong et al., 2012	Had to (i) be an evaluation study of specific programme or programmes and (ii) use an approach aimed at identifying causal effects and their size. Further methodological criteria (adapted from the Maryland Scale of Scientific Methods) were also applied to quantitative studies which had to score 18 or above to be in the final set of papers. Qualitative literature kept for developing conceptual framework and contributing relevant insights.	Studies scored using quality criteria (see cell to left).

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Table A1.3 Other review papers on impacts of cash transfers

Reference	Main outcomes covered	Interventions	Number of evaluations	Regional focus?
Adato & Bassett, 2012	Poverty; education; health; food consumption; nutrition.	UCTs, CCTs and pensions	40 cash transfer programmes including pensions	No
Adato & Hoddinott, 2010	Education; health; nutrition; food consumption; women's status and gender relations; participation and power.	CCTs	Various evaluations for 4 programmes	Latin America
Arnold et al., 2011	Poverty, vulnerability and inequality; nutrition and food security; education; health and population; protecting productive assets; encouraging livelihood diversification; stimulating local markets; access to credit; gdp growth; labour markets; child labour; empowerment and gender equality; humanitarian assistance; state building and social cohesion; climate change adaptation and disaster risk reduction.	UCTs, CCTs non-contributory pensions and PWP's	Not stated	No
Barrientos & Scott, 2008	Effects on growth at the micro-level: alleviating credit constraints; addressing insurance failures; improving household resource allocation and dynamics; human development (incl. Health, education and nutrition); labour supply; local economy effects; saving.	Social transfers (PWP's, CCTs, UCTs, social pensions)	At least 31	No
Bassett, 2008	Nutrition.	CCTs	CCTs from 5 countries	Latin America
Bastagli, 2010	Poverty; inequality impacts; education; health.	CCTs	9 CCTs	Latin America
Bouillon & Tejerina, 2007	Education (attendance, enrolment, pass rates); nutrition; child labour; health (access and outcomes).	CCTs	10 covering 10 CCTs	Latin America and the Caribbean
Fiszbein & Schady, 2009	Consumption; poverty; employment; education; health.	CCTs	Not stated	No
Harvey, 2005	Markets and prices; multiplier effects; household gender relations;	CTs, cash for work and voucher programmes	Various	Humanitarian situations
IEG, 2011	<p>Short-term and intermediate outcomes: Current income; consumption; poverty; education; child labour; health; nutrition; labour supply; economic activities; protection against idiosyncratic and systemic shocks;</p> <p>Final outcomes: Stock of human capital; stock of physical capital; employment, income and consumption trajectories;</p> <p>Indirect effects: Remittances and other private transfers; sexual behaviour, fertility and marriage; other intra-household behavioural responses; spillover and general equilibrium effects.</p>	Non-contributory social safety nets	149 (109 for UCTs or CCTs)	No
Leroy, Ruel, & Verhofstadt, 2009	Child nutrition	CCTs	7	No
Mathers & Slater, 2014	Economic growth and its determinants at the micro level (accumulation of assets and preventing loss of productive capital, increasing innovation and risk-taking, investing in human capital, improved employment opportunities) and meso level (multiplier effects from increased consumption and production, accumulation of productive community assets and labour market impacts)	Non-contributory transfers	Not stated	No
Ranganathan & Lagarde, 2012	Uptake of health services; immunisation coverage; nutrition; health; health behaviour.	CCTs (with a condition on health)	19 (of 13 CCTs)	No
Rawlings & Rubio, 2003	Education; child labour; health; consumption.	CCTs	Various evaluations (3 CCTs)	Latin America
Reimers, DeShano da Silva, & Trevino, 2006	Education	Non-contributory transfers (scholarships/fee waivers, CCTs, food transfers)	Various evaluations for 9 programmes (not all traditional CCTs)	No

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Reference	Main outcomes covered	Interventions	Number of evaluations	Regional focus?
Tirivayi, Knowles, & Davis, 2013	Direct impacts on farm production (agricultural assets, inputs, labour allocation, agricultural output); indirect impacts on farm production (human capital accumulation, off-farm investments, reduction of adverse risk-coping strategies); local economy effects.	Non-contributory schemes (CTs, PWP, school feeding, food aid, social pensions and education fee waivers)	~160	Sub-Saharan Africa, Latin America and Asia
Yablonski & O'Donnell, 2009	Child mortality and determinants (e.G. Illness, nutrition, access to healthcare, access to food, care for women and children, household environment and hygiene); economic (e.G. Labour market, investments local multiplier effects).	CTs	Unclear	No
Barrientos, Niño-Zarazúa, & Maitrot, 2010	Database of key features of numerous social assistance interventions with links to evaluations.	Social assistance (including CTs and social pensions)	Includes summary of 42 'pure income transfers' with links to related evaluations	No
Devereux, Marshall, MacAskill, & Pelham, 2005	Qualitative review of programme design, delivery issues and potential benefits of scaling-up.	UCTs (including social pensions, disability grants and orphan support schemes)	Reviews range of schemes in 15 countries and 4 in-depth	East and Southern Africa
Garcia & Moore, 2012	Mainly a synthesis describing design and implementation features	UCTs and CCTs	123 cash transfer programmes	Sub-Saharan Africa
Monchuk, 2014	Review focused on objectives, features, systems, general performance, and financing. Very limited on reviewing impacts.	Safety nets (cash transfers, public works and school feeding)	Mainly based on 22 safety net and social protection World Bank assessments of the 22 countries covered	Sub-Saharan Africa

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Annex 2

Detailed search protocols and study assessment tools

This annex provides additional information on the methods used in the review. Part 1 lists the detailed search protocols used in the literature searches.

Part 2 reports the tools used in the second stage screening process to assess the studies retrieved against agreed methodological criteria. For quantitative impact analysis studies, the final stage of screening included assessing studies against: selection bias and confounding factors, attrition bias, statistical significance (biases leading to Type I or Type II errors) and any other bias. To pass, these studies had to demonstrate ‘low’ risk of bias or ‘low’ and ‘unclear’ risk of bias. Qualitative studies retrieved under searches for evidence of links between policy design and implementation features and outcomes, were assessed against: clarity and transparency, credibility of findings, acknowledgement of potential internal bias and limitations, and external validity. Studies passed if they were considered to have either ‘no concerns’, or ‘no concerns’ and ‘some concerns’ within the same study.

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Part 1. Detailed search protocols

Separate protocols were developed to carry out searches for the six outcomes and six key cash transfer design and implementation features put forward in the conceptual framework. A total of 12 separate searches were carried out. The remainder of Part 1 lists the specific search protocols employed in the literature searches for each outcome and cash design and implementation feature.

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Sub-question 1a: What is the effect of cash transfers on monetary poverty and inequality?

1. The review research questions

The systematic literature reviews should assess the state of knowledge on the following question:
What is known about the effect of cash transfers on monetary poverty and inequality?

2. Methodology

The systematic literature reviews should combine three tracks. These tracks are briefly explained here and further instructions are given below.

1. **Bibliographic database search:** Searching a previously agreed upon list of academic databases, using consistent search strings (see below) that have been tested beforehand and applying inclusion/ exclusion criteria.
2. **Snowball technique:** Contacting approximately three key experts in the field and asking them for recommendations for important studies on the research question. This also includes looking at the experts' websites and publication lists and including relevant studies. Finally, we will be looking for further relevant studies in the bibliographies of the experts' studies and recommended studies.
3. **Websites searches:** Searching previously agreed on websites (see below) for relevant studies using similar search terms as for the bibliographic databases. This also includes a google search for other grey literature.

Studies will be screened and assessed using the EPPI Reviewer software. After an initial broad screening process that considers overall study design, as well as other broader inclusion/ exclusion criteria, a second round of screening will be conducted and studies will be assessed against a range of criteria to investigate the risk of bias and reliability of findings. Specifically, studies will be assessed against the issues of selection bias, attrition bias or bias associated with interpretation of statistical significance (Type I or Type II errors). Studies that have a high risk of bias or score low on rigour will be not be included in the final analysis.

The relevant studies that make it through both stages of screening will be summarised in an annotated bibliography. The annotated bibliography lists the relevant studies in table format (see below) and briefly summarises each study in terms of relevant information on methodology, intervention and findings. More specifically, the relevant studies will also be summarised and classified in a table summarising the following information: i) publication details, (ii) description of the intervention and context, (iii) methods, data and sampling, (iv) population, v) findings of relevance to the research question including findings of statistically significant and non-significant impacts and disaggregation (e.g. by gender, age and other characteristics), and vi) contextual factors of importance.

A narrative synthesis approach will be applied to synthesise the findings.

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3. Bibliographic database search

The research question

The research question is ‘What is known about the effect of cash transfers on monetary poverty and inequality?’ Here we want to know the effect on household income, expenditure, monetary poverty and inequality.

In order to understand it better, the research question can be decomposed into population, intervention and outcome:

Population	Intervention	Outcome
People living in low or middle income countries and who either receive the intervention or are the comparison group	Conditional or unconditional cash transfers	Monetary poverty and inequality
	Cash transfer	Income
	Social transfer	Earning*
	Financial transfer	Cash
	Monetary transfer	Expenditure
	Child grant/ disability grant/ old-age grant/ social grant	Spending
	Social assistance	Consumption
	Social pension	Purchas*
	Non-contributory pension	Foster Greer Thorbecke
	Old age pension	FGT
	Child benefit/ disability benefit/ old-age benefit	Poverty headcount
	Basic income/ minimum income	Poverty gap
	UCT/ CCT	Poverty depth
	Income support	Poverty severity
		Gini
		Benefit incidence
		Inequality
		Distribution

The population has been restricted to people living in low and middle income countries. This includes both beneficiary and control households. The aim of the research question is to analyse the impact of cash transfers on monetary poverty and inequality. The outcome for this sub-question is income, expenditure, monetary poverty and inequality. The table above also includes all synonyms that will be used in the searches.

Search strings

The search string will be composed of intervention (part 1), outcome (part 2) and country filter (example below given for SCOPUS filter). In order to capture all possible cash transfers, search strings should include all synonyms listed above. In terms of outcome, we will use synonyms of income, expenditure, monetary poverty and inequality in the search strings. The following search strings will be used (they have been tested in the pilot phase):

1. TITLE-ABS-KEY (“Cash transfer*” OR “social transfer*” OR “financial transfer*” OR “monetary transfer*” OR “child grant*” OR “disability grant*” OR “old age grant*” OR “social grant*” OR “basic grant*” OR “minimum income grant*” OR “social assistance” OR welfare OR “social pension*” OR “non-contributory pension*” OR “old age pension*” OR “child benefit*” OR “disability benefit*” OR “old age benefit*” OR cct OR uct OR “income support”)
2. TITLE-ABS-KEY (income* OR earning* OR cash OR expend* OR spending OR consumption OR purchas* OR “Foster Greer Thorbecke” OR fgt OR “poverty headcount” OR “poverty gap” OR “poverty depth” OR “depth of poverty” OR “poverty severity” OR “severity of poverty” OR gini OR inequalit* OR inequit* OR distribution)
- note this should search title/abstract/keyword or subject fields

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3. TITLE-ABS-KEY (afghanistan OR albania OR algeria OR angola OR argentina OR armenia OR armenian OR aruba OR azerbaijan OR bangladesh OR benin OR byelarus OR byelorussian OR belarus OR belorussian OR belorussia OR belize OR bhutan OR bolivia OR bosnia OR herzegovina OR hercegovina OR botswana OR brasil OR brazil OR bulgaria OR “Burkina Faso” OR “Burkina Fasso” OR “Upper Volta” OR burundi OR urundi OR cambodia OR “Khmer Republic” OR kampuchea OR cameroon OR cameroons OR cameron OR camérons OR “Cape Verde” OR “Central African Republic” OR chad OR china OR colombia OR comoros OR “Comoro Islands” OR comores OR mayotte OR congo OR zaire OR “Costa Rica*” OR “Cote d’Ivoire” OR “Ivory Coast” OR cuba OR djibouti OR “French Somaliland” OR dominica OR “Dominican Republic” OR “East Timor” OR “East Timur” OR “Timor Leste” OR ecuador OR egypt OR “United Arab Republic” OR “El Salvador” OR eritrea OR ethiopia OR fiji OR gabon OR “Gabonese Republic” OR gambia OR gaza OR “Georgia Republic” OR “Georgian Republic” OR ghana OR grenada OR guatemala OR guinea OR guiana OR guyana OR haiti OR hungary OR honduras OR india OR maldives OR indonesia OR iran OR iraq OR jamaica OR jordan OR kazakhstan OR kazakh OR kenya OR kiribati OR korea OR kosovo OR kyrgyzstan OR kirghizia OR “Kyrgyz Republic” OR kirghiz OR kirgizstan OR “Lao PDR” OR laos OR lebanon OR lesotho OR basutoland OR liberia OR libya OR macedonia OR madagascar OR “Malagasy Republic” OR malaysia OR malaya OR malay OR sabah OR sarawak OR malawi OR mali OR “Marshall Islands” OR mauritania OR mauritius OR “Agalega Islands” OR mexico OR micronesia OR “Middle East” OR moldova OR moldovia OR moldovian OR mongolia OR montenegro OR morocco OR ifni OR mozambique OR myanmar OR myanma OR burma OR namibia OR nepal OR “Netherlands Antilles” OR “New Caledonia” OR nicaragua OR niger OR nigeria OR pakistan OR palau OR palestine OR panama OR paraguay OR peru OR philippines OR philipines OR phillippines OR phillippines OR “Puerto Ric*” OR romania OR rumania OR roumania OR rwanada OR ruanda OR “Saint Lucia” OR “St Lucia” OR “Saint Vincent” OR “St Vincent” OR grenadines OR samoa OR “Samoan Islands” OR “Navigator Island” OR “Navigator Islands” OR “Sao Tome” OR senegal OR serbia OR montenegro OR seychelles OR “Sierra Leone” OR “Sri Lanka” OR “Solomon Islands” OR somalia OR “South Africa” OR sudan OR suriname OR surinam OR swaziland OR syria OR tajikistan OR tadjhikistan OR tadjikistan OR tadjhik OR tanzania OR thailand OR togo OR togolese republic OR tonga OR tunisia OR turkey OR turkmenistan OR turkmen OR uganda OR ukraine OR uzbekistan OR uzbek OR vanuatu OR “New Hebrides” OR venezuela OR vietnam OR “Viet Nam” OR “West Bank” OR yemen OR yugoslavia OR zambia OR zimbabwe) OR TITLE-ABS-KEY (“Developing Countries” OR africa OR asia OR caribbean OR “West Indies” OR “South America” OR “Latin America” OR “Central America” OR developing OR “less* developed” OR “under developed” OR underdeveloped OR “middle income” OR “low* income” OR underserved OR “under served” OR deprived) OR TITLE-ABS-KEY (poor* W/1 countr* OR nation* OR population* OR world) OR TITLE-ABS-KEY ((developing OR “less* developed” OR “under developed” OR underdeveloped OR “middle income” OR “low* income”) W/1 econom*)) OR TITLE-ABS-KEY (low* W/1 gdp OR gnp OR “gross domestic” OR “gross national”) OR TITLE-ABS-KEY (low W/3 middle W/3 countr*) OR TITLE-ABS-KEY (lmic OR lmics OR “third world” OR “lami countr*” OR “transitional countr*”)
4. Search strings to run in Scopus: #1 AND #2 AND #3 (limited to 2000 onwards)

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Inclusion criteria

Stage 1 Screening:

Inclusion criteria help in deciding whether a study that has been found is relevant. The following inclusion criteria will be applied during the first stage of the screening process (all criteria need to be satisfied for the study to be included). They will be applied to titles, then abstracts, then full text. All studies that are included on the basis of the first stage screening process, will be included in the Stage 2 screening process.

1. **Date:** From 2000
2. **Language:** The review is restricted to English studies
3. **Population:** People that have received a cash transfer, or control households
4. **Geographical locations:** Low and middle income countries
5. **Interventions:** Conditional or unconditional cash transfers. The programmes should be non-contributory, publicly mandated or NGO-provided (so not private transfers, like remittances, or religious donations).
6. **Study design:** The study should be a solid empirical study (i.e. based on data and or fieldwork). Only studies that use either an experimental design or a quasi-experimental design that relies on a credible control group should be included. This includes those that demonstrate one of the following:
 - (a) an experimental design (i.e. RCT or cluster-RCT)
 - (b) a quasi-experimental design, including:
 - i. regression discontinuity design
 - ii. matching technique (e.g. propensity score matching)
 - iii. difference-in-difference
 - iv. interrupted time series
 - v. other form of multivariate regression, including Instrumental Variable Technique, including Instrumental Variable Technique

[Exclude studies that are theoretical; literature reviews; not descriptive or don't have an experimental/ quasi-experimental design]
7. **Outcome:** income, expenditure, monetary poverty and inequality

Stage 2 Screening:

In the second round of screening, studies will be assessed against a range of criteria to investigate the risk of bias and reliability of findings. Specifically, studies will be assessed against the issues of selection bias, attrition bias or bias associated with interpretation of statistical significance (Type I or Type II errors). Studies that have a high risk of bias or score low on rigour will be not be included in the final analysis.

List of databases used

- SCOPUS (Elsevier). This database includes 5,682 journals, conference proceedings, trade publications and book series in the Social Sciences category.
- Econlit
- IDEAS-Repec

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4. Snowball technique

The following three people should be contacted and asked for the five most relevant studies on the research question. We will also look at their websites for relevant publications.

1. John Hoddinot, IFPRI
2. Armando Barrientos, Manchester
3. Ruslan Yemtsov, World Bank

Studies shared by experts will be assessed against Stage 1 and Stage 2 screening criteria. We will also check the reference lists of the studies obtained for any further studies that fit the inclusion criteria.

5. Websites searches

The following websites/ search engines should be consulted, if possible using the same search strings as for the academic databases. Any studies found on these websites will be assessed against the same Stage 1 and Stage 2 screening criteria.

- Google (the first five pages)
- World Bank
- R4D DFID
- International Policy Centre for Inclusive Growth (IPC-IG)
- International Food Policy Research Institute (IFPRI)
- Poverty Action Research Lab
- FAO From Protection to Production website
- Transfer Project (UNC Chapel Hill)
- GSDRC
- OPM website
- 3iE website
- ECLAC/ CEPAL
- IADB website
- ADB website
- IDS website
- BLDS website
- Social Science Research Network

6. Classification of studies

Studies that have passed both screening stages will be classified and described in an annotated bibliography. The classification tables will include the following information:

- authors and year of study
- geographical coverage
- detailed description of intervention and context
- population
- methods, sampling and data
- a summary of the main outcomes of the study

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Sub-question 1b: What is the effect of cash transfers on education?

1. The review research questions

The systematic literature reviews should assess the state of knowledge on the following question:
What is known about the effect of cash transfers on education?

2. Methodology

The systematic literature reviews should combine three tracks. These tracks are briefly explained here and further instructions are given below.

- Bibliographic database search:** Searching a previously agreed upon list of academic databases, using consistent search strings (see below) that have been tested beforehand and applying inclusion/ exclusion criteria.
- Snowball technique:** Contacting approximately three key experts in the field and asking them for recommendations for important studies on the research question. This also includes looking at the experts' websites and publication lists and including relevant studies. Finally, we will be looking for further relevant studies in the bibliographies of the experts' studies and recommended studies.
- Websites searches:** Searching previously agreed on websites (see below) for relevant studies using similar search terms as for the bibliographic databases. This also includes a google search for other grey literature.

Studies will be screened and assessed using the EPPI Reviewer software. After an initial broad screening process that considers overall study design, as well as other broader inclusion/ exclusion criteria, a second round of screening will be conducted and studies will be assessed against a range of criteria to investigate the risk of bias and reliability of findings. Specifically, studies will be assessed against the issues of selection bias, attrition bias or bias associated with interpretation of statistical significance (Type I or Type II errors). Studies that have a high risk of bias or score low on rigour will be not be included in the final analysis.

The relevant studies that make it through both stages of screening will be summarised in an annotated bibliography. The annotated bibliography lists the relevant studies in table format (see below) and briefly summarises each study in terms of relevant information on methodology, intervention and findings. More specifically, the relevant studies will also be summarised and classified in a table summarising the following information: i) publication details, (ii) description of the intervention and context, (iii) methods, data and sampling, (iv) population, v) findings of relevance to the research question including findings of statistically significant and non-significant impacts and disaggregation (e.g. by gender, age and other characteristics), and vi) contextual factors of importance.

A narrative synthesis approach will be applied to synthesise the findings.

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3. Bibliographic database search

The research question

The research question is ‘What is known about the effect of cash transfers on education?’ Here we want to know the effect on school enrolment, school attendance and school achievement.

In order to understand it better, the research question can be decomposed into population, intervention and outcome:

Population	Intervention	Outcome
People living in low or middle income countries and who either receive the intervention or are the comparison group	Conditional or unconditional cash transfers	School enrolment, school attendance and school achievement
	Cash transfer	Education
	Social transfer	School
	Financial transfer	Enrol*
	Monetary transfer	Registration
	Child grant/ disability grant/ old-age grant/ social grant	Admission
	Social assistance	Attend*
	Social pension	Participation
	Non-contributory pension	Retention
	Old age pension	Drop-out
	Child benefit/ disability benefit/ old-age benefit	Completion
	Basic income/ minimum income	Attainment
	UCT/ CCT	Achievement
	Income support	Learning
		Progression
		Cognitive
		Level
		Repetition / repeat*
		Graduation/ graduate*

The population has been restricted to people living in low and middle income countries. This includes both beneficiary and control households. The aim of the research question is to analyse the impact of cash transfers on any level of education. The outcome for this sub-question is school enrolment, school attendance and school achievement. The table above also includes all synonyms that will be used in the searches.

Search strings

The search string will be composed of intervention (part 1), outcome (part 2) and country filter (example below given for SCOPUS filter). In order to capture all possible cash transfers, search strings should include all synonyms listed above. In terms of outcome, we will use school enrolment, school attendance and school achievement and synonyms in the search strings. The following search strings and will be used (they have been tested in the pilot phase):

1. TITLE-ABS-KEY (“Cash transfer*” OR “social transfer*” OR “financial transfer*” OR “monetary transfer*” OR “child grant*” OR “disability grant*” OR “old age grant*” OR “social grant*” OR “basic grant*” OR “minimum income grant*” OR “social assistance” OR welfare OR “social pension*” OR “non-contributory pension*” OR “old age pension*” OR “child benefit*” OR “disability benefit*” OR “old age benefit*” OR cct OR uct OR “income support”)
2. TITLE-ABS-KEY ((school* OR education*) AND (enrol* OR regist* OR admission* OR attend* OR participat* OR retention OR retain* OR drop-out* OR complet* OR attain* OR learn* OR progress* OR cognitive OR repeat* OR repetition OR graduat* OR achiev*))

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3. TITLE-ABS-KEY (afghanistan OR albania OR algeria OR angola OR argentina OR armenia OR armenian OR aruba OR azerbaijan OR bangladesh OR benin OR byelarus OR byelorussian OR belarus OR belorussian OR belorussia OR belize OR bhutan OR bolivia OR bosnia OR herzegovina OR hercegovina OR botswana OR brasil OR brazil OR bulgaria OR “Burkina Faso” OR “Burkina Fasso” OR “Upper Volta” OR burundi OR urundi OR cambodia OR “Khmer Republic” OR kampuchea OR cameroon OR cameroons OR cameron OR camérons OR “Cape Verde” OR “Central African Republic” OR chad OR china OR colombia OR comoros OR “Comoro Islands” OR comores OR mayotte OR congo OR zaire OR “Costa Rica*” OR “Cote d’Ivoire” OR “Ivory Coast” OR cuba OR djibouti OR “French Somaliland” OR dominica OR “Dominican Republic” OR “East Timor” OR “East Timur” OR “Timor Leste” OR ecuador OR egypt OR “United Arab Republic” OR “El Salvador” OR eritrea OR ethiopia OR fiji OR gabon OR “Gabonese Republic” OR gambia OR gaza OR “Georgia Republic” OR “Georgian Republic” OR ghana OR grenada OR guatemala OR guinea OR guiana OR guyana OR haiti OR hungary OR honduras OR india OR maldives OR indonesia OR iran OR iraq OR jamaica OR jordan OR kazakhstan OR kazakh OR kenya OR kiribati OR korea OR kosovo OR kyrgyzstan OR kirghizia OR “Kyrgyz Republic” OR kirghiz OR kirgizstan OR “Lao PDR” OR laos OR lebanon OR lesotho OR basutoland OR liberia OR libya OR macedonia OR madagascar OR “Malagasy Republic” OR malaysia OR malaya OR malay OR sabah OR sarawak OR malawi OR mali OR “Marshall Islands” OR mauritania OR mauritius OR “Agalega Islands” OR mexico OR micronesia OR “Middle East” OR moldova OR moldovia OR moldovian OR mongolia OR montenegro OR morocco OR ifni OR mozambique OR myanmar OR myanma OR burma OR namibia OR nepal OR “Netherlands Antilles” OR “New Caledonia” OR nicaragua OR niger OR nigeria OR pakistan OR palau OR palestine OR panama OR paraguay OR peru OR philippines OR philipines OR phillippines OR phillippines OR “Puerto Ric*” OR romania OR rumania OR roumania OR rwanada OR ruanda OR “Saint Lucia” OR “St Lucia” OR “Saint Vincent” OR “St Vincent” OR grenadines OR samoa OR “Samoan Islands” OR “Navigator Island” OR “Navigator Islands” OR “Sao Tome” OR senegal OR serbia OR montenegro OR seychelles OR “Sierra Leone” OR “Sri Lanka” OR “Solomon Islands” OR somalia OR “South Africa” OR sudan OR suriname OR surinam OR swaziland OR syria OR tajikistan OR tadjhikistan OR tadjikistan OR tadjhik OR tanzania OR thailand OR togo OR togolese republic OR tonga OR tunisia OR turkey OR turkmenistan OR turkmen OR uganda OR ukraine OR uzbekistan OR uzbek OR vanuatu OR “New Hebrides” OR venezuela OR vietnam OR “Viet Nam” OR “West Bank” OR yemen OR yugoslavia OR zambia OR zimbabwe) OR TITLE-ABS-KEY (“Developing Countries” OR africa OR asia OR caribbean OR “West Indies” OR “South America” OR “Latin America” OR “Central America” OR developing OR “less* developed” OR “under developed” OR underdeveloped OR “middle income” OR “low* income” OR underserved OR “under served” OR deprived) OR TITLE-ABS-KEY (poor* W/1 countr* OR nation* OR population* OR world) OR TITLE-ABS-KEY ((developing OR “less* developed” OR “under developed” OR underdeveloped OR “middle income” OR “low* income”) W/1 econom*)) OR TITLE-ABS-KEY (low* W/1 gdp OR gnp OR “gross domestic” OR “gross national”) OR TITLE-ABS-KEY (low W/3 middle W/3 countr*) OR TITLE-ABS-KEY (lmic OR lmics OR “third world” OR “lami countr*” OR “transitional countr*”)
4. Search strings to run in Scopus: #1 AND #2 AND #3 (limited to 2000 onwards)

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Inclusion criteria

Stage 1 Screening:

Inclusion criteria help in deciding whether a study that has been found is relevant. The following inclusion criteria will be applied during the first stage of the screening process (all criteria need to be satisfied for the study to be included). They will be applied to titles, then abstracts, then full text. All studies that are included on the basis of the first stage screening process, will be included in the Stage 2 screening process.

1. **Date:** From 2000
2. **Language:** The review is restricted to English studies
3. **Population:** People that have received a cash transfer, or control households
4. **Geographical locations:** Low and middle income countries
5. **Interventions:** Conditional or unconditional cash transfers. The programmes should be non-contributory, publicly mandated or NGO-provided (so not private transfers, like remittances, or religious donations).
6. **Study design:** The study should be a solid empirical study (i.e. based on data and or fieldwork). Only studies that use either an experimental design or a quasi-experimental design that relies on a credible control group should be included. This includes those that demonstrate one of the following:
 - (a) an experimental design (i.e. RCT or cluster-RCT)
 - (b) a quasi-experimental design, including:
 - i. regression discontinuity design
 - ii. matching technique (e.g. propensity score matching)
 - iii. difference-in-difference
 - iv. interrupted time series
 - v. other form of multivariate regression, including Instrumental Variable Technique.

[Exclude studies that are theoretical; literature reviews; not descriptive or don't have an experimental/ quasi-experimental design]
7. **Outcome:** School enrolment, school attendance and school achievement

Stage 2 Screening:

In the second round of screening, studies will be assessed against a range of criteria to investigate the risk of bias and reliability of findings. Specifically, studies will be assessed against the issues of selection bias, attrition bias or bias associated with interpretation of statistical significance (Type I or Type II errors). Studies that have a high risk of bias or score low on rigour will not be included in the final analysis.

List of databases used

- SCOPUS (Elsevier). This database includes 5,682 journals, conference proceedings, trade publications and book series in the Social Sciences category.
- IDEAS-REPEC

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4. Snowball technique

The following three people should be contacted and asked for the five most relevant studies on the research question. We will also look at their websites for relevant publications.

1. Sarah Baird, George Washington University
2. Jaime Saavedra-Chanduvi, World Bank
3. Fernando M. Reimers, Harvard University

Studies shared by experts will be assessed against Stage 1 and Stage 2 screening criteria. We will also check the reference lists of the studies obtained for any further studies that fit the inclusion criteria.

5. Websites searches

The following websites/ search engines should be consulted, if possible using the same search strings as for the academic databases. Any studies found on these websites will be assessed against the same Stage 1 and Stage 2 screening criteria.

- Google (the first five pages)
- World Bank
- R4D DFID
- International Policy Centre for Inclusive Growth (IPC-IG)
- International Food Policy Research Institute (IFPRI)
- Poverty Action Research Lab
- FAO From Protection to Production website
- Transfer Project (UNC Chapel Hill)
- GSDRC
- OPM website
- 3iE website
- ECLAC/ CEPAL
- IADB website
- ADB website
- UNICEF website
- IDS website
- BLDS website
- Social Science Research Network

6. Classification of studies

Studies that have passed both screening stages will be classified and described in an annotated bibliography. The classification tables will include the following information:

- authors and year of study
- geographical coverage
- detailed description of intervention and context
- population
- methods, sampling and data
- a summary of the main outcomes of the study

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Sub-question 1c: What is the effect of cash transfers on health?

1. The review research questions

The systematic literature reviews should assess the state of knowledge on the following question:
What is known about the effect of cash transfers on health?

2. Methodology

The systematic literature reviews should combine three tracks. These tracks are briefly explained here and further instructions are given below.

- Bibliographic database search:** Searching a previously agreed upon list of academic databases, using consistent search strings (see below) that have been tested beforehand and applying inclusion/ exclusion criteria.
- Snowball technique:** Contacting approximately four key experts in the field and asking them for recommendations for important studies on the research question. This also includes looking at the experts' websites and publication lists and including relevant studies. Finally, we will be looking for further relevant studies in the bibliographies of the experts' studies and recommended studies.
- Websites searches:** Searching previously agreed on websites (see below) for relevant studies using similar search terms as for the bibliographic databases. This also includes a google search for other grey literature.

Studies will be screened and assessed using the EPPI Reviewer software. After an initial broad screening process that considers overall study design, as well as other broader inclusion/ exclusion criteria, a second round of screening will be conducted and studies will be assessed against a range of criteria to investigate the risk of bias and reliability of findings. Specifically, studies will be assessed against the issues of selection bias, attrition bias or bias associated with interpretation of statistical significance (Type I or Type II errors). Studies that have a high risk of bias or score low on rigour will be not be included in the final analysis.

The relevant studies that make it through both stages of screening will be summarised in an annotated bibliography. The annotated bibliography lists the relevant studies in table format (see below) and briefly summarises each study in terms of relevant information on methodology, intervention and findings. More specifically, the relevant studies will also be summarised and classified in a table summarising the following information: i) publication details, (ii) description of the intervention and context, (iii) methods, data and sampling, (iv) population, v) findings of relevance to the research question including findings of statistically significant and non-significant impacts and disaggregation (e.g. by gender, age and other characteristics), and vi) contextual factors of importance.

A narrative synthesis approach will be applied to synthesise the findings.

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3. Bibliographic database search

The research question

The research question is ‘What is known about effect of cash transfers on health?’ Here we want to know the effect of cash transfers on health outcomes, health access, health utilisation, and nutrition.

In order to understand it better, the research question can be decomposed into population, intervention and outcome:

Population	Intervention	Outcome
People living in low or middle income countries and who either receive the intervention or are the comparison group	Conditional or unconditional cash transfers	Health outcomes, health access, health utilisation, and nutrition
	Cash transfer	Food diversity
	Social transfer	Dietary diversity
	Financial transfer	Food variety
	Monetary transfer	Vitamins
	Child grant/ disability grant/ old-age grant/ social grant	Diet
	Social assistance	Food security/ food insecurity
	Social pension	Food intake
	Non-contributory pension	Nutrition*
	Old age pension	Calor*
	Child benefit/ disability benefit/ old-age benefit	Nutrition* supplement +
	Basic income/ minimum income	Obesity
	UCT/ CCT	Health utili*ation
	Income support	Health use
		Number of visits
		Health access
		Health service
		Health centre
		Hospital
		Clinic
		Health care provider
		Health fee
		Health payment
		Prenatal / antenatal/ postnatal care and access
		Institutional deliver
		Vaccinations/Immuni*
		Screening
		Health
		Healthiness
		Sickness
		Illness
		Disease
		Stunting
		Wasting
		Weight
		Birth weight
		Immuni*ation
		Child height and weight for age
		Body mass index
		WAZ/ WHZ/ HAZ/ BMIZ
		Maternal mortality
		Newborn mortality
		Morbidity
		HIV prevention
		HIV/ AIDS incidence

The population has been restricted to people living in low and middle income countries. This includes both beneficiary and control households. The aim of the research question is to analyse the impact of cash transfers on health. The outcome for this sub-question is health outcomes, health access, health utilisation, and nutrition. The table above also includes all synonyms that will be used in the searches.

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Search strings

The search string will be composed of intervention (part 1), outcome (part 2) and country filter (example below given for SCOPUS filter). In order to capture all possible cash transfers, search strings should include all synonyms listed above. In terms of outcome, we will use health outcomes, health access, health utilisation, and nutrition and synonyms in the search strings. The following search strings and will be used (they have been tested in the pilot phase):

1. TITLE-ABS-KEY (“Cash transfer*” OR “social transfer*” OR “financial transfer*” OR “monetary transfer*” OR “child grant*” OR “disability grant*” OR “old age grant*” OR “social grant*” OR “basic grant*” OR “minimum income grant*” OR “social assistance” OR welfare OR “social pension*” OR “non-contributory pension*” OR “old age pension*” OR “child benefit*” OR “disability benefit*” OR “old age benefit*” OR cct OR uct OR “income support”)
2. TITLE-ABS-KEY (“food diversity” OR “dietary diversity” OR “food variety” OR vitamin* OR diet OR “food security” OR “food insecurity” OR “food intake” OR nutrition* OR calor* OR obesity OR “health service*” OR “health centre*” OR “health center*” OR “health care provider” OR “institutional delivery” OR “health access” OR “health utilisation” OR “health utilization” OR “health use” OR hospital* OR clinic* OR “health fee*” OR “health payment*” OR “prenatal care” OR “post-natal care” OR “ante-natal care” OR vaccinat* OR immuniz* OR immunis* OR health* OR sickness OR illness OR disease OR stunting OR wasting OR “child weight” OR “child height” OR “height for age” OR “weight for age” OR “body mass index” OR BMI OR “maternal mortality” OR “infant mortality” OR morbidity OR HIV W/4 (prevent* OR incidence) OR AIDS W/4 incidence OR WAZ OR WHZ OR HAZ OR BMIZ OR screen*)
3. TITLE-ABS-KEY (afghanistan OR albania OR algeria OR angola OR argentina OR armenia OR armenian OR aruba OR azerbaijan OR bangladesh OR benin OR byelarus OR byelorussian OR belarus OR belorussian OR belorussia OR belize OR bhutan OR bolivia OR bosnia OR herzegovina OR hercegovina OR botswana OR brasil OR brazil OR bulgaria OR “Burkina Faso” OR “Burkina Fasso” OR “Upper Volta” OR burundi OR urundi OR cambodia OR “Khmer Republic” OR kampuchea OR cameroon OR cameroons OR cameron OR camérons OR “Cape Verde” OR “Central African Republic” OR chad OR china OR colombia OR comoros OR “Comoro Islands” OR comores OR mayotte OR congo OR zaire OR “Costa Rica*” OR “Cote d’Ivoire” OR “Ivory Coast” OR cuba OR djibouti OR “French Somaliland” OR dominica OR “Dominican Republic” OR “East Timor” OR “East Timur” OR “Timor Leste” OR ecuador OR egypt OR “United Arab Republic” OR “El Salvador” OR eritrea OR ethiopia OR fiji OR gabon OR “Gabonese Republic” OR gambia OR gaza OR “Georgia Republic” OR “Georgian Republic” OR ghana OR grenada OR guatemala OR guinea OR guiana OR guyana OR haiti OR hungary OR honduras OR india OR maldives OR indonesia OR iran OR iraq OR jamaica OR jordan OR kazakhstan OR kazakh OR kenya OR kiribati OR korea OR kosovo OR kyrgyzstan OR kirghizia OR “Kyrgyz Republic” OR kirghiz OR kirgizstan OR “Lao PDR” OR laos OR lebanon OR lesotho OR basutoland OR liberia OR libya OR macedonia OR madagascar OR “Malagasy Republic” OR malaysia OR malaya OR malay OR sabah OR sarawak OR malawi OR mali OR “Marshall Islands” OR mauritania OR mauritius OR “Agalega Islands” OR mexico OR micronesia OR “Middle East” OR moldova OR moldovia OR moldovian OR mongolia OR montenegro OR morocco OR ifni OR mozambique OR myanmar OR myanma OR burma OR namibia OR nepal OR “Netherlands Antilles” OR “New Caledonia” OR nicaragua OR niger OR nigeria OR pakistan OR palau OR palestine OR panama OR paraguay OR peru OR philippines OR philipines OR phillippines OR phillippines OR “Puerto Ric*” OR romania OR rumania OR roumania OR rwanada OR ruanda OR “Saint Lucia” OR “St Lucia” OR “Saint Vincent” OR “St Vincent” OR grenadines OR samoa OR “Samoan Islands” OR “Navigator Island” OR “Navigator Islands” OR “Sao Tome” OR senegal OR serbia OR montenegro OR seychelles OR “Sierra Leone” OR “Sri Lanka” OR “Solomon Islands” OR somalia OR “South Africa” OR sudan OR suriname OR surinam OR swaziland OR syria OR tajikistan OR tadjhikistan OR tadjikistan OR tadjhik OR tanzania OR thailand OR togo OR togolese republic OR tonga OR tunisia

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OR turkey OR turkmenistan OR turkmen OR uganda OR ukraine OR uzbekistan OR uzbek OR vanuatu OR “New Hebrides” OR venezuela OR vietnam OR “Viet Nam” OR “West Bank” OR yemen OR yugoslavia OR zambia OR zimbabwe) OR TITLE-ABS-KEY (“Developing Countries” OR africa OR asia OR caribbean OR “West Indies” OR “South America” OR “Latin America” OR “Central America” OR developing OR “less* developed” OR “under developed” OR underdeveloped OR “middle income” OR “low* income” OR underserved OR “under served” OR deprived) OR TITLE-ABS-KEY (poor* W/1 countr* OR nation* OR population* OR world) OR TITLE-ABS-KEY ((developing OR “less* developed” OR “under developed” OR underdeveloped OR “middle income” OR “low* income”) W/1 econom*)) OR TITLE-ABS-KEY (low* W/1 gdp OR gnp OR “gross domestic” OR “gross national”) OR TITLE-ABS-KEY (low W/3 middle W/3 countr*) OR TITLE-ABS-KEY (lmic OR lmics OR “third world” OR “lami countr*” OR “transitional countr*”)

4. Search strings to run in Scopus: #1 AND #2 AND #3 (limited to 2000 onwards)

Inclusion criteria

Stage 1 Screening:

Inclusion criteria help in deciding whether a study that has been found is relevant. The following inclusion criteria will be applied during the first stage of the screening process (all criteria need to be satisfied for the study to be included). They will be applied to titles, then abstracts, then full text. All studies that are included on the basis of the first stage screening process, will be included in the Stage 2 screening process.

Inclusion criteria help in deciding whether a study that has been found is relevant. The following inclusion criteria should be applied (all criteria need to be satisfied for the study to be included):

1. **Date:** From 2000
2. **Language:** The review is restricted to English studies
3. **Population:** People that have received a cash transfer, or control households
4. **Geographical locations:** Low and middle income countries
5. **Interventions:** Conditional or unconditional cash transfers. The programmes should be non-contributory, publicly mandated or NGO-provided (so not private transfers, like remittances, or religious donations).
6. **Study design:** The study should be a solid empirical study (i.e. based on data and or fieldwork). Only studies that use either an experimental design or a quasi-experimental design that relies on a credible control group should be included. This includes those that demonstrate one of the following:
 - (a) an experimental design (i.e. RCT or cluster-RCT)
 - (b) a quasi-experimental design, including:
 - i. regression discontinuity design
 - ii. matching technique (e.g. propensity score matching)
 - iii. difference-in-difference
 - iv. interrupted time series
 - v. other form of multivariate regression, including Instrumental Variable Technique.

[Exclude studies that are theoretical; literature reviews; not descriptive or don't have an experimental/ quasi-experimental design]

7. **Outcome:** health outcomes, health access, health utilisation, and nutrition

Stage 2 Screening:

In the second round of screening, studies will be assessed against a range of criteria to investigate the risk of bias and reliability of findings. Specifically, studies will be assessed against the issues of selection bias, attrition bias or bias associated with interpretation of statistical significance (Type I or Type II errors). Studies that have a high risk of bias or score low on rigour will be not be included in the final analysis.

List of databases used

- SCOPUS (Elsevier). This database includes 5,682 journals, conference proceedings, trade publications and book series in the Social Sciences category.
- Global Health
- POPLINE
- CAB Global Health
- Ideas-Repec

4. Snowball technique

The following four people should be contacted and asked for the five most relevant studies on the research question. We will also look at their websites for relevant publications.

1. Paul Gertler, Berkley
2. Amanda Glassman, Center for Global Development
3. Mylene Lagarde, LSHTM
4. Lucy Bassett, World Bank

Studies shared by experts will be assessed against Stage 1 and Stage 2 screening criteria. We will also check the reference lists of the studies obtained for any further studies that fit the inclusion criteria.

5. Websites searches

The following websites/ search engines should be consulted, if possible using the same search strings as for the academic databases. Any studies found on these websites will be assessed against the same Stage 1 and Stage 2 screening criteria.

- Google (the first five pages)
- World Bank
- R4D DFID
- International Policy Centre for Inclusive Growth (IPC-IG)
- International Food Policy Research Institute (IFPRI)
- Poverty Action Research Lab
- FAO From Protection to Production website
- GSDRC
- OPM website
- 3iE website
- UNICEF
- Cochrane review website
- Transfer Project (UNC Chapel Hill)
- OPM website
- 3iE website
- ECLAC/ CEPAL
- IADB website
- ADB website

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- IDS website
- BLDS website
- Social Science Research Network

6. Classification of studies

Studies that have passed both screening stages will be classified and described in an annotated bibliography. The classification tables will include the following information:

- authors and year of study
- geographical coverage
- detailed description of intervention and context
- population
- methods, sampling and data
- a summary of the main outcomes of the study

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Sub-question 1d: What is the effect of cash transfers on investment, savings and production?

1. The review research questions

The systematic literature reviews should assess the state of knowledge on the following question:
What is known about the effect of cash transfers on investment, savings and production?

2. Methodology

The systematic literature reviews should combine three tracks. These tracks are briefly explained here and further instructions are given below.

- Bibliographic database search:** Searching a previously agreed upon list of academic databases, using consistent search strings (see below) that have been tested beforehand and applying inclusion/ exclusion criteria.
- Snowball technique:** Contacting approximately three key experts in the field and asking them for recommendations for important studies on the research question. This also includes looking at the experts' websites and publication lists and including relevant studies. Finally, we will be looking for further relevant studies in the bibliographies of the experts' studies and recommended studies.
- Websites searches:** Searching previously agreed on websites (see below) for relevant studies using similar search terms as for the bibliographic databases. This also includes a google search for other grey literature.

Studies will be screened and assessed using the EPPI Reviewer software.

After an initial broad screening process that considers overall study design, as well as other broader inclusion/ exclusion criteria, a second round of screening will be conducted and studies will be assessed against a range of criteria to investigate the risk of bias and reliability of findings. Specifically, studies will be assessed against the issues of selection bias, attrition bias or bias associated with interpretation of statistical significance (Type I or Type II errors). Studies that have a high risk of bias or score low on rigour will be not be included in the final analysis.

The relevant studies that make it through both stages of screening will be summarised in an annotated bibliography. The annotated bibliography lists the relevant studies in table format (see below) and briefly summarises each study in terms of relevant information on methodology, intervention and findings. More specifically, the relevant studies will also be summarised and classified in a table summarising the following information: i) publication details, (ii) description of the intervention and context, (iii) methods, data and sampling, (iv) population, v) findings of relevance to the research question including findings of statistically significant and non-significant impacts and disaggregation (e.g. by gender, age and other characteristics), and vi) contextual factors of importance.

A narrative synthesis approach will be applied to synthesise the findings.

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3. Bibliographic database search

The research question

The research question is ‘What is known about the effect of cash transfers on investment, savings and production?’ Here we want to know what effects cash transfers have had on investment, assets, savings and production.

In order to understand it better, the research question can be decomposed into population, intervention and outcome:

Population	Intervention	Outcome
People living in low or middle income countries and who either receive the intervention or are the comparison group	Conditional or unconditional cash transfers	Investment, savings and production
	Cash transfer	Invest*
	Social transfer	Disinvestment
	Financial transfer	Income generat* activities
	Monetary transfer	Coping strategy
	Child grant/ disability grant/ old-age grant/ social grant	Productivity
	Social assistance	Production
	Social pension	Risk
	Non-contributory pension	Yield
	Old age pension	Asset
	Child benefit/ disability benefit/ old-age benefit	House improvement
	Basic income/ minimum income	Livestock
	CCT/ UCT	Smallstock
	Income support	Housing
		Property
		Land
		Tools
		Equipment
		Vehicle
		Bicycle
		Input*
		Fertili*er
		Seed
		Saving*
		Borrow*
		Loan
		Debt
		Credit
		Business / trade
		Income-generating activity
		Insurance

The population has been restricted to people living in low and middle income countries. This includes both beneficiary and control households. The aim of the research question is to analyse the impact of cash transfers on the investment, savings and production. The outcome for this sub-question are investment, assets, savings and production. The table above also includes all synonyms that will be used in the searches.

Search strings

The search string will be composed of intervention (part 1), outcome (part 2) and country filter (example below given for SCOPUS filter). In order to capture all possible cash transfers, search strings should include all synonyms listed above. In terms of outcome, we will use investment and savings and synonyms in the search strings. The following search strings and will be used (they have been tested in the pilot phase):

1. TITLE-ABS-KEY (“Cash transfer*” OR “social transfer*” OR “financial transfer*” OR “monetary transfer*” OR “child grant*” OR “disability grant*” OR “old age grant*” OR “social grant*” OR “basic grant*” OR “minimum income grant*” OR “social assistance” OR welfare OR “social pension*” OR “non-contributory pension*” OR “old age pension*”

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- OR “child benefit*” OR “disability benefit*” OR “old age benefit*” OR cct OR uct OR “income support”)
2. TITLE-ABS-KEY invest* OR disinvest* OR “coping strateg*” OR productivity OR production OR harvest* OR yield* OR asset* OR livestock OR smallstock OR hous* OR property OR land OR tools OR equipment OR vehicle* OR bicycle* OR input* OR fertilizer* OR fertiliser* OR seed* OR saving* OR borrow* OR loan* OR debt* OR credit OR business* OR trade OR insurance OR “income generat* activit*” OR “risk”)
3. TITLE-ABS-KEY (afghanistan OR albania OR algeria OR angola OR argentina OR armenia OR armenian OR aruba OR azerbaijan OR bangladesh OR benin OR byelarus OR byelorussian OR belarus OR belorussian OR belorussia OR belize OR bhutan OR bolivia OR bosnia OR herzegovina OR hercegovina OR botswana OR brasil OR brazil OR bulgaria OR “Burkina Faso” OR “Burkina Fasso” OR “Upper Volta” OR burundi OR urundi OR cambodia OR “Khmer Republic” OR kampuchea OR cameroon OR cameroons OR cameron OR camérons OR “Cape Verde” OR “Central African Republic” OR chad OR china OR colombia OR comoros OR “Comoro Islands” OR comores OR mayotte OR congo OR zaire OR “Costa Rica*” OR “Cote d’Ivoire” OR “Ivory Coast” OR cuba OR djibouti OR “French Somaliland” OR dominica OR “Dominican Republic” OR “East Timor” OR “East Timur” OR “Timor Leste” OR ecuador OR egypt OR “United Arab Republic” OR “El Salvador” OR eritrea OR ethiopia OR fiji OR gabon OR “Gabonese Republic” OR gambia OR gaza OR “Georgia Republic” OR “Georgian Republic” OR ghana OR grenada OR guatemala OR guinea OR guiana OR guyana OR haiti OR hungary OR honduras OR india OR maldives OR indonesia OR iran OR iraq OR jamaica OR jordan OR kazakhstan OR kazakh OR kenya OR kiribati OR korea OR kosovo OR kyrgyzstan OR kirghizia OR “Kyrgyz Republic” OR kirghiz OR kirgizstan OR “Lao PDR” OR laos OR lebanon OR lesotho OR basutoland OR liberia OR libya OR macedonia OR madagascar OR “Malagasy Republic” OR malaysia OR malaya OR malay OR sabah OR sarawak OR malawi OR mali OR “Marshall Islands” OR mauritania OR mauritius OR “Agalega Islands” OR mexico OR micronesia OR “Middle East” OR moldova OR moldovia OR moldovian OR mongolia OR montenegro OR morocco OR ifni OR mozambique OR myanmar OR myanma OR burma OR namibia OR nepal OR “Netherlands Antilles” OR “New Caledonia” OR nicaragua OR niger OR nigeria OR pakistan OR palau OR palestine OR panama OR paraguay OR peru OR philippines OR philipines OR phillipines OR phillippines OR “Puerto Ric*” OR romania OR rumania OR roumania OR rwanda OR ruanda OR “Saint Lucia” OR “St Lucia” OR “Saint Vincent” OR “St Vincent” OR grenadines OR samoa OR “Samoan Islands” OR “Navigator Island” OR “Navigator Islands” OR “Sao Tome” OR senegal OR serbia OR montenegro OR seychelles OR “Sierra Leone” OR “Sri Lanka” OR “Solomon Islands” OR somalia OR “South Africa” OR sudan OR suriname OR surinam OR swaziland OR syria OR tajikistan OR tadjhikistan OR tadjikistan OR tadjhik OR tanzania OR thailand OR togo OR togolese republic OR tonga OR tunisia OR turkey OR turkmenistan OR turkmen OR uganda OR ukraine OR uzbekistan OR uzbek OR vanuatu OR “New Hebrides” OR venezuela OR vietnam OR “Viet Nam” OR “West Bank” OR yemen OR yugoslavia OR zambia OR zimbabwe) OR TITLE-ABS-KEY (“Developing Countries” OR africa OR asia OR caribbean OR “West Indies” OR “South America” OR “Latin America” OR “Central America” OR developing OR “less* developed” OR “under developed” OR underdeveloped OR “middle income” OR “low* income” OR underserved OR “under served” OR deprived) OR TITLE-ABS-KEY (poor* W/1 countr* OR nation* OR population* OR world) OR TITLE-ABS-KEY ((developing OR “less* developed” OR “under developed” OR underdeveloped OR “middle income” OR “low* income”) W/1 econom*)) OR TITLE-ABS-KEY (low* W/1 gdp OR gnp OR “gross domestic” OR “gross national”) OR TITLE-ABS-KEY (low W/3 middle W/3 countr*) OR TITLE-ABS-KEY (lmic OR lmics OR “third world” OR “lami countr*” OR “transitional countr*”)
4. Search strings to run in Scopus: #1 AND #2 AND #3 (limited to 2000 onwards)

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Inclusion criteria

Stage 1 Screening:

Inclusion criteria help in deciding whether a study that has been found is relevant. The following inclusion criteria will be applied during the first stage of the screening process (all criteria need to be satisfied for the study to be included). They will be applied to titles, then abstracts, then full text. All studies that are included on the basis of the first stage screening process, will be included in the Stage 2 screening process.

1. **Date:** From 2000
2. **Language:** The review is restricted to English studies
3. **Population:** People that have received a cash transfer, or control households
4. **Geographical locations:** Low and middle income countries
5. **Interventions:** Conditional or unconditional cash transfers. The programmes should be non-contributory, publicly mandated or NGO-provided (so not private transfers, like remittances, or religious donations).
6. **Study design:** The study should be a solid empirical study (i.e. based on data and or fieldwork). Only studies that use either an experimental design or a quasi-experimental design that relies on a credible control group should be included. This includes those that demonstrate one of the following:
 - (a) an experimental design (i.e. RCT or cluster-RCT)
 - (b) a quasi-experimental design, including:
 - i. regression discontinuity design
 - ii. matching technique (e.g. propensity score matching)
 - iii. difference-in-difference
 - iv. interrupted time series
 - v. other form of multivariate regression, including Instrumental Variable Technique.

[Exclude studies that are theoretical; literature reviews; not descriptive or don't have an experimental/ quasi-experimental design]

7. **Outcome:** Investment, assets and savings

Stage 2 Screening:

In the second round of screening, studies will be assessed against a range of criteria to investigate the risk of bias and reliability of findings. Specifically, studies will be assessed against the issues of selection bias, attrition bias or bias associated with interpretation of statistical significance (Type I or Type II errors). Studies that have a high risk of bias or score low on rigour will not be included in the final analysis.

List of databases used

- SCOPUS (Elsevier). This database includes 5,682 journals, conference proceedings, trade publications and book series in the Social Sciences category.
- AGRIS: Agricultural database
- AgEcon database
- CAB Abstracts
- IDEAS-Repec

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4. Snowball technique

The following three people should be contacted and asked for the five most relevant studies on the research question. We will also look at their websites for relevant publications.

1. Benjamin Davis, FAO
2. Michelle Adato, IFPRI
3. Rachel Slater, ODI

Studies shared by experts will be assessed against Stage 1 and Stage 2 screening criteria. We will also check the reference lists of the studies obtained for any further studies that fit the inclusion criteria.

5. Websites searches

The following websites/ search engines should be consulted, if possible using the same search strings as for the academic databases. Any studies found on these websites will be assessed against the same Stage 1 and Stage 2 screening criteria.

- Google (the first five pages)
- World Bank
- R4D DFID
- International Policy Centre for Inclusive Growth (IPC-IG)
- International Food Policy Research Institute (IFPRI)
- Poverty Action Research Lab
- FAO From Protection to Production website
- GSDRC
- OPM website
- 3iE website
- Transfer Project (UNC Chapel Hill)
- GSDRC
- OPM website
- ECLAC/ CEPAL
- IADB website
- ADB website
- IDS website
- BLDS website
- Social Science Research Network

6. Classification of studies

Studies that have passed both screening stages will be classified and described in an annotated bibliography. The classification tables will include the following information:

- authors and year of study
- geographical coverage
- detailed description of intervention and context
- population
- methods, sampling and data
- a summary of the main outcomes of the study

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Sub-question 1e: What is the effect of cash transfers on employment and the labour market?

1. The review research questions

The systematic literature reviews should assess the state of knowledge on the following question:
What is known about the effect of cash transfers on employment and the labour market?

2. Methodology

The systematic literature reviews should combine three tracks. These tracks are briefly explained here and further instructions are given below.

1. **Bibliographic database search:** Searching a previously agreed upon list of academic databases, using consistent search strings (see below) that have been tested beforehand and applying inclusion/ exclusion criteria.
2. **Snowball technique:** Contacting approximately three key experts in the field and asking them for recommendations for important studies on the research question. This also includes looking at the experts' websites and publication lists and including relevant studies. Finally, we will be looking for further relevant studies in the bibliographies of the experts' studies and recommended studies.
3. **Websites searches:** Searching previously agreed on websites (see below) for relevant studies using similar search terms as for the bibliographic databases. This also includes a google search for other grey literature.

Studies will be screened and assessed using the EPPI Reviewer software.

After an initial broad screening process that considers overall study design, as well as other broader inclusion/ exclusion criteria, a second round of screening will be conducted and studies will be assessed against a range of criteria to investigate the risk of bias and reliability of findings. Specifically, studies will be assessed against the issues of selection bias, attrition bias or bias associated with interpretation of statistical significance (Type I or Type II errors). Studies that have a high risk of bias or score low on rigour will be not be included in the final analysis.

The relevant studies that make it through both stages of screening will be summarised in an annotated bibliography. The annotated bibliography lists the relevant studies in table format (see below) and briefly summarises each study in terms of relevant information on methodology, intervention and findings. More specifically, the relevant studies will also be summarised and classified in a table summarising the following information: i) publication details, (ii) description of the intervention and context, (iii) methods, data and sampling, (iv) population, v) findings of relevance to the research question including findings of statistically significant and non-significant impacts and disaggregation (e.g. by gender, age and other characteristics), and vi) contextual factors of importance.

A narrative synthesis approach will be applied to synthesise the findings.

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3. Bibliographic database search

The research question

The research question is ‘What is known about the effects of cash transfers on employment?’ Here we want to know the effect of cash transfers on labour supply.

In order to understand it better, the research question can be decomposed into population, intervention and outcome:

Population	Intervention	Outcome
People living in low or middle income countries and who either receive the intervention or are the comparison group	Conditional or unconditional cash transfers	Employment
	Cash transfer	Employment
	Social transfer	Labo* supply
	Financial transfer	Labo* demand
	Monetary transfer	Hiring
	Child grant/ disability grant/ old-age grant/ social grant	Job*
	Social assistance	Work workforce
	Social pension	Labo*r market
	Non-contributory pension	Labo*r participation
	Old age pension	Labo*r allocation
	Child benefit/ disability benefit/ old-age benefit	Number of hours worked
	Basic income/ minimum income	Informal*
	UCT/ CCT	Formali*ation
	Income support	Migration
		Time allocation
		Child care
		Child labo*
		Wage
		Income
		Salary
		Earning
		Diversification of income sources
		Retirement
		Pension age

The population has been restricted to people living in low and middle income countries. This includes both beneficiary and control households. The aim of the research question is to analyse the impact of cash transfers on employment. The outcome for this sub-question is employment. The table above also includes all synonyms that will be used in the searches.

Search strings

The search string will be composed of intervention (part 1), outcome (part 2) and country filter (example below given for SCOPUS filter). In order to capture all possible cash transfers, search strings should include all synonyms listed above. In terms of outcome, we will use employment and synonyms in the search strings. The following search strings and will be used (they have been tested in the pilot phase):

1. TITLE-ABS-KEY (“Cash transfer*” OR “social transfer*” OR “financial transfer*” OR “monetary transfer*” OR “child grant*” OR “disability grant*” OR “old age grant*” OR “social grant*” OR “basic grant*” OR “minimum income grant*” OR “social assistance” OR welfare OR “social pension*” OR “non-contributory pension*” OR “old age pension*” OR “child benefit*” OR “disability benefit*” OR “old age benefit*” OR cct OR uct OR “income support”)
2. TITLE-ABS-KEY employ* OR labour W/1 (supply OR demand OR participation OR allocation) OR labor W/1 (supply OR demand OR participation OR allocation) OR hiring OR hire* OR job* OR work OR workforce OR “labour market” OR “labor market” OR OR “hours worked” OR “working hours” OR informal* OR formalisation OR formalization OR migrat*

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- OR migrant* OR time W/1 allocation OR “child care” OR “child labour” OR “child labor” OR wage* OR income OR salar* OR earn* OR diversif* OR retire* OR “pension age”)
3. TITLE-ABS-KEY (afghanistan OR albania OR algeria OR angola OR argentina OR armenia OR armenian OR aruba OR azerbaijan OR bangladesh OR benin OR byelarus OR byelorussian OR belarus OR belorussian OR belorussia OR belize OR bhutan OR bolivia OR bosnia OR herzegovina OR hercegovina OR botswana OR brasil OR brazil OR bulgaria OR “Burkina Faso” OR “Burkina Fasso” OR “Upper Volta” OR burundi OR urundi OR cambodia OR “Khmer Republic” OR kampuchea OR cameroon OR cameroons OR cameron OR camérons OR “Cape Verde” OR “Central African Republic” OR chad OR china OR colombia OR comoros OR “Comoro Islands” OR comores OR mayotte OR congo OR zaire OR “Costa Rica*” OR “Cote d’Ivoire” OR “Ivory Coast” OR cuba OR djibouti OR “French Somaliland” OR dominica OR “Dominican Republic” OR “East Timor” OR “East Timur” OR “Timor Leste” OR ecuador OR egypt OR “United Arab Republic” OR “El Salvador” OR eritrea OR ethiopia OR fiji OR gabon OR “Gabonese Republic” OR gambia OR gaza OR “Georgia Republic” OR “Georgian Republic” OR ghana OR grenada OR guatemala OR guinea OR guiana OR guyana OR haiti OR hungary OR honduras OR india OR maldives OR indonesia OR iran OR iraq OR jamaica OR jordan OR kazakhstan OR kazakh OR kenya OR kiribati OR korea OR kosovo OR kyrgyzstan OR kirghizia OR “Kyrgyz Republic” OR kirghiz OR kirgizstan OR “Lao PDR” OR laos OR lebanon OR lesotho OR basutoland OR liberia OR libya OR macedonia OR madagascar OR “Malagasy Republic” OR malaysia OR malaya OR malay OR sabah OR sarawak OR malawi OR mali OR “Marshall Islands” OR mauritania OR mauritius OR “Agalega Islands” OR mexico OR micronesia OR “Middle East” OR moldova OR moldovia OR moldovian OR mongolia OR montenegro OR morocco OR ifni OR mozambique OR myanmar OR myanma OR burma OR namibia OR nepal OR “Netherlands Antilles” OR “New Caledonia” OR nicaragua OR niger OR nigeria OR pakistan OR palau OR palestine OR panama OR paraguay OR peru OR philippines OR philipines OR phillipines OR phillippines OR “Puerto Ric*” OR romania OR rumania OR roumania OR rwanada OR ruanda OR “Saint Lucia” OR “St Lucia” OR “Saint Vincent” OR “St Vincent” OR grenadines OR samoa OR “Samoan Islands” OR “Navigator Island” OR “Navigator Islands” OR “Sao Tome” OR senegal OR serbia OR montenegro OR seychelles OR “Sierra Leone” OR “Sri Lanka” OR “Solomon Islands” OR somalia OR “South Africa” OR sudan OR suriname OR surinam OR swaziland OR syria OR tajikistan OR tadjhikistan OR tadjikistan OR tadjhik OR tanzania OR thailand OR togo OR togolese republic OR tonga OR tunisia OR turkey OR turkmenistan OR turkmen OR uganda OR ukraine OR uzbekistan OR uzbek OR vanuatu OR “New Hebrides” OR venezuela OR vietnam OR “Viet Nam” OR “West Bank” OR yemen OR yugoslavia OR zambia OR zimbabwe) OR TITLE-ABS-KEY (“Developing Countries” OR africa OR asia OR caribbean OR “West Indies” OR “South America” OR “Latin America” OR “Central America” OR developing OR “less* developed” OR “under developed” OR underdeveloped OR “middle income” OR “low* income” OR underserved OR “under served” OR deprived) OR TITLE-ABS-KEY (poor* W/1 countr* OR nation* OR population* OR world) OR TITLE-ABS-KEY ((developing OR “less* developed” OR “under developed” OR underdeveloped OR “middle income” OR “low* income”) W/1 econom*)) OR TITLE-ABS-KEY (low* W/1 gdp OR gnp OR “gross domestic” OR “gross national”) OR TITLE-ABS-KEY (low W/3 middle W/3 countr*) OR TITLE-ABS-KEY (lmic OR lmics OR “third world” OR “lami countr*” OR “transitional countr*”)
4. Search strings to run in Scopus: #1 AND #2 AND #3 (limited to 2000 onwards)

Inclusion criteria

Stage 1 Screening:

Inclusion criteria help in deciding whether a study that has been found is relevant. The following inclusion criteria will be applied during the first stage of the screening process (all criteria need to be satisfied for the study to be included). They will be applied to titles, then abstracts, then full text. All studies that are included on the basis of the first stage screening process, will be included in the Stage 2 screening process.

1. **Date:** From 2000
2. **Language:** The review is restricted to English studies
3. **Population:** People that have received a cash transfer, or control households
4. **Geographical locations:** Low and middle income countries
5. **Interventions:** Conditional or unconditional cash transfers. The programmes should be non-contributory, publicly mandated or NGO-provided (so not private transfers, like remittances, or religious donations).
6. **Study design:** The study should be a solid empirical study (i.e. based on data and or fieldwork). Only studies that use either an experimental design or a quasi-experimental design that relies on a credible control group should be included. This includes those that demonstrate one of the following:
 - (a) an experimental design (i.e. RCT or cluster-RCT)
 - (b) a quasi-experimental design, including:
 - i. regression discontinuity design
 - ii. matching technique (e.g. propensity score matching)
 - iii. difference-in-difference
 - iv. interrupted time series
 - v. other form of multivariate regression, including Instrumental Variable Technique.

[Exclude studies that are theoretical; literature reviews; not descriptive or don't have an experimental/ quasi-experimental design]
7. **Outcome:** Employment/ labour supply

Stage 2 Screening:

In the second round of screening, studies will be assessed against a range of criteria to investigate the risk of bias and reliability of findings. Specifically, studies will be assessed against the issues of selection bias, attrition bias or bias associated with interpretation of statistical significance (Type I or Type II errors). Studies that have a high risk of bias or score low on rigour will not be included in the final analysis.

List of databases used

- SCOPUS (Elsevier). This database includes 5,682 journals, conference proceedings, trade publications and book series in the Social Sciences category.
- Econlit
- ILO Labordoc
- IDEAS-Repec

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4. Snowball technique

The following five people should be contacted and asked for the five most relevant studies on the research question. We will also look at their websites for relevant publications.

1. Francesca Bastagli, ODI
2. Anna McCord, ODI
3. Fabio Veras Soares, IPC
4. Benjamin Davis, FAO
5. Christina Behrendt, ILO

Studies shared by experts will be assessed against Stage 1 and Stage 2 screening criteria. We will also check the reference lists of the studies obtained for any further studies that fit the inclusion criteria.

5. Websites searches

The following websites/ search engines should be consulted, if possible using the same search strings as for the academic databases. Any studies found on these websites will be assessed against the same Stage 1 and Stage 2 screening criteria.

- Google (the first five pages)
- World Bank
- R4D DFID
- International Policy Centre for Inclusive Growth (IPC-IG)
- International Food Policy Research Institute (IFPRI)
- Poverty Action Research Lab
- FAO From Protection to Production website
- GSDRC
- OPM website
- 3iE website
- ILO website
- FAO From Protection to Production website
- Transfer Project (UNC Chapel Hill)
- ECLAC/ CEPAL
- IADB website
- ADB website
- IDS website
- BLDS website
- Social Science Research Network

6. Classification of studies

Studies that have passed both screening stages will be classified and described in an annotated bibliography. The classification tables will include the following information:

- authors and year of study
- geographical coverage
- detailed description of intervention and context
- population
- methods, sampling and data
- a summary of the main outcomes of the study

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Sub-question 1f: What is the effect of cash transfers on empowerment?

1. The review research questions

The systematic literature reviews should assess the state of knowledge on the following question: *What is known about the effect of cash transfers on social empowerment, political empowerment and psycho-social wellbeing?*

2. Methodology

The systematic literature reviews should combine three tracks. These tracks are briefly explained here and further instructions are given below.

1. **Bibliographic database search:** Searching a previously agreed upon list of academic databases, using consistent search strings (see below) that have been tested beforehand and applying inclusion/ exclusion criteria.
2. **Snowball technique:** Contacting approximately four key experts in the field and asking them for recommendations for important studies on the research question. This also includes looking at the experts' websites and publication lists and including relevant studies. Finally, we will be looking for further relevant studies in the bibliographies of the experts' studies and recommended studies.
3. **Websites searches:** Searching previously agreed on websites (see below) for relevant studies using similar search terms as for the bibliographic databases. This also includes a google search for other grey literature.

Studies will be screened and assessed using the EPPI Reviewer software. After an initial broad screening process that considers overall study design, as well as other broader inclusion/ exclusion criteria, a second round of screening will be conducted and studies will be assessed against a range of criteria to investigate the risk of bias and reliability of findings. Specifically, studies will be assessed against the issues of selection bias, attrition bias or bias associated with interpretation of statistical significance (Type I or Type II errors). Studies that have a high risk of bias or score low on rigour will be not be included in the final analysis.

The relevant studies that make it through both stages of screening will be summarised in an annotated bibliography. The annotated bibliography lists the relevant studies in table format (see below) and briefly summarises each study in terms of relevant information on methodology, intervention and findings. More specifically, the relevant studies will also be summarised and classified in a table summarising the following information: i) publication details, (ii) description of the intervention and context, (iii) methods, data and sampling, (iv) population, v) findings of relevance to the research question including findings of statistically significant and non-significant impacts and disaggregation (e.g. by gender, age and other characteristics), and vi) contextual factors of importance.

A narrative synthesis approach will be applied to synthesise the findings.

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3. Bibliographic database search

The research question

The research question is ‘What is known about the effect of cash transfers on empowerment?’ Here we want to know about the effects on social empowerment, political empowerment and psycho-social wellbeing.

In order to understand it better, the research question can be decomposed into population, intervention and outcome:

Population	Intervention	Outcome
People living in low or middle income countries and who either receive the intervention or are the comparison group	Conditional or unconditional cash transfers	Social empowerment, political empowerment and psycho-social wellbeing
	Cash transfer	Empowerment
	Social transfer	Decision making
	Financial transfer	Voice
	Monetary transfer	Confidence
	Child grant/ disability grant/ old-age grant/ social grant	Violence
	Social assistance	Choice
	Social pension	Control
	Non-contributory pension	Power
	Old age pension	Political participation
	Child benefit/ disability benefit/ old-age benefit	Community meeting
	Basic income/ minimum income	Social audit
	UCT/ CCT	Participatory monitoring
	Income support	Community Score Card
		Gender relations
		Relationship*
		Dynamics
		Social inclusion
		Social exclusion
		Mobility
		Discrimination
		Pride
		Dignity
		Social capital
		Social network*
		Social participation
		Stigma
		Acceptance
		Respect
		Self-esteem
		Reciprocity
		Informal transfer
		Child / early/ forced marriage
		Sexual debut
		Eating order

The population has been restricted to people living in low and middle income countries. This includes both beneficiary and control households. The aim of the research question is to analyse the impact of cash transfers on empowerment. The outcome for this sub-question are economic empowerment, social empowerment, political empowerment and social relations. The table above also includes all synonyms that will be used in the searches.

Search strings

The search string will be composed of intervention (part 1), outcome (part 2) and country filter (example below given for SCOPUS filter). In order to capture all possible cash transfers, search strings should include all synonyms listed above. In terms of outcome, we will use economic empowerment, social empowerment, political empowerment and social relations and synonyms in the search strings. The following search strings and will be used (they have been tested in the pilot phase):

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1. TITLE-ABS-KEY (“Cash transfer*” OR “social transfer*” OR “financial transfer*” OR “monetary transfer*” OR “child grant*” OR “disability grant*” OR “old age grant*” OR “social grant*” OR “basic grant*” OR “minimum income grant*” OR “social assistance” OR welfare OR “social pension*” OR “non-contributory pension*” OR “old age pension*” OR “child benefit*” OR “disability benefit*” OR “old age benefit*” OR cct OR uct OR “income support”)
2. TITLE-ABS-KEY (empower* OR “decision making” OR confiden* OR violen* OR power* OR voice* OR choice* OR control OR “political participation” OR “community meeting*” OR “social audit*” OR “participatory monitoring” OR “community score card*” OR relation* OR dynamic* OR “social inclusion” OR “social exclusion” OR discrimination OR pride OR dignity OR “social capital” OR stigma OR “social network*” OR “social participation” OR “informal transfer*” OR respect OR acceptance OR “self-esteem” OR “child marriage*” OR “early marriage*” OR “forced marriage*” OR “sexual debut” OR mobility OR “eating order”)
3. TITLE-ABS-KEY (afghanistan OR albania OR algeria OR angola OR argentina OR armenia OR armenian OR aruba OR azerbaijan OR bangladesh OR benin OR byelarus OR byelorussian OR belarus OR belorussian OR belorussia OR belize OR bhutan OR bolivia OR bosnia OR herzegovina OR hercegovina OR botswana OR brasil OR brazil OR bulgaria OR “Burkina Faso” OR “Burkina Fasso” OR “Upper Volta” OR burundi OR urundi OR cambodia OR “Khmer Republic” OR kampuchea OR cameroon OR cameroons OR cameron OR camérons OR “Cape Verde” OR “Central African Republic” OR chad OR china OR colombia OR comoros OR “Comoro Islands” OR comores OR mayotte OR congo OR zaire OR “Costa Rica*” OR “Cote d’Ivoire” OR “Ivory Coast” OR cuba OR djibouti OR “French Somaliland” OR dominica OR “Dominican Republic” OR “East Timor” OR “East Timur” OR “Timor Leste” OR ecuador OR egypt OR “United Arab Republic” OR “El Salvador” OR eritrea OR ethiopia OR fiji OR gabon OR “Gabonese Republic” OR gambia OR gaza OR “Georgia Republic” OR “Georgian Republic” OR ghana OR grenada OR guatemala OR guinea OR guiana OR guyana OR haiti OR hungary OR honduras OR india OR maldives OR indonesia OR iran OR iraq OR jamaica OR jordan OR kazakhstan OR kazakh OR kenya OR kiribati OR korea OR kosovo OR kyrgyzstan OR kirghizia OR “Kyrgyz Republic” OR kirghiz OR kirgizstan OR “Lao PDR” OR laos OR lebanon OR lesotho OR basutoland OR liberia OR libya OR macedonia OR madagascar OR “Malagasy Republic” OR malaysia OR malaya OR malay OR sabah OR sarawak OR malawi OR mali OR “Marshall Islands” OR mauritania OR mauritius OR “Agalega Islands” OR mexico OR micronesia OR “Middle East” OR moldova OR moldovia OR moldovian OR mongolia OR montenegro OR morocco OR ifni OR mozambique OR myanmar OR myanma OR burma OR namibia OR nepal OR “Netherlands Antilles” OR “New Caledonia” OR nicaragua OR niger OR nigeria OR pakistan OR palau OR palestine OR panama OR paraguay OR peru OR philippines OR philipines OR phillipines OR phillippines OR “Puerto Ric*” OR romania OR rumania OR roumania OR rwanada OR ruanda OR “Saint Lucia” OR “St Lucia” OR “Saint Vincent” OR “St Vincent” OR grenadines OR samoa OR “Samoan Islands” OR “Navigator Island” OR “Navigator Islands” OR “Sao Tome” OR senegal OR serbia OR montenegro OR seychelles OR “Sierra Leone” OR “Sri Lanka” OR “Solomon Islands” OR somalia OR “South Africa” OR sudan OR suriname OR surinam OR swaziland OR syria OR tajikistan OR tadjhikistan OR tadjikistan OR tadjhik OR tanzania OR thailand OR togo OR togolese republic OR tonga OR tunisia OR turkey OR turkmenistan OR turkmen OR uganda OR ukraine OR uzbekistan OR uzbek OR vanuatu OR “New Hebrides” OR venezuela OR vietnam OR “Viet Nam” OR “West Bank” OR yemen OR yugoslavia OR zambia OR zimbabwe) OR TITLE-ABS-KEY (“Developing Countries” OR africa OR asia OR caribbean OR “West Indies” OR “South America” OR “Latin America” OR “Central America” OR developing OR “less* developed” OR “under developed” OR underdeveloped OR “middle income” OR “low* income” OR underserved OR “under served” OR deprived) OR TITLE-ABS-KEY (poor* W/1 countr* OR nation* OR population* OR world) OR TITLE-ABS-KEY ((developing OR “less* developed” OR “under developed” OR underdeveloped OR “middle income” OR “low* income”) W/1 econom*)) OR TITLE-ABS-KEY (low* W/1

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gdp OR gnp OR “gross domestic” OR “gross national”) OR TITLE-ABS-KEY (low W/3 middle W/3 countr*) OR TITLE-ABS-KEY (lmic OR lmics OR “third world” OR “lami countr*” OR “transitional countr*”)

4. **Search strings to run in Scopus:** #1 AND #2 AND #3 (limited to 2000 onwards)

Inclusion criteria

Stage 1 Screening:

Inclusion criteria help in deciding whether a study that has been found is relevant. The following inclusion criteria will be applied during the first stage of the screening process (all criteria need to be satisfied for the study to be included). They will be applied to titles, then abstracts, then full text. All studies that are included on the basis of the first stage screening process, will be included in the Stage 2 screening process.

1. **Date:** From 2000
2. **Language:** The review is restricted to English studies
3. **Population:** People that have received a cash transfer, or control households
4. **Geographical locations:** Low and middle income countries
5. **Interventions:** Conditional or unconditional cash transfers. The programmes should be non-contributory, publicly mandated or NGO-provided (so not private transfers, like remittances, or religious donations).
6. **Study design:** The study should be a solid empirical study (i.e. based on data and or fieldwork). Only studies that use either an experimental design or a quasi-experimental design that relies on a credible control group should be included. This includes those that demonstrate one of the following:
 - (a) an experimental design (i.e. RCT or cluster-RCT)
 - (b) a quasi-experimental design, including:
 - i. regression discontinuity design
 - ii. matching technique (e.g. propensity score matching)
 - iii. difference-in-difference
 - iv. interrupted time series
 - v. other form of multivariate regression, including Instrumental Variable Technique.

[Exclude studies that are theoretical; literature reviews; not descriptive or don't have an experimental/ quasi-experimental design]

7. **Outcome:** Social empowerment; economic empowerment; psycho-social wellbeing

Stage 2 Screening:

In the second round of screening, studies will be assessed against a range of criteria to investigate the risk of bias and reliability of findings. Specifically, studies will be assessed against the issues of selection bias, attrition bias or bias associated with interpretation of statistical significance (Type I or Type II errors). Studies that have a high risk of bias or score low on rigour will be not be included in the final analysis.

List of databases used

- SCOPUS (Elsevier). This database includes 5,682 journals, conference proceedings, trade publications and book series in the Social Sciences category.
- IDEAS-Repec

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4. Snowball technique

The following four people should be contacted and asked for the five most relevant studies on the research question. We will also look at their websites for relevant publications.

1. Maxime Molyneux, UCL
2. Nicola Jones, ODI
3. Babken Babajanian, LSE
4. Christina Behrendt, ILO

Studies shared by experts will be assessed against Stage 1 and Stage 2 screening criteria. We will also check the reference lists of the studies obtained for any further studies that fit the inclusion criteria.

5. Websites searches

The following websites/ search engines should be consulted, if possible using the same search strings as for the academic databases. Any studies found on these websites will be assessed against the same Stage 1 and Stage 2 screening criteria.

- Google (the first five pages)
- World Bank
- R4D DFID
- International Policy Centre for Inclusive Growth (IPC-IG)
- International Food Policy Research Institute (IFPRI)
- Poverty Action Research Lab
- FAO From Protection to Production website
- GSDRC
- OPM website
- 3iE website
- FAO From Protection to Production website
- Transfer Project (UNC Chapel Hill)
- ECLAC/ CEPAL
- IADB website
- ADB website
- IDS website
- BLDS website
- Social Science Research Network

6. Classification of studies

Studies that have passed both screening stages will be classified and described in an annotated bibliography. The classification tables will include the following information:

- authors and year of study
- geographical coverage
- detailed description of intervention and context
- population
- methods, sampling and data
- a summary of the main outcomes of the study

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Sub-question 2a: What is the effect of core cash transfer design parameters on programme outcomes?

1. The review research questions

The systematic literature reviews should assess the state of knowledge on the following question:
What is known about the effect of core cash transfer design parameters on programme outcomes?

2. Methodology

The systematic literature reviews should combine three tracks. These tracks are briefly explained here and further instructions are given below.

- Bibliographic database search:** Searching a previously agreed upon list of academic databases, using consistent search strings (see below) that have been tested beforehand and applying inclusion/ exclusion criteria.
- Snowball technique:** Contacting approximately three key experts in the field and asking them for recommendations for important studies on the research question. This also includes looking at the experts' websites and publication lists and including relevant studies. Finally, we will be looking for further relevant studies in the bibliographies of the experts' studies and recommended studies.
- Websites searches:** Searching previously agreed on websites (see below) for relevant studies using similar search terms as for the bibliographic databases. This also includes a google search for other grey literature.

Studies will be screened and assessed using the EPPI Reviewer software. After an initial broad screening process that considers overall study design, as well as other broader inclusion/ exclusion criteria, a second round of screening will be conducted. The second stage assessment will depend on the type of study. In the case of impact evaluation studies, the same assessment tool used for those studies retrieved in research question one will be applied. In the case of qualitative and descriptive studies and institutional analysis, an assessment of methodological rigour based on the literature around evaluating qualitative studies will be applied.

The relevant studies that make it through both stages of screening will be summarised in an annotated bibliography. The annotated bibliography lists the relevant studies in table format (see below) and briefly summarises each study in terms of relevant information on methodology, intervention and findings. More specifically, the relevant studies will also be summarised and classified in a table summarising the following information: i) publication details, (ii) description of the intervention and context, (iii) methods, data and sampling, (iv) population, v) findings of relevance to the research question including findings of statistically significant and non-significant impacts and disaggregation (e.g. by gender, age and other characteristics), and vi) contextual factors of importance.

A narrative synthesis approach will be applied to synthesise the findings.

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3. Bibliographic database search

The research question

The research question is ‘What is known about the effect of core cash transfer design parameters on programme outcomes?’ Here we want to know whether transfer amount, transfer duration, transfer frequency, and transfer recipient mediates programme impacts.

In order to understand it better, the research question can be decomposed into population, intervention and design/ implementation factor:

Population	Intervention	Design/ implementation factor
People living in low or middle income countries and who either receive the intervention or are the comparison group	Conditional or unconditional cash transfers	Core cash transfer design parameters
	Cash transfer	Transfer level / Transfer amount / Transfer size
	Social transfer	Payment size/ payment level / payment amount
	Financial transfer	Maximum duration
	Monetary transfer	Time limit
	Child grant/ disability grant/ old-age grant/ social grant	Eligibility
	Social assistance	Payment frequency
	Social pension	Recipient
	Non-contributory pension	Beneficiary
	Old age pension	Target group
	Child benefit/ disability benefit/ old-age benefit	Graduation
	Basic income/ minimum income	
	UCT/ CCT	
	Income support	

The population has been restricted to people living in low and middle income countries. This includes both beneficiary and control households. The aim of the research question is to analyse the effect of cash transfer design on programme outcomes. The design/ implementation factors for this sub-question are transfer amount, transfer duration, transfer frequency, and transfer recipient. The table above also includes all synonyms that will be used in the searches.

Search strings

The search string will be composed of intervention (part 1), design and implementation factor (part 2) and country filter (example below given for SCOPUS filter). In order to capture all possible cash transfers, search strings should include all synonyms listed above. In terms of design/ implementation factors, we will use transfer amount, transfer duration, transfer frequency, and transfer recipient in the search strings. The following search strings and will be used (they have been tested in the pilot phase):

1. TITLE-ABS-KEY (“Cash transfer*” OR “social transfer*” OR “financial transfer*” OR “monetary transfer*” OR “child grant*” OR “disability grant*” OR “old age grant*” OR “social grant*” OR “basic grant*” OR “minimum income grant*” OR “social assistance” OR welfare OR “social pension*” OR “non-contributory pension*” OR “old age pension*” OR “child benefit*” OR “disability benefit*” OR “old age benefit*” OR cct OR uct OR “income support”)
2. TITLE-ABS-KEY (transfer* W/1 (level* OR amount* OR size OR frequenc*) payment* W/1 level* OR amount* OR size OR frequenc*) OR “maximum duration” OR “time limit*” OR eligib* OR graduat* OR OR recipient* OR beneficiar* OR target group*)
3. TITLE-ABS-KEY (afghanistan OR albania OR algeria OR angola OR argentina OR armenia OR armenian OR aruba OR azerbaijan OR bangladesh OR benin OR byelarus OR byelorussian OR belarus OR belorussian OR belorussia OR belize OR bhutan OR bolivia OR bosnia OR herzegovina OR hercegovina OR botswana OR brasil OR brazil OR bulgaria OR “Burkina Faso” OR “Burkina Fasso” OR “Upper Volta” OR burundi OR urundi OR cambodia OR “Khmer Republic” OR kampuchea OR cameroon OR

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camerons OR cameron OR camérons OR “Cape Verde” OR “Central African Republic” OR chad OR china OR colombia OR comoros OR “Comoro Islands” OR comores OR mayotte OR congo OR zaire OR “Costa Rica*” OR “Cote d’Ivoire” OR “Ivory Coast” OR cuba OR djibouti OR “French Somaliland” OR dominica OR “Dominican Republic” OR “East Timor” OR “East Timur” OR “Timor Leste” OR ecuador OR egypt OR “United Arab Republic” OR “El Salvador” OR eritrea OR ethiopia OR fiji OR gabon OR “Gabonese Republic” OR gambia OR gaza OR “Georgia Republic” OR “Georgian Republic” OR ghana OR grenada OR guatemala OR guinea OR guiana OR guyana OR haiti OR hungary OR honduras OR india OR maldives OR indonesia OR iran OR iraq OR jamaica OR jordan OR kazakhstan OR kazakh OR kenya OR kiribati OR korea OR kosovo OR kyrgyzstan OR kirghizia OR “Kyrgyz Republic” OR kirghiz OR kirgizstan OR “Lao PDR” OR laos OR lebanon OR lesotho OR basutoland OR liberia OR libya OR macedonia OR madagascar OR “Malagasy Republic” OR malaysia OR malaya OR malay OR sabah OR sarawak OR malawi OR mali OR “Marshall Islands” OR mauritania OR mauritius OR “Agalega Islands” OR mexico OR micronesia OR “Middle East” OR moldova OR moldovia OR moldovian OR mongolia OR montenegro OR morocco OR ifni OR mozambique OR myanmar OR myanma OR burma OR namibia OR nepal OR “Netherlands Antilles” OR “New Caledonia” OR nicaragua OR niger OR nigeria OR pakistan OR palau OR palestine OR panama OR paraguay OR peru OR philippines OR philipines OR phillippines OR phillippines OR “Puerto Ric*” OR romania OR rumania OR roumania OR rwanada OR ruanda OR “Saint Lucia” OR “St Lucia” OR “Saint Vincent” OR “St Vincent” OR grenadines OR samoa OR “Samoan Islands” OR “Navigator Island” OR “Navigator Islands” OR “Sao Tome” OR senegal OR serbia OR montenegro OR seychelles OR “Sierra Leone” OR “Sri Lanka” OR “Solomon Islands” OR somalia OR “South Africa” OR sudan OR suriname OR surinam OR swaziland OR syria OR tajikistan OR tadjhikistan OR tadjikistan OR tadjhik OR tanzania OR thailand OR togo OR togolese republic OR tonga OR tunisia OR turkey OR turkmenistan OR turkmen OR uganda OR ukraine OR uzbekistan OR uzbek OR vanuatu OR “New Hebrides” OR venezuela OR vietnam OR “Viet Nam” OR “West Bank” OR yemen OR yugoslavia OR zambia OR zimbabwe) OR TITLE-ABS-KEY (“Developing Countries” OR africa OR asia OR caribbean OR “West Indies” OR “South America” OR “Latin America” OR “Central America” OR developing OR “less* developed” OR “under developed” OR underdeveloped OR “middle income” OR “low* income” OR underserved OR “under served” OR deprived) OR TITLE-ABS-KEY (poor* W/1 countr* OR nation* OR population* OR world) OR TITLE-ABS-KEY ((developing OR “less* developed” OR “under developed” OR underdeveloped OR “middle income” OR “low* income”) W/1 econom*)) OR TITLE-ABS-KEY (low* W/1 gdp OR gnp OR “gross domestic” OR “gross national”) OR TITLE-ABS-KEY (low W/3 middle W/3 countr*) OR TITLE-ABS-KEY (lmic OR lmics OR “third world” OR “lami countr*” OR “transitional countr*”)

4. Search strings to run in Scopus: #1 AND #2 AND #3 (limited to 2000 onwards)

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Inclusion criteria

Stage 1 Screening:

Inclusion criteria help in deciding whether a study that has been found is relevant. The following inclusion criteria will be applied during the first stage of the screening process (all criteria need to be satisfied for the study to be included). They will be applied to titles, then abstracts, then full text. All studies that are included on the basis of the first stage screening process, will be included in the Stage 2 screening process.

1. **Date:** From 2000
2. **Language:** The review is restricted to English studies
3. **Population:** People that have received a cash transfer, or control households
4. **Geographical locations:** Low and middle income countries
5. **Interventions:** Conditional or unconditional cash transfers. The programmes should be non-contributory, publicly mandated or NGO-provided (so not private transfers, like remittances, or religious donations).
6. **Study design:** The study should be a solid empirical study (i.e. based on data and or fieldwork) or an institutional analysis. It can be qualitative or quantitative. [Not theoretical; no literature review; not descriptive]
7. **Design/ implementation factor:** transfer amount, transfer duration, transfer frequency, and transfer recipient
8. **Analysis:** Design and implementation factors are explicitly linked to outcomes.

Stage 2 Screening:

The second stage assessment will depend on the type of study. In the case of impact evaluation studies, the same assessment tool used for those studies retrieved in research question one will be applied. In the case of qualitative and descriptive studies and institutional analysis, an assessment of methodological rigour based on the literature around evaluating qualitative studies will be applied.

List of databases used

- SCOPUS (Elsevier). This database includes 5,682 journals, conference proceedings, trade publications and book series in the Social Sciences category.
- IDEAS-Repec

4. Snowball technique

The following three people should be contacted and asked for the five most relevant studies on the research question. We will also look at their websites for relevant publications.

1. Rachel Slater, ODI
2. Mike Samson, EPRI
3. Margaret Grosh, World Bank

Studies shared by experts will be assessed against Stage 1 and Stage 2 screening criteria. We will also check the reference lists of the studies obtained for any further studies that fit the inclusion criteria.

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5. Websites searches

The following websites/ search engines should be consulted, if possible using the same search strings as for the academic databases. Any studies found on these websites will be assessed against the same Stage 1 and Stage 2 screening criteria.

- Google (the first five pages)
- World Bank
- R4D DFID
- International Policy Centre for Inclusive Growth (IPC-IG)
- International Food Policy Research Institute (IFPRI)
- GSDRC
- OPM website
- Transfer Project (UNC Chapel Hill)
- ECLAC/ CEPAL
- IADB website
- ADB website
- IDS website
- BLDS website
- Social Science Research Network
- 3iE website

6. Classification of studies

Studies that have passed both screening stages will be classified and described in an annotated bibliography. The classification tables will include the following information:

- authors and year of study
- geographical coverage
- detailed description of intervention and context
- population
- methods, sampling and data
- summary findings on design and implementation factor

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Sub-question 2b: What is the effect of conditionality on cash transfer programme outcomes?

1. The review research questions

The systematic literature reviews should assess the state of knowledge on the following question:
What is known about the effect of conditionality on cash transfer programme outcomes?

2. Methodology

The systematic literature reviews should combine three tracks. These tracks are briefly explained here and further instructions are given below.

- Bibliographic database search:** Searching a previously agreed upon list of academic databases, using consistent search strings (see below) that have been tested beforehand and applying inclusion/ exclusion criteria.
- Snowball technique:** Contacting approximately four key experts in the field and asking them for recommendations for important studies on the research question. This also includes looking at the experts' websites and publication lists and including relevant studies. Finally, we will be looking for further relevant studies in the bibliographies of the experts' studies and recommended studies.
- Websites searches:** Searching previously agreed on websites (see below) for relevant studies using similar search terms as for the bibliographic databases. This also includes a google search for other grey literature.

Studies will be screened and assessed using the EPPI Reviewer software. After an initial broad screening process that considers overall study design, as well as other broader inclusion/ exclusion criteria, a second round of screening will be conducted. The second stage assessment will depend on the type of study. In the case of impact evaluation studies, the same assessment tool used for those studies retrieved in research question one will be applied. In the case of qualitative and descriptive studies and institutional analysis, an assessment of methodological rigour based on the literature around evaluating qualitative studies will be applied.

The relevant studies that make it through both stages of screening will be summarised in an annotated bibliography. The annotated bibliography lists the relevant studies in table format (see below) and briefly summarises each study in terms of relevant information on methodology, intervention and findings. More specifically, the relevant studies will also be summarised and classified in a table summarising the following information: i) publication details, (ii) description of the intervention and context, (iii) methods, data and sampling, (iv) population, v) findings of relevance to the research question including findings of statistically significant and non-significant impacts and disaggregation (e.g. by gender, age and other characteristics), and vi) contextual factors of importance.

A narrative synthesis approach will be applied to synthesise the findings.

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3. Bibliographic database search

The research question

The research question is ‘What is known about the effect of conditionality on programme outcomes?’ Here we want to know whether conditionality and type of conditionality mediates programme impacts.

In order to understand it better, the research question can be decomposed into population, intervention and design/ implementation factor:

Population	Intervention	Design/ implementation factor
People living in low or middle income countries and who either receive the intervention or are the comparison group	Conditional or unconditional cash transfers	Conditionality and type of conditionality
	Cash transfer	Conditional
	Social transfer	Unconditional
	Financial transfer	Condition*
	Monetary transfer	Compliance
	Child grant/ disability grant/ old-age grant/ social grant	Non-compliance
	Social assistance	Enforc*
	Social pension	Sanction*
	Non-contributory pension	Punitive
	Old age pension	Facilitative
	Child benefit/ disability benefit/ old-age benefit	Soft
	Basic income/ minimum income	Co-responsibili*
	UCT/ CCT	Label*
	Income support	Contract
		Family improvement plan

The population has been restricted to people living in low and middle income countries. This includes both beneficiary and control households. The aim of the research question is to analyse the effect of conditionality on cash transfers outcomes. The design/ implementation factors for this sub-question are conditionality and type of conditionality. The table above also includes all synonyms that will be used in the searches.

Search strings

The search string will be composed of intervention (part 1), design and implementation factor (part 2) and country filter (example below given for SCOPUS filter). In order to capture all possible cash transfers, search strings should include all synonyms listed above. In terms of design/ implementation factors, we will use conditionality and type of conditionality in the search strings. The following search strings and will be used (they have been tested in the pilot phase):

1. TITLE-ABS-KEY (“Cash transfer*” OR “social transfer*” OR “financial transfer*” OR “monetary transfer*” OR “child grant*” OR “disability grant*” OR “old age grant*” OR “social grant*” OR “basic grant*” OR “minimum income grant*” OR “social assistance” OR welfare OR “social pension*” OR “non-contributory pension*” OR “old age pension*” OR “child benefit*” OR “disability benefit*” OR “old age benefit*” OR cct OR uct OR “income support”)
2. TITLE-ABS-KEY (“condition* OR unconditional OR comply OR compliance OR non-compliance OR enforce* OR sanction* OR punitive OR facilitative OR soft OR co-responsibili* OR label* OR contract* OR “family improvement plan*”)
3. TITLE-ABS-KEY (afghanistan OR albania OR algeria OR angola OR argentina OR armenia OR armenian OR aruba OR azerbaijan OR bangladesh OR benin OR byelarus OR byelorussian OR belarus OR belorussian OR belorussia OR belize OR bhutan OR bolivia OR bosnia OR herzegovina OR hercegovina OR botswana OR brasil OR brazil OR bulgaria OR “Burkina Faso” OR “Burkina Fasso” OR “Upper Volta” OR burundi OR urundi OR cambodia OR “Khmer Republic” OR kampuchea OR cameroon OR cameroons OR cameron OR camérons OR “Cape Verde” OR

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“Central African Republic” OR chad OR china OR colombia OR comoros OR
 “Comoro Islands” OR comores OR mayotte OR congo OR zaire OR “Costa Rica*”
 OR “Cote d’Ivoire” OR “Ivory Coast” OR cuba OR djibouti OR “French Somaliland”
 OR dominica OR “Dominican Republic” OR “East Timor” OR “East Timor” OR
 “Timor Leste” OR ecuador OR egypt OR “United Arab Republic” OR “El Salvador”
 OR eritrea OR ethiopia OR fiji OR gabon OR “Gabonese Republic” OR gambia OR
 gaza OR “Georgia Republic” OR “Georgian Republic” OR ghana OR grenada OR
 guatemala OR guinea OR guiana OR guyana OR haiti OR hungary OR honduras
 OR india OR maldives OR indonesia OR iran OR iraq OR jamaica OR jordan OR
 kazakhstan OR kazakh OR kenya OR kiribati OR korea OR kosovo OR kyrgyzstan
 OR kirghizia OR “Kyrgyz Republic” OR kirghiz OR kirgizstan OR “Lao PDR” OR
 laos OR lebanon OR lesotho OR basutoland OR liberia OR libya OR macedonia OR
 madagascar OR “Malagasy Republic” OR malaysia OR malaya OR malay OR sabah
 OR sarawak OR malawi OR mali OR “Marshall Islands” OR mauritania OR mauritius
 OR “Agalega Islands” OR mexico OR micronesia OR “Middle East” OR moldova
 OR moldovia OR moldovian OR mongolia OR montenegro OR morocco OR ifni
 OR mozambique OR myanmar OR myanma OR burma OR namibia OR nepal OR
 “Netherlands Antilles” OR “New Caledonia” OR nicaragua OR niger OR nigeria OR
 pakistan OR palau OR palestine OR panama OR paraguay OR peru OR philippines
 OR philipines OR phillipines OR phillippines OR “Puerto Ric*” OR romania OR
 rumania OR roumania OR rwanada OR ruanda OR “Saint Lucia” OR “St Lucia” OR
 “Saint Vincent” OR “St Vincent” OR grenadines OR samoa OR “Samoan Islands” OR
 “Navigator Island” OR “Navigator Islands” OR “Sao Tome” OR senegal OR serbia
 OR montenegro OR seychelles OR “Sierra Leone” OR “Sri Lanka” OR “Solomon
 Islands” OR somalia OR “South Africa” OR sudan OR suriname OR surinam OR
 swaziland OR syria OR tajikistan OR tadjhikistan OR tadjikistan OR tadjhik OR
 tanzania OR thailand OR togo OR togolese republic OR tonga OR tunisia OR turkey
 OR turkmenistan OR turkmen OR uganda OR ukraine OR uzbekistan OR uzbek
 OR vanuatu OR “New Hebrides” OR venezuela OR vietnam OR “Viet Nam” OR
 “West Bank” OR yemen OR yugoslavia OR zambia OR zimbabwe) OR TITLE-ABS-
 KEY (“Developing Countries” OR africa OR asia OR caribbean OR “West Indies”
 OR “South America” OR “Latin America” OR “Central America” OR developing OR
 “less* developed” OR “under developed” OR underdeveloped OR “middle income” OR
 “low* income” OR underserved OR “under served” OR deprived) OR TITLE-ABS-KEY
 (poor* W/1 countr* OR nation* OR population* OR world) OR TITLE-ABS-KEY
 ((developing OR “less* developed” OR “under developed” OR underdeveloped OR
 “middle income” OR “low* income”) W/1 econom*)) OR TITLE-ABS-KEY (low* W/1
 gdp OR gnp OR “gross domestic” OR “gross national”) OR TITLE-ABS-KEY (low
 W/3 middle W/3 countr*) OR TITLE-ABS-KEY (lmic OR lmics OR “third world”
 OR “lami countr*” OR “transitional countr*”)

4. Search strings to run in Scopus: #1 AND #2 AND #3 (limited to 2000 onwards)

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Inclusion criteria

Stage 1 Screening:

Inclusion criteria help in deciding whether a study that has been found is relevant. The following inclusion criteria will be applied during the first stage of the screening process (all criteria need to be satisfied for the study to be included). They will be applied to titles, then abstracts, then full text. All studies that are included on the basis of the first stage screening process, will be included in the Stage 2 screening process.

1. **Date:** From 2000
2. **Language:** The review is restricted to English studies
3. **Population:** People that have received a cash transfer, or control households
4. **Geographical locations:** Low and middle income countries
5. **Interventions:** Conditional or unconditional cash transfers. The programmes should be non-contributory, publicly mandated or NGO-provided (so not private transfers, like remittances, or religious donations).
6. **Study design:** The study should be an empirical study (i.e. based on data and or fieldwork) or an institutional analysis. It can be qualitative or quantitative. [Not theoretical; no literature review; not descriptive]
7. **Design/ implementation factor:** conditionality and type of conditionality
8. **Analysis:** Design and implementation factors are explicitly linked to outcomes.

Stage 2 Screening:

The second stage assessment will depend on the type of study. In the case of impact evaluation studies, the same assessment tool used for those studies retrieved in research question one will be applied. In the case of qualitative and descriptive studies and institutional analysis, an assessment of methodological rigour based on the literature around evaluating qualitative studies will be applied.

List of databases used

- SCOPUS (Elsevier). This database includes 5,682 journals, conference proceedings, trade publications and book series in the Social Sciences category.
- IDEAS Repec

4. Snowball technique

The following four people should be contacted and asked for the five most relevant studies on the research question. We will also look at their websites for relevant publications.

1. Berk Ozler, World Bank
2. Ariel Fiszbein, World Bank
3. Norbert Schady, IDB
4. Orazio Attanasio, UCL

Studies shared by experts will be assessed against Stage 1 and Stage 2 screening criteria. We will also check the reference lists of the studies obtained for any further studies that fit the inclusion criteria.

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5. Websites searches

The following websites/ search engines should be consulted, if possible using the same search strings as for the academic databases. Any studies found on these websites will be assessed against the same Stage 1 and Stage 2 screening criteria.

- Google (the first five pages)
- World Bank
- R4D DFID
- International Policy Centre for Inclusive Growth (IPC-IG)
- International Food Policy Research Institute (IFPRI)
- GSDRC
- OPM website
- Transfer Project (UNC Chapel Hill)
- ECLAC/ CEPAL
- IADB website
- ADB website
- IDS website
- BLDS website
- Social Science Research Network
- 3iE website

6. Classification of studies

Studies that have passed both screening stages will be classified and described in an annotated bibliography. The classification tables will include the following information:

- authors and year of study
- geographical coverage
- detailed description of intervention and context
- population
- methods, sampling and data
- findings on design and implementation factor
- contextual factors of importance

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Sub-question 2c: What is the effect of targeting on programme outcomes?

1. The review research questions

The systematic literature reviews should assess the state of knowledge on the following question:
What is known about the effect of targeting on cash transfer programme outcomes?

2. Methodology

The systematic literature reviews should combine three tracks. These tracks are briefly explained here and further instructions are given below.

1. **Bibliographic database search:** Searching a previously agreed upon list of academic databases, using consistent search strings (see below) that have been tested beforehand and applying inclusion/ exclusion criteria.
2. **Snowball technique:** Contacting approximately three key experts in the field and asking them for recommendations for important studies on the research question. This also includes looking at the experts' websites and publication lists and including relevant studies. Finally, we will be looking for further relevant studies in the bibliographies of the experts' studies and recommended studies.
3. **Websites searches:** Searching previously agreed on websites (see below) for relevant studies using similar search terms as for the bibliographic databases. This also includes a google search for other grey literature.

Studies will be screened and assessed using the EPPI Reviewer software. After an initial broad screening process that considers overall study design, as well as other broader inclusion/ exclusion criteria, a second round of screening will be conducted. The second stage assessment will depend on the type of study. In the case of impact evaluation studies, the same assessment tool used for those studies retrieved in research question one will be applied. In the case of qualitative and descriptive studies and institutional analysis, an assessment of methodological rigour based on the literature around evaluating qualitative studies will be applied.

The relevant studies that make it through both stages of screening will be summarised in an annotated bibliography. The annotated bibliography lists the relevant studies in table format (see below) and briefly summarises each study in terms of relevant information on methodology, intervention and findings. More specifically, the relevant studies will also be summarised and classified in a table summarising the following information: i) publication details, (ii) description of the intervention and context, (iii) methods, data and sampling, (iv) population, v) findings of relevance to the research question including findings of statistically significant and non-significant impacts and disaggregation (e.g. by gender, age and other characteristics), and vi) contextual factors of importance.

A narrative synthesis approach will be applied to synthesise the findings.

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3. Bibliographic database search

The research question

The research question is ‘What is known about the effect of targeting on cash transfer programme outcomes?’ Here we want to know how targeting mediates programme impacts.

In order to understand it better, the research question can be decomposed into population, intervention and design/ implementation factor:

Population	Intervention	Design/ implementation factor
People living in low or middle income countries and who either receive the intervention or are the comparison group	Conditional or unconditional cash transfers	Targeting
	Cash transfer	Target*
	Social transfer	Geographical target*
	Financial transfer	Categorical target*
	Monetary transfer	Poverty target*
	Child grant/ disability grant/ old-age grant/ social grant	Universal
	Social assistance	Community-based target*
	Social pension	Targeting errors
	Non-contributory pension	Proxy-means test/ PMT
	Old age pension	Means-test*
	Child benefit/ disability benefit/ old-age benefit	Beneficiary identification
	Basic income/ minimum income	Beneficiary selection
	UCT/ CCT	Recertification
	Income support	Target* frequency
		Inclusion error
		Exclusion error
		Undercoverage
		Over selection
		Under selection
		Leakage
		Incidence
		Take-up

The population has been restricted to people living in low and middle income countries. This includes both beneficiary and control households. The aim of the research question is to analyse the effect of targeting on cash transfers outcomes. The design/ implementation factor for this sub-question is targeting. The table above also includes all synonyms that will be used in the searches.

Search strings

The search string will be composed of intervention (part 1), design and implementation factor (part 2) and country filter (example below given for SCOPUS filter). In order to capture all possible cash transfers, search strings should include all synonyms listed above. In terms of design/ implementation factors, we will use targeting in the search strings. The following search strings and will be used (they have been tested in the pilot phase):

1. TITLE-ABS-KEY (“Cash transfer*” OR “social transfer*” OR “financial transfer*” OR “monetary transfer*” OR “child grant*” OR “disability grant*” OR “old age grant*” OR “social grant*” OR “basic grant*” OR “minimum income grant*” OR “social assistance” OR welfare OR “social pension*” OR “non-contributory pension*” OR “old age pension*” OR “child benefit*” OR “disability benefit*” OR “old age benefit*” OR cct OR uct OR “income support”)
2. TITLE-ABS-KEY (targeted OR “geographical target*” OR “categorical target*” OR “poverty target*” OR universal OR “community-based target*” OR “CBT” OR “targeting error*” OR “proxy means test*” OR PMT OR “means-test*” OR “beneficiary identification” OR beneficiary W/1 (identification OR selection) OR recertification OR targeting W/1 frequency OR “inclusion error*” OR “exclusion error*” OR “undercoverage” OR “leakage*” OR “over selection” OR “under selection” OR incidence OR “take-up”)

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3. (TITLE-ABS-KEY ((afghanistan OR albania OR algeria OR angola OR argentina OR armenia OR armenian OR aruba OR azerbaijan OR bangladesh OR benin OR byelarus OR byelorussian OR belarus OR belorussian OR belorussia OR belize OR bhutan OR bolivia OR bosnia OR herzegovina OR hercegovina OR botswana OR brasil OR brazil OR bulgaria OR “Burkina Faso” OR “Burkina Fasso” OR “Upper Volta” OR burundi OR urundi OR cambodia OR “Khmer Republic” OR kampuchea OR cameroon OR cameroons OR cameron OR camérons OR “Cape Verde” OR “Central African Republic” OR chad OR china OR colombia OR comoros OR “Comoro Islands” OR comores OR mayotte OR congo OR zaire OR “Costa Rica*” OR “Cote d’Ivoire” OR “Ivory Coast” OR cuba OR djibouti OR “French Somaliland” OR dominica OR “Dominican Republic” OR “East Timor” OR “East Timur” OR “Timor Leste” OR ecuador OR egypt OR “United Arab Republic” OR “El Salvador” OR eritrea OR ethiopia OR fiji OR gabon OR “Gabonese Republic” OR gambia OR gaza OR “Georgia Republic” OR “Georgian Republic” OR ghana OR grenada OR guatemala OR guinea OR guiana OR guyana OR haiti OR hungary OR honduras OR india OR maldives OR indonesia OR iran OR iraq OR jamaica OR jordan OR kazakhstan OR kazakh OR kenya OR kiribati OR korea OR kosovo OR kyrgyzstan OR kirghizia OR “Kyrgyz Republic” OR kirghiz OR kirgizstan OR “Lao PDR” OR laos OR lebanon OR lesotho OR basutoland OR liberia OR libya OR macedonia OR madagascar OR “Malagasy Republic” OR malaysia OR malaya OR malay OR sabah OR sarawak OR malawi OR mali OR “Marshall Islands” OR mauritania OR mauritius OR “Agalega Islands” OR mexico OR micronesia OR “Middle East” OR moldova OR moldovia OR moldovian OR mongolia OR montenegro OR morocco OR ifni OR mozambique OR myanmar OR myanma OR burma OR namibia OR nepal OR “Netherlands Antilles” OR “New Caledonia” OR nicaragua OR niger OR nigeria OR pakistan OR palau OR palestine OR panama OR paraguay OR peru OR philippines OR philipines OR phillippines OR phillippines OR “Puerto Ric*” OR romania OR rumania OR roumania OR rwanda OR ruanda OR “Saint Lucia” OR “St Lucia” OR “Saint Vincent” OR “St Vincent” OR grenadines OR samoa OR “Samoan Islands” OR “Navigator Island” OR “Navigator Islands” OR “Sao Tome” OR senegal OR serbia OR montenegro OR seychelles OR “Sierra Leone” OR “Sri Lanka” OR “Solomon Islands” OR somalia OR “South Africa” OR sudan OR suriname OR surinam OR swaziland OR syria OR tajikistan OR tadjikistan OR tadjikistan OR tadjhik OR tanzania OR thailand OR togo OR togolese republic OR tonga OR tunisia OR turkey OR turkmenistan OR turkmen OR uganda OR ukraine OR uzbekistan OR uzbek OR vanuatu OR “New Hebrides” OR venezuela OR vietnam OR “Viet Nam” OR “West Bank” OR yemen OR yugoslavia OR zambia OR zimbabwe)) OR (TITLE-ABS-KEY (“Developing Countries” OR africa OR asia OR caribbean OR “West Indies” OR “South America” OR “Latin America” OR “Central America” OR ((developing OR “less* developed” OR “under developed” OR underdeveloped OR “middle income” OR “low* income” OR underserved OR “under served” OR deprived OR poor*) W/1 (countr* OR nation* OR population* OR world))) OR (TITLE-ABS-KEY (((developing OR “less* developed” OR “under developed” OR underdeveloped OR “middle income” OR “low* income”) W/1 (economy OR economies)) OR (low* W/1 (gdp OR gnp OR “gross domestic” OR “gross national”)) OR (low W/3 middle W/3 countr*))) OR (TITLE-ABS-KEY (((lmic OR lmics OR “third world” OR “lami countr*”)) OR “transitional countr*”)) TITLE-ABS-KEY (afghanistan OR albania OR algeria OR angola OR argentina OR armenia OR armenian OR aruba OR azerbaijan OR bangladesh OR benin OR byelarus OR byelorussian OR belarus OR belorussian OR belorussia OR belize OR bhutan OR bolivia OR bosnia OR herzegovina OR hercegovina OR botswana OR brasil OR brazil OR bulgaria OR “Burkina Faso” OR “Burkina Fasso” OR “Upper Volta” OR burundi OR urundi OR cambodia OR “Khmer Republic” OR kampuchea OR cameroon OR cameroons OR cameron OR camérons OR “Cape Verde” OR “Central African Republic” OR chad OR china OR colombia OR comoros OR “Comoro Islands” OR comores OR mayotte OR congo OR zaire OR “Costa Rica*” OR “Cote d’Ivoire” OR “Ivory Coast” OR cuba OR djibouti OR “French Somaliland” OR dominica OR “Dominican Republic” OR “East Timor” OR “East Timur” OR “Timor Leste” OR ecuador OR egypt OR “United Arab Republic” OR “El Salvador” OR eritrea OR ethiopia OR fiji OR gabon OR “Gabonese Republic” OR gambia OR gaza OR “Georgia Republic” OR “Georgian Republic” OR ghana OR grenada OR guatemala OR guinea OR guiana OR guyana OR haiti OR hungary OR honduras OR india OR

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4. Search strings to run in Scopus: #1 AND #2 AND #3 (limited to 2000 onwards)

Inclusion criteria

Stage 1 Screening:

Inclusion criteria help in deciding whether a study that has been found is relevant. The following inclusion criteria will be applied during the first stage of the screening process (all criteria need to be satisfied for the study to be included). They will be applied to titles, then abstracts, then full text. All studies that are included on the basis of the first stage screening process, will be included in the Stage 2 screening process.

1. **Date:** From 2000
2. **Language:** The review is restricted to English studies
3. **Population:** People that have received a cash transfer, or control households
4. **Geographical locations:** Low and middle income countries
5. **Interventions:** Conditional or unconditional cash transfers. The programmes should be non-contributory, publicly mandated or NGO-provided (so not private transfers, like remittances, or religious donations).
6. **Study design:** The study should be an empirical study (i.e. based on data and or fieldwork) or an institutional analysis. It can be qualitative or quantitative. [Not theoretical; no literature review; not descriptive]
7. **Design/ implementation factor:** targeting
8. **Analysis:** Design and implementation factors are explicitly linked to outcomes.

Stage 2 Screening:

The second stage assessment will depend on the type of study. In the case of impact evaluation studies, the same assessment tool used for those studies retrieved in research question one will be applied. In the case of qualitative and descriptive studies and institutional analysis, an assessment of methodological rigour based on the literature around evaluating qualitative studies will be applied.

List of databases used

- SCOPUS (Elsevier). This database includes 5,682 journals, conference proceedings, trade publications and book series in the Social Sciences category.
- IDEAS-Repec

4. Snowball technique

The following three people should be contacted and asked for the five most relevant studies on the research question. We will also look at their websites for relevant publications.

1. Emmanuel Skoufias, World Bank
2. David Coady, IMF
3. Franziska Gassmann, Maastricht University

Studies shared by experts will be assessed against Stage 1 and Stage 2 screening criteria. We will also check the reference lists of the studies obtained for any further studies that fit the inclusion criteria.

5. Websites searches

The following websites/ search engines should be consulted, if possible using the same search strings as for the academic databases. Any studies found on these websites will be assessed against the same Stage 1 and Stage 2 screening criteria.

- Google Scholar (the first five pages)
- World Bank
- R4D DFID
- International Policy Centre for Inclusive Growth (IPC-IG)
- International Food Policy Research Institute (IFPRI)
- GSDRC
- Transfer Project (UNC Chapel Hill)
- ECLAC/ CEPAL
- IADB website
- ADB website
- IDS website
- BLDS website
- Social Science Research Network
- 3iE website

6. Classification of studies

Studies that have passed both screening stages will be classified and described in an annotated bibliography. The classification tables will include the following information:

- authors and year of study
- geographical coverage
- detailed description of intervention and context
- population
- methods, sampling and data
- summary findings on design and implementation factor

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Sub-question 2d: What is the effect of payment systems on cash transfer programme outcomes?

1. The review research questions

The systematic literature reviews should assess the state of knowledge on the following question:
What is known about the effect of payment systems on cash transfer programme outcomes?

2. Methodology

The systematic literature reviews should combine three tracks. These tracks are briefly explained here and further instructions are given below.

- Bibliographic database search:** Searching a previously agreed upon list of academic databases, using consistent search strings (see below) that have been tested beforehand and applying inclusion/ exclusion criteria.
- Snowball technique:** Contacting approximately four key experts in the field and asking them for recommendations for important studies on the research question. This also includes looking at the experts' websites and publication lists and including relevant studies. Finally, we will be looking for further relevant studies in the bibliographies of the experts' studies and recommended studies.
- Websites searches:** Searching previously agreed on websites (see below) for relevant studies using similar search terms as for the bibliographic databases. This also includes a google search for other grey literature.

Studies will be screened and assessed using the EPPI Reviewer software. After an initial broad screening process that considers overall study design, as well as other broader inclusion/ exclusion criteria, a second round of screening will be conducted. The second stage assessment will depend on the type of study. In the case of impact evaluation studies, the same assessment tool used for those studies retrieved in research question one will be applied. In the case of qualitative and descriptive studies and institutional analysis, an assessment of methodological rigour based on the literature around evaluating qualitative studies will be applied.

The relevant studies that make it through both stages of screening will be summarised in an annotated bibliography. The annotated bibliography lists the relevant studies in table format (see below) and briefly summarises each study in terms of relevant information on methodology, intervention and findings. More specifically, the relevant studies will also be summarised and classified in a table summarising the following information: i) publication details, (ii) description of the intervention and context, (iii) methods, data and sampling, (iv) population, v) findings of relevance to the research question including findings of statistically significant and non-significant impacts and disaggregation (e.g. by gender, age and other characteristics), and vi) contextual factors of importance.

A narrative synthesis approach will be applied to synthesise the findings.

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3. Bibliographic database search

The research question

The research question is ‘What is known about the effect of payment systems on programme outcomes?’ Here we want to know how payment frequency in practice, mode of payment and any irregularities in the payment process mediate programme impacts.

In order to understand it better, the research question can be decomposed into population, intervention and design/ implementation factor:

Population	Intervention	Design/ implementation factor
People living in low or middle income countries and who either receive the intervention or are the comparison group	Conditional or unconditional cash transfers	Payment systems
	Cash transfer	Payment
	Social transfer	Regular
	Financial transfer	Irregular
	Monetary transfer	Predictab*
	Child grant/ disability grant/ old-age grant/ social grant	Reliab*
	Social assistance	Frequency
	Social pension	Delivery
	Non-contributory pension	One-off
	Old age pension	Delay*
	Child benefit/ disability benefit/ old-age benefit	Lump
	Basic income/ minimum income	Late
	UCT/ CCT	Bank
	Income support	Mobile transfer
		MTO
		Post office
		ATM
		Smart card
		Electronic card*
		Biometric card*
		Bribe
		Rent
		Corruption
		Fraud
		Cash
		Savings and Credit Cooperative (SACCO)
		Microfinance institution

The population has been restricted to people living in low and middle income countries. This includes both beneficiary and control households. The aim of the research question is to analyse the effect of the payment system on cash transfers outcomes. The design/ implementation factors for this sub-question are payment frequency in practice, mode of payment and any irregularities in the payment process. The table above also includes all synonyms that will be used in the searches.

Search strings

The search string will be composed of intervention (part 1), design and implementation factor (part 2) and country filter (example below given for SCOPUS filter). In order to capture all possible cash transfers, search strings should include all synonyms listed above. In terms of design/ implementation factors, we will use payment frequency in practice, mode of payment and any irregularities in the payment process and synonyms in the search strings. The following search strings and will be used (they have been tested in the pilot phase):

1. TITLE-ABS-KEY (“Cash transfer*” OR “social transfer*” OR “financial transfer*” OR “monetary transfer*” OR “child grant*” OR “disability grant*” OR “old age grant*” OR “social grant*” OR “basic grant*” OR “minimum income grant*” OR “social assistance” OR welfare OR “social pension*” OR “non-contributory pension*” OR “old age pension*” OR “child benefit*” OR “disability benefit*” OR “old age benefit*” OR cct OR uct OR “income support”)

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2. TITLE-ABS-KEY (delivery OR payment* OR regular* OR irregular* OR lump* OR frequency OR one-off OR delay* OR predict* OR reliab* OR ATM OR late OR bank OR “mobile transfer*” OR MTO OR “post office*” OR “smart card*” OR “electronic card*” OR “biometric card*” OR bribe* OR rent OR corruption)
3. TITLE-ABS-KEY (afghanistan OR albania OR algeria OR angola OR argentina OR armenia OR armenian OR aruba OR azerbaijan OR bangladesh OR benin OR byelarus OR byelorussian OR belarus OR belorussian OR belorussia OR belize OR bhutan OR bolivia OR bosnia OR herzegovina OR hercegovina OR botswana OR brasil OR brazil OR bulgaria OR “Burkina Faso” OR “Burkina Fasso” OR “Upper Volta” OR burundi OR urundi OR cambodia OR “Khmer Republic” OR kampuchea OR cameroon OR cameroons OR cameron OR camérons OR “Cape Verde” OR “Central African Republic” OR chad OR china OR colombia OR comoros OR “Comoro Islands” OR comores OR mayotte OR congo OR zaire OR “Costa Rica*” OR “Cote d’Ivoire” OR “Ivory Coast” OR cuba OR djibouti OR “French Somaliland” OR dominica OR “Dominican Republic” OR “East Timor” OR “East Timur” OR “Timor Leste” OR ecuador OR egypt OR “United Arab Republic” OR “El Salvador” OR eritrea OR ethiopia OR fiji OR gabon OR “Gabonese Republic” OR gambia OR gaza OR “Georgia Republic” OR “Georgian Republic” OR ghana OR grenada OR guatemala OR guinea OR guiana OR guyana OR haiti OR hungary OR honduras OR india OR maldives OR indonesia OR iran OR iraq OR jamaica OR jordan OR kazakhstan OR kazakh OR kenya OR kiribati OR korea OR kosovo OR kyrgyzstan OR kirghizia OR “Kyrgyz Republic” OR kirghiz OR kirgizstan OR “Lao PDR” OR laos OR lebanon OR lesotho OR basutoland OR liberia OR libya OR macedonia OR madagascar OR “Malagasy Republic” OR malaysia OR malaya OR malay OR sabah OR sarawak OR malawi OR mali OR “Marshall Islands” OR mauritania OR mauritius OR “Agalega Islands” OR mexico OR micronesia OR “Middle East” OR moldova OR moldovia OR moldovian OR mongolia OR montenegro OR morocco OR ifni OR mozambique OR myanmar OR myanma OR burma OR namibia OR nepal OR “Netherlands Antilles” OR “New Caledonia” OR nicaragua OR niger OR nigeria OR pakistan OR palau OR palestine OR panama OR paraguay OR peru OR philippines OR philipines OR phillipines OR phillippines OR “Puerto Ric*” OR romania OR rumania OR roumania OR rwanada OR ruanda OR “Saint Lucia” OR “St Lucia” OR “Saint Vincent” OR “St Vincent” OR grenadines OR samoa OR “Samoan Islands” OR “Navigator Island” OR “Navigator Islands” OR “Sao Tome” OR senegal OR serbia OR montenegro OR seychelles OR “Sierra Leone” OR “Sri Lanka” OR “Solomon Islands” OR somalia OR “South Africa” OR sudan OR suriname OR surinam OR swaziland OR syria OR tajikistan OR tadjhikistan OR tadjikistan OR tadjhik OR tanzania OR thailand OR togo OR togolese republic OR tonga OR tunisia OR turkey OR turkmenistan OR turkmen OR uganda OR ukraine OR uzbekistan OR uzbek OR vanuatu OR “New Hebrides” OR venezuela OR vietnam OR “Viet Nam” OR “West Bank” OR yemen OR yugoslavia OR zambia OR zimbabwe) OR TITLE-ABS-KEY (“Developing Countries” OR africa OR asia OR caribbean OR “West Indies” OR “South America” OR “Latin America” OR “Central America” OR developing OR “less* developed” OR “under developed” OR underdeveloped OR “middle income” OR “low* income” OR underserved OR “under served” OR deprived) OR TITLE-ABS-KEY (poor* W/1 countr* OR nation* OR population* OR world) OR TITLE-ABS-KEY ((developing OR “less* developed” OR “under developed” OR underdeveloped OR “middle income” OR “low* income”) W/1 econom*)) OR TITLE-ABS-KEY (low* W/1 gdp OR gnp OR “gross domestic” OR “gross national”) OR TITLE-ABS-KEY (low W/3 middle W/3 countr*) OR TITLE-ABS-KEY (lmic OR lmics OR “third world” OR “lami countr*” OR “transitional countr*”)
4. Search strings to run in Scopus: #1 AND #2 AND #3 (limited to 2000 onwards)

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Inclusion criteria

Stage 1 Screening:

Inclusion criteria help in deciding whether a study that has been found is relevant. The following inclusion criteria will be applied during the first stage of the screening process (all criteria need to be satisfied for the study to be included). They will be applied to titles, then abstracts, then full text. All studies that are included on the basis of the first stage screening process, will be included in the Stage 2 screening process.

1. **Date:** From 2000
2. **Language:** The review is restricted to English studies
3. **Population:** People that have received a cash transfer, or control households
4. **Geographical locations:** Low and middle income countries
5. **Interventions:** Conditional or unconditional cash transfers. The programmes should be non-contributory, publicly mandated or NGO-provided (so not private transfers, like remittances, or religious donations)
6. **Study design:** The study should be an empirical study (i.e. based on data and or fieldwork) or an institutional analysis. It can be qualitative or quantitative. [Not theoretical; no literature review; not descriptive]
7. **Design/ implementation factor:** payment frequency in practice, mode of payment and any irregularities in the payment process
8. **Analysis:** Design and implementation factors are explicitly linked to outcomes

Stage 2 Screening:

The second stage assessment will depend on the type of study. In the case of impact evaluation studies, the same assessment tool used for those studies retrieved in research question one will be applied. In the case of qualitative and descriptive studies and institutional analysis, an assessment of methodological rigour based on the literature around evaluating qualitative studies will be applied.

List of databases used

- SCOPUS (Elsevier). This database includes 5,682 journals, conference proceedings, trade publications and book series in the Social Sciences category.
- IDEAS-Repec

4. Snowball technique

The following four people should be contacted and asked for the five most relevant studies on the research question. We will also look at their websites for relevant publications.

1. Clare O'Brien, OPM
2. Alan Gelb, Centre for Global Development
3. Stephen Devereux, IDS
4. Gabriele Smith, Development Pathways

Studies shared by experts will be assessed against Stage 1 and Stage 2 screening criteria. We will also check the reference lists of the studies obtained for any further studies that fit the inclusion criteria.

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5. Websites searches

The following websites/ search engines should be consulted, if possible using the same search strings as for the academic databases. Any studies found on these websites will be assessed against the same Stage 1 and Stage 2 screening criteria.

- Google (the first five pages)
- World Bank
- R4D DFID
- International Policy Centre for Inclusive Growth (IPC-IG)
- International Food Policy Research Institute (IFPRI)
- GSDRC
- OPM website
- Transfer Project (UNC Chapel Hill)
- ECLAC/ CEPAL
- IADB website
- ADB website
- IDS website
- BLDS website
- Social Science Research Network

6. Classification of studies

Studies that have passed both screening stages will be classified and described in an annotated bibliography. The classification tables will include the following information:

- authors and year of study
- geographical coverage
- detailed description of intervention and context
- population
- methods, sampling and data
- summary findings on design and implementation factor

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Sub-question 2e: What is the effect of grievance mechanisms and programme governance on programme outcomes?

1. The review research questions

The systematic literature reviews should assess the state of knowledge on the following question:
What is known about the effect of grievance mechanisms on programme outcomes?

2. Methodology

The systematic literature reviews should combine three tracks. These tracks are briefly explained here and further instructions are given below.

1. **Bibliographic database search:** Searching a previously agreed upon list of academic databases, using consistent search strings (see below) that have been tested beforehand and applying inclusion/ exclusion criteria.
2. **Snowball technique:** Contacting approximately three key experts in the field and asking them for recommendations for important studies on the research question. This also includes looking at the experts' websites and publication lists and including relevant studies. Finally, we will be looking for further relevant studies in the bibliographies of the experts' studies and recommended studies.
3. **Websites searches:** Searching previously agreed on websites (see below) for relevant studies using similar search terms as for the bibliographic databases. This also includes a google search for other grey literature.

Studies will be screened and assessed using the EPPI Reviewer software. After an initial broad screening process that considers overall study design, as well as other broader inclusion/ exclusion criteria, a second round of screening will be conducted. The second stage assessment will depend on the type of study. In the case of impact evaluation studies, the same assessment tool used for those studies retrieved in research question one will be applied. In the case of qualitative and descriptive studies and institutional analysis, an assessment of methodological rigour based on the literature around evaluating qualitative studies will be applied.

The relevant studies that make it through both stages of screening will be summarised in an annotated bibliography. The annotated bibliography lists the relevant studies in table format (see below) and briefly summarises each study in terms of relevant information on methodology, intervention and findings. More specifically, the relevant studies will also be summarised and classified in a table summarising the following information: i) publication details, (ii) description of the intervention and context, (iii) methods, data and sampling, (iv) population, v) findings of relevance to the research question including findings of statistically significant and non-significant impacts and disaggregation (e.g. by gender, age and other characteristics), and vi) contextual factors of importance.

A narrative synthesis approach will be applied to synthesise the findings.

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3. Bibliographic database search

The research question

The research question is ‘What is known about the effect of grievance mechanisms on programme outcomes?’ Here we want to know how design of grievance mechanisms mediate programme impacts.

In order to understand it better, the research question can be decomposed into population, intervention and design/ implementation factor:

Population	Intervention	Design/ implementation factor
People living in low or middle income countries and who either receive the intervention or are the comparison group	Conditional or unconditional cash transfers	Grievance mechanisms
	Cash transfer	Grievance
	Social transfer	Complaint
	Financial transfer	Appeal
	Monetary transfer	Committee
	Child grant/ disability grant/ old-age grant/ social grant	Resolution
	Social assistance	Redressal
	Social pension	Social audit
	Non-contributory pension	Community meeting
	Old age pension	Community monitoring
	Child benefit/ disability benefit/ old-age benefit	Appeal
	Basic income/ minimum income	Spot checks
	UCT / CCT	Feedback
	Income support	

The population has been restricted to people living in low and middle income countries. This includes both beneficiary and control households. The aim of the research question is to analyse the effect of the grievance mechanisms on cash transfers outcomes. The design/ implementation factor for this sub-question is grievance mechanisms. The table above also includes all synonyms that will be used in the searches.

Search strings

The search string will be composed of intervention (part 1), design and implementation factor (part 2) and country filter (example below given for SCOPUS filter). In order to capture all possible cash transfers, search strings should include all synonyms listed above. In terms of design/ implementation factors, we will use grievance mechanisms and synonyms in the search strings. The following search strings and will be used (they have been tested in the pilot phase):

1. TITLE-ABS-KEY (“Cash transfer*” OR “social transfer*” OR “financial transfer*” OR “monetary transfer*” OR “child grant*” OR “disability grant*” OR “old age grant*” OR “social grant*” OR “basic grant*” OR “minimum income grant*” OR “social assistance” OR welfare OR “social pension*” OR “non-contributory pension*” OR “old age pension*” OR “child benefit*” OR “disability benefit*” OR “old age benefit*” OR cct OR uct OR “income support”)
2. TITLE-ABS-KEY (Grievance* OR Complaint* OR Appeal* OR Committee* OR Resol* OR Redress* OR “Social audit*” OR “Community meeting*” OR “Community monitoring” OR “Spot check*” OR “Feedback”)
3. TITLE-ABS-KEY (afghanistan OR albania OR algeria OR angola OR argentina OR armenia OR armenian OR aruba OR azerbaijan OR bangladesh OR benin OR byelarus OR byelorussian OR belarus OR belorussian OR belorussia OR belize OR bhutan OR bolivia OR bosnia OR herzegovina OR hercegovina OR botswana OR brasil OR brazil OR bulgaria OR “Burkina Faso” OR “Burkina Fasso” OR “Upper Volta” OR burundi OR urundi OR cambodia OR “Khmer Republic” OR kampuchea OR cameroon OR cameroons OR cameron OR camérons OR “Cape Verde” OR “Central African Republic” OR chad OR china OR colombia OR comoros OR “Comoro Islands” OR comores OR

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mayotte OR congo OR zaire OR “Costa Rica*” OR “Cote d’Ivoire” OR “Ivory Coast” OR cuba OR djibouti OR “French Somaliland” OR dominica OR “Dominican Republic” OR “East Timor” OR “East Timur” OR “Timor Leste” OR ecuador OR egypt OR “United Arab Republic” OR “El Salvador” OR eritrea OR ethiopia OR fiji OR gabon OR “Gabonese Republic” OR gambia OR gaza OR “Georgia Republic” OR “Georgian Republic” OR ghana OR grenada OR guatemala OR guinea OR guiana OR guyana OR haiti OR hungary OR honduras OR india OR maldives OR indonesia OR iran OR iraq OR jamaica OR jordan OR kazakhstan OR kazakh OR kenya OR kiribati OR korea OR kosovo OR kyrgyzstan OR kirghizia OR “Kyrgyz Republic” OR kirghiz OR kirgizstan OR “Lao PDR” OR laos OR lebanon OR lesotho OR basutoland OR liberia OR libya OR macedonia OR madagascar OR “Malagasy Republic” OR malaysia OR malaya OR malay OR sabah OR sarawak OR malawi OR mali OR “Marshall Islands” OR mauritania OR mauritius OR “Agalega Islands” OR mexico OR micronesia OR “Middle East” OR moldova OR moldovia OR moldovian OR mongolia OR montenegro OR morocco OR ifni OR mozambique OR myanmar OR myanma OR burma OR namibia OR nepal OR “Netherlands Antilles” OR “New Caledonia” OR nicaragua OR niger OR nigeria OR pakistan OR palau OR palestine OR panama OR paraguay OR peru OR philippines OR philipines OR phillipines OR phillippines OR “Puerto Ric*” OR romania OR rumania OR roumania OR rwanada OR ruanda OR “Saint Lucia” OR “St Lucia” OR “Saint Vincent” OR “St Vincent” OR grenadines OR samoa OR “Samoa Islands” OR “Navigator Island” OR “Navigator Islands” OR “Sao Tome” OR senegal OR serbia OR montenegro OR seychelles OR “Sierra Leone” OR “Sri Lanka” OR “Solomon Islands” OR somalia OR “South Africa” OR sudan OR suriname OR surinam OR swaziland OR syria OR tajikistan OR tadjhikistan OR tadjikistan OR tadjhik OR tanzania OR thailand OR togo OR togolese republic OR tonga OR tunisia OR turkey OR turkmenistan OR turkmen OR uganda OR ukraine OR uzbekistan OR uzbek OR vanuatu OR “New Hebrides” OR venezuela OR vietnam OR “Viet Nam” OR “West Bank” OR yemen OR yugoslavia OR zambia OR zimbabwe) OR TITLE-ABS-KEY (“Developing Countries” OR africa OR asia OR caribbean OR “West Indies” OR “South America” OR “Latin America” OR “Central America” OR developing OR “less* developed” OR “under developed” OR underdeveloped OR “middle income” OR “low* income” OR underserved OR “under served” OR deprived) OR TITLE-ABS-KEY (poor* W/1 countr* OR nation* OR population* OR world) OR TITLE-ABS-KEY ((developing OR “less* developed” OR “under developed” OR underdeveloped OR “middle income” OR “low* income”) W/1 econom*)) OR TITLE-ABS-KEY (low* W/1 gdp OR gnp OR “gross domestic” OR “gross national”) OR TITLE-ABS-KEY (low W/3 middle W/3 countr*) OR TITLE-ABS-KEY (lmic OR lmics OR “third world” OR “lami countr*” OR “transitional countr*”)

4. Search strings to run in Scopus: #1 AND #2 AND #3 (limited to 2000 onwards)

Inclusion criteria

Stage 1 Screening:

Inclusion criteria help in deciding whether a study that has been found is relevant. The following inclusion criteria will be applied during the first stage of the screening process (all criteria need to be satisfied for the study to be included). They will be applied to titles, then abstracts, then full text. All studies that are included on the basis of the first stage screening process, will be included in the Stage 2 screening process.

1. **Date:** From 2000
2. **Language:** The review is restricted to English studies
3. **Population:** People that have received a cash transfer, or control households
4. **Geographical locations:** Low and middle income countries
5. **Interventions:** Conditional or unconditional cash transfers. The programmes should be non-contributory, publicly mandated or NGO-provided (so not private transfers, like remittances, or religious donations).

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6. **Study design:** The study should be an empirical study (i.e. based on data and or fieldwork) or an institutional analysis. It can be qualitative or quantitative. [Not theoretical; no literature review; not descriptive]
7. **Design/ implementation factor:** grievance mechanisms
8. **Analysis:** Design and implementation factors are explicitly linked to outcomes.

Stage 2 Screening:

The second stage assessment will depend on the type of study. In the case of impact evaluation studies, the same assessment tool used for those studies retrieved in research question one will be applied. In the case of qualitative and descriptive studies and institutional analysis, an assessment of methodological rigour based on the literature around evaluating qualitative studies will be applied.

List of databases used

- SCOPUS (Elsevier). This database includes 5,682 journals, conference proceedings, trade publications and book series in the Social Sciences category.
- IDEAS-Repec

4. Snowball technique

The following four people should be contacted and asked for the five most relevant studies on the research question. We will also look at their websites for relevant publications.

1. Valentina Barca, OPM
2. Nicola Jones, ODI
3. Francisco Ayala, Ayala Consulting
4. Sam Hickey, University of Manchester

Studies shared by experts will be assessed against Stage 1 and Stage 2 screening criteria. We will also check the reference lists of the studies obtained for any further studies that fit the inclusion criteria.

5. Websites searches

The following websites/ search engines should be consulted, if possible using the same search strings as for the academic databases. Any studies found on these websites will be assessed against the same Stage 1 and Stage 2 screening criteria.

- Google (the first five pages)
- World Bank
- R4D DFID
- International Policy Centre for Inclusive Growth (IPC-IG)
- International Food Policy Research Institute (IFPRI)
- GSDRC
- OPM website
- Transfer Project (UNC Chapel Hill)
- ECLAC/ CEPAL
- IADB website
- ADB website
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- BLDS website
- Social Science Research Network

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6. Classification of studies

Studies that have passed both screening stages will be classified and described in an annotated bibliography. The classification tables will include the following information:

- authors and year of study
- geographical coverage
- detailed description of intervention and context
- population
- methods, sampling and data
- summary findings on design and implementation factor

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Sub-question 2f: What is the effect of complementary and supply-side services on programme outcomes?

1. The review research questions

The systematic literature reviews should assess the state of knowledge on the following question:
What is known about the effect of complementary services on programme outcomes?

2. Methodology

The systematic literature reviews should combine three tracks. These tracks are briefly explained here and further instructions are given below.

- Bibliographic database search:** Searching a previously agreed upon list of academic databases, using consistent search strings (see below) that have been tested beforehand and applying inclusion/ exclusion criteria.
- Snowball technique:** Contacting approximately five key experts in the field and asking them for recommendations for important studies on the research question. This also includes looking at the experts' websites and publication lists and including relevant studies. Finally, we will be looking for further relevant studies in the bibliographies of the experts' studies and recommended studies.
- Websites searches:** Searching previously agreed on websites (see below) for relevant studies using similar search terms as for the bibliographic databases. This also includes a google search for other grey literature.

Studies will be screened and assessed using the EPPI Reviewer software. After an initial broad screening process that considers overall study design, as well as other broader inclusion/ exclusion criteria, a second round of screening will be conducted. The second stage assessment will depend on the type of study. In the case of impact evaluation studies, the same assessment tool used for those studies retrieved in research question one will be applied. In the case of qualitative and descriptive studies and institutional analysis, an assessment of methodological rigour based on the literature around evaluating qualitative studies will be applied.

The relevant studies that make it through both stages of screening will be summarised in an annotated bibliography. The annotated bibliography lists the relevant studies in table format (see below) and briefly summarises each study in terms of relevant information on methodology, intervention and findings. More specifically, the relevant studies will also be summarised and classified in a table summarising the following information: i) publication details, (ii) description of the intervention and context, (iii) methods, data and sampling, (iv) population, v) findings of relevance to the research question including findings of statistically significant and non-significant impacts and disaggregation (e.g. by gender, age and other characteristics), and vi) contextual factors of importance.

A narrative synthesis approach will be applied to synthesise the findings.

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3. Bibliographic database search

The research question

The research question is ‘What is known about the effect of complementary services on programme outcomes?’ Here we want to know how complementary services mediate programme impacts.

In order to understand it better, the research question can be decomposed into population, intervention and design/ implementation factor:

Population	Intervention	Design/ implementation factor
People living in low or middle income countries and who either receive the intervention or are the comparison group	Conditional or unconditional cash transfers	Complementary services
	Cash transfer	Complementary services
	Social transfer	Accompanying services
	Financial transfer	Training
	Monetary transfer	Campaign
	Child grant/ disability grant/ old-age grant/ social grant	Supply-side
	Social assistance	Job search
	Social pension	Job matching
	Non-contributory pension	Income-generating opportunity*
	Old age pension	Livelihoods support
	Child benefit/ disability benefit/ old-age benefit	Financial services
	Basic income/ minimum income	Financial literacy
	UCT/ CCT	Microcredit
		Skills training
		Social work
		Social care
		Nutrition services
		Sensitisation
		Information campaign
		Information meeting
		Linkage*
		Case management
		Social service
		Social support
		Child care
		Parenting class
		Legal aid
		One stop shop
		Coaching
		Housing

The population has been restricted to people living in low and middle income countries. This includes both beneficiary and control households. The aim of the research question is to analyse the effect of complementary services on cash transfers outcomes. The design/ implementation factor for this sub-question is complementary services. The table above also includes all synonyms that will be used in the searches.

Search strings

The search string will be composed of intervention (part 1), design and implementation factor (part 2) and country filter (example below given for SCOPUS filter). In order to capture all possible cash transfers, search strings should include all synonyms listed above. In terms of design/ implementation factors, we will complementary services and synonyms in the search strings. The following search strings and will be used (they have been tested in the pilot phase):

1. TITLE-ABS-KEY (“Cash transfer*” OR “social transfer*” OR “financial transfer*” OR “monetary transfer*” OR “child grant*” OR “disability grant*” OR “old age grant*” OR “social grant*” OR “basic grant*” OR “minimum income grant*” OR “social assistance” OR welfare OR “social pension*” OR “non-contributory pension*” OR “old age pension*” OR “child benefit*” OR “disability benefit*” OR “old age benefit*” OR cct OR uct OR “income support”)

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2. TITLE-ABS-KEY (“complementary service*” OR training* OR “accompanying service*” OR campaign* OR supply-side OR “job search*” OR “job match*” OR “income-generating opportunit*” OR “livelihood* W/1 support” OR “financial service*” OR “financial literacy” OR “microcredit” OR microfinance OR “skill* training*” OR “social work” OR “social care” OR “social service*” OR “social support” OR “nutrition service*” OR “sensitisation” OR sensitization OR “information campaign*” OR “information meeting*” OR “case management” OR linkage* OR housing OR “child care” OR “parenting class*” OR “legal aid” OR “one stop shop” OR coach*)
3. TITLE-ABS-KEY (afghanistan OR albania OR algeria OR angola OR argentina OR armenia OR armenian OR aruba OR azerbaijan OR bangladesh OR benin OR byelarus OR byelorussian OR belarus OR belorussian OR belorussia OR belize OR bhutan OR bolivia OR bosnia OR herzegovina OR hercegovina OR botswana OR brasil OR brazil OR bulgaria OR “Burkina Faso” OR “Burkina Fasso” OR “Upper Volta” OR burundi OR urundi OR cambodia OR “Khmer Republic” OR kampuchea OR cameroon OR cameroons OR cameron OR camérons OR “Cape Verde” OR “Central African Republic” OR chad OR china OR colombia OR comoros OR “Comoro Islands” OR comores OR mayotte OR congo OR zaire OR “Costa Rica*” OR “Cote d’Ivoire” OR “Ivory Coast” OR cuba OR djibouti OR “French Somaliland” OR dominica OR “Dominican Republic” OR “East Timor” OR “East Timur” OR “Timor Leste” OR ecuador OR egypt OR “United Arab Republic” OR “El Salvador” OR eritrea OR ethiopia OR fiji OR gabon OR “Gabonese Republic” OR gambia OR gaza OR “Georgia Republic” OR “Georgian Republic” OR ghana OR grenada OR guatemala OR guinea OR guiana OR guyana OR haiti OR hungary OR honduras OR india OR maldives OR indonesia OR iran OR iraq OR jamaica OR jordan OR kazakhstan OR kazakh OR kenya OR kiribati OR korea OR kosovo OR kyrgyzstan OR kirghizia OR “Kyrgyz Republic” OR kirghiz OR kirgizstan OR “Lao PDR” OR laos OR lebanon OR lesotho OR basutoland OR liberia OR libya OR macedonia OR madagascar OR “Malagasy Republic” OR malaysia OR malaya OR malay OR sabah OR sarawak OR malawi OR mali OR “Marshall Islands” OR mauritania OR mauritius OR “Agalega Islands” OR mexico OR micronesia OR “Middle East” OR moldova OR moldovia OR moldovian OR mongolia OR montenegro OR morocco OR ifni OR mozambique OR myanmar OR myanma OR burma OR namibia OR nepal OR “Netherlands Antilles” OR “New Caledonia” OR nicaragua OR niger OR nigeria OR pakistan OR palau OR palestine OR panama OR paraguay OR peru OR philippines OR philipines OR phillipines OR phillippines OR “Puerto Ric*” OR romania OR rumania OR roumania OR rwanada OR ruanda OR “Saint Lucia” OR “St Lucia” OR “Saint Vincent” OR “St Vincent” OR grenadines OR samoa OR “Samoan Islands” OR “Navigator Island” OR “Navigator Islands” OR “Sao Tome” OR senegal OR serbia OR montenegro OR seychelles OR “Sierra Leone” OR “Sri Lanka” OR “Solomon Islands” OR somalia OR “South Africa” OR sudan OR suriname OR surinam OR swaziland OR syria OR tajikistan OR tadjhikistan OR tadjikistan OR tadjhik OR tanzania OR thailand OR togo OR togolese republic OR tonga OR tunisia OR turkey OR turkmenistan OR turkmen OR uganda OR ukraine OR uzbekistan OR uzbek OR vanuatu OR “New Hebrides” OR venezuela OR vietnam OR “Viet Nam” OR “West Bank” OR yemen OR yugoslavia OR zambia OR zimbabwe) OR TITLE-ABS-KEY (“Developing Countries” OR africa OR asia OR caribbean OR “West Indies” OR “South America” OR “Latin America” OR “Central America” OR developing OR “less* developed” OR “under developed” OR underdeveloped OR “middle income” OR “low* income” OR underserved OR “under served” OR deprived) OR TITLE-ABS-KEY (poor* W/1 countr* OR nation* OR population* OR world) OR TITLE-ABS-KEY ((developing OR “less* developed” OR “under developed” OR underdeveloped OR “middle income” OR “low* income”) W/1 econom*)) OR TITLE-ABS-KEY (low* W/1 gdp OR gnp OR “gross domestic” OR “gross national”) OR TITLE-ABS-KEY (low W/3 middle W/3 countr*) OR TITLE-ABS-KEY (lmic OR lmics OR “third world” OR “lami countr*” OR “transitional countr*”)
4. Search strings to run in Scopus: #1 AND #2 AND #3 (limited to 2000 onwards)

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Inclusion criteria

Stage 1 Screening:

Inclusion criteria help in deciding whether a study that has been found is relevant. The following inclusion criteria will be applied during the first stage of the screening process (all criteria need to be satisfied for the study to be included). They will be applied to titles, then abstracts, then full text. All studies that are included on the basis of the first stage screening process, will be included in the Stage 2 screening process.

1. **Date:** From 2000
2. **Language:** The review is restricted to English studies
3. **Population:** People that have received a cash transfer, or control households
4. **Geographical locations:** Low and middle income countries
5. **Interventions:** Conditional or unconditional cash transfers. The programmes should be non-contributory, publicly mandated or NGO-provided (so not private transfers, like remittances, or religious donations).
6. **Study design:** The study should be an empirical study (i.e. based on data and or fieldwork) or an institutional analysis. It can be qualitative or quantitative. [Not theoretical; no literature review; not descriptive]
7. **Design/ implementation factor:** Complementary services
8. **Analysis:** Design and implementation factors are explicitly linked to outcomes.

Stage 2 Screening:

The second stage assessment will depend on the type of study. In the case of impact evaluation studies, the same assessment tool used for those studies retrieved in research question one will be applied. In the case of qualitative and descriptive studies and institutional analysis, an assessment of methodological rigour based on the literature around evaluating qualitative studies will be applied.

List of databases used

- SCOPUS (Elsevier). This database includes 5,682 journals, conference proceedings, trade publications and book series in the Social Sciences category.
- IDEAS-Repec

4. Snowball technique

The following people should be contacted and asked for the five most relevant studies on the research question. We will also look at their websites for relevant publications.

1. Jenn Yablonksi, UNICEF
2. Elena Gaia, UNICEF
3. Fabio Veras Soares, IPC
4. Norbert Schady, IADB
5. Orazio Attansio, UCL
6. Carine Clert, World Bank

Studies shared by experts will be assessed against Stage 1 and Stage 2 screening criteria. We will also check the reference lists of the studies obtained for any further studies that fit the inclusion criteria.

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5. Websites searches

The following websites/ search engines should be consulted, if possible using the same search strings as for the academic databases. Any studies found on these websites will be assessed against the same Stage 1 and Stage 2 screening criteria.

- Google (the first five pages)
- World Bank
- R4D DFID
- International Policy Centre for Inclusive Growth (IPC-IG)
- International Food Policy Research Institute (IFPRI)
- GSDRC
- OPM website
- Transfer Project (UNC Chapel Hill)
- ECLAC/ CEPAL
- IADB website
- ADB website
- IDS website
- BLDS website
- Social Science Research Network

6. Classification of studies

Studies that have passed both screening stages will be classified and described in an annotated bibliography. The classification tables will include the following information:

- authors and year of study
- geographical coverage
- detailed description of intervention and context
- population
- methods, sampling and data
- summary findings on design and implementation factor

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Part 2. Study assessment tools

As described in detail in Chapter 4, in the second stage of screening of the studies retrieved, separate tools were used to assess studies for risk of bias (for counterfactual impact analysis studies) and quality (for qualitative papers, considered under the searches for studies on the links between policy design and implementation factors and outcomes). Both tools are reported below.

Table A2.1 Proposed framework for assessing risk of bias for quantitative impact studies

Domain	Key questions to consider	Criteria for judging risk of bias	Risk of bias
Selection bias and confounding	<ul style="list-style-type: none"> Does the comparison group provide a reliable counterfactual? Are all relevant observable and unobservable differences between groups accounted for? 	Random assignment to treatment and comparison, differences not greater than expected by chance and units of random assignment match units of analysis. Extensive information on equivalence of treatment and control groups, only minor differences exist and adequate attempts to deal with differences in observables and unobservables.	Low
		Information on equivalence of groups but obvious differences exist for important variables and no / inadequate attempt to correct for selection bias. No information on group equivalence.	High
Attrition bias	Is any non-random attrition in the sample a threat to validity?	Careful statistical controls used for effects of attrition, or attrition is minimal so that danger of differential attrition is addressed. Possible differential attrition between intervention and control is identified and discussed and is not likely to lead to significant bias.	Low
		Attrition from treatment or comparison group is moderate or high (~30% or more) and no attempt to determine effects of attrition on outcomes.	High
Statistical significance	Are there biases leading to Type I or Type II errors?	No unit of analysis errors (e.g. account is taken for cluster survey design), heterogeneity between groups considered, sample size sufficiently large and regression addresses heteroscedasticity (e.g. robust standard errors).	Low
		Unit of analysis errors, no account for heterogeneity, insignificant results could be due to insufficient sample size and / or no account for heteroscedasticity.	High
Other bias	Are results subject to other forms of bias?	Study appears to be largely free of other sources of bias.	Low
		There is at least one significant risk of bias in the study (e.g. performance bias, detection bias, outcome reporting bias, courtesy bias etc.)	High

Source: Authors' elaboration based on *The Cochrane Collaboration Risk of Bias Tool (2011)*, Yoong *et al.* (2012) and Hombrados and Waddington (2012).

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Table A2.2 Framework for assessing rigour of qualitative, institutional analysis and descriptive studies considering design and implementation features

Domain	Questions to guide assessment	Comment	Judgement (no concerns, some concerns, or major concerns)
Clarity and transparency of approach	Are there clear research questions or objectives set out either explicitly or implicitly?		
	Are the data/information sources and collection processes made clear?		
	Is there an analytical/ conceptual framework?		
	Are the approaches or methods of analysis discussed?		
	Is there a discussion of limitations of the evidence and what remains unknown or unclear?		
Credibility of findings	Do the conclusions logically follow from the data/information and analysis presented?		
	Is there a clear discussion of how assessments or judgements have been reached?		
	Is corroborating evidence used to support or refine findings?		
Acknowledgement of potential internal bias or limitations	Are all risks of bias among any subjects involved acknowledged (e.g. due to exaggeration, anecdotal reports, Hawthorne effects, sensitivity of issues discussed)?		
	Is potential bias among the researchers considered?		
External validity ¹	Is the methodological approach, including sample size and composition, appropriate to the level of claims made?		
	Is evidence given to support any claims of wider inference?		
	Is there a discussion of limitations of drawing wider inference?		

Source: Authors' elaboration drawing on DFID (2014) and Spencer et al. (2003)

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¹ Here we adopt the definition of Shadish et al. (2002) who define external validity as 'inferences about whether cause–effect relationships hold over variation in persons, settings, treatment variables and measurement variables'.

Annex 3

Summary table of searches and reasons for exclusion and flow diagrams

Table A3.1 below provides an overview of the number of studies at different stages of the review for each sub-question. The table shows studies retrieved from each of the sources as set out in the search protocols. Most studies were retrieved from bibliographic databases, ranging from 305 studies (question 2e) to 10,623 studies (question 1d). However, many of these were subsequently found to not be relevant and were excluded at Stage 1 screening. From the database searches, between 7 (2e) and 68 (2b) were included in the Stage 2 screening.

The table also shows the number of studies retrieved from other sources, including website searches, review studies and snowballing, and expert suggestions. Studies identified as relevant from other sub-questions were also included. A comparatively high number of studies were retrieved from websites, where the emphasis was placed on retrieving the grey literature, with as many as 79 (1a) studies retrieved. With regards to responses from experts, when asked to suggest seminal studies on the subject, we received up to 9 (1a, 1b, 1c and 1e) relevant references, and for some of the sub-questions we did not receive any relevant suggestions (2a, 2e and 2f). The final column in Table A3.1 indicates the total number of studies that underwent risk of bias / quality assessment.

The flow diagrams that follow Table A3.1 provide a detailed summary of the number of studies that passed through the different stages for each sub-question, from retrieval to assessment. These are then followed by an accompanying set of tables that summarise the specific reasons for exclusion of studies from bibliographic databases during Stage 1 screening (Tables A3.2a, A3.2b, A3.3a, A3.3b). As can be seen, the main reasons for exclusion during the title and abstract screening relate to the intervention (64% of those excluded for studies under 1a to 1f and 86% for 2a to 2f). During full text screening, the study design was one of the main reasons for exclusion, along with studies being relevant instead for other sub-questions (for studies identified under 2d and 2f).

As highlighted in the flow diagrams, a number of studies were also excluded during stage Two screening on account of them not meeting all of the original inclusion criteria. The main reason for studies being excluded at this stage was linked to the study design not meeting the basic inclusion criteria (around three quarters of all cases). After that, 8% were excluded for not reporting on the outcome or design and implementation feature being considered. In order of importance, other reasons for exclusion included no access (6%), the intervention (5%), geographical location (4%), being a remaining duplicate (2%) and language (1%).

For sub-questions 1c to 1f, a Text Mining tool in the EPPI software was used in order to assist in screening studies. In brief, the approach involves carrying out the first stage of screening to a random sample of at least 1,000 studies. The text mining tool then uses information from these

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studies and, based on the screening decisions made, identifies relevant studies for further screening, upon which manual screening is carried out. Further details of how this process was implemented is provided in Chapter 4. As regards to the flow diagrams, details are therefore given in the diagrams for questions 1c to 1f of the number of studies excluded through the Text Mining process.

Table A3.1: Overview of studies retrieved by source and passing through different stages of assessment

Question	Database retrieval		Database studies: Stage 1 Screening			Studies retrieved from other sources					
	Studies retrieved after initial de-duplication	Additional duplicates	Total screened at Title & Abstract	Studies excluded at Title & Abstract	Studies excluded at Full Text	Database studies entering Stage 2 Screening	Papers retrieved: Websites	Papers retrieved: Review studies & snow balling	Papers retrieved: Expert suggestions	Papers retrieved: From other sub-questions	Studies undergoing Risk of Bias assessment
Q1a	4,956	106	4,850	4,615	183	52	79	10	9	27	75
Q1b	950	4	946	829	52	65	57	16	9	136	120
Q1c	4,197	60	4,137	4,068	10	59	59	10	9	30	125
Q1d	10,623	64	10,559	10,509	32	18	34	2	7	6	42
Q1e	5,865	6	5,859	5,765	46	48	39	4	9	54	93
Q1f	4,060	9	4,051	3,977	20	54	24	3	8	120	56
Q2a	561	2	559	476	30	53	23	1	0	51	41
Q2b	1,671	7	1,664	1,559	37	68	8	0	2	7	25
Q2c	742	4	738	652	32	54	21	0	1	10	10
Q2d	1,906	3	1,903	1,800	81	22	12	0	1	4	14
Q2e	305	0	305	297	1	7	5	0	0	3	2
Q2f	1,533	3	1,530	1,466	35	29	7	1	0	43	21

Key for sub-questions: 1a = monetary poverty and inequality; 1b = education; 1c = health and nutrition; 1d = savings, investment and production; 1e = employment; 1f = empowerment; 2a = core design features; 2b = conditionalities; 2c = targeting features; 2d = payment systems; 2e = grievance mechanisms and programme governance; 2f = complementary interventions and supply-side services.

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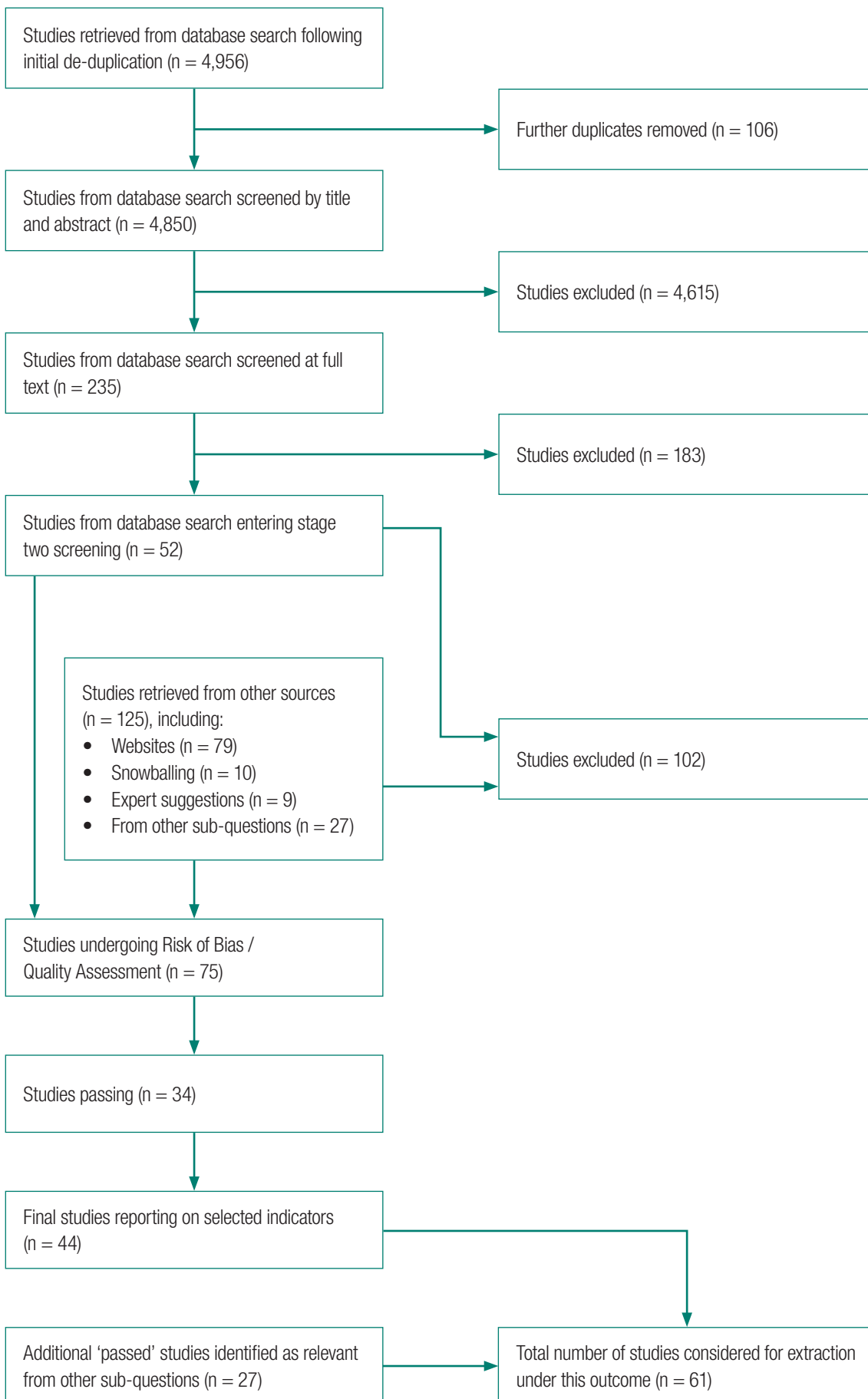
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Figure A3.1 Flow diagram for question 1a on monetary poverty



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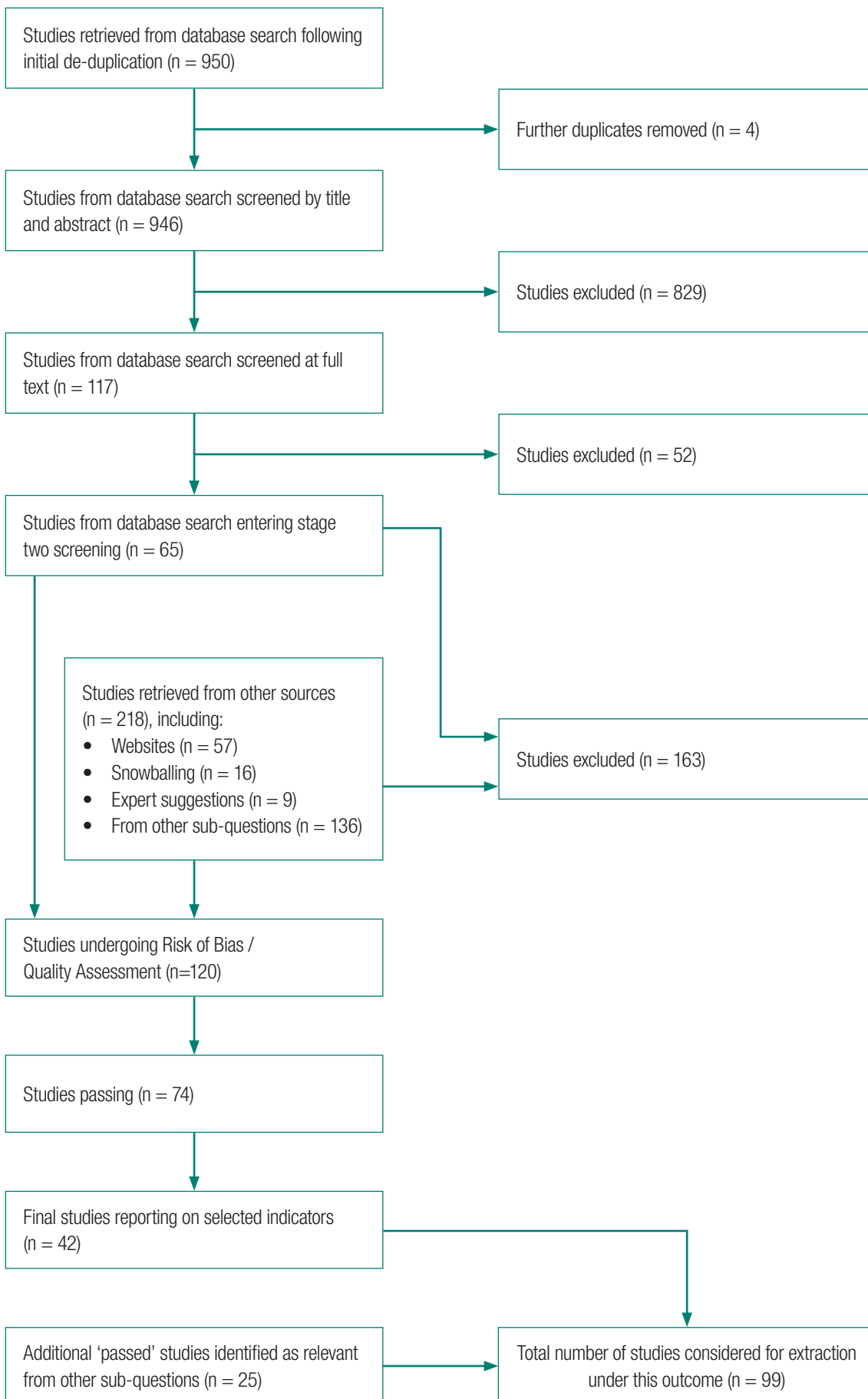
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Figure A3.2 Flow diagram for question 1b on education



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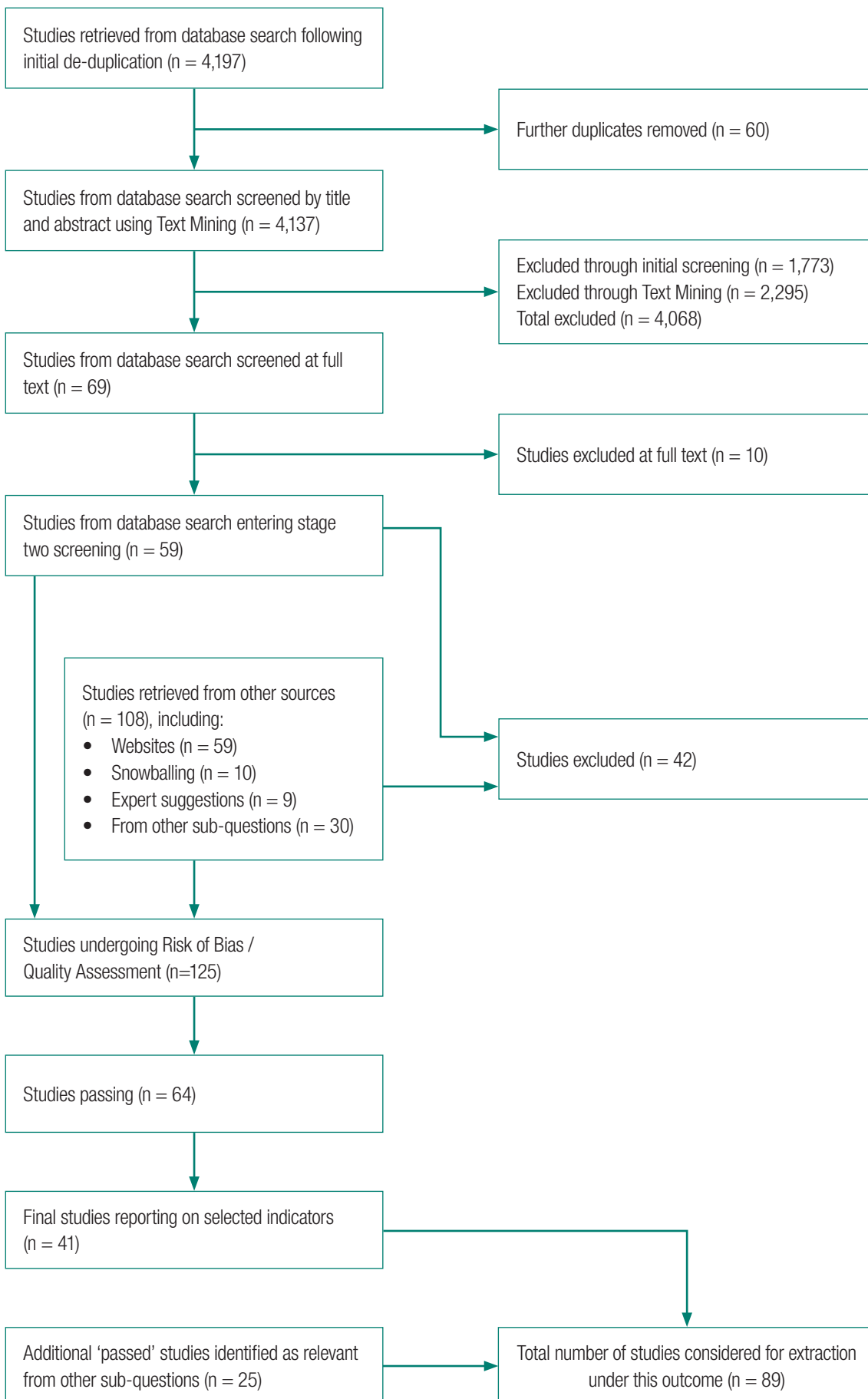
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Figure A3.3 Flow diagram for question 1c on health and nutrition



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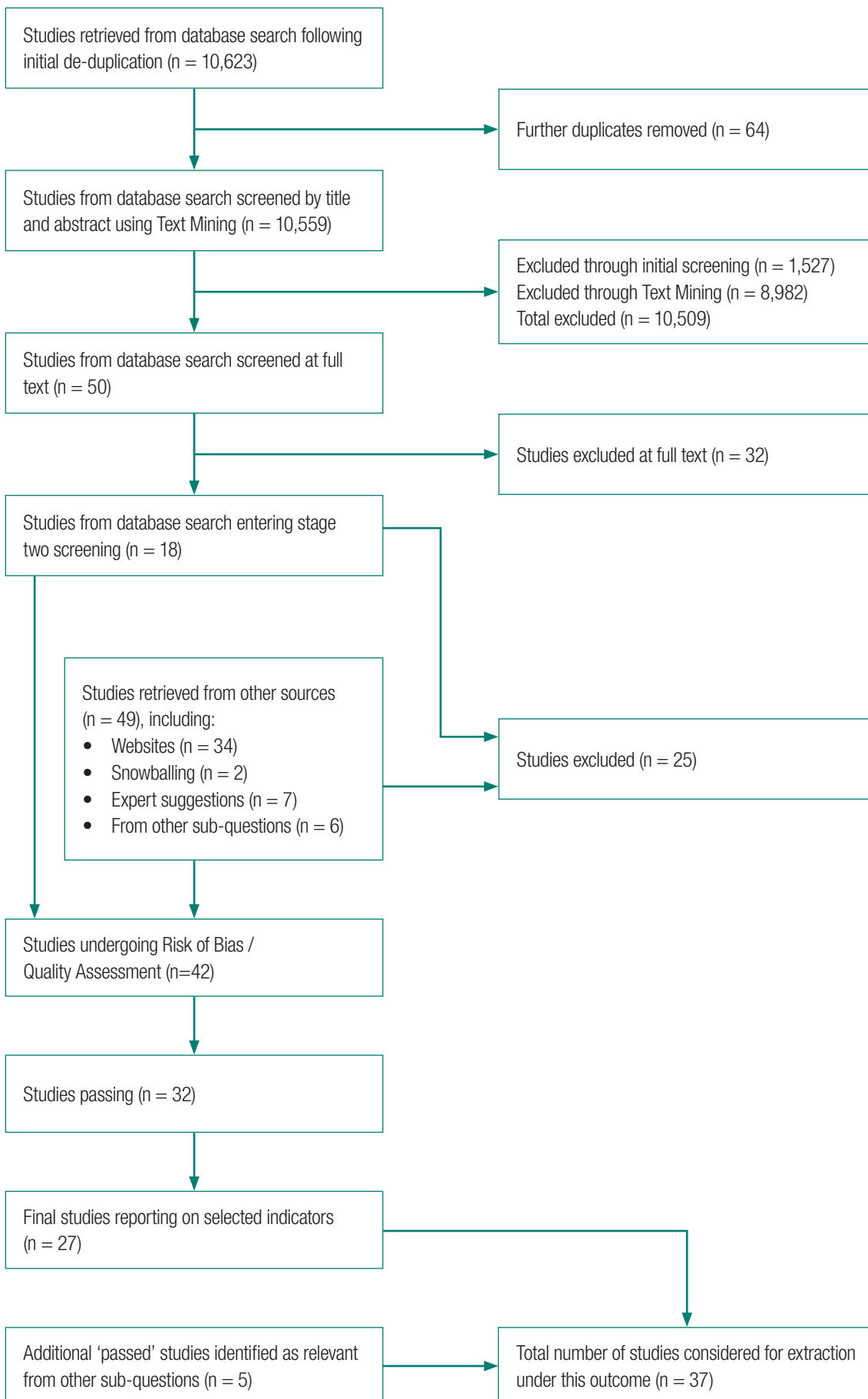
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Figure A3.4 Flow diagram for question 1d on investment, savings and production



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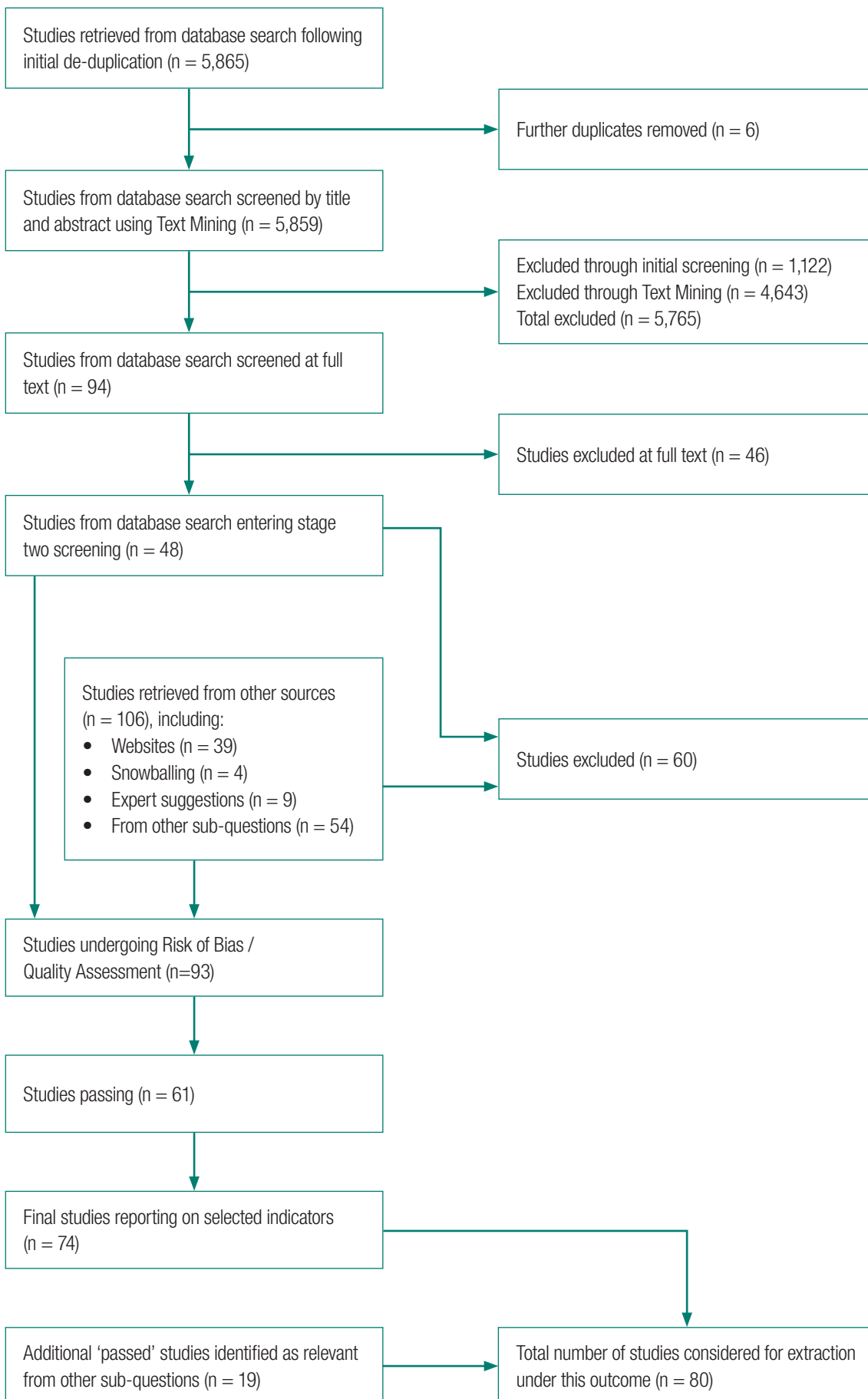
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Figure A3.5 Flow diagram for question 1e on employment



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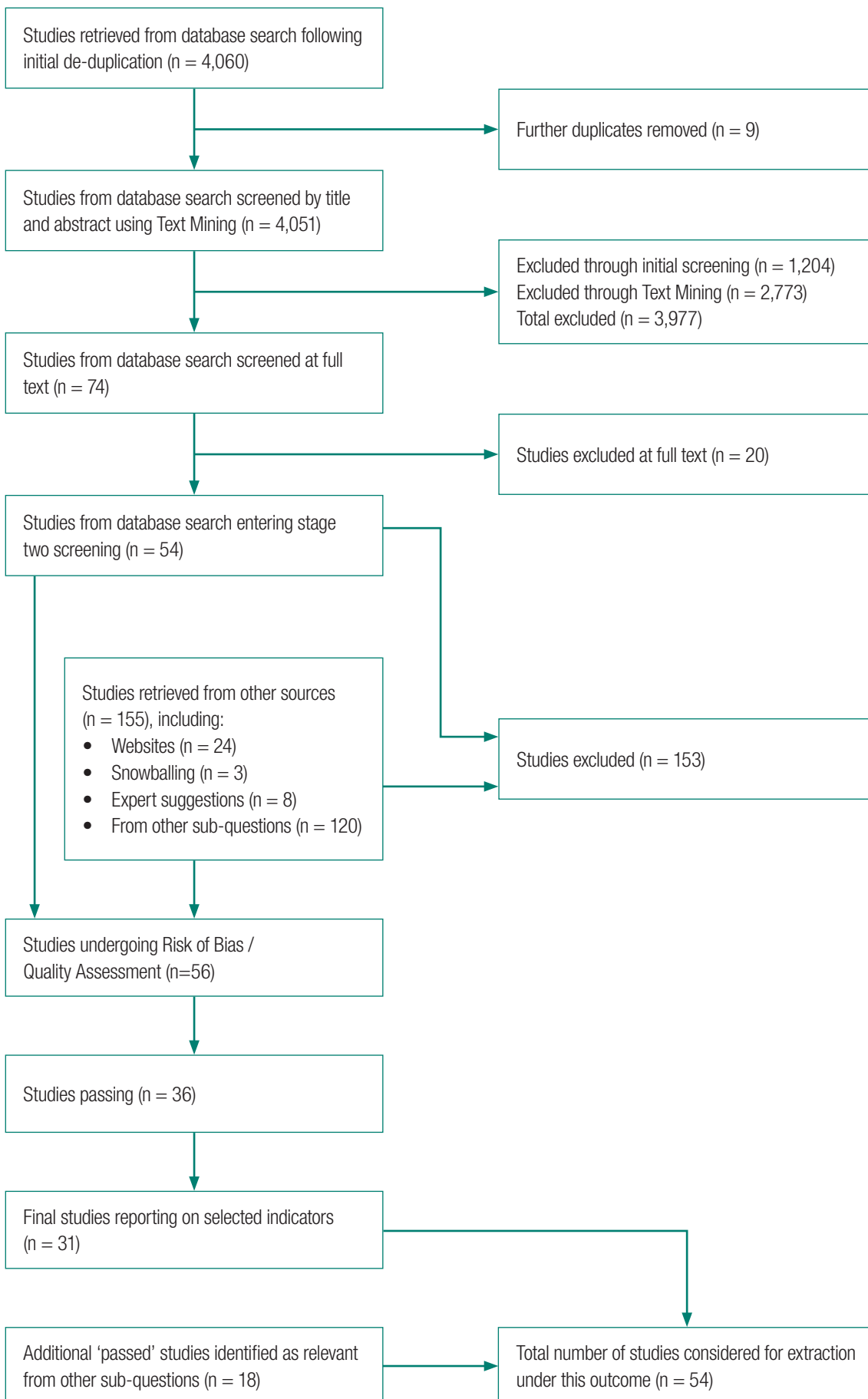
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Figure A3.6 Flow diagram for question 1f on empowerment



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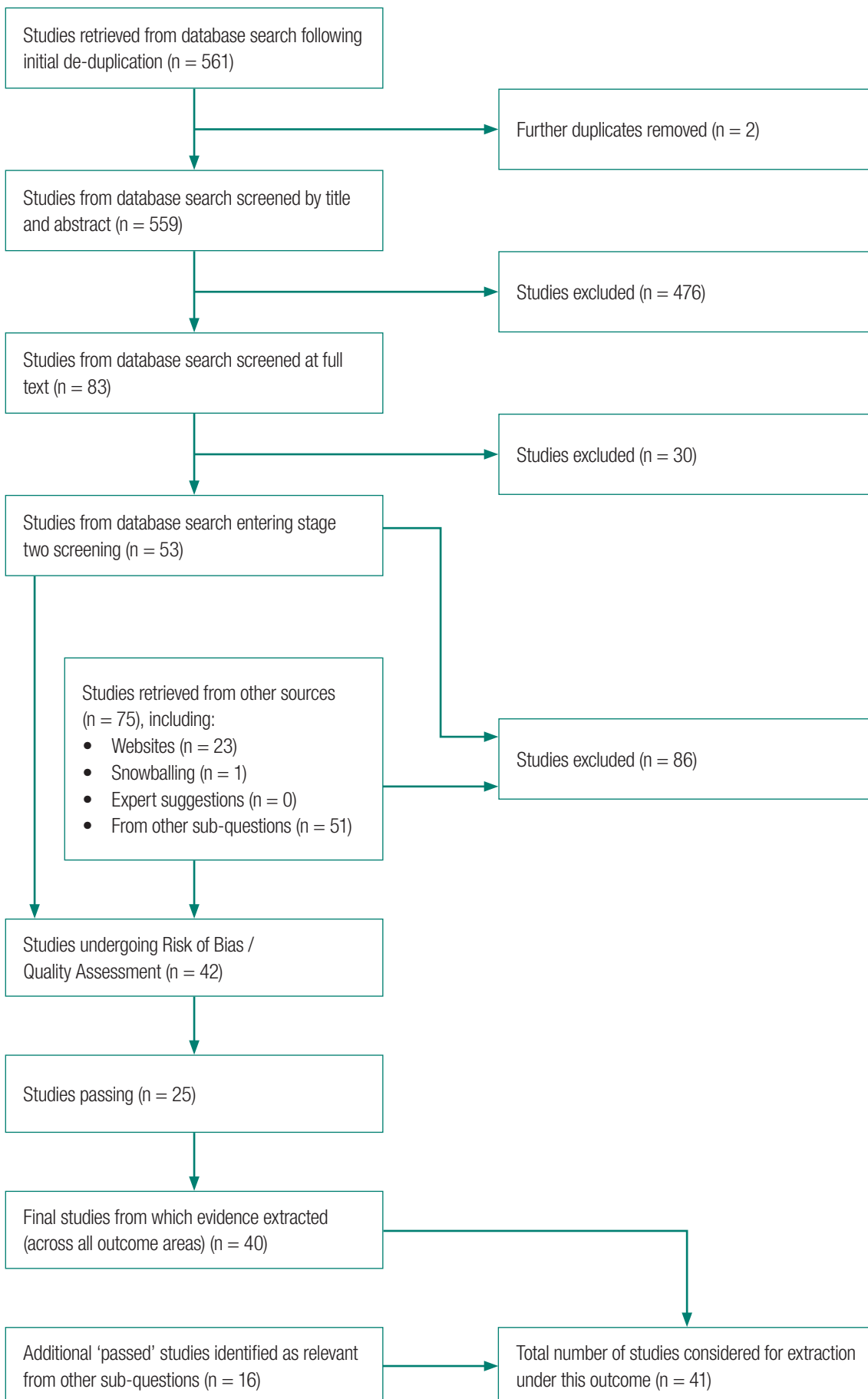
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Figure A3.7 Flow diagram for question 2a on core design parameters



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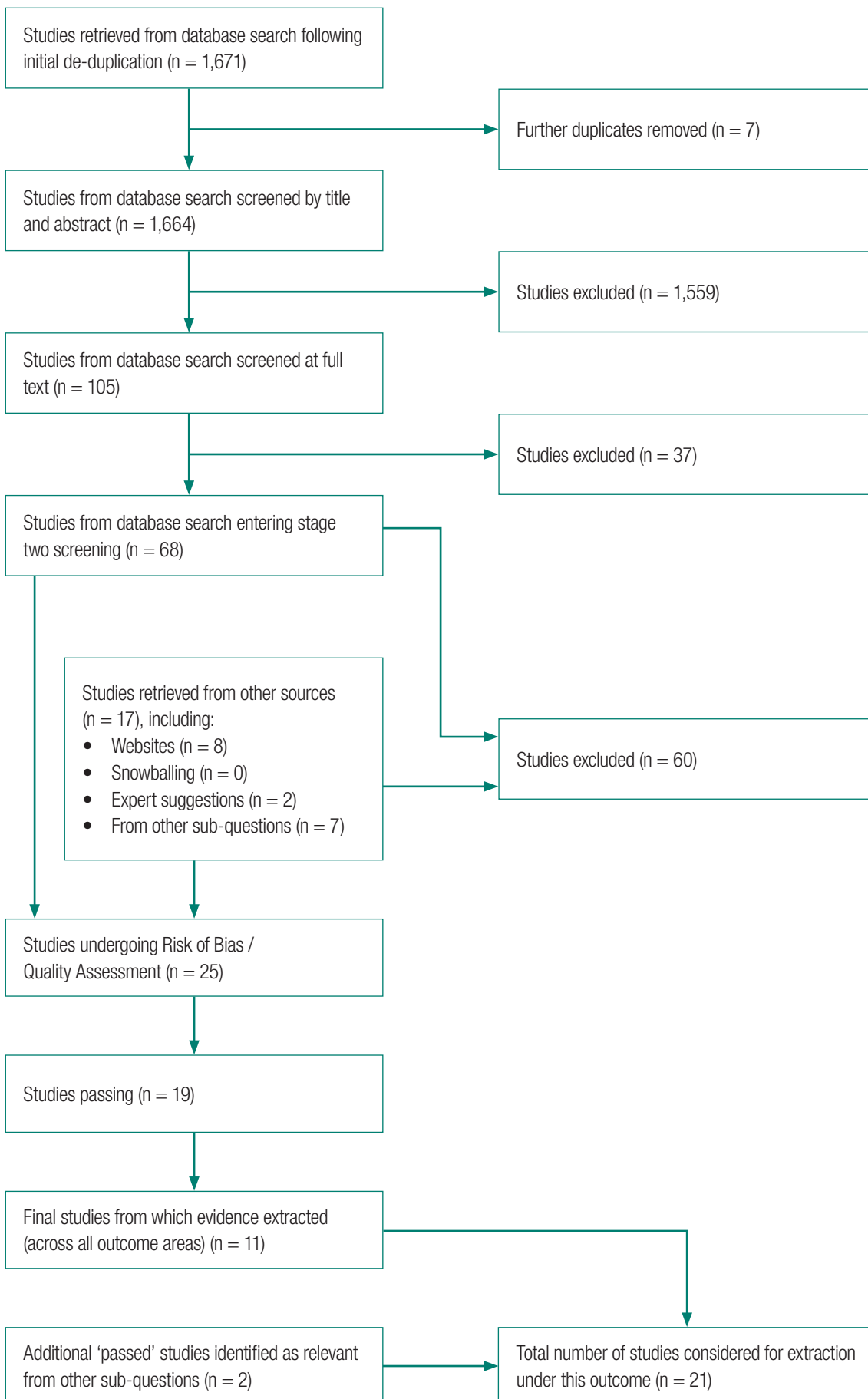
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Figure A3.8 Flow diagram for question 2b on conditionality



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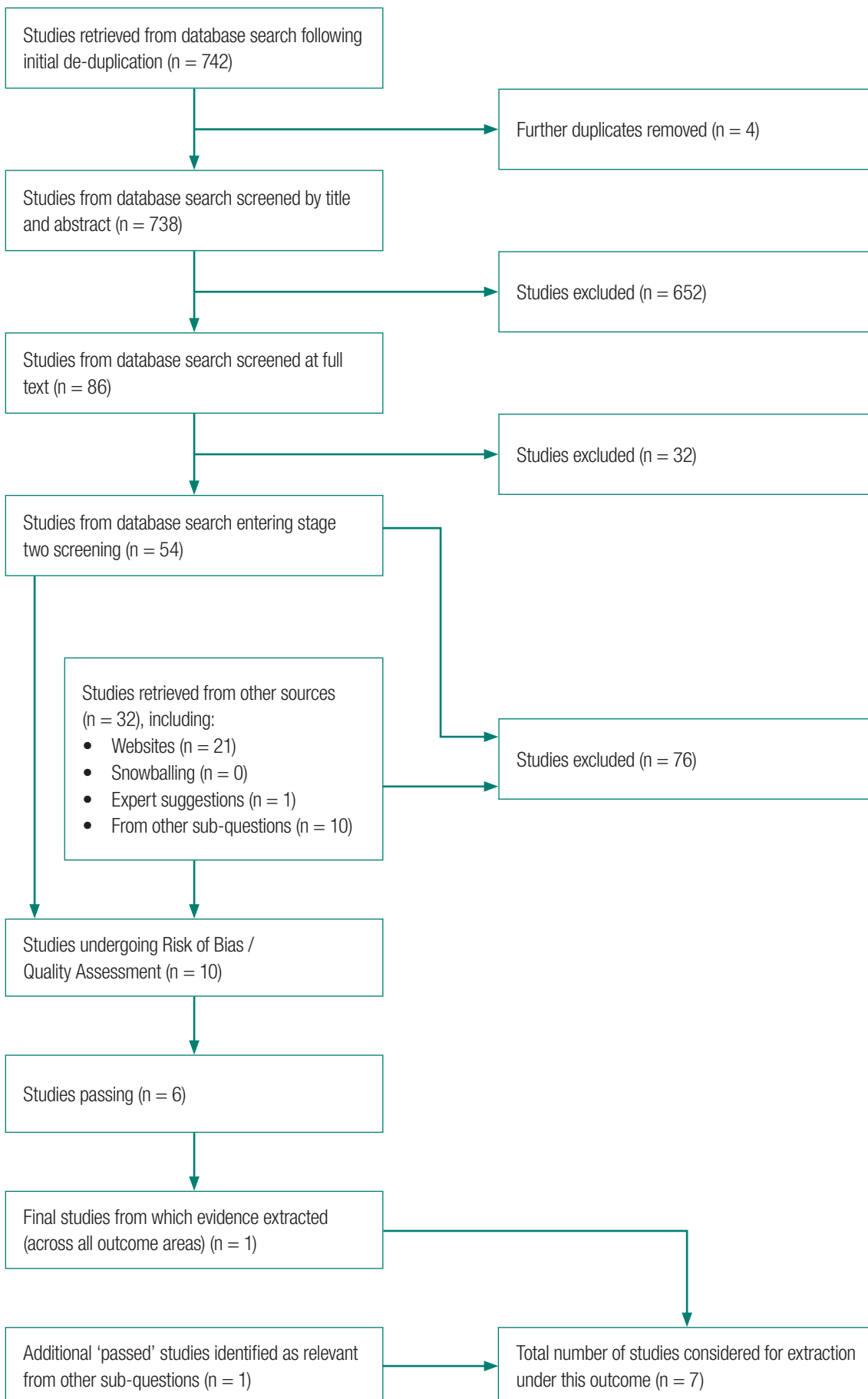
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Figure A3.9 Flow diagram for question 2c on targeting



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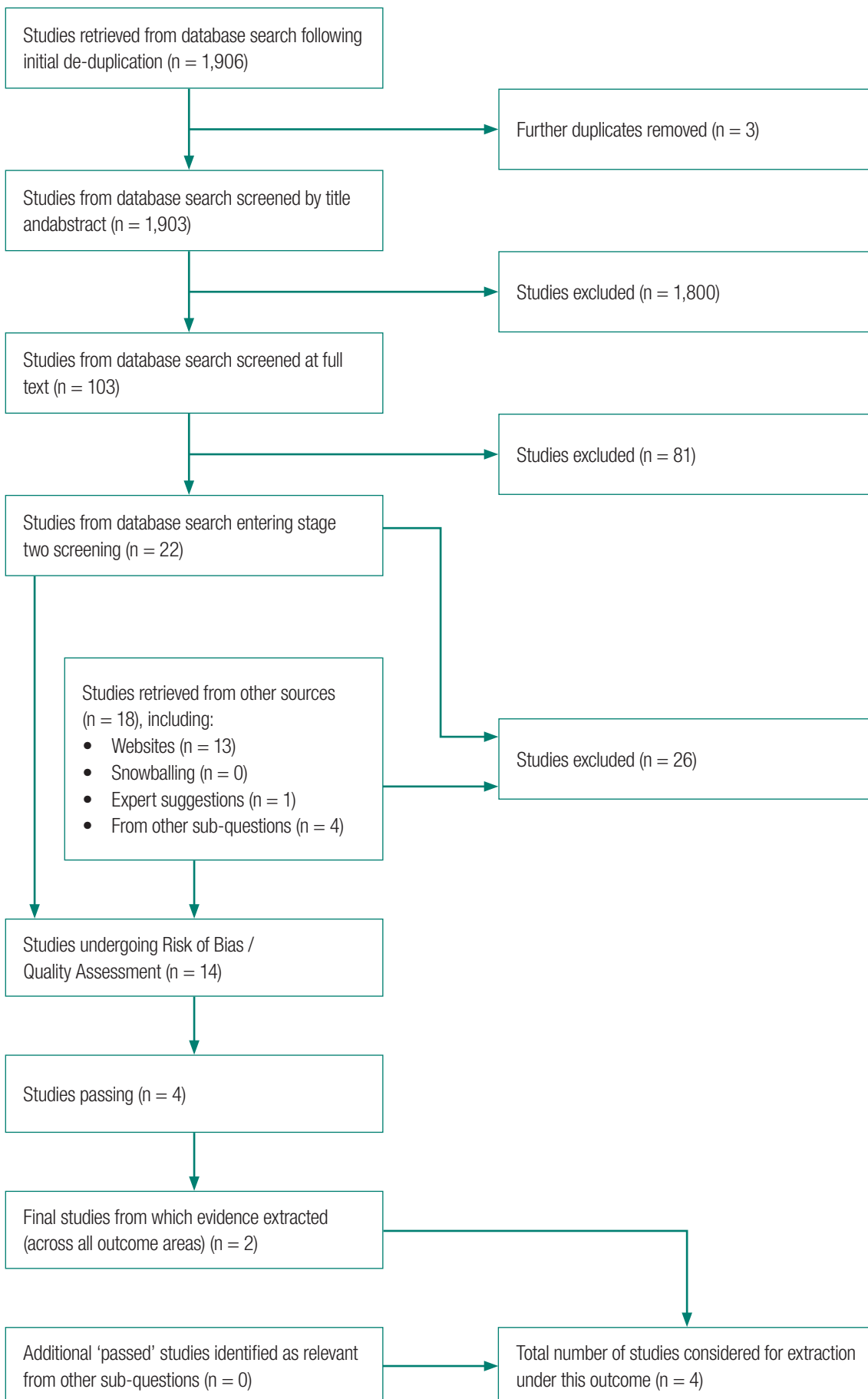
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Figure A3.10 Flow diagram for question 2d on payment systems



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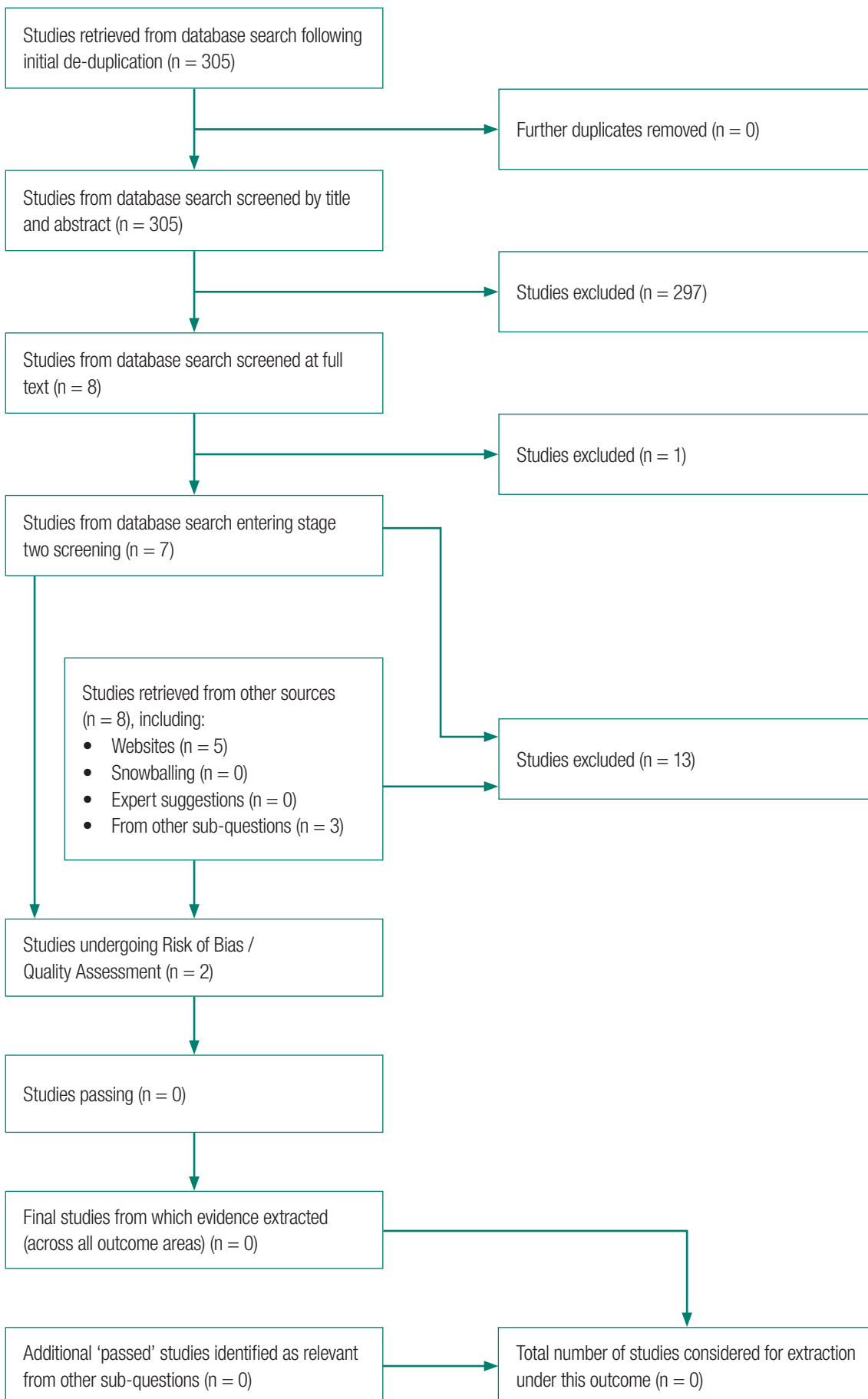
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Figure A3.11 Flow diagram for question 2e on grievance mechanisms and programme governance



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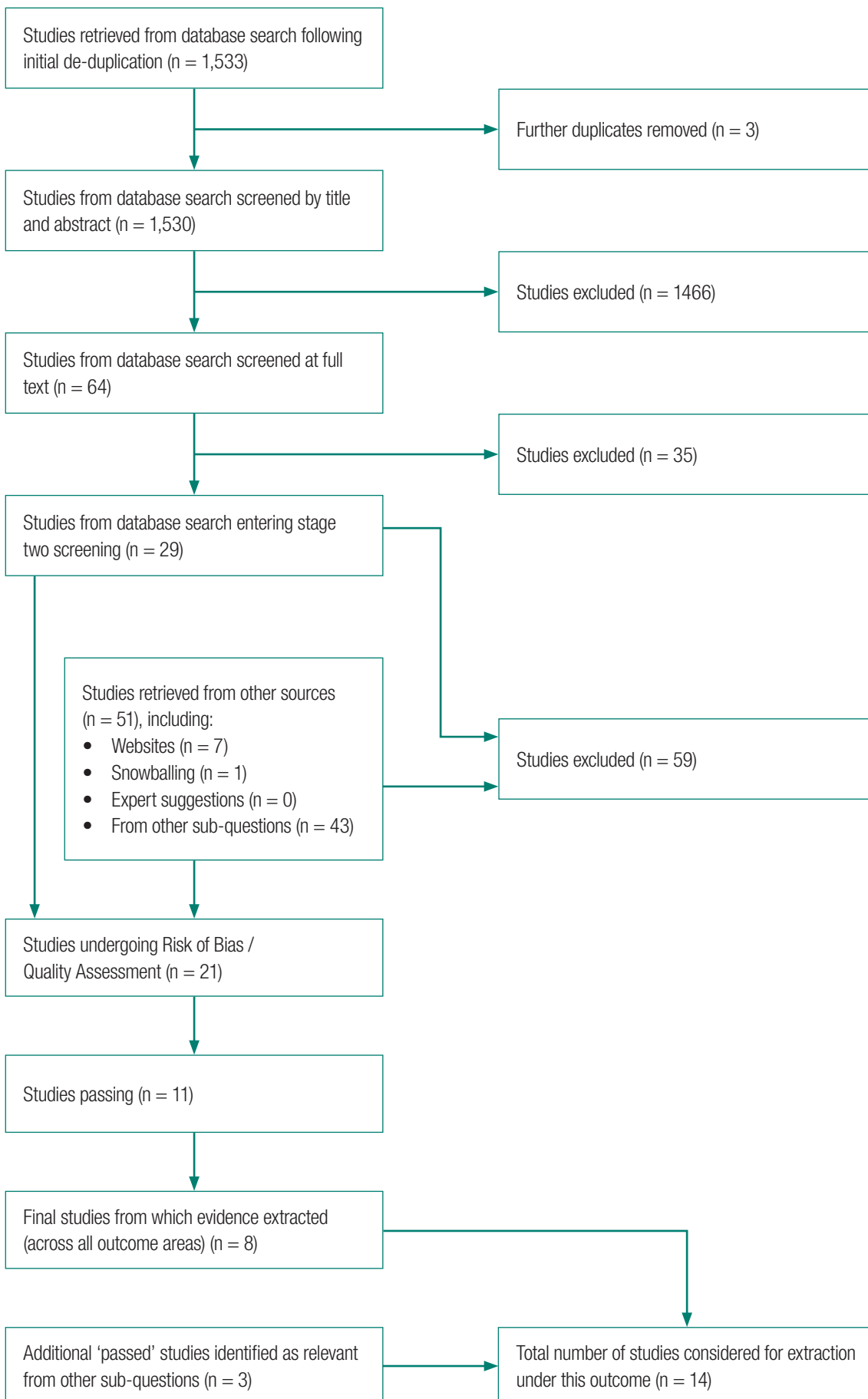
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Figure A3.12 Flow diagram for question 2f on complementary interventions and supply-side services



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Tables summarising reasons for exclusion (studies retrieved from bibliographic database searches)

Table A3.2a. Reasons for exclusion: Stage 1 screening Title and Abstract (sub-questions 1a-1f)

	Total screened at Title & Abstract	Date	Language	Population	Geographical location	Intervention	Study design	Outcome	Relevant for different sub-question	Review study	Sub total	Exclude on text mining	Total excluded	Total screened at full text
Q1a	4,850	0	1	0	170	3894	75	78	394	3	4615	NA	4615	235
Q1b	946	0	0	1	21	726	20	17	42	2	829	NA	829	117
Q1c	4,137	2	0	312	103	395	181	731	0	49	1773	2295	4068	69
Q1d	10,559	0	0	2	22	1095	73	39	293	3	1527	8982	10509	50
Q1e	5,859	0	0	0	40	892	35	34	121	0	1122	4643	5765	94
Q1f	4,051	0	0	39	66	106	107	845	27	14	1204	2773	3977	74
Totals	30,402	2	1	354	422	7108	491	1744	877	71	11070	18693	29763	639
% of subtotal excluded		0%	0%	3%	4%	64%	4%	16%	8%	1%				

Table A3.2b. Reasons for exclusion: Stage 1 screening Title and Abstract (sub-questions 2a-2f)

	Total screened at Title & Abstract	Date	Language	Population	Geographical location	Intervention	Study design	Design / implementation feature	Relevant for different sub-question	Review study	Analysis	Total excluded	Total screened at full text
Q2a	559	0	0	1	21	287	52	6	94	4	11	476	83
Q2b	1664	0	4	0	61	1295	83	12	99	2	3	1559	105
Q2c	738	0	1	0	15	493	62	23	34	1	23	652	86
Q2d	1,903	0	0	0	27	1706	53	13	0	1	0	1800	103
Q2e	305	0	0	0	11	273	5	4	4	0	0	297	8
Q2f	1,530	0	2	0	81	1297	46	16	24	0	0	1466	64
Totals	6699	0	7	1	216	5351	301	74	255	8	37	6250	449
% of subtotal excluded		0%	0%	0%	3%	86%	5%	1%	4%	0%	1%		

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Table A3.3a. Reasons for exclusion: Stage 1 screening Full Text (sub-questions 1a-1f)

	Total screened at Full Text	Date	Language	Population	Geographical location	Intervention	Study design	Outcome	Relevant for different sub-question	Additional duplicate	Review study	No access	Total excluded	Total entering Stage 2 screening
Q1a	235	0	0	0	3	7	107	13	0	0	53	0	183	52
Q1b	117	0	3	0	0	3	22	5	0	2	8	9	52	65
Q1c	69	0	0	0	0	0	10	0	0	0	0	0	10	59
Q1d	50	0	0	0	0	0	17	9	0	1	5	0	32	18
Q1e	94	0	1	0	1	4	27	4	0	2	0	7	46	48
Q1f	74	0	0	0	0	0	18	2	0	0	0	0	20	54
Totals	639	0	4	0	4	14	201	33	0	5	66	16	343	296
% of total excluded		0%	1%	0%	1%	4%	59%	10%	0%	1%	19%	5%		

Table A3.3b. Reasons for exclusion: Stage 1 screening Full Text (sub-questions 2a-2f)

	Total screened at Full Text	Date	Language	Population	Geographical location	Intervention	Study design	Design / implementation factor	Relevant for different sub-question	Additional duplicate	Analysis	No access	Total excluded	Total entering Stage 2 screening
Q2a	83	0	0	0	1	2	8	12	0	0	4	3	30	53
Q2b	105	0	0	0	0	0	12	6	0	0	14	5	37	68
Q2c	86	0	0	0	0	0	11	7	0	0	8	6	32	54
Q2d	103	0	0	0	0	1	3	4	67	3	1	2	81	22
Q2e	8	0	0	0	0	0	1	0	0	0	0	0	1	7
Q2f	64	0	0	0	0	2	3	0	24	0	3	3	35	29
Totals	449	0	0	0	1	5	38	29	91	3	30	19	216	233
% of total excluded		0%	0%	0%	0%	2%	18%	13%	42%	1%	14%	9%		

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Annex 4

Summary of the evidence base

This annex summarises the evidence base, both in terms of the full list of studies that passed the inclusion criteria and the screening for risk of bias and quality assessment therefore making it to the annotated bibliography and, within those, those studies from which evidence was extracted on the selected indicators that were reviewed.

The tables below summarise the evidence base across the following dimensions:

- Source of retrieval (Table A4.1)
- Type of study (Table A4.2)
- Geographical coverage for the full list of studies (Table A4.3)
- Geographical and programme coverage for the studies included at the data extraction stage (Tables A4.4-A4.9)

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Table A4.1 Full list of studies by source of retrieval

	Bibliographic databases	Websites	Review studies	Expert recommendations	Other sub-questions	Total
Outcome areas						
Poverty	16	3	4	6	32	61
Education	6	13	10	8	62	99
Health and nutrition	30	12	6	4	37	89
Savings, investment and production	14	9	2	6	6	37
Employment	16	16	2	7	39	80
Empowerment	3	5	2	7	37	54
Design and implementation features						
Core design features	7	2	1	0	31	41
Conditionality	17	1	0	0	3	21
Targeting	5	0	0	1	1	7
Payment mechanisms	1	1	0	1	0	3
Grievance mechanisms and programme governance	0	0	0	0	0	0
Complementary interventions and supply-side services	1	1	0	0	12	14

Note: studies retrieved from 'other sub-questions' were studies that met the inclusion criteria and passed the risk of bias or quality assessment screening but were retrieved under a different sub-question. In some cases they were relevant for that other sub-question and in other cases they were not.

Table A4.2 Full list of studies by type of paper

	Peer reviewed journal articles	Working papers	Reports and formal evaluations	Unpublished papers	PhD theses	Book chapters	Total
Outcome areas							
Poverty	17	16	10	8	10	0	61
Education	39	25	11	12	11	1	99
Health and nutrition	44	13	10	11	11	0	89
Savings, investment and production	10	9	4	7	7	0	37
Employment	29	22	9	7	12	1	80
Empowerment	26	11	4	5	7	1	54
Design and implementation features							
Core design features	20	9	6	3	3	0	41
Conditionality	12	9	0	0	0	0	21
Targeting	2	3	0	1	1	0	7
Payment mechanisms	1	1	0	0	1	0	3
Grievance mechanisms and programme governance	0	0	0	0	0	0	0
Complementary interventions and supply-side services	8	5	0	0	1	0	14

Note: Unpublished papers is a residual category for unpublished studies that were not written as working papers, reports or evaluations (e.g. unpublished studies produced by an academic department of a university).

Table A4.3 Geographical coverage (among full list of studies)

	Sub-Saharan Africa	East Asia & Pacific	Europe & Central Asia	Latin America & Caribbean	Middle East & North Africa	South Asia	Total
Outcome areas							
Poverty	23	3	2	33	0	2	63
Education	23	7	2	65	2	3	102
Health and nutrition	28	1	1	62	0	3	95
Savings, investment and production	21	0	1	14	0	1	37
Employment	23	4	2	52	1	2	84
Empowerment	21	1	1	35	0	2	60
Design and implementation features							
Core design features	12	5	0	24	1	1	43
Conditionality	7	1	0	11	1	0	20
Targeting	3	1	0	2	1	0	7
Payment mechanisms	2	0	0	0	0	1	3
Grievance mechanisms and programme governance	0	0	0	0	0	0	0
Complementary interventions and supply-side services	4	0	0	10	0	0	14

Note: Figures based on countries covered by studies and so will not exactly match with other tables as some studies report on multiple interventions and/or countries.

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Table A4.4 Geographical and programme coverage among studies from which evidence extracted – Latin America and Caribbean

Region / country	Programme	Poverty	Education	Health and nutrition	Savings, investment and production	Employment	Empowerment
Latin America & Caribbean							
Bolivia	Bonosol pension	1	1				
Bolivia	Bolivida				1		
Brazil	Bolsa Alimentação	1					
Brazil	Bolsa Escola					1	
Brazil	Bolsa Família					3	1
Brazil	Benefício de Prestação Continuada (BPC)		1			1	
Colombia	Familias en Acción	2	5	2		4	
Colombia	Subsidios Condicionados a la Asistencia Escolar (SCAE)		2			2	
Dominican Republic	Solidarity Programme					1	
Ecuador	Bono de Desarrollo Humano (BDH)	2	7	3		3	1
Ecuador	WFP Colombian refugee RCT (WFP CT)	1		2			2
El Salvador	Comunidades Solidarias Rurales (CSR)		1	1			
Honduras	Programa de Asignación Familiar (PRAF)		2	1		5	2
Honduras	Bono 10,000			1			
Jamaica	Programme of Advancement Through Health and Education (PATH)			1			
Mexico	PROGRESA / Oportunidades	6	19	12	5	13	8
Mexico	PROCAMPO	1	2	1	1		
Mexico	Programa Apoyo Alimentario (PAL)	2				1	
Mexico	Programa de Atención a Adultos Mayores en Zonas Rurales					1	
Nicaragua	Red de Protección Social (RPS)	4	7	4	1	8	3
Nicaragua	Atención a Crisis	2	3	1	1	5	
Paraguay	Tekoporã	1					
Peru	Juntos	1	1	1		1	2
TOTALS		24	51	30	9	49	19

Note: Totals do not always exactly correspond to number of unique studies from which evidence extracted as some studies report on more than one intervention.

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Table A4.5 Geographical and programme coverage among studies from which evidence extracted – Sub-Saharan Africa

Region / country	Programme	Poverty	Education	Health and nutrition	Savings, investment and production	Employment	Empowerment
Sub-Saharan Africa							
Burkina Faso	Nahouri Cash Transfers Pilot Project		1	1			
Ghana	Innovation for poverty randomised trial	1			1	1	
Ghana	Livelihood empowerment against poverty (LEAP)	1	2		1	2	
Kenya	Give Directly experiment	1			1		1
Kenya	Hunger Safety Net Programme (HSNP)	1	1	1	1	1	1
Kenya	Orphan and Vulnerable Children Cash Transfer (OVC-CT)	1	1		1	1	1
Lesotho	Child Grant Programme	1	1	1	2	2	
Malawi	Social Cash Transfer Programme (SCTP)	1	2	1	1	2	
Malawi	The Zomba Cash Transfer Programme		5				3
Malawi	Sexual health incentive study						1
Niger	Prospective study with Forum Santé Niger and Médecins Sans Frontières			1			
Niger	Concern Worldwide drought-response unconditional transfer			2			2
South Africa	Old Age Pension		1			3	1
South Africa	Child Support Grant and Foster Grant						1
Tanzania	Tanzania Social Action Fund (TSAF)		1	1			
Uganda	WFP Karamoja cash transfer	1	1	1			
Uganda	Youth Opportunities Programme (YOP)	1			2	2	
Uganda	Social Assistance Grants for Empowerment (SAGE)	1	1		1	1	1
Uganda	Women's Income Generating Support (WINGS)				1	1	2
Zambia	Monze Cash Transfer Pilot	1	1	1	1		
Zambia	Child Grant Programme	1	1	1	2	2	
TOTALS		12	19	11	15	18	14

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Table A4.6 Geographical and programme coverage among studies from which evidence extracted – Middle East and North Africa

Region / country	Programme	Poverty	Education	Health and nutrition	Savings, investment and production	Employment	Empowerment
Middle East & North Africa							
Morocco	Tayssir		1			1	
TOTALS		0	1	0	0	1	0

Table A4.7 Geographical and programme coverage among studies from which evidence extracted – Europe and Central Asia

Region / country	Programme	Poverty	Education	Health and nutrition	Savings, investment and production	Employment	Empowerment
Europe & Central Asia							
Albania	Ndhima Ekonomike	1				1	
Kazakhstan	Bota programme	1	1		1	1	
Turkey	Social Risk Mitigation Project		1				1
TOTALS		2	2	0	1	2	1

Table A4.8 Geographical and programme coverage among studies from which evidence extracted – South Asia

Region / country	Programme	Poverty	Education	Health and nutrition	Savings, investment and production	Employment	Empowerment
South Asia							
Bangladesh	Shombob	1	1	1			
Pakistan	The Punjab Female School Stipend Program		1			1	
Pakistan	The Benazir Income Support Programme	1	1	1	1	1	1
TOTALS		2	3	2	1	2	1

Table A4.9 Geographical and programme coverage among studies from which evidence extracted – East Asia and Pacific

Region / country	Programme	Poverty	Education	Health and nutrition	Savings, investment and production	Employment	Empowerment
East Asia and Pacific							
Cambodia	CESSP Scholarship Program (CSP)		1			1	
Cambodia	Japan Fund for Poverty Reduction (JFPR) scholarship program		1				
China	Junior High School Randomised Controlled Trial		1				
Indonesia	Program Keluarga Harapan (PKH)	1	1	1		1	
Indonesia	Temporary UCT	1				1	
Indonesia	Indonesia Bantuan Siswa Miskin (BSM) cash transfer for poor students					1	
TOTALS		2	4	1	0	4	0

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Annex 5

Evidence: results tables for overall effects disaggregated by gender, and cash transfer design and implementation effects

This annex provides detailed tables of the results disaggregated by gender and design and implementation effects. These are reported for each of the six outcome areas under review.

A5.1 Poverty

A5.1.1 Summary of results for cash transfer effects disaggregated by gender for monetary poverty indicators

A5.1.2 Summary of results for the role of cash transfer design and implementation parameters on monetary poverty

A5.2 Education

A5.2.1 Summary of results for cash transfer effects disaggregated by gender for education indicators

A5.2.2 Summary of results for the role of cash transfer design and implementation parameters on education

A5.3 Health and nutrition

A5.3.1 Summary of results for cash transfer effects disaggregated by gender for health and nutrition indicators

A5.3.2 Summary of results for the role of cash transfer design and implementation parameters on health and nutrition

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A5.4 Savings, investment and production

A5.4.1 Summary of results for cash transfer effects disaggregated by gender for savings, investment and production indicators

A5.4.2 Summary of results for the role of cash transfer design and implementation parameters on savings, investment and production

A5.5 Employment

A5.5.1 Summary of results for overall cash transfer effect on adult labour participation – by gender

A5.5.2 Summary of results for overall cash transfer effect on intensity of adult work – by gender

A5.5.3 Summary of results for overall cash transfer effect on adult labour force participation – by sector and gender

A5.5.4 Summary of results for overall cash transfer effect on adult work intensity – by sector and gender

A5.5.5 Summary of results for overall cash transfer effect on child labour participation – by gender

A5.5.6 Summary of results for overall cash transfer effect on intensity of child labour – by gender

A5.5.7 Summary of results for cash transfer effect on child labour participation – by sector and gender

A5.5.8 Summary of results for cash transfer effect on child labour intensity – by sector and gender

A5.5.9 Summary of results for overall cash transfer effect on migration – by gender

A5.5.10 Effect of design and implementation features on adult employment outcomes

A5.5.11 Effect of design and implementation features on child labour outcomes

A5.6 Empowerment

A5.6.1 Summary of results for the role of cash transfer design and implementation parameters on empowerment

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Summary tables for results for Monetary Poverty

A5.1.1 Summary of results for cash transfer effects disaggregated by gender for monetary poverty indicators

#	Study	Programme	Indicator	Effect	Measure of change	Significance	Details
1	Blattman et al. (2013)	YOP (Uganda)	Individual short-term expenditure	6.943	Change in UGX	1%	For male beneficiaries, compared to non-beneficiaries
		YOP (Uganda)	Individual short-term expenditure	7.923	Change in UGX	5%	For female beneficiaries
2	Edmonds and Schady (2012)	BDH (Ecuador)	Total annual household expenditure	-277.0	Change in USD	NS	For households with girl beneficiaries, compared to non-beneficiaries
		BDH (Ecuador)	Total annual household expenditure	13.89	Change in USD	NS	For households with boy beneficiaries, compared to non-beneficiaries
3	Green et al. (2015)	WINGS (Uganda)	Individual monthly non-durable consumption	0.41	Z-score	1%	For female beneficiaries, compared to non-beneficiaries
4	Handa et al. (2014)	LEAP (Ghana)	Total monthly total expenditure per equivalent adult	-1.27	Change in Ghc	NS	For female-headed households, compared to non-beneficiaries
		LEAP (Ghana)	Total monthly food expenditure per equivalent adult	1.87	Change in Ghc	NS	For female-headed households, compared to non-beneficiaries
		LEAP (Ghana)	Total monthly food expenditure per equivalent adult	-7.51	Change in Ghc	NS	For male-headed households, compared to non-beneficiaries
		LEAP (Ghana)	Total monthly total expenditure per equivalent adult	-8.96	Change in Ghc	NS	For male-headed households, compared to non-beneficiaries
5	Haushofer & Shapiro. (2013)	Give Directly CT (Kenya)	Monthly non-durable household expenditure	-2.74	Change in USD	NS	For female beneficiaries, compared to male beneficiaries
6	Martinez (2004)	Bonosol (Bolivia)	Monthly household food consumption	-14.327	Change in Bolivianos	NS	For beneficiary households where the oldest member is female, compared to those where the oldest member is male

Notes: Figures in bold indicate statistically significant coefficient. NS = not significant at 10% significance level or below

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A5.1.2 Summary of results for the role of cash transfer design and implementation parameters on monetary poverty

#	Study	Programme	Indicator	Effect	Measure of change	Significance	Additional details
Main recipient							
1	Haushofer & Shapiro (2013)	Give directly experiment (Kenya)	Total monthly non-durable expenditure	-2.74	Change in USD	NS	Being a female beneficiary
Transfer levels							
1	Blattmann et al. (2013)	YOP (Uganda)	Log of real value of short term expenditures	0.043	Change in UGX	NS	Measures effect of log grant size per person for beneficiaries
2	Davis et al. (2002)	PROGRESA (Mexico)	Total monthly consumption expenditure per capita	0.406	Change in pesos	1%	Measures effect of transfer levels for total sample
		PROCAMPO (Mexico)	Total monthly consumption expenditure per capita	0.702	Change in pesos	1%	Measures effect of transfer levels for total sample
		PROGRESA (Mexico)	Total food consumption expenditure per capita	0.355	Change in pesos	1%	Measures effect of transfer levels for total sample
		PROCAMPO (Mexico)	Total food consumption expenditure per capita	0.386	Change in pesos	1%	Measures effect of transfer levels for total sample
3	Handa et al. (2009)	PROGRESA (Mexico)	Log total monthly household expenditure	0.034	Change in log points	1%	Measures effect of transfer levels for total sample
		PROGRESA (Mexico)	Log food monthly household expenditure	0.035	Change in log points	1%	Measures effect of transfer levels for total sample
4	Haushofer & Shapiro (2013)	Give directly experiment (Kenya)	Monthly non-durable household expenditure	20.37	Change in USD	10%	Measures effect of receiving large transfer (instead of small)
Transfer frequency							
1	Bazzi (2013)	Temporary UCT (Indonesia)	Growth in log total household expenditures per capita 2005-2006	-0.091	Growth in log points	1%	Received transfer only once
		Temporary UCT (Indonesia)	Growth in log total household expenditures per capita 2005-2006	0.074	Growth in log points	5%	Receive transfer twice already
2	Haushofer & Shapiro (2013)	Give directly experiment (Kenya)	Monthly non-durable household expenditure	-4.4	Change in USD	NS	Receiving monthly instead of lump sum
Duration of exposure							
1	AIR (2014)	ZCGP (Zambia)	Per capital monthly total expenditure	-4	Change in Zk	NS	Difference between impact after 24 months and impact after 36 months
		ZCGP (Zambia)	Per capital monthly food expenditure	-3.59	Change in Zk	NS	Difference between impact after 24 months and impact after 36 months
2	Angelucci et al. (2012)	Oportunidades (Mexico)	Total monthly household expenditure	5.82	Change in pesos	1%	After 1 year
		Oportunidades (Mexico)	Total monthly household expenditure	5.49	Change in pesos	5%	After 2 years
		Oportunidades (Mexico)	Total monthly food expenditure	168.54	Change in pesos	10%	After 1 year
		Oportunidades (Mexico)	Total monthly food expenditure	282.85	Change in pesos	1%	After 2 years
3	Buser et al. (2014)	BDH (Ecuador)	Monthly food expenditure	16.383	Change in USD	NS	Stopped receiving the transfer two years ago
4	Gertler et al. (2012)	Oportunidades (Mexico)	Household per capita consumption	10.836	Change in pesos	5%	Compared to households that joined 4 years later
5	Maluccio & Flores (2005)	RPS (Nicaragua)	Nominal annual total per capita expenditure	986	Change in Cordobas	1%	After 1 year
		RPS (Nicaragua)	Nominal annual total per capita expenditure	686	Change in Cordobas	1%	After 2 years
		RPS (Nicaragua)	Nominal annual food per capita expenditure	871	Change in Cordobas	1%	After 1 year
		RPS (Nicaragua)	Nominal annual food per capita expenditure	640	Change in Cordobas	1%	After 2 years

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A5.1.2 Summary of results for the role of cash transfer design and implementation parameters on monetary poverty *continued*

#	Study	Programme	Indicator	Effect	Measure of change	Significance	Additional details
6	Maluccio (2010)	RPS (Nicaragua)	Per capital annual total expenditure	905	Change in Cordobas	1%	After 1 year
		RPS (Nicaragua)	Per capital annual total expenditure	676	Change in Cordobas	5%	After 2 years
		RPS (Nicaragua)	Per capital annual food expenditure	789	Change in Cordobas	1%	After 1 year
		RPS (Nicaragua)	Per capital annual food expenditure	621	Change in Cordobas	1%	After 2 years
7	Miller et al. (2011)	SCTP (Malawi)	Weekly per capita total expenditures	254	Change in MK	1%	After 6 months
		SCTP (Malawi)	Weekly per capita total expenditures	274	Change in MK	1%	After 1 year
		SCTP (Malawi)	Weekly per capita food expenditures	198	Change in MK	1%	After 6 months
		SCTP (Malawi)	Weekly per capita food expenditures	203	Change in MK	1%	After 1 year
8	Perova & Vakis (2012)	Juntos (Peru)	Overall consumption (in log?)	0.09	Percentage point change	1%	12 to 23 months in Juntos
		Juntos (Peru)	Overall consumption (in log?)	0.11	Percentage point change	1%	24 to 36 months in Juntos
		Juntos (Peru)	Overall consumption (in log?)	0.15	Percentage point change	5%	Over 36 months in Juntos
		Juntos (Peru)	Overall food consumption (in log?)	0.09	Percentage point change	1%	12 to 23 months in Juntos
		Juntos (Peru)	Overall food consumption (in log?)	0.1	Percentage point change	5%	24 to 36 months in Juntos
		Juntos (Peru)	Overall food consumption (in log?)	0.13	Percentage point change	10%	Over 36 months in Juntos
		Juntos (Peru)	Poverty head count	-0.08	Percentage point change	1%	12 to 23 months in Juntos
		Juntos (Peru)	Poverty head count	-0.1	Percentage point change	10%	24 to 36 months in Juntos
		Juntos (Peru)	Poverty head count	-0.1	Percentage point change	10%	Over 36 months in Juntos
		Juntos (Peru)	Poverty gap	-4.8	Percentage point change	10%	12 to 23 months in Juntos
		Juntos (Peru)	Poverty gap	-3.8	Percentage point change	NS	24 to 36 months in Juntos
		Juntos (Peru)	Poverty gap	-0.61	Percentage point change	NS	Over 36 months in Juntos
9	Skoufias & Di Maro (2008)	PROGRESA (Mexico)	Poverty head count	0.0007	Percentage point change	NS	After 6 months
		PROGRESA (Mexico)	Poverty head count	-0.06	Percentage point change	NS	After 1 year
		PROGRESA (Mexico)	Poverty head count	-0.0207	Percentage point change	5%	After 1.5 years
		PROGRESA (Mexico)	Poverty gap (not clear how measured)	-0.0284	?	1%	After 6 months
		PROGRESA (Mexico)	Poverty gap (not clear how measured)	-0.0445	?	1%	After 1 year
		PROGRESA (Mexico)	Poverty gap (not clear how measured)	-0.0794	?	1%	After 1.5 years
Targeting mechanism							
1	Merttens et al. (2015)	SAGE (Uganda)	Monthly total expenditure per equivalent adult	10,000	Change in UGX	10%	SGC
		SAGE (Uganda)	Monthly total expenditure per equivalent adult	11,000	Change in UGX	10%	VFSG
		SAGE (Uganda)	Monthly food expenditure per equivalent adult	1500	Change in UGX	NS	SGC
		SAGE (Uganda)	Monthly food expenditure per equivalent adult	8500	Change in UGX	5%	VFSG

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A5.1.2 Summary of results for the role of cash transfer design and implementation parameters on monetary poverty continued

#	Study	Programme	Indicator	Effect	Measure of change	Significance	Additional details
Complementary interventions and supply-side services							
1	Blattman et al. (2015)	WINGS (Uganda)	Household monthly non-durable expenditure	31.031	Change in 1000s of UGX	1%	Effect of those that received no training compared to non-beneficiaries
		WINGS (Uganda)	Household monthly non-durable expenditure	33.439	Change in 1000s of UGX	1%	Effect of those that received training compared to non-beneficiaries
		WINGS (Uganda)	Household monthly non-durable expenditure	-1.008	Change in 1000s of UGX	NS	Effect of those that had 2 supervision visits compared to no supervision
		WINGS (Uganda)	Household monthly non-durable expenditure	-3.022	Change in 1000s of UGX	NS	Effect of those that had 5 supervision visits compared to no supervision
2	Green et al. (2015)	WINGS (Uganda)	Individual monthly non-durable consumption	-0.06	Z-score	NS	For female beneficiaries who attended training alone, compared to Phase 1 beneficiaries
		WINGS (Uganda)	Individual monthly non-durable consumption	-0.28	Z-score	1%	For female beneficiaries who attended training alone, compared to Phase 1 beneficiaries
3	Karlan et al. (2014)	IPA RCT (Ghana)	Total expenditure in 12 months	2.44	Change in USD	NS	For beneficiaries receiving both cash and insurance
4	Macours and Vakis (2012)	Atención a Crisis (Nicaragua)	Log total per capita expenditure	0.281	Change in log points	1%	For the basic transfer (after less than 1 year)
		Atención a Crisis (Nicaragua)	Log total per capita expenditure	0.285	Change in log points	1%	The basic CCT plus a scholarship for a vocational training (after less than 1 year)
		Atención a Crisis (Nicaragua)	Log total per capita expenditure	0.331	Change in log points	1%	The basic CCT plus a productive investment grant (after less than 1 year)
		Atención a Crisis (Nicaragua)	Log total per capita expenditure	0.022	Change in log points	NS	For the basic transfer (after 2 years)
		Atención a Crisis (Nicaragua)	Log total per capita expenditure	0.048	Change in log points	NS	The basic CCT plus a scholarship for a vocational training (after 2 years)
		Atención a Crisis (Nicaragua)	Log total per capita expenditure	0.088	Change in log points	1%	The basic CCT plus a productive investment grant (after 2 years)
5	Macours, Premand and Vakis (2012)	Atención a Crisis (Nicaragua)	Log total household per capita	0.0221	Percentage change	NS	For the basic transfer
		Atención a Crisis (Nicaragua)	Log total household per capita	0.0277	Percentage change	NS	The basic CCT plus a scholarship for a vocational training
		Atención a Crisis (Nicaragua)	Log total household per capita	0.0837	Percentage change	1%	The basic CCT plus a productive investment grant
		Atención a Crisis (Nicaragua)	Log food household per capita	0.0449	Percentage change	1%	For the basic transfer
		Atención a Crisis (Nicaragua)	Log food household per capita	0.0488	Percentage change	5%	The basic CCT plus a scholarship for a vocational training
		Atención a Crisis (Nicaragua)	Log food household per capita	0.102	Percentage change	1%	The basic CCT plus a productive investment grant

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Summary tables results for Education

Table A5.2.1 Summary of results for cash transfer effects disaggregated by gender for education indicators

#	Study	Programme	Variable and treatment population (e.g. age of child)	Effect	Measure of change	Significance	Details/explanation
Attendance (Beneficiary)							
1	Akresh et al. (2013)	NCTPP (Burkina Faso)	Percentage of school days the child attended during the entire academic year (school roster)	0.135	Percentage	1%	CCT, aged 7-15, Male
		NCTPP (Burkina Faso)	Percentage of school days the child attended during the entire academic year (school roster)	0.137	Percentage	1%	CCT, aged 7-15, Female
		NCTPP (Burkina Faso)	Percentage of school days the child attended during the entire academic year (school roster)	0.108	Percentage	5%	UCT, aged 7-15, Male
		NCTPP (Burkina Faso)	Percentage of school days the child attended during the entire academic year (school roster)	0.032	Percentage	NS	UCT, aged 7-15, Female
2	Baird et al. (2011)	ZCTP (Malawi)	Percentage of days respondent enrolled in school was recorded present during the days the school was in session (school ledger)	0.08	Fraction of days	5%	CCT, Overall effect (all terms in 2009) girls only
		ZCTP (Malawi)	Percentage of days respondent enrolled in school was recorded present during the days the school was in session (school ledger)	0.058	Fraction of days	NS	UCT, Overall effect (all terms in 2009) girls only
3	Benhassine et al. (2013)	Tayssir (Morocco)	Attendance rate during surprise school visits among those enrolled (School visits)	0.069	Percentage	1%	Labelled CT, after 2 years, administered to one child per household aged 6-12, Male
		Tayssir (Morocco)	Attendance rate during surprise school visits among those enrolled (School visits)	0.082	Percentage	1%	Labelled CT, after 2 years, administered to one child per household aged 6-12, Female
		Tayssir (Morocco)	Attending School by end of year 2, among those 6- 15 at baseline (Household survey)	0.007	Percentage	NS	Labelled CT, after 2 years, administered to one child per household aged 6-12, Male
		Tayssir (Morocco)	Attending School by end of year 2, among those 6- 15 at baseline (Household survey)	0.006	Percentage	NS	Labelled CT, after 2 years, administered to one child per household aged 6-12, Female
4	Dammert et al. (2009)	RPS (Nicaragua)	School attendance	0.110	Percentage	5%	CCT, children aged 7-13 years at baseline, after two years, Girls
		RPS (Nicaragua)	School attendance	0.173	Percentage	5%	CCT, children aged 7-13 years at baseline, after 2 years, Boys
5	De Groot et al. (2015)	LEAP (Ghana)	whether a child missed any days of school in the reference period	-0.13	Percentage	1%	CCT, aged 5-12, Male
		LEAP (Ghana)	whether a child missed any days of school in the reference period	-0.083	Percentage	5%	CCT, aged 5-12, Female
		LEAP (Ghana)	whether a child missed any days of school in the reference period	0.004	Percentage	NS	CCT, aged 13-17, Male
		LEAP (Ghana)	whether a child missed any days of school in the reference period	-0.098	Percentage	10%	CCT, aged 13-17, Female
6	Evans et al. (2014)	TSAF (Tanzania)	Ever attended school	0	Percentage	NS	CCT, children aged 0-18 years, after 31-34 months, Male
		TSAF (Tanzania)	Ever attended school	0.05	Percentage	10%	CCT, children aged 0-18 years, after 31-34 months, Female
		TSAF (Tanzania)	Missed school last week if enrolled due to personal reasons (Absenteeism)	0.02	Percentage	NS	CCT, children aged 0-18 years, after 31-34 months, Male
		TSAF (Tanzania)	Missed school last week if enrolled due to personal reasons (Absenteeism)	0.01	Percentage	NS	CCT, children aged 0-18 years, after 31-34 months, Female
		TSAF (Tanzania)	Took national exam-Standard IV+	0.01	Percentage	NS	CCT, children aged 0-18 years, after 31-34 months, Male
		TSAF (Tanzania)	Took national exam-Standard IV+	0.04	Percentage	NS	CCT, children aged 0-18 years, after 31-34 months, Female

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Table A5.2.1 Summary of results for cash transfer effects disaggregated by gender for education indicators
continued

#	Study	Programme	Variable and treatment population (e.g. age of child)	Effect	Measure of change	Significance	Details/explanation
7	Filmer et al. (2008)	JFPR (Cambodia)	Attendance on the day of school visit	0.319	Percentage	1%	CCT, effect on girls only
8	Handa et al. (2014)	LEAP (Ghana)	Whether a child missed any days of school in the reference period (Absenteeism)	-0.11	Percentage	10%	UCT, girls aged 13-17
		LEAP (Ghana)	whether a child did not attend any school in the last week (Absenteeism)	-0.11	Percentage	NS	UCT, girls aged 13-17
9	Lincove et al. (2014)	RPS (Nicaragua)	Whether child attended school (at time of survey)	0.125	Percentage	1%	CCT, Children aged 6-11 at baseline (always eligible), Male
		RPS (Nicaragua)	Whether child attended school (at time of survey)	0.158	Percentage	5%	CCT, Children aged 6-11 at baseline (always eligible), Female
10	Maluccio and Flores (2005)	RPS (Nicaragua)	Current attendance (child was defined to be currently attending if he indicated he was still enrolled and had either missed 3 or fewer days in the past month (or more because of illness))	0.23	Percentage	10%	CCT, after two years, Boys aged 7-13 who had not completed fourth grade
		RPS (Nicaragua)	Current attendance (child was defined to be currently attending if he indicated he was still enrolled and had either missed 3 or fewer days in the past month (or more because of illness))	0.17	Percentage	10%	CCT, after two years, Girls aged 7-13 who had not completed fourth grade
11	Merttens et al. (2013)	HSNP (Kenya)	Proportion of children currently attending school	-0.0661	Percentage	NS	UCT, after three years, children aged 6-17, Male
		HSNP (Kenya)	Proportion of children currently attending school	-0.059	Percentage	NS	UCT, after three years, children aged 6-17, Female
12	Merttens et al. (2015)	SAGE Senior Citizen Grant (Uganda)	Proportion of children currently attending formal education	-0.012	Percentage Points	NS	Children aged 6-17, after one year, Male
		SAGE Senior Citizen Grant (Uganda)	Proportion of children currently attending formal education	0.0037	Percentage Points	NS	Children aged 6-17, after one year, Female
		SAGE Vulnerable Family Support Grant (Uganda)	Proportion of children currently attending formal education	-0.006	Percentage Points	NS	Children aged 6-17, after one year, Male
		SAGE Vulnerable Family Support Grant (Uganda)	Proportion of children currently attending formal education	-0.061	Percentage Points	10%	Children aged 6-17, after one year, Female
		SAGE Senior Citizen Grant (Uganda)	Mean number of days missed in last 30 scheduled school days (absenteeism)	-0.36	Mean number of days missed in last 30 scheduled days	NS	Children aged 6-17, after one year, Male
		SAGE Senior Citizen Grant (Uganda)	Mean number of days missed in last 30 scheduled school days (absenteeism)	-13,600	Mean number of days missed in last 30 scheduled days	NS	Children aged 6-17, after one year, Female
		SAGE Senior Citizen Grant (Uganda)	Mean number of days missed in last 30 scheduled school days (absenteeism)	-0.81	Mean number of days missed in last 30 scheduled days	NS	Children aged 6-17, after one year, Male
		SAGE Vulnerable Family Support Grant (Uganda)	Mean number of days missed in last 30 scheduled school days (absenteeism)	0.44	Mean number of days missed in last 30 scheduled days	NS	Children aged 6-17, after one year, Female

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Table A5.2.1 Summary of results for cash transfer effects disaggregated by gender for education indicators
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#	Study	Programme	Variable and treatment population (e.g. age of child)	Effect	Measure of change	Significance	Details/explanation
13	Miller et al. (2011)	SCTP (Malawi)	No of days absent per month	-1.2	Days absent per month	NS	UCT, aged 6-8, Boys
		SCTP (Malawi)	No of days absent per month	0.2	Days absent per month	NS	UCT, aged 9-11, Boys
		SCTP (Malawi)	No of days absent per month	-1.9	Days absent per month	5%	UCT, aged 12-15, Boys
		SCTP (Malawi)	No of days absent per month	0.3	Days absent per month	NS	UCT, aged 16-18, Boys
		SCTP (Malawi)	No of days absent per month	-1.8	Days absent per month	5%	UCT, aged 6-8, Girls
		SCTP (Malawi)	No of days absent per month	-1.2	Days absent per month	10%	UCT, aged 9-11, Girls
		SCTP (Malawi)	No of days absent per month	0.1	Days absent per month	NS	UCT, aged 12-15, Girls
		SCTP (Malawi)	No of days absent per month	-2	Days absent per month	10%	UCT, aged 16-18 Girls
14	Pellerano et al. (2014)	LCGP (Lesotho)	Proportion of pupils 6-19 who missed school in the 30 days prior to the survey – self-reported (absenteeism)	0.01497	Percentage	NS	UCT, after two years, children aged 6-19, Male
		LCGP (Lesotho)	Proportion of pupils 6-19 who missed school in the 30 days prior to the survey – self-reported (absenteeism)	0.00661	Percentage	NS	UCT, after two years, children aged 6-19, Female
15	Skoufias and Parker (2001)	PROGRESA (Mexico)	Probability of attending school	0.018	Percentage	1%	CCT, Nov-99 FU, 8-11 years, Boys
		PROGRESA (Mexico)	Probability of attending school	-0.003	Percentage	NS	CCT, nNov-99 FU, 8-11 years, Girls
		PROGRESA (Mexico)	Probability of attending school	0.058	Percentage	1%	CCT, Nov-99 FU, 12-17 years, Boys
		PROGRESA (Mexico)	Probability of attending school	0.095	Percentage	1%	CCT, Nov-99 FU, 12-17 years, Girls
Attendance (Household Head)							
1	Dammert et al. (2009)	RPS (Nicaragua)	School attendance	0.172	Percentage	5%	CCT, children aged 7-13 years at baseline, after 2 years Household Head is Female
		RPS (Nicaragua)	School attendance	0.138	Percentage	5%	CCT, children aged 7-13 years at baseline, after 2 years, Household Head is Male
2	World Bank (2011)	PKH (Indonesia)	Regular primary school attendance (>85%)	0.01	Percentage point	NS	CCT, children aged 7-12, Household Head is Male
		PKH (Indonesia)	Regular primary school attendance (>85%)	-0.02	Percentage point	NS	CCT, children aged 7-12, Household Head is Female
		PKH (Indonesia)	Hours in school last week	0.369	Hours spent in school last week	10%	CCT, children aged 7-12, Household Head is Male
		PKH (Indonesia)	Hours in school last week	-0.107	Hours spent in school last week	NS	CCT, children aged 7-12, Household Head is Female
		PKH (Indonesia)	Regular junior secondary school attendance (>85%)	0.016	Percentage point	NS	CCT, children aged 13-15, Household Head is Male
		PKH (Indonesia)	Regular junior secondary school attendance (>85%)	-0.003	Percentage point	NS	CCT, children aged 13-15, Household Head is Female
		PKH (Indonesia)	Hours in school last week	0.699	Hours spent in school last week	5%	CCT, children aged 13-15, Household Head is Male
		PKH (Indonesia)	Hours in school last week	0.393	Hours spent in school last week	NS	CCT, children aged 13-15, Household Head is Female

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Table A5.2.1 Summary of results for cash transfer effects disaggregated by gender for education indicators
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#	Study	Programme	Variable and treatment population (e.g. age of child)	Effect	Measure of change	Significance	Details/explanation
Math Test Scores							
1	Baez et al. (2011)	Familias en Accion (Colombia)	Standardized math test score (Icfes test) ^{1, 2}	0.025	Change in Standard deviation	NS	CCT, Boys
		Familias en Accion (Colombia)	Standardized math test score (Icfes test) ^{3, 4}	-0.045	Change in Standard deviation	NS	CCT, Girls
2	Baird et al. (2011)	ZCTP (Malawi)	Standardized math test score (TIMMS) ⁵	0.006	Change in Standard deviation	NS	UCT, after 2 years, 13-22 years, Girls
		ZCTP (Malawi)	Standardized math test score (TIMMS) ⁶	0.12	Change in Standard deviation	10%	CCT, after 2 years, 13-22 years, Girls
		ZCTP (Malawi)	Standardized math test score (Non-TIMMS) ⁶	0.063	Change in Standard deviation	NS	UCT, after 2 years, 13-22 years, Girls
		ZCTP (Malawi)	Standardized math test score (Non-TIMMS) ⁶	0.086	Change in Standard deviation	NS	CCT, after 2 years, 13-22 years, Girls
3	Baird et al. (2013)	ZCTP (Malawi)	Standardized mathematics test score	0.164	Change in Score	5%	CCT, after 2 years, 13-22 years, Girls (baseline dropout)
4	Benhassine et al. (2013)	Tayssir (Morocco)	Basic Arithmetic test – Summary Index (Based on ASER test developed by Pratham)	0.091	Change in Score	NS	Labelled CT to fathers, after 2 years, administered to one child per household aged 6-12, Boys
		Tayssir (Morocco)	Basic Arithmetic test – Summary Index (Based on ASER test developed by Pratham)	0.082	Change in Score	NS	Labelled CT to fathers, after 2 years, administered to one child per household aged 6-12, Girls
Language Test Scores							
1	Baez et al. (2011)	Familias en Accion (Colombia)	Spanish test score (Icfes test) ⁶	-0.057	Change in Standard deviation	NS	CCT Boys
		Familias en Accion (Colombia)	Spanish test score (Icfes test) ⁷	-0.034	Change in Standard deviation	NS	CCT Girls
2	Baird et al. (2011)	ZCTP (Malawi)	English Reading Comprehension Test Score (standardized)	0.14	Change in Standard Deviation	1%	CCT, after 2 years, 13-22 years, Girls
		ZCTP (Malawi)	English Reading Comprehension Test Score (standardized)	-0.030	Change in Standard Deviation	NS	UCT, after 2 years, 13-22 years, Girls
3	Baird et al. (2013)	ZCTP (Malawi)	English Reading Comprehension test score (standardized)	0.131	Change in Standard deviation	10%	CCT, after 2 years, 13-22 years, Girls, (baseline dropout)
4	Evans et al. (2014)	TSAF (Tanzania)	Literate (self-reported)	0	Change in Percentage	NS	CCT, children aged 0-18 years, after 31-34 months, Boys
		TSAF (Tanzania)	Literate (self-reported)	0.2	Change in Percentage	NS	CCT, children aged 0-18 years, after 31-34 months, Girls
Composite Test Score							
1	Baez et al. (2011)	Familias en Accion (Colombia)	Composite test score in various subjects (Icfes test) ⁸	-0.015	Change in Standard Deviation	NS	CCT, Boys
		Familias en Accion (Colombia)	Composite test score in various subjects (Icfes test) ²	-0.028	Change in Standard Deviation	NS	CCT, Girls
Cognitive Development							
1	Baird et al. (2011)	ZCTP (Malawi)	Cognitive test score (standardized), version of Raven's Colored Progressive Matrices that was used in the Indonesia Family Life Survey (IFLS-2)	0.174	Change in Standard Deviation	1%	CCT, after 2 years, 13-22 years, Girls
		ZCTP (Malawi)	Cognitive test score (standardized), version of Raven's Colored Progressive Matrices that was used in the Indonesia Family Life Survey (IFLS-2)	0.136	Change in Standard Deviation	NS	UCT, after 2 years, 13-22 years, Girls

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Table A5.2.1 Summary of results for cash transfer effects disaggregated by gender for education indicators
continued

#	Study	Programme	Variable and treatment population (e.g. age of child)	Effect	Measure of change	Significance	Details/explanation
2	Baird et al. (2013)	ZCTP (Malawi)	Cognitive test score (standardized), version of Raven's Colored Progressive Matrices that was used in the Indonesia Family Life Survey (IFLS-2)	0.142	Change in Standard deviation	5%	CCT, after 2 years, 13-22 years, Girls, (baseline dropout)
3	Gertler and Fernald (2004)	PROGRESA / Oportunidades (Mexico)	Log Long Term Memory test score	4.87	Change in score over control	NS	CCT, 3-6 years, effect on boys only
		PROGRESA / Oportunidades (Mexico)	Log Short Term Memory test score	3.32	Change in score over control	NS	CCT, 3-6 years, effect on boys only
		PROGRESA / Oportunidades (Mexico)	Log Visual Integration test score	3.76	Change in score over control	NS	CCT, 3-6 years, effect on boys only
		PROGRESA / Oportunidades (Mexico)	Log Peabody Picture Vocabulary test score	4.88	Change in score over control	NS	CCT, 3-6 years, effect on boys only
		PROGRESA / Oportunidades (Mexico)	Communication Dev. Inventory	5.73	Change in score over control	NS	CCT, 3-6 years, effect on boys only
		PROGRESA / Oportunidades (Mexico)	Sentences test score	6.78	Change in score over control	5%	CCT, 3-6 years, effect on boys only
		PROGRESA / Oportunidades (Mexico)	Log Long Term Memory test score	-3.83	Change in score over control	NS	CCT, 3-6 years, effect on girls only
		PROGRESA / Oportunidades (Mexico)	Log Short Term Memory test score	5.24	Change in score over control	NS	CCT, 3-6 years, effect on girls only
		PROGRESA / Oportunidades (Mexico)	Log Visual Integration test score	-3.63	Change in score over control	NS	CCT, 3-6 years, effect on girls only
		PROGRESA / Oportunidades (Mexico)	Log Peabody Picture Vocabulary test score	-3.55	Change in score over control	NS	CCT, 3-6 years, effect on girls only
4	Paxson & Schady (2010)	BDH (Ecuador)	Cognitive and behavioural combined index (includes scores on the TVIP test and three tests from the Woodcock-Johnson-Munoz battery assessment)	0.241	Change in standard deviation	5%	CCT, effects on girls only, between 12 and 18 months after the beginning of the programme, aged 3-7 years
		BDH (Ecuador)	Cognitive and behavioral combined index (includes scores on the TVIP test and three tests from the Woodcock-Johnson-Munoz battery assessment)	0.115	Change in standard deviation	NS	CCT, effects on boys only, between 12 and 18 months after the beginning of the programme, aged 3-7 years

- Unit of observation are children (enrolled or not in school) who were 18 or below when they joined the program and that, based on their school attainment at the pre-program time, could have achieved grade 11 between 2003 and 2009, and the number of years needed to complete high school was lower than the number of years of treatment.
- This exam is a nationally recognized and standardized test that is administered prior to graduation from high school and mandatory for entrance to higher education (Baez et al. 2011, p. 13)
- Unit of observation are children (enrolled or not in school) who were 18 or below when they joined the program and that, based on their school attainment at the pre-program time, could have achieved grade 11 between 2003 and 2009, and the number of years needed to complete high school was lower than the number of years of treatment.
- This exam is a nationally recognized and standardized test that is administered prior to graduation from high school and mandatory for entrance to higher education (Baez et al. 2011, p. 13)
- TIMMS stands for Trends in Mathematics and Science Study, which is a cycle of internationally comparative assessments in mathematics and science carried out at the fourth and eighth grades every 4 years. Authors also borrowed five mathematics questions from the 2007 TIMMS and incorporated them into an independently developed mathematics test (Non-TIMMS).

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- 6 Unit of observation are children (enrolled or not in school) who were 18 or below when they joined the program and that, based on their school attainment at the pre-program time, could have achieved grade 11 between 2003 and 2009, and the number of years needed to complete high school was lower than the number of years of treatment.
- 7 Unit of observation are children (enrolled or not in school) who were 18 or below when they joined the program and that, based on their school attainment at the pre-program time, could have achieved grade 11 between 2003 and 2009, and the number of years needed to complete high school was lower than the number of years of treatment.
- 8 Overall scores of Icfes test The exam is a standardized test that assesses the academic achievement of students in various subjects such as Mathematics, Language, Biology, Chemistry, Physics, History, Geography (Baez et al. 2011, p. 14)

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Table A5.2.2 Summary of results for the role of cash transfer design and implementation parameters on education

#	Study	Programme and country	Design / Implementation Parameter	Variable	Effect	Measure of change	Significance	Details/ explanation
School Attendance								
1	Akresh et al. (2013)	NCTPP (Burkina Faso)	Conditionality	Attendance (School Roster Report), all children 7-15	0.134	Percentage	1%	CCT round 3
		NCTPP (Burkina Faso)	Conditionality	Attendance (School Roster Report), all children 7-15	0.067	Percentage	NS	UCT round 3
2	Baird et al. (2011)	ZCTP (Malawi)	Conditionality	Fraction of days respondent attended school (School ledgers)	0.080	Percentage	5%	Term 1-3 2009, CCT
		ZCTP (Malawi)	Conditionality	Fraction of days respondent attended school (School ledgers)	0.058	Percentage	NS	Term 1-3 2009, UCT
3	Barrera-Osorio et al. (2008)	SCAE (Colombia)	Frequency of Payment	Verified attendance at school	0.033	Percentage	1%	Effect of Basic CCT only, San Cristobal District
		SCAE (Colombia)	Frequency of Payment	Verified attendance at school	0.028	Percentage	1%	Effect of a savings CCT, where 2/3 transfer given immediately and 1/3 given at enrolment, San Cristobal District
		SCAE (Colombia)	Conditionality	Verified attendance at school	0.009	Percentage	NS	Effect of Basic CCT only, Suba District, grades 6-8
		SCAE (Colombia)	Conditionality	Verified attendance at school	0.05	Percentage	1%	Effect of transfers conditional on graduation and tertiary enrolment rather than attendance, Suba, grades 9-11
4	Benhassine et al. (2013)	Tayssir (Morocco)	Main Recipient	Attendance rate during surprise school visits (School sample, children 6-12)	0.002	Percentage	NS	After 2 years, difference between LCT to mothers and LCT to fathers
		Tayssir (Morocco)	Main Recipient	Attending school by end of year 2, among those 6-15 at baseline (household sample)	0.004	Percentage	NS	After 2 years, difference between LCT to mothers and LCT to fathers
		Tayssir (Morocco)	Main Recipient	Attendance rate during surprise school visits (School sample, children 6-12)	0.918	P value	NS	P-value for Mother different from Father
		Tayssir (Morocco)	Main Recipient	Attending school by end of year 2, among those 6-15 at baseline (household sample)	0.962	P value	NS	P-value for Mother different from Father
		Tayssir (Morocco)	Conditionality	Attendance rate during surprise school visits (School sample, children 6-12)	0.007	Percentage	NS	After 2 years, difference between CCT to fathers and LCT to fathers
		Tayssir (Morocco)	Conditionality	Attending school by end of year 2, among those 6-15 at baseline	-0.019	Percentage	NS	After 2 years, difference between CCT to fathers and LCT to fathers
		Tayssir (Morocco)	Conditionality	Attending school by end of year 2, among those 6-15 at baseline	0.01	P value	1%	P-value for CCT different from LCT
		Tayssir (Morocco)	Conditionality	Attendance rate during surprise school visits (School sample, children 6-12)	0.125	P value	NS	P-value for CCT different from LCT
5	Filmer and Schady (2011)	CSP (Cambodia)	Transfer Level	child's presence at school during unannounced visit (Secondary School students)	0.023	Percentage	NS	Pooled estimate across four visits, \$60 scholarship compared to those who were offered a \$45 scholarship

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Table A5.2.2 Summary of results for the role of cash transfer design and implementation parameters on education continued

#	Study	Programme and country	Design / Implementation Parameter	Variable	Effect	Measure of change	Significance	Details/ explanation
6	Macours and Vakis (2009)	Atencion a Crisis (Nicaragua)	Complementary Programme	Attending school (children aged 7-18)	0.057	Percentage	5%	After 9 months, Basic CCT only
				Number of days absent from school (absenteeism, children aged 7-18)	-1.574	Percentage	1%	After 9 months, Basic CCT only
				Attending school	0.045	Percentage	5%	After 9 months, Basic CCT plus grant for productive investments
				Number of days absent from school (absenteeism)	-1.107	Percentage	5%	After 9 months, Basic CCT plus grant for productive investments
				Attending school	0.049	Percentage	5%	After 9 months, Basic CCT plus scholarship for occupational training
				Number of days absent from school (absenteeism)	-1.438	Percentage	1%	After 9 months, Basic CCT plus scholarship for occupational training
7	Merttens et al. (2015)	SAGE (Uganda)	Targeting	Proportion of children 6-17 currently attending formal education	-0.0043	Percentage point	NS	Among households targeted through the Senior Citizens Grant
				Proportion of children 6-17 currently attending formal education	-0.034	Percentage point	10%	Among households targeted through the Vulnerable Family Support Grant
				Proportion of boys 6-17 currently attending formal education	-0.012	Percentage point	NS	Among households targeted through the Senior Citizens Grant
				Proportion of boys 6-17 currently attending formal education	-0.0006	Percentage point	NS	Among households targeted through the Vulnerable Family Support Grant
				Proportion of girls 6-17 currently attending formal education	0.0037	Percentage point	NS	Among households targeted through the Senior Citizens Grant
				Proportion of girls 6-17 currently attending formal education	-0.061	Percentage point	10%	Among households targeted through the Vulnerable Family Support Grant
				Mean number of days missed in last 30 scheduled school days (absenteeism)	0.14	Percentage point	NS	Among households targeted through the Senior Citizens Grant
				Mean number of days missed in last 30 scheduled school days (absenteeism)	-0.36	Percentage point	NS	Among households targeted through the Vulnerable Family Support Grant
				8	Perova and Vakis (2012)	Juntos (Peru)	Duration of exposure	Currently attending school, conditional on registration (children aged 6-14)
Currently attending school, conditional on registration	0.03	Percentage	1%					Being a beneficiary for over 24-26 months (compared to less than a year)
currently attending school, conditional on registration	0.01	Percentage	NS					Being a beneficiary for over 36 months (compared to less than a year)
9	Villa (2014)	Familias en accion (Colombia)	Duration of exposure	Years of education (among those enrolled at 7 years old)	4.4	Years of difference between least and most exposed	1%	Difference between households with highest and lowest proportion of potential exposure

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Table A5.2.2 Summary of results for the role of cash transfer design and implementation parameters on education continued

#	Study	Programme and country	Design / Implementation Parameter	Variable	Effect	Measure of change	Significance	Details/ explanation
Language Test Score								
1	Baird et al. (2011)	ZCTP (Malawi)	Conditionality	English Reading Comprehension Test Score (standardized)	0.14	Standard Deviation	1%	CCT, after 2 years, Girls aged 13-22
			Conditionality	English Reading Comprehension Test Score (standardized)	-0.030	Standard Deviation	NS	UCT, after 2 years, Girls aged 13-22
			Transfer Level	English Reading Comprehension Test Score (standardized)	-0.032	Standard Deviation	NS	After 2 years, 13-22 years, Girls, CCT individual amount
			Transfer Level	English Reading Comprehension Test Score (standardized)	-0.019	Standard Deviation	NS	After 2 years, 13-22 years, Girls, UCT individual amount
			Transfer Level	English Reading Comprehension Test Score (standardized)	0	Standard Deviation	NS	After 2 years, 13-22 years, Girls, CCT household amount
			Transfer Level	English Reading Comprehension Test Score (standardized)	-0.058	Standard Deviation	5%	After 2 years, 13-22 years, Girls, UCT household amount
2	Behrman et al. (2009)	PROGRESA / Oportunidades (Mexico)	Duration of Exposure	Reading skills (Woodcock Johnson test) ⁹	-0.11	Percentage	NS	Extra 18 months of the programme, Female aged 9-15 in 1997
			Duration of Exposure	Reading skills (Woodcock Johnson test)	0.199	Percentage	NS	Extra 18 months of the programme Male, aged 9-15 in 1997
			Duration of Exposure	Written Language (Woodcock Johnson test) ¹⁰	-0.301	Percentage	NS	Extra 18 months of the programme, Female aged 9-15 in 1997
			Duration of Exposure	Written Language (Woodcock Johnson test)	-0.011	Percentage	NS	Extra 18 months of the programme, Male, aged 9-15 in 1997
3	Evans et al. (2014)	TSAF (Tanzania)	Duration of Exposure	Literate (self-reported)	0.04	Percentage	10%	CCT, children aged 0-18 years, after 18-21 months
			Duration of Exposure	Literate (self-reported)	0.02	Percentage	NS	CCT, children aged 0-18 years, after 31-34 months
4	Fernald et al. (2008)	Oportunidades (Mexico)	Cumulative cash transfer (duration & transfer size)	Peabody score	0.18	Log of raw score	1%	Effect of doubling cumulative cash transfers from median of 7500 to 15000 pesos on children 36-68 months old
Math Test Scores								
1	Baird et al. (2011)	ZCTP (Malawi)	Conditionality	Standardized math test score (TIMMS) ¹¹	0.006	Standard deviation	NS	UCT, after 2 years, 13-22 years Girls
			Conditionality	Standardized math test score (TIMMS) ⁶	0.12	Standard deviation	10%	CCT, after 2 years, 13-22 years, Girls
2	Behrman et al. (2009)	PROGRESA / Oportunidades (Mexico)	Duration of Exposure	Math Test Score (Woodcock Johnson test)	-0.225	Percentage	NS	Extra 18 months of the programme when aged between 9-15, Female aged 9-15 in 1997
			Duration of Exposure	Math Test Score (Woodcock Johnson test)	-0.574	Percentage	NS	Extra 18 months of the programme when aged between 9-15, Male, aged 9-15 in 1997

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Table A5.2.2 Summary of results for the role of cash transfer design and implementation parameters on education continued

#	Study	Programme and country	Design / Implementation Parameter	Variable	Effect	Measure of change	Significance	Details/ explanation
3	Benhassine et al. (2013)	Tayssir (Morocco)	Main Recipient	Basic Arithmetic test – Summary Index (Based on ASER test, children 6-12)	-0.004	Change in Score	NS	After 2 years, difference between LCT to mothers and LCT to fathers
			Main Recipient	Basic Arithmetic test – Summary Index (Based on ASER test, children 6-12)	0.567	P value	NS	P-value for Mother different from Father
			Conditionality	Basic Arithmetic test – Summary Index (Based on ASER test, children 6-12)	-0.056	Change in Score	NS	After 2 years, difference between CCT to fathers and LCT to fathers
			Conditionality	Basic Arithmetic test – Summary Index (Based on ASER test, children 6-12)	0.034	P value	5%	P-value for CCT different from LCT
Cognitive development								
1	Esteva (2012)	PROGRESA / Oportunidades (Mexico)	Duration of Exposure	Long term memory (log), assessed using the Woodcock-Múnoz Test	0.055	Change in percentage	NS	Effect on children aged 2-6, approx. five years after the programme began. Effect of being a beneficiary for 18 months longer than in comparison group.
			Duration of Exposure	Short term memory (log), assessed using the Woodcock-Múnoz Test	0.010	Change in percentage	NS	As above
			Duration of Exposure	Visual spatial integration, assessed using the Woodcock-Múnoz Test	-0.014	Change in percentage	NS	As above
			Duration of Exposure	Language development (log), measured using the Peabody picture vocabulary test	0.030	Change in percentage	NS	Effect on children aged 3-6, approx. five years after the programme began. Effect of being a beneficiary for 18 months longer than in comparison group.
			Duration of Exposure	Language development (log), measured using the Peabody picture vocabulary test	0.101	Change in percentage	NS	Effect on children aged 3-6, approx. five years after the programme began. Effect of additional exposure to the programme for the full time in-utero and partially during early childhood
			Duration of Exposure	Language development (log), measured using the Peabody picture vocabulary test	-0.081	Change in percentage	NS	Effect on children aged 3-6, approx. five years after the programme began. Effect of families receiving transfers for a longer period before having children.
			Duration of Exposure	Visual spatial integration, assessed using the Woodcock-Múnoz Test	0.041	Change in percentage	NS	Effect on children aged 2-6, approx. five years after the programme began. Effect of extra treatment in early childhood.
			Duration of Exposure	Visual spatial integration, assessed using the Woodcock-Múnoz Test	0.012	Change in percentage	NS	Effect on children aged 2-6, approx. five years after the programme began. Effect of additional exposure to the programme for the full time in-utero and partially during early childhood
			Duration of Exposure	Visual spatial integration, assessed using the Woodcock-Múnoz Test	-0.197	Change in percentage	5%	Effect on children aged 2-6, approx. five years after the programme began. Effect of families receiving transfers for a longer period before having children.

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Table A5.2.2 Summary of results for the role of cash transfer design and implementation parameters on education continued

#	Study	Programme and country	Design / Implementation Parameter	Variable	Effect	Measure of change	Significance	Details/ explanation
1	Esteva, 2012	PROGRESA / Oportunidades (Mexico)	Duration of Exposure	Long term memory (log), assessed using the Woodcock-Münöz Test	0.145	Change in percentage	10%	Effect on children aged 2-6, approx. five years after the programme began. Effect of additional exposure to the programme for the full time in-utero and partially during early childhood
			Duration of Exposure	Long term memory (log), assessed using the Woodcock-Münöz Test	-0.079	Change in percentage	NS	Effect on children aged 2-6, approx. five years after the programme began. Effect of families receiving transfers for a longer period before having children.
			Duration of Exposure	Short term memory (log) assessed using the Woodcock-Münöz Test	0.073	Change in percentage	NS	Effect on children aged 2-6, approx. five years after the programme began. Effect of additional exposure to the programme for the full time in-utero and partially during early childhood
			Duration of Exposure	Short term memory (log) assessed using the Woodcock-Münöz Test	0.027	Change in percentage	NS	Effect on children aged 2-6, approx. five years after the programme began. Effect of families receiving transfers for a longer period before having children.
2	Fernald et al. (2008)	Oportunidades (Mexico)	Cumulative cash transfer (duration & transfer size)	Long-term memory	0.12	Log of raw score	1%	Effect of doubling cumulative cash transfers from median of 7500 to 15000 pesos on children 36-68 months old
			Cumulative cash transfer (duration & transfer size)	Short-term memory	0.13	Log of raw score	1%	Effect of doubling cumulative cash transfers from median of 7500 to 15000 pesos on children 36-68 months old
			Cumulative cash transfer (duration & transfer size)	Visual integration	0.08	Log of raw score	1%	Effect of doubling cumulative cash transfers from median of 7500 to 15000 pesos on children 36-68 months old
3	Fernald et al. (2009)	Oportunidades (Mexico)	Cumulative cash transfers (duration & transfer size)	Verbal assessment score from Wechsler Abbreviated Scale of Intelligence – (WASI)	0.73	Age-standardised z-score	1%	Effect of increase in cumulative cash transfer of 10000 pesos, after 10 years
			Duration of exposure	Verbal assessment score from WASI	1.13	Age-standardised z-score	NS	Early versus late treatment (an additional 18 months) on children aged 8-10, ten years later
			Cumulative cash transfers (duration & transfer size)	Cognitive assessment score from WASI	0.47	Age-standardised z-score	1%	Effect of increase in cumulative cash transfer of 10000 pesos, after 10 years
			Duration of exposure	Cognitive assessment score from WASI	-1.19	Age-standardised z-score	NS	Early versus late treatment (an additional 18 months) on children aged 8-10, ten years later
4	Macours and Vakis (2012)	Atencion a Crisis (Nicaragua)	Complementary Activities	Cognitive and socio-emotional outcomes index (comprised of five different indicators)	0.016	Change in standard deviation	NS	Lump sum payment treatment compared to basic treatment, effect after 9 months' exposure. Averaged across 3 different CCT treatment arms
			Complementary Activities	Cognitive and socio-emotional outcomes index (comprised of six different indicators)	-0.008	Change in standard deviation	NS	Lump sum payment treatment compared to basic treatment, effect 2 years after programme finished. Averaged across three different CCT treatment arms

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Table A5.2.2 Summary of results for the role of cash transfer design and implementation parameters on education continued

#	Study	Programme and country	Design / Implementation Parameter	Variable	Effect	Measure of change	Significance	Details/ explanation
5	Manley et al. (2105)	PROGRESA / Oportunidades (Mexico)	Duration of exposure	Verbal WASI (Wechsler Abbreviated Scale of Intelligence) score	1.25	Change in score	NS	CCT, effect of 18 additional months in PROGRESA
			Transfer Amount	Verbal WASI (Wechsler Abbreviated Scale of Intelligence) score	0.7	Change in score	1%	CCT, effect of larger potential transfer amount
			Duration of exposure	Cognitive WASI (Wechsler Abbreviated Scale of Intelligence) score	-1.2	Change in score	NS	CCT, effect of 18 additional months in PROGRESA
			Transfer Amount	Cognitive WASI (Wechsler Abbreviated Scale of Intelligence) score	0.46	Change in score	10%	CCT, effect of larger potential transfer amount
			Duration of exposure	Strengths and difficulties questionnaire	-0.14	Change in score	5%	CCT, effect of 18 additional months in PROGRESA
			Transfer Amount	Strengths and difficulties questionnaire	-0.02	Change in score	NS	CCT, effect of larger potential transfer amount

- 9 Test 22 of the Woodcock Johnson tests: Letter-word Identification consisting of showing those taking the test various pictures, letters and progressively harder words where the examinee is asked to say what is in the picture, and then to state letters, and then words. In the case of words, the examinee must pronounce the word correctly for it to be classified as a correct answer
- 10 Test 26 of the Woodcock Johnson test: Dictation where the examiner reads aloud letters and words and the examinee must write down the letter/word correctly.
- 11 TIMMS stands for Trends in Mathematics and Science Study, which is a cycle of internationally comparative assessments in mathematics and science carried out at the fourth and eighth grades every 4 years. Authors also borrowed five mathematics questions from the 2007 TIMMS and incorporated them into an independently developed mathematics test (Non-TIMMS).

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Summary tables for results for Health and Nutrition

Table A5.3.1 Summary of results for cash transfer effects disaggregated by gender for health and nutrition indicators

#	Study	Programme	Outcome indicator and treatment population	Effect	Measure of change	Significance	Details
Health service use							
1	Akresh et al. (2012)	NCT (Burkina Faso)	Number of child preventative health care visits	0.48	Visits	5%	Household receiving CCT (girls under 60 months)
	Akresh et al. (2012)	NCT (Burkina Faso)	Number of child preventative health care visits	0.39	Visits	NS	Household receiving CCT (boys under 60 months)
	Akresh et al. (2012)	NCT (Burkina Faso)	Number of child preventative health care visits	-0.106	Visits	NS	Household receiving UCT (girls under 60 months)
	Akresh et al. (2012)	NCT (Burkina Faso)	Number of child preventative health care visits	-0.045	Visits	NS	Household receiving UCT (boys under 60 months)
2	Evans et al. (2014)	TSAF (Tanzania)	Number of health visits (children up to 2 years old)	-3.8	Visits	5%	Girls (after 31 to 34 months)
	Evans et al. (2014)	TSAF (Tanzania)	Number of health visits (children up to 2 years old)	-2.3	Visits	NS	Boys (after 31 to 34 months)
	Evans et al. (2014)	TSAF (Tanzania)	Number of health visits (aged 60 plus)	-0.58	Visits	10%	Women aged 60 plus
	Evans et al. (2014)	TSAF (Tanzania)	Number of health visits (aged 60 plus)	-0.15	Visits	NS	Men aged 60 plus
3	Levy and Ohls (2007)	PATH (Jamaica)	Visits to health facilities in the past six months (children under 6)	0.45	Visits	NS	Girls in beneficiary households
	Levy and Ohls (2007)	PATH (Jamaica)	Visits to health facilities in the past six months (children under 6)	0.16	Visits	NS	Boys in beneficiary households
Health service use (gender of household head)							
1	World Bank (2011)	PKH (Indonesia)	Number of prenatal visits	2.3	Visits	1%	Female-headed households
	World Bank (2011)	PKH (Indonesia)	Number of prenatal visits	0.5	Visits	5%	Male-headed households
	World Bank (2011)	PKH (Indonesia)	Number of post-natal visits	-0.14	Visits	NS	Female-headed households
	World Bank (2011)	PKH (Indonesia)	Number of post-natal visits	0.38	Visits	5%	Male-headed households
Child anthropometric measures (gender of household head)							
1	World Bank (2011)	PKH (Indonesia)	Height-for-age (0-36 months old)	-0.049		NS	Female-headed households
	World Bank (2011)	PKH (Indonesia)	Height-for-age (0-36 months old)	0.104		NS	Male-headed households
	World Bank (2011)	PKH (Indonesia)	Weight-for-age (0-36 months old)	0.363		NS	Female-headed households
	World Bank (2011)	PKH (Indonesia)	Weight-for-age (0-36 months old)	-0.094		NS	Male-headed households
	World Bank (2011)	PKH (Indonesia)	Weight-for-height z-score (children up to 36 months)	0.71		NS	Female-headed households
	World Bank (2011)	PKH (Indonesia)	Weight-for-height z-score (children up to 36 months)	-0.26		10%	Male-headed households
Child anthropometric measures (individual level)							
1	Cheema et al. (2014)	BISP (Pakistan)	Proportion of children stunted (aged up to 59 months)	0.1721	Percentage points	NS	Boys
	Cheema et al. (2014)	BISP (Pakistan)	Proportion of children stunted (aged up to 59 months)	-0.3745	Percentage points	5%	Girls
	Cheema et al. (2014)	BISP (Pakistan)	Proportion of children wasted (aged up to 59 months)	-0.2226	Percentage points	NS	Boys
	Cheema et al. (2014)	BISP (Pakistan)	Proportion of children wasted (aged up to 59 months)	0.1702	Percentage points	NS	Girls

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Table A5.3.2 Summary of results for the role of cash transfer design and implementation parameters on health and nutrition

#	Study	Programme and country	Outcome indicator and treatment population	Effect	Measure of change	Significance	Details/ explanation
Main recipient							
1	Akresh et al. (2012)	NCT (Burkina Faso)	Number of preventative health visits for child over past year	0.45	Visits	5%	CCTs targeted to mothers
		NCT (Burkina Faso)	Number of preventative health visits for child over past year	0.42	Visits	NS	CCTs targeted to fathers
		NCT (Burkina Faso)	Number of preventative health visits for child over past year	0.05	Visits	NS	UCTs targeted to mothers
		NCT (Burkina Faso)	Number of preventative health visits for child over past year	-0.22	Visits	NS	UCTs targeted to fathers
2	Behrman and Parker (2013)	PROGRESA/ Oportunidades (Mexico)	Probability of attending clinic in past year	0.114	Percentage point	10%	Transfer being received by the elderly person
		PROGRESA/ Oportunidades (Mexico)	Probability of attending clinic in past year	0.255	Percentage point	1%	Transfer being received by a younger woman in the house
Transfer size							
1	Davis et al. (2002)	PROGRESA (Mexico)	Whether child had a health check-up (0 to 5 years old)	0.0078	Percentage point	1%	Additional peso of transfer (includes non-beneficiaries)
		PROCAMPO (Mexico)	Whether child had a health check-up (0 to 5 years old)	0.0026	Percentage point	NS	Additional peso of transfer (includes non-beneficiaries)
2	Esteva (2012)	PROGRESA (Mexico)	Being stunted (children 2-6 years in 2003)	-0.0199	Percentage point	NS	Effect of increase in amount of cash component (equal to \$344 Pesos during first year of life)
		PROGRESA (Mexico)	Height-for-age z-score	0.1539	Z-score	NS	Effect of increase in amount of cash component (equal to \$344 Pesos during first year of life)
		PROGRESA (Mexico)	Weight-for-age z-score	0.1484	Z-score	NS	Effect of increase in amount of cash component (equal to \$344 Pesos during first year of life)
3	Manley (2015)	Oportunidades (Mexico)	Height-for-age	0.07	Z-score	1%	Effect of additional Peso of transfer
4	Merttens et al. (2013)	HSNP (Kenya)	Mean dietary diversity score	Not reported	Score	NS	(Does not report coefficient of the non-significant result)
Duration of exposure							
1	Behrman and Parker (2013)	PROGRESA / Oportunidades (Mexico)	Probability of attending a clinic	0.048	Percentage point	5%	Being in the programme for an extra 1.5 years (women)
		PROGRESA / Oportunidades (Mexico)	Probability of attending a clinic	0.027	Percentage point	NS	Being in the programme for an extra 1.5 years (men)
		PROGRESA / Oportunidades (Mexico)	Probability of attending a clinic	0.20	Percentage point	1%	Being in the programme for an extra 4 years (women)
		PROGRESA / Oportunidades (Mexico)	Probability of attending a clinic	0.17	Percentage point	1%	Being in the programme for an extra 4 years (men)
		PROGRESA / Oportunidades (Mexico)	Probability of attending a clinic	0.23	Percentage point	1%	Being in the programme for an extra 5.5 years (women)
		PROGRESA / Oportunidades (Mexico)	Probability of attending a clinic	0.20	Percentage point	1%	Being in the programme for an extra 5.5 years (men)
		PROGRESA / Oportunidades (Mexico)	Probability of attending a clinic	0.26	Percentage point	1%	Being in the programme for an extra 5.5 years (women aged 70 +)
		PROGRESA / Oportunidades (Mexico)	Probability of attending a clinic	0.08	Percentage point	NS	Being in the programme for an extra 5.5 years (men aged 70 +)

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Table A5.3.2 Summary of results for the role of cash transfer design and implementation parameters on health and nutrition continued

#	Study	Programme and country	Outcome indicator and treatment population	Effect	Measure of change	Significance	Details/ explanation
1	Behrman and Parker (2013)	PROGRESA / Oportunidades (Mexico)	Probability of attending a clinic	0.09	Percentage point	10%	Being in the programme for an extra 5.5 years (women aged 60-69)
			Probability of attending a clinic	0.24	Percentage point	1%	Being in the programme for an extra 5.5 years (men aged 60-69)
			Probability of attending a clinic	0.29	Percentage point	1%	Being in the programme for an extra 5.5 years (women aged 50-59)
			Probability of attending a clinic	0.21	Percentage point	1%	Being in the programme for an extra 5.5 years (men aged 50-59)
			Probability of attending a clinic	0.26	Percentage point	1%	Transfer being received by the elderly woman
			Probability of attending a clinic	0.11	Percentage point	10%	Transfer being received by a younger woman in the house
2	Buser et al. (2014)	BDH (Ecuador)	Weight-for-age	0.596	Z-score	1%	Continuing to receive transfer, compared to losing it two years ago
			Height-for-age	0.367	Z-score	10%	Continuing to receive transfer, compared to losing it two years ago
			Weight-for-height	0.495	Z-score	1%	Continuing to receive transfer, compared to losing it two years ago
			Underweight	-0.027	Percentage point	NS	Continuing to receive transfer, compared to losing it two years ago
			Stunted	-0.136	Percentage point	5%	Continuing to receive transfer, compared to losing it two years ago
			Weight-for-age	1.397	Percentage point	1%	Continuing to receive transfer, compared to losing it two years ago
			Height-for-age	0.985	Percentage point	1%	Continuing to receive transfer, compared to losing it two years ago
			Weight-for-height	0.915	Percentage point	1%	Continuing to receive transfer, compared to losing it two years ago
			Received child health check	0.131	Percentage point	NS	Continuing to receive transfer, compared to losing it two years ago
3	Esteva (2012)	Oportunidades (Mexico)	Being stunted (children 2-6 years in 2003)	0.0226	Percentage point	NS	Being in early treatment group (associated average of \$484, \$530 and \$1959 Mexican Pesos more during pregnancy, first year and cumulatively than 'late entry' households)
			Height-for-age z-score	-0.0279	Z-score	NS	(As above)
			Weight-for-age z-score	-0.0077	Z-score	NS	(As above)
4	Fernald et al. (2008)	Oportunidades (Mexico)	Height-for-age (24 to 68 month children)	0.2	Z-score	1%	Effect of doubling cash transfers from the median of 7500 to 15000 pesos (\$806 to \$1612)
			Whether stunted or not (24 to 68 month children)	-0.1	Percentage point	1%	Effect of doubling cash transfers from the median of 7500 to 15000 pesos (\$806 to \$1612)
5	Fernald et al. (2009)	Oportunidades (Mexico)	Height-for-age	0.03	Z-score	1%	Effect size of increase in cash transfer of around \$926 (cumulative cash transfers received)
6	Manley et al. (2015)	Oportunidades (Mexico)	Height-for-age	0.03	Z-score	NS	Effect of 18 additional months on the programme
7	Perova and Vakis, (2012)	Juntos (Peru)	Received health checks in last 3 months (for children under 5)	0.13	Percentage point	5%	Being a beneficiary household for over 36 months

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Table A5.3.2 Summary of results for the role of cash transfer design and implementation parameters on health and nutrition continued

#	Study	Programme and country	Outcome indicator and treatment population	Effect	Measure of change	Significance	Details/ explanation
Conditionalities							
1	Attanasio et al. (2015)	Familias en Acción (Colombia)	Number of preventative health care visits (Children under 36 months)	-0.574	Visits	1%	Effect of there not being a condition of health visits (versus presence of condition)
2	Akresh et al. (2012)	NCTPP (Burkina Faso)	Number of routine preventative health clinic visits for child under 60 months	0.431	Visits	5%	Conditional on obtaining quarterly child growth monitoring at health clinics for all children under 60 months old
		NCTPP (Burkina Faso)	Number of routine preventative health clinic visits for child under 60 months	-0.079	Visits	NS	Receiving unconditional transfers
3	Benedetti et al. (2015)	Bono 10,000 (Honduras)	Number of prenatal check-ups during last or current pregnancy	0.269	Visits	NS	Households where transfers conditioned on regular attendance at health centres
		Bono 10,000 (Honduras)	Number of prenatal check-ups during last or current pregnancy	0.431	Visits	NS	Households where transfers not conditional on regular health centre visits nor labelled as health transfers
		Bono 10,000 (Honduras)	Women received postnatal check-up in 10 days after birth	0.212	Percentage change	5%	Households where transfers conditioned on regular attendance at health centres
		Bono 10,000 (Honduras)	Women received postnatal check-up in 10 days after birth	0.118	Percentage change	NS	Households where transfers not conditional on regular health centre visits nor labelled as health transfers
Payment mechanisms							
1	Aker et al. (2011)	Mobile money experiment (Niger)	Household diet diversity score (number of food groups eaten in past 24 hours, out of 12)	0.5	Number of food groups	5%	Whether household received cash via e-payment using a mobile phone
2	Aker et al. (2014)	Mobile money experiment (Niger)	Household diet diversity score (number of food groups eaten in past 24 hours, out of 12)	0.07	Difference in means	1%	Whether household received cash via e-payment using a mobile phone
		Mobile money experiment (Niger)	Weight-for-height z-score	0	Z-score	NS	Whether household received cash via e-payment using a mobile phone
		Mobile money experiment (Niger)	Prevalence of wasting	0.43	Percentage point	NS	Whether household received cash via e-payment using a mobile phone
Complementary interventions and supply side services							
1	Langendorf et al. (2014)	Prospective nutrition study (Niger)	Moderate acute malnutrition of children 6-23 months	2.3	Hazard ratio	1%	Effect of also receiving supplementary foods (HQ-LNS 500 kcal/day (Supplementary Plumpy, Nutriset)) for children 6-23 months
		Prospective nutrition study (Niger)	Moderate acute malnutrition of children 6-23 months	2.42	Hazard ratio	1%	Effect of also receiving supplementary foods (MQ-LNS 250 kcal/day (Plumpy'Doz, Nutriset)) for children 6-23 months
		Prospective nutrition study (Niger)	Moderate acute malnutrition of children 6-23 months	2.07	Hazard ratio	1%	Effect of also receiving supplementary foods (Super Cereal Plus 820 kcal/day (Michiels and Cerfar))

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Summary tables for results for Savings, Investment and Production

Table A5.4.1 Summary of results for cash transfer effects disaggregated by gender for savings, investment and production

#	Study	Programme	Indicator	Effect	Measure of change	Significance	Details
1	Asfaw et al. (2014)	CT-OVC (Kenya)	Proportion of female-headed households owning small livestock (sheep, goat, and so forth)	0.06	Percentage point change	10%	Female headed household
		CT-OVC (Kenya)	Female-headed household participation in non-farm enterprise	0.072	Percentage point change	5%	Female headed household
2	Blattman et al. (2012)	YOP (Uganda)	Tools and machines acquired since baseline (beneficiary males)	791.90	'000s UGX	1%	Male beneficiaries
		YOP (Uganda)	Tools and machines acquired since baseline (beneficiary females)	-409.80	'000s UGX	5%	Difference in effect compared to male beneficiaries
		YOP (Uganda)	Stock of raw materials, tools, and machines (beneficiary males)	658.55	'000s UGX	1%	Male beneficiaries
		YOP (Uganda)	Stock of raw materials, tools, and machines (beneficiary females)	-408.07	'000s UGX	5%	Difference in effect compared to male beneficiaries
3	Blattman et al. (2015)	WINGS (Uganda)	Impacts of the full program (Phase 1) on whether female recipient started enterprise since baseline 16 months after grants	0.473	Percentage point change	1%	Female recipient
		WINGS (Uganda)	Impacts of the full program (Phase 1) on whether male recipient started enterprise since baseline 16 months after grants	0.595	Percentage point change	1%	Male recipient
		WINGS (Uganda)	Impacts of the full program (Phase 1) on amount of savings by female recipient 16 months after grants	101.009	Level change	1%	Female recipient
		WINGS (Uganda)	Impacts of the full program (Phase 1) on amount of savings by male recipient 16 months after grants	169.695	Level change	1%	Male recipient
		WINGS (Uganda)	Impacts of the full program (Phase 1) on amount of debt by female recipient 16 months after grants	2.631	Level change	5%	Female recipient
		WINGS (Uganda)	Impacts of the full program (Phase 1) on amount of debt by male recipient 16 months after grants	4.981	Level change	10%	Male recipient
4	Covarrubias et al. (2012)	SCTP (Malawi)	Female-headed household ownership of hoes	0.23	Percentage point change	1%	Female headed household
		SCTP (Malawi)	Female-headed household ownership of axes	0.436	Percentage point change	1%	Female headed household
		SCTP (Malawi)	Female-headed household ownership of goats	0.52	Percentage point change	1%	Female headed household
		SCTP (Malawi)	Female-headed household ownership of chickens	0.612	Percentage point change	1%	Female headed household
5	Evans et al. (2014)	Community-based CCT (Tanzania)	Ownership at endline of indigenous goats (including kids) – female headed hhs	0.23	Percentage point change	NS	Female headed household
		Community-based CCT (Tanzania)	Ownership at endline of indigenous goats (including kids) – male headed hhs	0.47	Percentage point change	5%	Male headed household
		Community-based CCT (Tanzania)	Ownership at local chickens (excluding chicks) – female headed hhs	1.62	Percentage point change	1%	Female headed household
		Community-based CCT (Tanzania)	Ownership at endline Indigenous goats (including kids) – male headed hhs	0.82	Percentage point change	NS	Male headed household

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Table A5.4.1 Summary of results for cash transfer effects disaggregated by gender for savings, investment and production continued

#	Study	Programme	Indicator	Effect	Measure of change	Significance	Details
6	Handa et al. (2014)	LEAP (Ghana)	Any savings (female headed hhs)	0.07	Percentage point change	10%	Female headed household
		LEAP (Ghana)	Any savings (male headed hhs)	0.147	Percentage point change	10%	Male headed household
		LEAP (Ghana)	Used Fertiliser (female headed hhs)	-0.015	Percentage point change	NS	Female headed household
		LEAP (Ghana)	Used Fertiliser (male headed hhs)	-0.074	Percentage point change	NS	Male headed household
		LEAP (Ghana)	Seeds Expenses (female headed hhs)	21.58	Level change	5%	Female headed household
		LEAP (Ghana)	Seeds Expenses (male headed hhs)	33.81	Level change	5%	Male headed household
		LEAP (Ghana)	Hold loan (female headed hh)	-0.065	Percentage point change	NS	Female headed household
		LEAP (Ghana)	Hold loan (male headed hh)	-0.004	Percentage point change	NS	Male headed household
		LEAP (Ghana)	Amount outstanding (female headed hhs)	-0.28	Level change	NS	Female headed household
		LEAP (Ghana)	Amount outstanding (male headed hhs)	-1.003	Level change	NS	Male headed household
7	Haushofer and Shapiro (2013)	Give Directly (Kenya)	Value of livestock (female recipients)	7.86	Level change	NS	Female recipients
		Give Directly (Kenya)	Value of agricultural tools (USD) – female recipients	-2.22	Level change	NS	Female recipients
		Give Directly (Kenya)	Value of savings (USD) – female recipients	-3.43	Level change	NS	Female recipients
8	Martinez (2004)	Bonosol (Bolivia)	Probability of investing on fertiliser, female oldest HH member	0.088	Percentage point change	10%	Female oldest household member
		Bonosol (Bolivia)	Probability of investing on seeds, female oldest HH member	0.062	Percentage point change	NS	Female oldest household member
		Bonosol (Bolivia)	Monthly expenditures on seeds, female oldest HH member	5.108	Level change	5%	Female oldest household member

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Table A5.4.2 Summary of results for the role of cash transfer design and implementation parameters on savings, investment and production

#	Study	Programme	Variable and treatment population	Effect	Measure of change	Significance	Details
Main recipient							
1	Haushofer and Shapiro (2013)	Give Directly (Kenya)	Value of livestock – female recipient vs male	7.86	Level change	NS	Main recipient (female vs male)
		Give Directly (Kenya)	Value of savings – female recipient vs male	-3.43	Level change	NS	Main recipient (female vs male)
		Give Directly (Kenya)	Non-ag business investment in durables, monthly (USD) – female recipient vs male	-0.15	Level change	NS	Main recipient (female vs male)
Transfer size and frequency							
1	Haushofer and Shapiro (2013)	Give Directly (Kenya)	Value of livestock – monthly transfer vs lump-sum	2.07	Level change	NS	Transfer frequency
		Give Directly (Kenya)	Value of cows – monthly transfer vs lump-sum	-13.46	Level change	NS	Transfer frequency
		Give Directly (Kenya)	Value of small livestock – monthly transfer vs lump-sum	6.84	Level change	NS	Transfer frequency
		Give Directly (Kenya)	Value of livestock – large vs small transfer	63.19	Level change	5%	Transfer size
		Give Directly (Kenya)	Value of cows – large vs small transfer	43.79	Level change	10%	Transfer size
		Give Directly (Kenya)	Value of small livestock – large vs small transfer	20.09	Level change	1%	Transfer size
		Give Directly (Kenya)	Value of savings – monthly transfer vs lump-sum	1.81	Level change	NS	Transfer frequency
		Give Directly (Kenya)	Value of savings – large vs small transfer	10.22	Level change	5%	Transfer size
		Give Directly (Kenya)	Non-ag business investment in durables, monthly (USD) – monthly transfer vs lump-sum	0.01	Level change	NS	Transfer frequency
		Give Directly (Kenya)	Non-ag business investment in durables, monthly (USD) – large vs small transfer	-0.15	Level change	NS	Transfer size
Duration of exposure							
1	Gertler et al. (2012)	Oportunidades (Mexico)	Draft animal ownership – long term 2003 sample	0.031	Percentage point	NS	Longer exposure to programme – four years after control households were incorporated
		Oportunidades (Mexico)	Productive animal ownership – long term 2003 sample	0.02	Percentage point	NS	Longer exposure to programme – four years after control households were incorporated
		Oportunidades (Mexico)	Productive loans	0.004	Percentage point	5%	Longer exposure to programme – four years after control households were incorporated
2	Maluccio (2010)	RPS (Nicaragua)	Number of productive agricultural goods (2002) – ploughs, water pumps, sprayers, tools, and carts	0.086	Level change	10%	Shorter exposure
		RPS (Nicaragua)	Value of productive agricultural goods (2002) – ploughs, water pumps, sprayers, tools, and carts	3.4	Level change	NS	Shorter exposure
		RPS (Nicaragua)	Number of productive agricultural goods (2004) – ploughs, water pumps, sprayers, tools, and carts	-0.023	Level change	NS	Longer exposure
		RPS (Nicaragua)	Value of productive agricultural goods (2004) – ploughs, water pumps, sprayers, tools, and carts	-18.2	Level change	NS	Longer exposure
		RPS (Nicaragua)	Number of types of animals owned (cattle, work animals and poultry) (2002)	-0.032	Level change	NS	Shorter exposure
		RPS (Nicaragua)	Value of all animals owned (cattle, work animals and poultry) (2002)	-110.1	Level change	NS	Shorter exposure

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Table A5.4.2 Summary of results for the role of cash transfer design and implementation parameters on savings, investment and production continued

#	Study	Programme	Variable and treatment population	Effect	Measure of change	Significance	Details
2	Maluccio (2010)	RPS (Nicaragua)	Number of types of animals owned (cattle, work animals and poultry) (2004)	-0.008	Level change	NS	Longer exposure
		RPS (Nicaragua)	Value of all animals owned (cattle, work animals and poultry) (2004)	208.4	Level change	NS	Longer exposure
Targeting mechanism							
1	Merttens et al. (2015)	SAGE (Uganda)	Proportion of HHs owning livestock (Senior Citizens Grant)	4.1	Percentage point	NS	SCG (elderly) vs VFSG
		SAGE (Uganda)	Proportion of HHs owning livestock (Vulnerable Family Support Grant)	9.3	Percentage point	1%	SCG (elderly) vs VFSG
		SAGE (Uganda)	Proportion of households purchasing livestock in last 12 months (Senior Citizens Grant)	9.3	Percentage point	5%	SCG (elderly) vs VFSG
		SAGE (Uganda)	Proportion of households purchasing livestock in last 12 months (Vulnerable Family Support Grant)	26.2	Percentage point	1%	SCG (elderly) vs VFSG
		SAGE (Uganda)	Proportion of households owning cattle (Senior Citizens Grant)	-0.28	Percentage point	NS	SCG (elderly) vs VFSG
		SAGE (Uganda)	Proportion of households owning cattle (Vulnerable Family Support Grant)	6.7	Percentage point	1%	SCG (elderly) vs VFSG
		SAGE (Uganda)	Proportion of households owning goats (Senior Citizens Grant)	2.1	Percentage point	NS	SCG (elderly) vs VFSG
		SAGE (Uganda)	Proportion of households owning goats (Vulnerable Family Support Grant)	7.3	Percentage point	5%	SCG (elderly) vs VFSG
		SAGE (Uganda)	Proportion of households purchasing productive assets in last 12 months (Senior Citizens Grant) – agricultural or non-agricultural tools or machines used for economic activities	0.24	Percentage point	NS	SCG (elderly) vs VFSG
		SAGE (Uganda)	Proportion of households purchasing productive assets in last 12 months (Vulnerable Family Support Grant) – agricultural or non-agricultural tools or machines used for economic activities	8.8	Percentage point	5%	SCG (elderly) vs VFSG
		SAGE (Uganda)	Mean total value of productive assets purchased (SCG) (2012 prices, UGX)	500	Percentage point	NS	SCG (elderly) vs VFSG
		SAGE (Uganda)	Mean total value of productive assets purchased (VFSG) (2012 prices, UGX)	500	Percentage point	NS	SCG (elderly) vs VFSG
		SAGE (Uganda)	Proportion of households reporting current cash savings (Senior Citizens Grant)	4.9	Percentage point	NS	SCG (elderly) vs VFSG
		SAGE (Uganda)	Proportion of households reporting current cash savings (VFSG)	9.5	Percentage point	5%	SCG (elderly) vs VFSG
		SAGE (Uganda)	Mean total value of current savings, for those with any savings (2012 prices, UGX) – (Senior Citizens Grant)	-156,000	Level change	NS	SCG (elderly) vs VFSG
		SAGE (Uganda)	Mean total value of current savings, for those with any savings (2012 prices, UGX) (VFSG)	90,500	Level change	NS	SCG (elderly) vs VFSG
		SAGE (Uganda)	Proportion of households reporting borrowing money in last 12 months (SCG)	7.3	Percentage point	10%	SCG (elderly) vs VFSG
		SAGE (Uganda)	Proportion of households reporting borrowing money in last 12 months (VFSG)	-1.3	Percentage point	NS	SCG (elderly) vs VFSG

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#	Study	Programme	Variable and treatment population	Effect	Measure of change	Significance	Details
1	Merttens et al. (2015)	SAGE (Uganda)	Mean total value of current outstanding debt, for those with outstanding debt (2012 prices, UGX) (SCG)	7500	Level change	NS	SCG (elderly) vs VFSG
		SAGE (Uganda)	Mean total value of current outstanding debt, for those with outstanding debt (2012 prices, UGX) (VFSG)	31000	Level change	NS	SCG (elderly) vs VFSG
		SAGE (Uganda)	Proportion of households reporting being able to borrow a large (e.g. UGX 60,000 or more) amount of cash in an emergency (SCG)	11	Percentage point	1%	SCG (elderly) vs VFSG
		SAGE (Uganda)	Proportion of households reporting being able to borrow a large (e.g. UGX 60,000 or more) amount of cash in an emergency (VFSG)	10	Percentage point	5%	SCG (elderly) vs VFSG
Payment mechanism							
1	Aker et al. (2011)	Concern Worldwide CT (Niger)	Types of crops grown (Zap m-transfer)	0.49	Number of different types of crops	5%	DD estimator between Zap and cash households
		Concern Worldwide CT (Niger)	Types of crops grown (Placebo transfer ¹²)	0.12	Number of different types of crops	NS	DD estimator between placebo and cash households
		Concern Worldwide CT (Niger)	Number of asset categories owned (out of 12) ¹³ (Zap m-transfer)	0.66	Number asset categories	1%	DD estimator between Zap and cash households
		Concern Worldwide CT (Niger)	Number of asset categories owned (out of 12) (Placebo transfer)	0.2	Number asset categories	NS	DD estimator between placebo and cash households
Complementary interventions and supply side services							
1	Blattman et al. (2015)	WINGS (Uganda)	Impacts of the full program (Phase 2) on amount of savings by recipients 12-month after grant as effect of 1-2 follow-ups (supervision without advice)	26.41	Level change	10%	Supervision without advice received
		WINGS (Uganda)	Impacts of the full program (Phase 2) on whether recipients started enterprise 12 months after grant as effect of additional 1-2 follow-ups (supervision)	0.107	Percentage point	1%	Supervision without advice received
2	Green et al. (2015)	WINGS (Uganda)	Currently doing business (women selected and trained with partner compared to women without)	-0.09	Percentage point	10%	Women selected and trained with partner compared to women without
		WINGS (Uganda)	Started enterprise since baseline Currently doing business (women selected and trained with partner compared to women without)	0.02	Percentage point	NS	Women selected and trained with partner compared to women without
3	Macours and Vakis (2009)	Atencion a Crisis (Nicaragua)	Value of business assets (CT + training)	-17.8	Level change	NS	Vocational training
		Atencion a Crisis (Nicaragua)	Value of business assets (CT + productive grant)	235.3	Level change	10%	Productive grant
		Atencion a Crisis (Nicaragua)	Value of livestock sold or self-consumed (CT + training)	-33.57	Level change	NS	Vocational training
		Atencion a Crisis (Nicaragua)	Value of livestock sold or self-consumed (CT + productive grant)	221.8	Level change	10%	Productive grant
4	Karlán et al. (2014)	IPA RCT (Ghana)	Value of chemicals used	55.63	US dollars	1%	Capital grant
		IPA RCT (Ghana)	Value of chemicals used <i>relative to receiving insurance alone</i> (figure in brackets is total effect for grant + insurance)	66.44 (104.34)	US dollars	1% (difference compared to insurance alone)	Capital grant + weather insurance

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#	Study	Programme	Variable and treatment population	Effect	Measure of change	Significance	Details
4	Karlan et al. (2014)	IPA RCT (Ghana)	Household has nonfarm income generating activity (binary)	-0.04	Percentage point	NS	Capital grant
		IPA RCT (Ghana)	Whether household has nonfarm income generating activity <i>relative to receiving insurance alone</i> (figure in brackets is total effect for grant + insurance)	0.07 (0.01)	Percentage point	5% (difference compared to insurance alone)	Capital grant + weather insurance
		IPA RCT (Ghana)	Post-harvest assets (livestock and grain)	606.12	US dollars	5%	Capital grant
		IPA RCT (Ghana)	Post-harvest assets (livestock and grain) <i>relative to receiving insurance alone</i> (figure in brackets is total effect for grant + insurance)	310.66 (841.40)	US dollars	NS (difference compared to insurance alone)	Capital grant + weather insurance

12 Placebo transfer is a normal cash disbursement plus one-off donation of mobile phone

13 Note these are not all productive assets

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Summary tables for results for Employment

Table A5.5.1 Summary of results for overall cash transfer effect on adult labour participation – by gender

#	Study	Programme and country	Outcome variable	Treatment population	Effect	Measure of change	Significance
1	Alzua et al. (2013)	PRAF (Honduras)	Whether working	Female	-0.010	Percentage point	NS
			Whether working	Male	-0.005	Percentage point	NS
		RPS (Nicaragua)	Whether working	Female	-0.020	Percentage point	NS
			Whether working	Male	-0.009	Percentage point	NS
		PROGRESA (Mexico)	Whether working	Female	-0.02	Percentage point	NS
			Whether working	Male	0.003	Percentage point	NS
2	Ardington et al.	SA-OAP (South Africa)	Whether working	Females 17-51 living in the households of pensioners	-0.009	Percentage point	NS
		SA-OAP (South Africa)	Whether working	Males 17-51 living in the households of pensioners	-0.051	Percentage point	5%
3	Bacarreza and Vazquez-Ruiz (2013)	SP (<i>Comer es primero</i> component) (Dominican Republic)	Whether working	Men	0.017	Percentage point	NS
			Whether working	Women	0.047	Percentage point	NS
		SP (<i>ILEA</i> component) (Dominican Republic)	Whether working	Men	0.012	Percentage point	NS
			Whether working	Women	0.018	Percentage point	NS
4	Barrientos and Villa (2013)	Familias en Acción (Colombia)	Whether working	Single female adults with children aged 0-6 years (urban)	0.105	Percentage point	1%
		Familias en Acción (Colombia)	Whether working	Male adults 21-35 years old (urban)	0.079	Percentage point	1%
5	Behrman and Parker (2013)	PROGRESA / Oportunidades (Mexico)	Proportion working in the previous week in activity contributing to family income (5.5 years of exposure)	Women aged 50 and older	0.101	Percentage point	1%
			Proportion working in the previous week in activity contributing to family income (5.5 years of exposure)	Men aged 50 and older	0.037	Percentage point	10%
			Proportion working in the previous week in activity contributing to family income (5.5 years of exposure)	Women (50-59 pre-programme)	0.109	Percentage point	1%
			Proportion working in the previous week in activity contributing to family income (5.5 years of exposure)	Women (60-69 pre-programme)	0.118	Percentage point	5%
			Proportion working in the previous week in activity contributing to family income (5.5 years of exposure)	Women (70 and older pre-programme)	0.081	Percentage point	10%
6	Benedetti et al. (2015)	PRAF (Honduras)	Worked more than 1 hour in past week	Male (21-65 at baseline)	-0.001	Percentage point	NS
		PRAF (Honduras)	Worked more than 1 hour in past week	Female (21-65 at baseline)	-0.002	Percentage point	NS
7	Cheema et al. (2014)	BISP (Pakistan)	Proportion of working age adults (18-64) engaged in economically productive activities	Female	0.0000106	Percentage point	NS
8	Daidone et al. (2014a)	LCGP (Lesotho)	Participation in any labour activity in last 12 months	Adult men	-0.055	Percentage point	NS
		LCGP (Lesotho)	Participation in any labour activity in last 12 months	Elderly men	0.038	Percentage point	NS

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Table A5.5.1 Summary of results for overall cash transfer effect on adult labour participation – by gender
continued

#	Study	Programme and country	Outcome variable	Treatment population	Effect	Measure of change	Significance
8	Daidone et al. (2014a)	LCGP (Lesotho)	Participation in any labour activity in last 12 months	Adult women	0.079	Percentage point	10%
		LCGP (Lesotho)	Participation in any labour activity in last 12 months	Elderly women	0.004	Percentage point	NS
9	Ferro and Nicollela (2007)	Bolsa Escola/Bolsa Familia (Brazil)	Whether working	Urban females (mothers)	0.007	Percentage point	NS
		Bolsa Escola/Bolsa Familia (Brazil)	Whether working	Rural females (mothers)	-0.002	Percentage point	NS
		Bolsa Escola/Bolsa Familia (Brazil)	Whether working	Urban males (fathers)	0.006	Percentage point	NS
		Bolsa Escola/Bolsa Familia (Brazil)	Whether working	Rural males (fathers)	-0.004	Percentage point	NS
10	Galiani and McEwan (2013)	PRAF (Honduras)	Works outside the home	Adult women	0.008	Percentage point	NS
		PRAF (Honduras)	Works outside the home	Adult men	-0.013	Percentage point	NS
11	Novella et al. (2012)	PRAF (Honduras)	Whether working	Female (mothers)	0.015	Percentage point	NS
		PRAF (Honduras)	Whether working	Male (fathers)	-0.007	Percentage point	NS
		PROGRESA (Mexico)	Whether working	Female (mothers)	-0.028	Percentage point	5%
		PROGRESA (Mexico)	Whether working	Male (fathers)	-0.002	Percentage point	NS
		RPS (Nicaragua)	Whether working	Female (mothers)	-0.009	Percentage point	NS
		RPS (Nicaragua)	Whether working	Male (fathers)	-0.013	Percentage point	NS
12	Parker and Skoufias (2000)	PROGRESA (Mexico)	Whether working	Women (18-24)	0	Percentage point	NS
		PROGRESA (Mexico)	Whether working	Women (25-34)	-0.009	Percentage point	NS
		PROGRESA (Mexico)	Whether working	Women (35-44)	-0.012	Percentage point	NS
		PROGRESA (Mexico)	Whether working	Women (45-54)	-0.005	Percentage point	NS
		PROGRESA (Mexico)	Whether working	Women (55+)	0.037	Percentage point	5%
		PROGRESA (Mexico)	Whether working	Men (18-24)	0.026	Percentage point	NS
		PROGRESA (Mexico)	Whether working	Men (25-34)	0.012	Percentage point	NS
		PROGRESA (Mexico)	Whether working	Men (35-44)	0.017	Percentage point	10%
		PROGRESA (Mexico)	Whether working	Men (45-54)	0.021	Percentage point	10%
		PROGRESA (Mexico)	Whether working	Men (55+)	0.01	Percentage point	NS
13	Rubio-Codina (2009)	Oportunidades (Mexico)	Participated in any work	Women	-0.008	Percentage point	NS
		Oportunidades (Mexico)	Participated in any work	Men	-0.007	Percentage point	NS
14	Siaplay (2012)	SA-OAP (South Africa)	Whether working	Female (21-26)	0.038	Percentage point	NS
		SA-OAP (South Africa)	Whether working	Male (21-26)	-0.088	Percentage point	NS
15	Skoufias et al. (2013)	PAL (Mexico)	Having worked over previous week (paid or unpaid) or had work but did not work	Female (18-50 at baseline)	0.02	Percentage point	NS
		PAL (Mexico)	Having worked over previous week (paid or unpaid) or had work but did not work	Male (18-50 at baseline)	0.013	Percentage point	NS
16	Skoufias and Di Maro (2008)	PROGRESA (Mexico)	Worked in labour market in last week (if worked at all, paid or unpaid) (Oct 98)	Males	-0.03	Percentage point	NS
17	Teixeira (2010)	Bolsa Familia (Brazil)	Whether working	Male	-0.005	Percentage point	NS
		Bolsa Familia (Brazil)	Whether working	Female	0	Percentage point	NS

Notes: results represent all overall results reported and do not include those disaggregated by gender or showing the effect of variations in design features. Figures in bold indicate statistically significant. NS means the study did not find a statistically significant result, typically up to the 10% significance level.

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Table A5.5.2 Summary of results for overall cash transfer effect on intensity of adult work – by gender

#	Study	Programme and country	Outcome variable	Treatment population	Effect	Measure of change	Significance
1	Alzua et al. (2013)	PRAF (Honduras)	No. of hours worked (among those working)	Female	1.84	Hours per week	NS
		PRAF (Honduras)	No. of hours worked (among those working)	Male	0.493	Hours per week	NS
		RPS (Nicaragua)	No. of hours worked (among those working)	Female	-5.668	Hours per week	NS
		RPS (Nicaragua)	No. of hours worked (among those working)	Male	-1.475	Hours per week	NS
		PROGRESA (Mexico)	No. of hours worked (among those working)	Female	0.184	Hours per week	10%
		PROGRESA (Mexico)	No. of hours worked (among those working)	Male	-0.015	Hours per week	NS
2	Asfaw et al. (2014)	OVC-CT (Kenya)	Days worked per year	Female (over 18)	-13.91	Days per year	NS
		OVC-CT (Kenya)	Days worked per year	Male (over 18)	-18.582	Days per year	NS
3	Buser et al. (2014)	BDH (Ecuador)	No. of hours worked	Females (mothers)	-2.195	'Hours worked'	NS
4	Blattman et al. (2012)	YOP (Uganda)	Hours spent on all economic activities in past 4 weeks (differential impact compared to men)	Women	6.36	Hours per month	NS
		YOP (Uganda)	Hours spent on all economic activities in past 4 weeks	Men	17.60	Hours per month	5%
5	Blattman et al. (2013)	YOP (Uganda)	No. of hours worked per month (after 4 years)	Male	18.76	Hours per month	5%
		YOP (Uganda)	No. of hours worked per month (after 4 years)	Female	38.13	Hours per month	1%
6	Ferro and Nicollela (2007)	Bolsa Escola / Bolsa Familia (Brazil)	No. of hours worked	Female (mothers) urban	1.455	Hours per week	5%
		Bolsa Escola / Bolsa Familia (Brazil)	No. of hours worked	Female (mothers) rural	-1.842	Hours per week	1%
		Bolsa Escola / Bolsa Familia (Brazil)	No. of hours worked	Male (fathers) urban	-0.635	Hours per week	5%
		Bolsa Escola / Bolsa Familia (Brazil)	No. of hours worked	Male (fathers) rural	-0.789	Hours per week	NS
7	Novella et al. (2012)	PRAF (Honduras)	No. of hours worked	Female	-1.156	Hours per week	NS
		PRAF (Honduras)	No. of hours worked	Male	0.727	Hours per week	NS
		PROGRESA (Mexico)	No. of hours worked	Female	0.064	Hours per week	NS
		PROGRESA (Mexico)	No. of hours worked	Male	2.137	Hours per week	5%
		RPS (Nicaragua)	No. of hours worked	Female	-3.627	Hours per week	NS
		RPS (Nicaragua)	No. of hours worked	Male	-2.918	Hours per week	1%
8	Ospina (2010)	Familias en Acción (Colombia)	Hours spent on paid work	Males (18-60)	0.889	Hours in previous day	1%
		Familias en Acción (Colombia)	Hours spent on paid work	Females (18-60)	0.174	Hours in previous day	NS
9	Rubio-Codina (2009)	Oportunidades (Mexico)	Number of hours worked in all work	Women	0.052	Hours in previous day	NS
		Oportunidades (Mexico)	Number of hours worked in all work	Men	-0.141	Hours in previous day	5%
10	Teixeira (2010)	Bolsa Familia (Brazil)	No. of hours worked	Females	-1.184	Hours per week	5%
		Bolsa Familia (Brazil)	No. of hours worked	Males	-0.555	Hours per week	5%

Notes: results represent all overall results reported and do not include those disaggregated by gender or showing the effect of variations in design features. Figures in bold indicate statistically significant. NS means the study did not find a statistically significant result, typically up to the 10% significance level.

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Table A5.5.3 Summary of results for overall cash transfer effect on adult labour force participation – by sector and gender

#	Study	Programme and country	Female / Male	Age	Outcome variable	Effect	Measure of change	Significance
1	Alzua et al. (2013)	PRAF (Honduras)	Female		Working in agricultural occupation	-0.036	Percentage points	NS
		PRAF (Honduras)	Male		Working in agricultural occupation	-0.03	Percentage points	NS
		RPS (Nicaragua)	Female		Working in agricultural occupation	-0.037	Percentage points	NS
		RPS (Nicaragua)	Male		Working in agricultural occupation	-0.002	Percentage points	NS
		PROGRESA (Mexico)	Female		Working in agricultural occupation	-0.031	Percentage points	NS
		PROGRESA (Mexico)	Male		Working in agricultural occupation	0.016	Percentage points	NS
2	Asfaw et al. (2014)	OVC-CT (Kenya)	Female	> 18	Participation in own farm labour	0.007	Percentage point	NS
		OVC-CT (Kenya)	Male	> 18	Participation in own farm labour	-0.055	Percentage point	NS
3	Daidone et al. (2014a)	LCGP (Lesotho)	Male	adult	Participation last 12m own non-farm business	0.012	Percentage point	NS
		LCGP (Lesotho)	Male	adult	Participation last 12m own agricultural activities	0.027	Percentage point	NS
		LCGP (Lesotho)	Male	adult	Participation last 12m paid work outside household	-0.087	Percentage point	1%
		LCGP (Lesotho)	Female	adult	Participation last 12m own non-farm business	-0.015	Percentage point	NS
		LCGP (Lesotho)	Female	adult	Participation last 12m own agricultural activities	0.067	Percentage point	NS
		LCGP (Lesotho)	Female	adult	Participation last 12m paid work outside household	-0.03	Percentage point	NS
		LCGP (Lesotho)	Female	elderly female	Participation last 12m own non-farm business	-0.103	Percentage point	5%
		LCGP (Lesotho)	Female	elderly female	Participation last 12m own agricultural activities	0.107	Percentage point	10%
		LCGP (Lesotho)	Female	elderly female	Participation last 12m paid work outside household	-0.004	Percentage point	NS
		LCGP (Lesotho)	Female	elderly female	Participation last week Own non-farm business	-0.034	Percentage point	NS
		LCGP (Lesotho)	Female	elderly female	Participation last week Own crop & livestock production	0.141	Percentage point	10%
		LCGP (Lesotho)	Female	elderly female	Participation last week paid work outside household	-0.066	Percentage point	NS
4	Galiani and McEwan (2013)	PRAF (Honduras)	Female	21-65	Works outside the home	0.008	Percent point change	NS
		PRAF (Honduras)	Female	21-65	Only works inside the home	-0.009	Percent point change	NS
		PRAF (Honduras)	Male	21-65	Works outside the home	-0.013	Percent point change	NS
		PRAF (Honduras)	Male	21-65	Only works inside the home	0.008	Percent point change	10%
5	Parker and Skoufias (2000)	PROGRESA (Mexico)	Female	18-24	Probability of working – salaried work	-0.003	% point from pre-programme level	NS
		PROGRESA (Mexico)	Female	25-34	Probability of working – salaried work	0.008	% point from pre-programme level	NS
		PROGRESA (Mexico)	Female	35-44	Probability of working – salaried work	-0.003	% point from pre-programme level	NS
		PROGRESA (Mexico)	Female	45-54	Probability of working – salaried work	0.008	% point from pre-programme level	NS

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Table A5.5.3 Summary of results for overall cash transfer effect on adult labour force participation – by sector and gender continued

#	Study	Programme and country	Female / Male	Age	Outcome variable	Effect	Measure of change	Significance
5	Parker and Skoufias (2000)	PROGRESA (Mexico)	Female	55+	Probability of working – salaried work	0.015	% point from pre-programme level	10%
		PROGRESA (Mexico)	Female	18-24	Probability of working – self-employed/family business	0.012	% point from pre-programme level	NS
		PROGRESA (Mexico)	Female	25-34	Probability of working – self-employed/family business	0.014	% point from pre-programme level	NS
		PROGRESA (Mexico)	Female	35-44	Probability of working – self-employed/family business	0.007	% point from pre-programme level	NS
		PROGRESA (Mexico)	Female	45-54	Probability of working – self-employed/family business	0	% point from pre-programme level	NS
		PROGRESA (Mexico)	Female	55+	Probability of working – self-employed/family business	0.021	% point from pre-programme level	NS
6	Skoufias et al. (2013)	PAL (Mexico)	Female	18-60 in the baseline round; rural	Probability of working in AGRICULTURAL ACTIVITIES – FEMALE	-0.006	Percentage point	NS
		PAL (Mexico)	Female	18-60 in the baseline round; rural	Probability of working in NON- AGRICULTURAL ACTIVITIES – FEMALE	0.026	Percentage point	NS
		PAL (Mexico)	Male	18-60 in the baseline round; rural	Probability of working in AGRICULTURAL ACTIVITIES – MALE	-0.05	Percentage point	5%
		PAL (Mexico)	Male	18-60 in the baseline round; rural	Probability of working in NON- AGRICULTURAL ACTIVITIES – MALE	0.063	Percentage point	1%
7	Skoufias and Di Maro (2008)	PROGRESA (Mexico)	Male	18-55+	Worked in labour market in last week – Salaried work (Nov 99)	0.025	% point from pre-programme level	NS
		PROGRESA (Mexico)	Male	18-55+	Worked in labour market in last week – self-employed / family business (Nov 99)	-0.007	% point from pre-programme level	NS
		PROGRESA (Mexico)	Female	18-55+	Worked in labour market in last week – Salaried work (Nov 99)	0.001	% point from pre-programme level	NS
		PROGRESA (Mexico)	Female	18-55+	Worked in labour market in last week – self-employed / family business (Nov 99)	0	% point from pre-programme level	NS

Note: When studies report results for last 12 months and last week/shorter time span, reporting working/not working and hours over last 12 months. Skoufias and Di Maro (2008) results disaggregated by age are also mostly non-significant. Figures in bold indicate statistically significant. NS means the study did not find a statistically significant result, typically up to the 10% significance level.

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Table A5.5.4 Summary of results for overall cash transfer effect on adult work intensity – by sector and gender

#	Study	Programme and country	Female/Male	Age	Outcome variable	Effect	Measure of change	Significance
1	Asfaw et al. (2014)	OVC-CT (Kenya)	Female	> 18	Days worked per month in own farm labour	0.406	Days per year	NS
		OVC-CT (Kenya)	Male	> 18	Days worked per month in own farm labour	-0.622	Days per year	NS
2	Blattman et al. (2012)	YOP (Uganda)	Female		Hours spent on market activities in past 4 weeks (differential effect compared to men)	5.328	Hours	NS
		YOP (Uganda)	Male		Hours spent on market activities in past 4 weeks	20.473	Hours	1%
3	Daidone et al. (2014a)	LCGP (Lesotho)	Male	Adult	Hours worked last week own non-farm enterprise	0.5	hours	10%
		LCGP (Lesotho)	Male	Adult	Hours worked last week Own crop & livestock	-1.9	hours	NS
		LCGP (Lesotho)	Male	Adult	Hours worked last week paid labour	-5.2	hours	5%
		LCGP (Lesotho)	Female	Adult	hours worked last week own non-farm enterprise	-0.4	hours	NS
		LCGP (Lesotho)	Female	Adult	hours worked last week Own crop & livestock	-0.5	hours	NS
		LCGP (Lesotho)	Female	Adult	hours worked last week Paid labour	-1.2	hours	NS
		LCGP (Lesotho)	Female	Elderly female	hours worked last week own non-farm enterprise	-2.5	hours	10%
		LCGP (Lesotho)	Female	Elderly female	hours worked last week Own crop & livestock	3.6	hours	5%
4	Handa et al. (2014)	LEAP (Ghana)	Male		Number of days on own farm activity over last season	7.7	days	10%
		LEAP (Ghana)	Female		Number of days on own farm activity over last season	6.1	days	NS
5	Ospina (2010)	Familias en Accion (Colombia)	Male	18 to 60	Hours spent on domestic labour	-0.406		1%
		Familias en Accion (Colombia)	Male	18 to 60	Hours spent on paid work	0.889		1%
		Familias en Accion (Colombia)	Female	18 to 60	Hours spent on domestic labour	0.274		10%
		Familias en Accion (Colombia)	Female	18 to 60	Hours spent on paid work	0.174		NS
6	Rubio-Codina, M. (2009)	PROGRESA/Oportunidades (Mexico)	Women	All	Number of hours worked in market work	0.104	Hours	NS
		PROGRESA/Oportunidades (Mexico)	Men	All	Number of hours worked in market work	-0.06	Hours	NS
		PROGRESA/Oportunidades (Mexico)	Women	All	Number of hours worked in farm work	0.012	Hours	NS
		PROGRESA/Oportunidades (Mexico)	Men	All	Number of hours worked in farm work	-0.025	Hours	NS
		PROGRESA/Oportunidades (Mexico)	Women	All	Number of hours worked in domestic work	0.046	Hours	5%
		PROGRESA/Oportunidades (Mexico)	Men	All	Number of hours worked in domestic work	-0.012	Hours	NS
		PROGRESA/Oportunidades (Mexico)	Women	18-24	Number of hours worked in market work	-0.098	Hours	NS
		PROGRESA/Oportunidades (Mexico)	Women	25-34	Number of hours worked in market work	0.050	Hours	NS

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Table A5.5.4 Summary of results for overall cash transfer effect on adult work intensity – by sector and gender continued

#	Study	Programme and country	Female/Male	Age	Outcome variable	Effect	Measure of change	Significance
6	Rubio-Codina, M. (2009)	PROGRESA/Oportunidades (Mexico)	Women	35-44	Number of hours worked in market work	0.214	Hours	NS
		PROGRESA/Oportunidades (Mexico)	Women	45-54	Number of hours worked in market work	0.485	Hours	NS
		PROGRESA/Oportunidades (Mexico)	Women	55+	Number of hours worked in market work	0.265	Hours	NS
		PROGRESA/Oportunidades (Mexico)	Women	18-24	Number of hours worked in farm work	0.006	Hours	NS
		PROGRESA/Oportunidades (Mexico)	Women	25-34	Number of hours worked in farm work	0.021	Hours	NS
		PROGRESA/Oportunidades (Mexico)	Women	35-44	Number of hours worked in farm work	0.028	Hours	NS
		PROGRESA/Oportunidades (Mexico)	Women	45-54	Number of hours worked in farm work	-0.022	Hours	NS
		PROGRESA/Oportunidades (Mexico)	Women	55+	Number of hours worked in farm work	0.009	Hours	NS
		PROGRESA/Oportunidades (Mexico)	Women	18-24	Number of hours worked in domestic work	-0.158	Hours	NS
		PROGRESA/Oportunidades (Mexico)	Women	25-34	Number of hours worked in domestic work	0.201	Hours	5%
		PROGRESA/Oportunidades (Mexico)	Women	35-44	Number of hours worked in domestic work	0.087	Hours	NS
		PROGRESA/Oportunidades (Mexico)	Women	45-54	Number of hours worked in domestic work	0.044	Hours	NS
		PROGRESA/Oportunidades (Mexico)	Women	55+	Number of hours worked in domestic work	-0.005	Hours	NS

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Table A5.5.5 Summary of results for overall cash transfer effect on child labour participation – by gender

#	Study	Programme and country	Outcome variable	Treatment population	Effect	Measure of change	Significance
1	Alam et al. (2011)	PFSSP (Pakistan)	Whether looking for a job or participating in work for pay or unpaid work (unpaid family helper and unpaid work outside the home)	Girls 12-19 years old	-0.049	Percentage point	5%
		PFSSP (Pakistan)	Whether looking for a job or participating in work for pay or unpaid work (unpaid family helper and unpaid work outside the home)	Girls 15-16 years old	0.0401	Percentage point	5%
2	Behrman et al. (2011)	PROGRESA / Oportunidades (Mexico)	Whether working in 2003 (after 5.5 years)	Girls 15-16 years old	0.01	Percentage point	NS
		PROGRESA / Oportunidades (Mexico)	Whether working in 2003 (after 5.5 years)	Girls 17-18 years old	-0.01	Percentage point	NS
		PROGRESA / Oportunidades (Mexico)	Whether working in 2003 (after 5.5 years)	Girls 19-21 years old	0.064	Percentage point	10%
		PROGRESA / Oportunidades (Mexico)	Whether working in 2003 (after 5.5 years)	Boys 15-16 years old	-0.14	Percentage point	1%
		PROGRESA / Oportunidades (Mexico)	Whether working in 2003 (after 5.5 years)	Boys 17-18 years old	0.06	Percentage point	NS
		PROGRESA / Oportunidades (Mexico)	Whether working in 2003 (after 5.5 years)	Boys 19-21 years old	-0.02	Percentage point	NS
3	Behrman et al. (2012)	Oportunidades (Mexico)	Employed for pay (after 2 years)	Boys 12-14 years old (urban)	-0.124	Percentage point	5%
		Oportunidades (Mexico)	Employed for pay (after 2 years)	Boys 15-18 years old (urban)	-0.051	Percentage point	NS
		Oportunidades (Mexico)	Employed for pay (after 2 years)	Boys 19-20 years old (urban)	-0.154	Percentage point	NS
		Oportunidades (Mexico)	Employed for pay (after 2 years)	Boys 6-20 years old (urban)	-0.103	Percentage point	5%
		Oportunidades (Mexico)	Employed for pay (after 2 years)	Girls 12-14 years old (urban)	-0.01	Percentage point	NS
		Oportunidades (Mexico)	Employed for pay (after 2 years)	Girls 15-18 years old (urban)	0.004	Percentage point	NS
		Oportunidades (Mexico)	Employed for pay (after 2 years)	Girls 19-20 years old (urban)	0.087	Percentage point	NS
		Oportunidades (Mexico)	Employed for pay (after 2 years)	Girls 6-20 years old (urban)	0.002	Percentage point	NS
4	Bustelo (2011)	RPS (Nicaragua)	Whether working	Girls 7-13 years old (with non-targeted siblings)	-0.075	Percentage point	NS
		RPS (Nicaragua)	Whether working	Boys 7-13 years old (with non-targeted siblings)	-0.074	Percentage point	NS
5	Cheema et al. (2014)	BISP (Pakistan)	Proportion of boys aged 5-14 years engaged in child labour	Boys 5-14 years old	-0.04538	Percentage point	5%
			Proportion of girls aged 5-14 years engaged in child labour	Girls 5-14 years old	-0.01066	Percentage point	NS
6	Daidone et al. (2014a)	LCGP (Lesotho)	Participation in any labour activity in past 12 months	Boys	-0.016	Percentage point	NS
		LCGP (Lesotho)	Participation in any labour activity in past 12 months	Girls	-0.012	Percentage point	NS
7	Daidone et al. (2014b)	ZCGP (Zambia)	Total child labour supply (share)	Boys	0.083	Percentage point	NS
		ZCGP (Zambia)	Total child labour supply (share)	Girl	0.016	Percentage point	NS
8	Dammert (2008)	Atención a Crisis (Nicaragua)	Participation in labour activities (2002)	Boys 7-13 years old (at baseline)	-0.138	Percentage point	5%
		Atención a Crisis (Nicaragua)	Participation in labour activities (2002)	Girls 7-13 years old (at baseline)	-0.014	Percentage point	NS
		Atención a Crisis (Nicaragua)	Participation in labour activities (2001)	Children 7-13 at baseline (male-headed households)	0.076	Percentage points	10%

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Table A5.5.5 Summary of results for overall cash transfer effect on child labour participation – by gender
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#	Study	Programme and country	Outcome variable	Treatment population	Effect	Measure of change	Significance
8	Dammert (2008)	Atención a Crisis (Nicaragua)	Participation in labour activities (2001)	Children 7-13 at baseline (female-headed households)	-0.131	Percentage points	5%
		Atención a Crisis (Nicaragua)	Participation in labour activities (2002)	Children 7-13 at baseline (male-headed households)	0.005	Percentage points	NS
		Atención a Crisis (Nicaragua)	Participation in labour activities (2002)	Children 7-13 at baseline (female-headed households)	-0.082	Percentage points	NS
9	Edmonds and Schady (2008)	BDH (Ecuador)	Working for pay	Girls	-0.0910	Percentage point	NS
		BDH (Ecuador)	Working for pay	Boys	-0.0140	Percentage point	NS
10	Ferro and Nicoletta (2007)	Bolsa Escola / Bolsa Familia (Brazil)	Whether working	Girls 6-10 years old (urban)	-0.006	Percentage point	1%
		Bolsa Escola / Bolsa Familia (Brazil)	Whether working	Girls 6-10 years old (rural)	-0.04	Percentage point	5%
		Bolsa Escola / Bolsa Familia (Brazil)	Whether working	Girls 11-15 years old (urban)	-0.016	Percentage point	NS
		Bolsa Escola / Bolsa Familia (Brazil)	Whether working	Girls 11-15 years old (rural)	-0.129	Percentage point	1%
		Bolsa Escola / Bolsa Familia (Brazil)	Whether working	Boys 6-10 years old (urban)	-0.003	Percentage point	NS
		Bolsa Escola / Bolsa Familia (Brazil)	Whether working	Boys 6-10 years old (rural)	-0.032	Percentage point	NS
		Bolsa Escola / Bolsa Familia (Brazil)	Whether working	Boys 11-15 years old (urban)	-0.048	Percentage point	1%
		Bolsa Escola / Bolsa Familia (Brazil)	Whether working	Boys 11-15 years old (rural)	-0.06	Percentage point	NS
11	Galiani and McEwan (2013)	PRAF (Honduras)	Works outside the home	Girls	-0.006	Percentage point	NS
		PRAF (Honduras)	Works outside the home	Boys	-0.007	Percentage point	NS
12	Lincove and Parker (2015)	RPS (Nicaragua)	Work participation	Boys 6-11 years old (always eligible)	-0.05	Percentage point	NS
		RPS (Nicaragua)	Work participation	Boys 12-13 years old (sometimes eligible)	-0.198	Percentage point	1%
		RPS (Nicaragua)	Work participation	Girls 6-11 years old (always eligible)	-0.027	Percentage point	NS
		RPS (Nicaragua)	Work participation	Girls 12-13 years old (sometimes eligible)	-0.046	Percentage point	NS
13	Maluccio (2005)	RPS (Nicaragua)	Working (2 years after baseline)	Girls 7-12 years old	0.0553	Percentage point	10%
		RPS (Nicaragua)	Working (2 years after baseline)	Boys 7-12 years old	-0.0175	Percentage point	NS
14	Mertens et al. (2015)	SAGE Senior Citizen Grant (Uganda)	Proportion engaged in labour	Boys 6-17 years old	-0.07	Proportion	NS
		SAGE Senior Citizen Grant (Uganda)	Proportion engaged in labour	Girls 6-17 years old	0	Proportion	NS
		SAGE Vulnerable Family Support Grant (Uganda)	Proportion engaged in labour	Boys 6-17 years old	0.03	Proportion	NS
		SAGE Vulnerable Family Support Grant (Uganda)	Proportion engaged in labour	Girls 6-17 years old	-0.02	Proportion	NS
15	Miller et al. (2011)	SCTP (Malawi)	Doing any income-generating activity	Girls	-0.1	Percentage point	1%
		SCTP (Malawi)	Doing any income-generating activity	Boys	-0.12	Percentage point	1%
16	Parker and Skoufias (2000)	PROGRESA (Mexico)	Whether working	Girls 8-17 years old	-0.013	Percentage points	10%

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Table A5.5.5 Summary of results for overall cash transfer effect on child labour participation – by gender
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#	Study	Programme and country	Outcome variable	Treatment population	Effect	Measure of change	Significance
16	Parker and Skoufias (2000)	PROGRESA (Mexico)	Whether working	Girls 12-13 years old	-0.009	Percentage points	NS
		PROGRESA (Mexico)	Whether working	Girls 14-15 years old	-0.039	Percentage points	5%
		PROGRESA (Mexico)	Whether working	Girls 16-17 years old	0.012	Percentage points	NS
		PROGRESA (Mexico)	Whether working	Boys 8-17 years old	-0.031	Percentage points	5%
		PROGRESA (Mexico)	Whether working	Boys 12-13 years old	-0.041	Percentage points	5%
		PROGRESA (Mexico)	Whether working	Boys 14-15 years old	-0.054	Percentage points	10%
		PROGRESA (Mexico)	Whether working	Boys 16-17 years old	0.025	Percentage points	NS
17	Rubio-Codina (2009)	Oportunidades (Mexico)	Participation in all work	Girls	-0.015	Percentage point	NS
		Oportunidades (Mexico)	Participation in all work	Boys	-0.014	Percentage point	NS
		Oportunidades (Mexico)	Participation in all work	Girls 9-11 years old	0.001	Percentage point	NS
		Oportunidades (Mexico)	Participation in all work	Girls 12-17 years old	-0.028	Percentage point	NS
18	Sadoulet et al. (2004)	PROGRESA (Mexico)	Whether worked in previous week	Girls 11 years old at baseline	-0.04	Percentage points	1%
		PROGRESA (Mexico)	Whether worked in previous week	Girls 12-14 years old at baseline	-0.066	Percentage points	1%
		PROGRESA (Mexico)	Whether worked in previous week	Girls 15-17 years old at baseline	-0.004	Percentage points	NS
		PROGRESA (Mexico)	Whether worked in previous week	Boys 11 years old at baseline	-0.05	Percentage points	1%
		PROGRESA (Mexico)	Whether worked in previous week	Boys 12-14 years old at baseline	-0.073	Percentage points	1%
		PROGRESA (Mexico)	Whether worked in previous week	Boys 15-17 years old at baseline	-0.043	Percentage points	NS
19	Schultz (2004)	PROGRESA (Mexico)	Participation in paid work	Girls (primary school age)	-0.004	Percentage point	5%
		PROGRESA (Mexico)	Participation in paid work	Boys (primary school age)	-0.0179	Percentage point	5%
		PROGRESA (Mexico)	Participation in paid work	Girls (secondary school age)	-0.0527	Percentage point	5%
		PROGRESA (Mexico)	Participation in paid work	Boys (secondary school age)	-0.101	Percentage point	5%
20	Siaplay (2012)	SA-OAP (South Africa)	Whether employed or not	Female 14-20 years old	-0.032	Percentage point	NS
		SA-OAP (South Africa)	Whether employed or not	Male 14-20 years old	-0.025	Percentage point	NS
21	Skoufias and Parker (2001)	PROGRESA (Mexico)	Whether working	Girls 8-11 years old	0	Percentage point	NS
		PROGRESA (Mexico)	Whether working	Girls 12-17 years old	-0.023	Percentage point	10%
		PROGRESA (Mexico)	Whether working	Boys 8-11 years old	-0.011	Percentage point	NS
		PROGRESA (Mexico)	Whether working	Boys 12-17 years old	-0.047	Percentage point	5%

Notes: results represent all overall results reported and do not include those disaggregated by gender or showing the effect of variations in design features. Figures in bold indicate statistically significant. NS means the study did not find a statistically significant result, typically up to the 10% significance level

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Table A5.5.6 Summary of results for overall cash transfer effect on intensity of child labour – by gender

#	Study	Programme and country	Outcome variable	Treatment population	Effect	Measure of change	Significance
1	Alam et al. (2011)	PFSSP (Pakistan)	Days per month	Girls 12-19 years old	-0.548	Days per month	NS
		PFSSP (Pakistan)	Days per month	Girls 15 -16 years old	-6.137	Days per month	10%
2	Barrera-Osorio et al. (2008)	SCAE (Colombia)	No. of hours worked last week	Girls	-0.378	Hours per week	5%
		SCAE (Colombia)	No. of hours worked last week	Boys	-0.619	Hours per week	5%
3	Dammert (2008)	Atención a Crisis (Nicaragua)	Hours worked (2001)	Boys 7-13 years old (at baseline)	-20.42	'Hours worked'	NS
		Atención a Crisis (Nicaragua)	Hours worked (2001)	Girls 7-13 years old (at baseline)	-12.335	'Hours worked'	NS
		Atención a Crisis (Nicaragua)	Hours worked (2002)	Boys 7-13 years old (at baseline)	-19.11	'Hours worked'	NS
		Atención a Crisis (Nicaragua)	Hours worked (2002)	Girls 7-13 years old (at baseline)	-11.778	'Hours worked'	NS
		Atención a Crisis (Nicaragua)	Hours worked (2001)	Children 7-13 at baseline (male headed)	35.752	Hours	5%
		Atención a Crisis (Nicaragua)	Hours worked (2001)	Children 7-13 at baseline (female headed)	-51.84	Hours	10%
		Atención a Crisis (Nicaragua)	Hours worked (2002)	Children 7-13 at baseline (male headed)	-1.361	Hours	NS
		Atención a Crisis (Nicaragua)	Hours worked (2002)	Children 7-13 at baseline (female headed)	-16.191	Hours	NS
4	Del Carpio and Macours (2009)	Atención a Crisis – cash transfer only (Nicaragua)	No. of hours worked per week (all work)	Girls 6-15 years old	-0.747	Hours per week	NS
			No. of hours worked per week (all work) (difference compared to beneficiary girls)	Boys 6-15 years old	-0.1478	Hours per week	5%
			No. of hours worked per week (all work)	Girls 6-9 years old	-1.208	Hours per week	5%
			No. of hours worked per week (all work) (difference compared to younger beneficiary girls)	Girls 10-15 years old	0.805	Hours per week	NS
			No. of hours worked per week (all work)	Boys 6-9 years old	-0.489	Hours per week	NS
			No. of hours worked per week (all work) (difference compared to younger beneficiary boys)	Boys 10-15 years old	-3.011	Hours per week	1%
		Atención a Crisis – cash transfer plus productive investment package (Nicaragua)	No. of hours worked per week (all work)	Girls 6 -15 years old	-0.595	Hours per week	NS
			No. of hours worked per week (all work)	Boys 6 -15 years old	-1.186	Hours per week	NS
			No. of hours worked per week (all work)	Girls 6-9 years old	-1.631	Hours per week	5%
			No. of hours worked per week (all work) (compared to younger girls)	Girls 10-15 years old	1.748	Hours per week	5%
	No. of hours worked per week (all work)	Boys 6-9 years old	0.241	Hours per week	NS		
	No. of hours worked per week (all work) (compared to younger boys)	Boys 10-15 years old	-3.503	Hours per week	1%		
5	Del Carpio and Loayza (2012)	Atencion a Crisis (Nicaragua)	No. of hours worked per child in the past week	Boys	-1.773	Hours per week	1%
		Atencion a Crisis (Nicaragua)	No. of hours worked per child in the past week	Girls	-1.212	Hours per week	1%
6	Ferro and Nicolella (2007)	Conditional educational transfers, principally Bolsa Escola (Brazil)	No. of hours spent on work per week	Girls 6-10 years old (urban)	-0.582	Hours per week	NS
		As above	No. of hours spent on work per week	Girls 6-10 years old (rural)	-1.001	Hours per week	NS
		As above	No. of hours spent on work per week	Girls 11-15 years old (urban)	-1.834	Hours per week	NS
		As above	No. of hours spent on work per week	Girls 11-15 years old (rural)	-0.691	Hours per week	NS
		As above	No. of hours spent on work per week	Boys 6-10 years old (urban)	0.222	Hours per week	NS
		As above	No. of hours spent on work per week	Boys 6-10 years old (rural)	-1.304	Hours per week	NS

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Table A5.5.6 Summary of results for overall cash transfer effect on intensity of child labour – by gender
continued

#	Study	Programme and country	Outcome variable	Treatment population	Effect	Measure of change	Significance
6	Ferro and Nicoletta (2007)	As above	No. of hours spent on work per week	Boys 11-15 years old (urban)	-2.359	Hours per week	10%
		As above	No. of hours spent on work per week	Boys 11-15 years old (rural)	-0.432	Hours per week	NS
7	Lincove and Parker (2015)	RPS (Nicaragua)	No. of hours worked (paid or unpaid)	Boys 6-11 years old (always eligible)	-2.771	Hours per week	1%
		RPS (Nicaragua)	No. of hours worked (paid or unpaid)	Boys 12-13 years (sometimes eligible)	-8.734	Hours per week	1%
		RPS (Nicaragua)	No. of hours worked (paid or unpaid)	Girls 6-11 years old (always eligible)	-0.486	Hours per week	1%
		RPS (Nicaragua)	No. of hours worked (paid or unpaid)	Girls 12-13 years old (sometimes eligible)	-1.855	Hours per week	NS
8	Rubio-Codina (2009)	Oportunidades (Mexico)	No. of hours worked (all work)	Boys	-0.104	Hours per day	10%
		Oportunidades (Mexico)	No. of hours worked (all work)	Girls	-0.084	Hours per day	10%
		Oportunidades (Mexico)	No. of hours worked (all work)	Girls 9-11 years old	0.01	Hours per day	NS
		Oportunidades (Mexico)	No. of hours worked (all work)	Girls 12-17 years old	-0.145	Hours per day	5%

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Table A5.5.7 Summary of results for cash transfer effect on child labour participation – by sector and gender

#	Study	Programme and country	Child age	Female/ Male	Outcome variable	Effect	Measure of change	Significance
1	Asfaw et al. (2014)	OVC-CT (Kenya)	10 to 15	Boys	participation in own farm labour by children	-0.120	percentage points	5%
		OVC-CT (Kenya)	10 to 15	Girls	participation in own farm labour by children	-0.072	percentage points	NS
2	Behrman et al. (2011)	PROGRESA / Oportunidades (Mexico)	15-16 in 2003	Female	Whether participating in agricultural work in 2003	-0.004	% point	NS
		PROGRESA / Oportunidades (Mexico)	17-18 in 2003	Female	Whether participating in agricultural work in 2004	-0.02	% point	NS
		PROGRESA / Oportunidades (Mexico)	19-21 in 2003	Female	Whether participating in agricultural work in 2005	0.01	% point	NS
3	Daidone et al. (2014a)	LCGP (Lesotho)		Boys	Participation last 12m own non-farm business	-0.003	Percentage point	NS
		LCGP (Lesotho)		Boys	Participation last 12m own agricultural activities	-0.029	Percentage point	NS
		LCGP (Lesotho)		Boys	Participation last 12m paid work outside household	-0.011	Percentage point	NS
		LCGP (Lesotho)		Girls	Participation last 12m own non-farm business	0.001	Percentage point	NS
		LCGP (Lesotho)		Girls	Participation last 12m own agricultural activities	0.008	Percentage point	NS
		LCGP (Lesotho)		Girls	Participation last 12m paid work outside household	0.011	Percentage point	NS
4	Daidone et al. (2014b)	ZCGP (Zambia)	5-18	Boys	Paid child labour supply	-0.017	Percentage point	NS
		ZCGP (Zambia)	5-18	Boys	Unpaid child labour supply	0.079	Percentage point	NS
		ZCGP (Zambia)	5-18	Girls	Paid child labour supply	-0.014	Percentage point	NS
		ZCGP (Zambia)	5-18	Girls	Unpaid child labour supply	0.002	Percentage point	NS
5	Edmonds and Schady (2008)	BDH (Ecuador)	10 and older	Girls	Children 10 and older work for pay	-0.0910	Percent point change	NS
		BDH (Ecuador)	10 and older	Girls	Children 10 and older do market work	-0.191	Percent point change	5%
		BDH (Ecuador)	10 and older	Girls	Children 10 and older do unpaid market work	-0.159	Percent point change	10%
		BDH (Ecuador)	10 and older	Girls	Children 10 and older do domestic work	0.0569	Percent point change	NS
		BDH (Ecuador)	10 and older	Boys	Children 10 and older work for pay	-0.0140	Percent point change	NS
		BDH (Ecuador)	10 and older	Boys	Children 10 and older do market work	-0.0941	Percent point change	5%
		BDH (Ecuador)	10 and older	Boys	Children 10 and older do unpaid market work	0.0778	Percent point change	1.05
		BDH (Ecuador)	10 and older	Boys	Children 10 and older do domestic work	0.0161	Percent point change	NS
6	Galiani and McEwan (2013)	PRAF (Honduras)		Girls	Only works inside the home	-0.035	Percent point change	NS
		PRAF (Honduras)		Boys	Only works inside the home	-0.018	Percent point change	NS
7	Miller et al. (2011)	SCTP (Malawi)		Girls	Doing any work on chores	0.11	Percent point change	1%
		SCTP (Malawi)		Boys	Doing any work on chores	0.08	Percent point change	10%
		SCTP (Malawi)		Girls	Doing any work on family farm/ business	0.01	Percent point change	NS

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Table A5.5.7 Summary of results for cash transfer effect on child labour participation – by sector and gender continued

#	Study	Programme and country	Child age	Female/ Male	Outcome variable	Effect	Measure of change	Significance
7	Miller et al. (2011)	SCTP (Malawi)		Boys	doing any work on family farm/ business	0.09	Percent point change	NS
8	Parker and Skoufias (2000)	PROGRESA (Mexico)	age 8-17	female	Impact of PROGRESA on the probability of working in – SALARIED WORK	-0.003	% point from pre-programme level	NS
		PROGRESA (Mexico)	age 12-13	female	Impact of PROGRESA on the probability of working in – SALARIED WORK	-0.007	% point from pre-programme level	10%
		PROGRESA (Mexico)	age 14-15	female	Impact of PROGRESA on the probability of working in – SALARIED WORK	-0.016	% point from pre-programme level	NS
		PROGRESA (Mexico)	age 16-17	female	Impact of PROGRESA on the probability of working in – SALARIED WORK	-0.002	% point from pre-programme level	NS
		PROGRESA (Mexico)	age 8-17	female	The impact of PROGRESA on the probability of working in – SELF-EMPLOYED/FAMILY BUSINESS	-0.007	% point from pre-programme level	NS
		PROGRESA (Mexico)	age 12-13	female	The impact of PROGRESA on the probability of working in – SELF-EMPLOYED/FAMILY BUSINESS	-0.002	% point from pre-programme level	NS
		PROGRESA (Mexico)	age 14-15	female	The impact of PROGRESA on the probability of working in – SELF-EMPLOYED/FAMILY BUSINESS	-0.02	% point from pre-programme level	1%
		PROGRESA (Mexico)	age 16-17	female	The impact of PROGRESA on the probability of working in – SELF-EMPLOYED/FAMILY BUSINESS	-0.007	% point from pre-programme level	NS
9	Schultz (2004)	PROGRESA (Mexico)	Primary school girls	Female	Work market and household	-0.148	Percent point change	5%
		PROGRESA (Mexico)	Primary school boys	Male	Work market and household	-0.188	Percent point change	5%
		PROGRESA (Mexico)	Secondary school girls	Female	Work market and household	-0.463	Percent point change	10%
		PROGRESA (Mexico)	Secondary school boys	Male	Work market and household	-0.389	Percent point change	NS
		PROGRESA (Mexico)	Primary school girls	Female	Work market	-0.0258	Percent point change	10%
		PROGRESA (Mexico)	Primary school boys	Male	Work market	-0.12	Percent point change	5%
		PROGRESA (Mexico)	Secondary school girls	Female	Work market	-0.128	Percent point change	5%
		PROGRESA (Mexico)	Secondary school boys	Male	Work market	-0.28	Percent point change	5%
10	Skoufias and Parker (2001)	PROGRESA (Mexico)	8 to 17	Female	PARTICIPATION in MARKET – GIRLS 8-17	0		NS
		PROGRESA (Mexico)	12 to 17	Female	PARTICIPATION in MARKET – GIRLS 12-17	0		NS
		PROGRESA (Mexico)	8 to 17	Female	PARTICIPATION in DOMESTIC – GIRLS 8-17	-0.04		1%
		PROGRESA (Mexico)	12 to 17	Female	PARTICIPATION in DOMESTIC – GIRLS 12-17	-0.43		1%
		PROGRESA (Mexico)	8 to 17	Female	PARTICIPATION in FARM – GIRLS 8-17	0		NS
		PROGRESA (Mexico)	12 to 17	Female	PARTICIPATION in FARM – GIRLS 12-17	-0.004		NS

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Table A5.5.8 Summary of results for cash transfer effect on child labour intensity – by sector and gender

#	Study	Programme and country	Child age	Female/ Male	Outcome variable	Effect	Measure of change	Significance
1	Daidone et al. (2014a)	LCGP (Lesotho)		Boys	hours worked last week own non farm enterprise	0.1	hours	NS
		LCGP (Lesotho)		Boys	hours worked last week Own crop & livestock	-2.7	hours	NS
		LCGP (Lesotho)		Boys	hours worked last week Paid labour	-0.4	hours	NS
		LCGP (Lesotho)		Girls	hours worked last week own non farm enterprise	0	hours	NS
		LCGP (Lesotho)		Girls	hours worked last week Own crop & livestock	-0.4	hours	NS
		LCGP (Lesotho)		Girls	hours worked last week Paid labour	0.4	hours	NS
2	Del Carpio and Macours (2009)	Atención a Crisis (Nicaragua)	All	Female	(Cash transfer only group) Number of hours per week child worked in <u>non-agricultural</u>	0.0864	Hours per week	5%
		Atención a Crisis (Nicaragua)	All	Male	(Cash transfer only group) Number of hours per week child worked in <u>non-agricultural</u>	0.106	Hours per week	1%
		Atención a Crisis (Nicaragua)	All	Female	(Cash transfer only worked in <u>agricultural</u>	-0.269	Hours per week	1%
		Atención a Crisis (Nicaragua)	All	Male	(Cash transfer only worked in <u>agricultural</u>	0.0591	Hours per week	NS
		Atención a Crisis (Nicaragua)	All	Female	(Cash transfer only group) Number of hours per week child worked in <u>domestic work</u>	-0.399	Hours per week	10%
		Atención a Crisis (Nicaragua)	All	Male	(Cash transfer only group) Number of hours per week child worked in <u>domestic work</u>	-0.161	Hours per week	10%
		Atención a Crisis (Nicaragua)	10 to 15	Female	(Cash transfer only group) Number of hours per week child worked in <u>non-agricultural</u>	0.181	Hours per week	NS
		Atención a Crisis (Nicaragua)	6 to 15	Female	(Cash transfer only worked in <u>agricultural</u>	-0.288	Hours per week	5%
		Atención a Crisis (Nicaragua)	6 to 15	Female	(Cash transfer only group) Number of hours per week child worked in <u>non-agricultural</u>	0.192	Hours per week	5%
		Atención a Crisis (Nicaragua)	10 to 15	Female	(Cash transfer only worked in <u>agricultural</u>	-0.0295	Hours per week	NS
		Atención a Crisis (Nicaragua)	6 to 15	Female		0.0735	Hours per week	NS
		Atención a Crisis (Nicaragua)	10 to 15	Female		-0.399	Hours per week	10%
3	Del Carpio, X. and Loayza, N. V. (2012)	Atención a Crisis (Nicaragua)		Female	Number of hrs worked per child in the week previous to the survey – HOUSEHOLD CHORES	-1.085	hours	1%
4	Ospina (2010)	Familias en Acción (Colombia)	10 to 13	Boys	Hours spent on paid work	1.855		NS
		Familias en Acción (Colombia)	14 to 17	Boys	Hours spent on paid work	-1.408		10%
		Familias en Acción (Colombia)	10 to 13	Boys	Hours spent on domestic work	-0.545		1%
		Familias en Acción (Colombia)	14 to 17	Boys	Hours spent on domestic work	-0.524		10%
		Familias en Acción (Colombia)	10 to 13	Girls	Hours spent on paid work	0.045		NS
		Familias en Acción (Colombia)	14 to 17	Girls	Hours spent on paid work	-0.799		NS
		Familias en Acción (Colombia)	10 to 13	Girls	Hours spent on domestic work	-0.355		5%
		Familias en Acción (Colombia)	14 to 17	Girls	Hours spent on domestic work	0.195		NS

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Table A5.5.8 Summary of results for cash transfer effect on child labour intensity – by sector and gender
continued

#	Study	Programme and country	Child age	Female/ Male	Outcome variable	Effect	Measure of change	Significance
5	Rubio-Codina (2009)	PROGRESA / Oportunidades (Mexico)	Girls	Girls	Number of hours worked in market work	-0.097	Marginal effect	NS
		PROGRESA / Oportunidades (Mexico)	Boys	Boys	Number of hours worked in market work	-0.15	Marginal effect	10%
		PROGRESA / Oportunidades (Mexico)	Aged 9-11	Girls	Number of hours worked in market work	0.03	Marginal effect	NS
		PROGRESA / Oportunidades (Mexico)	Aged 12-17	Girls	Number of hours worked in market work	-0.121	Marginal effect	NS
		PROGRESA / Oportunidades (Mexico)	Girls	Girls	Number of hours worked in farm work	0.043	Marginal effect	NS
		PROGRESA / Oportunidades (Mexico)	Boys	Boys	Number of hours worked in farm work	-0.035	Marginal effect	NS
		PROGRESA / Oportunidades (Mexico)	Aged 9-11	Girls	Number of hours worked in farm work	0.085	Marginal effect	NS
		PROGRESA / Oportunidades (Mexico)	Aged 12-17	Girls	Number of hours worked in farm work	0.014	Marginal effect	NS
		PROGRESA / Oportunidades (Mexico)	Girls	Girls	Number of hours worked in domestic work	-0.097	Marginal effect	5%
		PROGRESA / Oportunidades (Mexico)	Boys	Boys	Number of hours worked in domestic work	-0.02	Marginal effect	NS
		PROGRESA / Oportunidades (Mexico)	Aged 9-11	Girls	Number of hours worked in domestic work	-0.028	Marginal effect	NS
PROGRESA / Oportunidades (Mexico)	Aged 12-17	Girls	Number of hours worked in domestic work	-0.139	Marginal effect	1%		
6	World Bank (2011)	PKH (Indonesia)	7 to 12	Boys	Family enterprise work last week	0.01	Hours	NS
		PKH (Indonesia)	13 to 15	Boys	Family enterprise work last week	3.03	Hours	1%
		PKH (Indonesia)	7 to 12	Girls	Family enterprise work last week	4.77	Hours	1%
		PKH (Indonesia)	13 to 15	Girls	Family enterprise work last week	2.14	Hours	NS

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Table A5.5.9 Summary of results for overall cash transfer effect on migration – by gender

#	Study	Programme and country	Outcome indicator and treatment population	Effect	Measure of change	Significance
1	Ardington et al. (2009)	SA-OAP (South Africa)	Migrating internally (female members)	0.051	Percentage points	5%
		SA-OAP (South Africa)	Migrating internally (male members)	0.034	Percentage points	5%
2	Behrman et al. (2009)	Oportunidades (Mexico)	Having migrated internally by 2003 compared to those started receiving programme two years later (girls 9-15 in 1997)	-0.09	Percent point change	NS
		Oportunidades (Mexico)	Having migrated internally by 2003 compared to those started receiving programme two years later (Boys 9-15 in 1997)	0.02	Percent point change	10%
		Oportunidades (Mexico)	Having migrated internally by 2003 compared to those started receiving programme two years later (Girls 9-10 in 1997)	-0.035	Percent point change	10%
		Oportunidades (Mexico)	Having migrated internally by 2003 compared to those started receiving programme two years later (Girls 11-12 in 1998)	0.021	Percent point change	NS

Notes: results represent all overall results reported and do not include those disaggregated by gender or showing the effect of variations in design features. Figures in bold indicate statistically significant. NS means the study did not find a statistically significant result, typically up to the 10% significance level.

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Table A5.5.10 Effect of design and implementation features on adult employment outcomes

#	Study	Programme and country	Effect of [design / implementation feature]	Outcome variable and treatment population	Effect	Measure of change	Significance
Official recipient							
1	Siaplay (2012)	SA-OAP (South Africa)	Official recipient (only female household member is receiving OAP)	Whether employed or not (female 21-26)	0.103	Percentage points	NS
		SA-OAP (South Africa)	Official recipient (only male household member is receiving OAP)	Whether employed or not (female 21-26)	-0.124	Percentage points	NS
		SA-OAP (South Africa)	Official recipient (only female household member is receiving OAP)	Whether employed or not (male 21-26)	-0.187	Percentage points	5%
		SA-OAP (South Africa)	Official recipient (only male household member is receiving OAP)	Whether employed or not (male 21-26)	0.143	Percentage points	5%
Transfer timing							
1	Bazzi et al. (2012)	Temporary UCT (Indonesia)	No. of hours worked per week per adult – 2006 follow up	(after one disbursement)	-1.838	Hours per week	5%
		Temporary UCT (Indonesia)	No. of hours worked per week per adult – 2006 follow up	(after two disbursements)	-0.427	Hours per week	NS
		Temporary UCT (Indonesia)	No. of hours worked per week per adult – 2007 follow up	(after one disbursement)	-2.285	Hours per week	5%
		Temporary UCT (Indonesia)	No. of hours worked per week per adult – 2007 follow up	(after two disbursements)	-0.173	Hours per week	NS
Conditionalities							
1	Angelucci (2004)	PROGRESA (Mexico)	Behavioural requirement (households with at least one secondary school eligible male (i.e. part of grant conditional on attendance) vs. where all transfers unconditional)	Migration to US 1998 (household level)	0.0025	Percentage points	NS
		PROGRESA (Mexico)	Behavioural requirement (households with at least one secondary school eligible male (i.e. part of grant conditional on attendance) vs. where all transfers unconditional)	Migration to US 1999 (household level)	-0.0086	Percentage points	1%
		PROGRESA (Mexico)	Behavioural requirement (households with at least one secondary school eligible male (i.e. part of grant conditional on attendance) vs. where all transfers unconditional)	Migration in Mexico 1998 (household level)	0.0174	Percentage points	NS
		PROGRESA (Mexico)	Behavioural requirement (households with at least one secondary school eligible male (i.e. part of grant conditional on attendance) vs. where all transfers unconditional)	Migration in Mexico 1999 (household level)	0.0155	Percentage points	NS
		PROGRESA (Mexico)	Behavioural requirement (households with at least one secondary school eligible male (i.e. part of grant conditional on attendance) vs. where all transfers unconditional)	All migration 1998 (household level)	0.0205	Percentage points	NS
		PROGRESA (Mexico)	Behavioural requirement (households with at least one secondary school eligible male (i.e. part of grant conditional on attendance) vs. where all transfers unconditional)	All migration 1999 (household level)	-0.0015	Percentage points	NS
Duration of exposure							
1	Bazzi et al. (2012)	Temporary UCT (Indonesia)	Duration – 2006 follow-up and after 1 disbursement	Hours worked per week per adult	-1.838	Hours per week	5%
		Temporary UCT (Indonesia)	Duration – 2007 follow-up and after 1 disbursement	Hours worked per week per adult	-2.285	Hours per week	5%
		Temporary UCT (Indonesia)	Duration – 2006 follow-up and after 2 disbursements	Hours worked per week per adult	-0.427	Hours per week	NS
		Temporary UCT (Indonesia)	Duration – 2007 follow-up and after 2 disbursements	Hours worked per week per adult	-0.173	Hours per week	NS

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Table A5.5.10 Effect of design and implementation features on adult employment outcomes continued

#	Study	Programme and country	Effect of [design / implementation feature]	Outcome variable and treatment population	Effect	Measure of change	Significance
2	Behrman and Parker (2013)	PROGRESA/Oportunidades (Mexico)	Additional 1.5 years exposure to programme	Proportion working in the previous week in activity contributing to family income (Women aged 50 or older)	0.05	Percentage point	10%
		PROGRESA/Oportunidades (Mexico)	Additional 1.5 years exposure to programme	Proportion working in the previous week in activity contributing to family income (Men aged 50 or older)	-0.034	Percentage point	NS
3	Buser et al. (2014)	BDH (Ecuador)	Duration of exposure (long-term transfer recipients vs. those that lost them around 2 years ago)	Number of hours worked (mothers)	8.42	'Hours'	10%
4	Maluccio (2005)	RPS (Nicaragua)	Duration of exposure (1 year after baseline)	Total hours worked last week by household members	-3.9191	Hours per week	NS
		RPS (Nicaragua)	Duration of exposure (2 years after baseline)	Total hours worked last week by household members	0.3406	Hours per week	NS
		RPS (Nicaragua)	Duration of exposure (1 year after baseline)	Average hours per worker worked last week	-0.4825	Hours per week	NS
		RPS (Nicaragua)	Duration of exposure (2 years after baseline)	Average hours per worker worked last week	0.7732	Hours per week	NS
Transfer level							
1	Bertrand et al. (2003)	SA-OAP (South Africa)	Level of transfer (effect of 1000 rand change in individual income)	Individual is working (prime aged adults living with eligible elderly)	-0.099	Percent point	5%
		SA-OAP (South Africa)	Level of transfer (effect of 1000 rand change in individual income)	Employed (female 16-50 year olds who live with age-eligible elderly)	-0.023	Percentage point	NS
		SA-OAP (South Africa)	Level of transfer (effect of 1000 rand change in individual income)	Employed (male 16-50 year olds who live with age-eligible elderly)	-0.201	Percentage point	5%
		SA-OAP (South Africa)	Level of transfer (effect of 1000 rand change in individual income)	No. of hours worked (16-50 year olds who live with age-eligible elderly)	-17.07	Hours per week	5%
		SA-OAP (South Africa)	Level of transfer (effect of 1000 rand change in individual income)	No. of hours worked (female 16-50 year olds who live with age-eligible elderly)	-13.27	Hours per week	5%
		SA-OAP (South Africa)	Level of transfer (effect of 1000 rand change in individual income)	No. of hours worked (male 16-50 year olds who live with age-eligible elderly)	-22.48	Hours per week	5%
2	Angelucci (2004)	PROGRESA (Mexico)	Transfer level (receiving high grant vs. low grant)	US migration 1998 (household level)	0.012	Percentage point	5%
		PROGRESA (Mexico)	Transfer level (receiving high grant vs. low grant)	US migration 1999 (household level)	0.0243	Percentage point	1%
		PROGRESA (Mexico)	Transfer level (receiving high grant vs. low grant)	Mexican migration 1998 (household level)	-0.0088	Percentage point	5%
		PROGRESA (Mexico)	Transfer level (receiving high grant vs. low grant)	Mexican migration 1999 (household level)	-0.0096	Percentage point	10%
		PROGRESA (Mexico)	Transfer level (receiving high grant vs. low grant)	All migration 1998 (household level)	-0.0009	Percentage point	NS
		PROGRESA (Mexico)	Transfer level (receiving high grant vs. low grant)	All migration 1999 (household level)	.0030	Percentage point	NS
3	Bazzi et al. (2012)	Temporary UCT (Indonesia)	Transfer level (transfers per capita in 000,000s Rupiah)	Change in weekly hours worked per adult, between 2005 and 2006	-0.391	Hours per week	NS
		Temporary UCT (Indonesia)	Transfer level (transfers per capita in 000,000s Rupiah)	Change in weekly hours worked per adult, between 2005 and 2007 (Total hours / no. of adult members)	-0.256	Hours per week (in response to 000,	NS

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Table A5.5.10 Effect of design and implementation features on adult employment outcomes continued

#	Study	Programme and country	Effect of [design / implementation feature]	Outcome variable and treatment population	Effect	Measure of change	Significance
4	Dabalen et al. (2008)	NE (Albania)	Transfer level (transfers per household in 100s of Lek)	Hours worked last week (all adults)	-0.0667	Hours per week	5%
		NE (Albania)	Transfer level (transfers per household in 100s of Lek)	Hours worked last week (females adults)	-0.0783	Hours per week	5%
		NE (Albania)	Transfer level (transfers per household in 100s of Lek)	Hours worked last week (male adults)	-0.0163	Hours per week	NS
		NE (Albania)	Transfer level (transfers per household in 100s of Lek)	Decision to work (all adults)	-0.0021	Percentage point	1%
		NE (Albania)	Transfer level (transfers per household in 100s of Lek)	Decision to work (females adults)	-0.0023	Percentage point	NS
		NE (Albania)	Transfer level (transfers per household in 100s of Lek)	Decision to work (male adults)	0.0016	Percentage point	1%
		NE (Albania)	Transfer level (transfers per household in 100s of Lek)	Whether working or not (Male)	-0.0016	Fixed effects coefficient	NS
		NE (Albania)	Transfer level (transfers per household in 100s of Lek)	Whether working or not (Female)	-0.0023	Fixed effects coefficient	1%
Targeting							
1	Merttens et al. (2015)	SAGE (Uganda)	Among households targeted through the Senior Citizens Grant	Proportion of working-age adults (18-64) engaged in any economically productive activities	0.0062	Percentage point	NS
		SAGE (Uganda)	Among households targeted through the Vulnerable Family Support Grant	Proportion of working-age adults (18-64) engaged in any economically productive activities	-0.012	Percentage point	NS
		SAGE (Uganda)	Among households targeted through the Senior Citizens Grant	Mean number of hours spent working per week (all occupations)	-0.02	Hours	NS
		SAGE (Uganda)	Among households targeted through the Vulnerable Family Support Grant	Mean number of hours spent working per week (all occupations)	0.48	Hours	NS
		SAGE (Uganda)	Among households targeted through the Senior Citizens Grant	Mean number of months spent working in main occupation in last year	0.16	Months	NS
		SAGE (Uganda)	Among households targeted through the Vulnerable Family Support Grant	Mean number of months spent working in main occupation in last year	0.45	Months	10%
		SAGE (Uganda)	Among households targeted through the Senior Citizens Grant	Proportion of individuals engaged in casual labour as main or secondary activity	-0.0002	Percentage point	NS
		SAGE (Uganda)	Among households targeted through the Vulnerable Family Support Grant	Proportion of individuals engaged in casual labour as main or secondary activity	-0.0002	Percentage point	NS
Complementary interventions and supply side services							
1	Blattman et al. (2015)	WINGS (Uganda)	Difference between those receiving no group training and those receiving group training (organisational development, decision-making, leadership and savings and credit group formation)	Involved in any non-farm self-employment (16 m after grants)	0.008	Percentage point	NS
		WINGS (Uganda)	Difference between those receiving no group training and those receiving group training	Started enterprise since baseline (16m after grant)	-0.002	Percentage point	NS
		WINGS (Uganda)	Difference between those receiving no group training and those receiving group training	Average work hours per week (16m after grant)	0.486	Percentage point	NS
		WINGS (Uganda)	Difference between those receiving no group training and those receiving group training	Average agricultural hours per week (16m after grant)	0.506	Hours	NS

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#	Study	Programme and country	Effect of [design / implementation feature]	Outcome variable and treatment population	Effect	Measure of change	Significance
1		WINGS (Uganda)	Difference between those receiving no group training and those receiving group training	Average non-agricultural hours per week (16m after grant)	-0.020	Hours	NS
		WINGS (Uganda)	Difference between those getting 2 supervisory visits (no advice) and those getting 5 (extended advice)	Any non-farm self-employment (12m after grants)	0.042	Percentage point	NS
		WINGS (Uganda)	Difference between those getting 2 supervisory visits (no advice) and those getting 5 (extended advice)	Started enterprise since baseline (12m after grant)	0.016	Percentage point	NS
		WINGS (Uganda)	Difference between those getting 2 supervisory visits (no advice) and those getting 5 (extended advice)	Average work hours per week (12m after grant)	3.659	Percentage point	NS
		WINGS (Uganda)	Difference between those getting 2 supervisory visits (no advice) and those getting 5 (extended advice)	Agricultural work hours per week (12m after grant)	2.757	Hours	NS
		WINGS (Uganda)	Difference between those getting 2 supervisory visits (no advice) and those getting 5 (extended advice)	Non-agricultural work hours per week (12m after grant)	0.902	Hours	NS
2	Green et al. (2015)	WINGS (Uganda)	Women who were joined as beneficiaries by their partner (or someone from their household who makes financial decisions), and received basic training in couples' communication and problem solving (relative to regular beneficiaries who participated alone).	Average (non-agricultural) work hours per week among women	-1.23	Hours per week	NS
3	Macours and Vakis (2012)	Atención a Crisis (Nicaragua)	Basic CCT	Non-agricultural wage employment	0.0221	Percent point change	NS
		Atención a Crisis (Nicaragua)	Basic CCT plus a scholarship for a vocational training	Non-agricultural wage employment	0.0177	Percent point change	NS
		Atención a Crisis (Nicaragua)	Basic CCT plus a productive investment grant	Non-agricultural wage employment	-0.0211	Percent point change	NS
		Atención a Crisis (Nicaragua)	Basic CCT	Non-agricultural self-employment	0.0396	Percent point change	10%
		Atención a Crisis (Nicaragua)	Basic CCT plus a scholarship for a vocational training	Non-agricultural self-employment	0.0383	Percent point change	10%
		Atención a Crisis (Nicaragua)	Basic CCT plus a productive investment grant	Non-agricultural self-employment	0.126	Percent point change	1%

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Table A5.5.11 Effect of design and implementation features on child labour outcomes

#	Study	Programme and country	Effect of [design / implementation feature]	Outcome variable and treatment population	Effect	Measure of change	Significance
Official recipient							
1	Siaplay (2012)	SA-OAP (South Africa)	Official recipient (only female household member is receiving OAP)	Whether employed or not (female 14-20)	-0.018	Percentage points	NS
		SA-OAP (South Africa)	Official recipient (only male household member is receiving OAP)	Whether employed or not (female 14-20)	-0.003	Percentage points	NS
		SA-OAP (South Africa)	Official recipient (only female household member is receiving OAP)	Whether employed or not (male 14-20)	0.023	Percentage points	NS
		SA-OAP (South Africa)	Official recipient (only male household member is receiving OAP)	Whether employed or not (male 14-20)	-0.065	Percentage points	NS
Conditionalities							
1	Barrera-Osorio et al. (2011)	SCAE (Colombia)	Behavioural requirement (basic transfer conditional on school attendance)	primary activity is work (children grade 6-10)	-0.002	Percent point change	NS
		SCAE (Colombia)	Behavioural requirement (savings treatment that postpones a bulk of the transfer due to good attendance to just before children have to re-enrol)	primary activity is work (children grade 6-10)	-0.001	Percent point change	NS
		SCAE (Colombia)	Behavioural requirement (some of the transfer is conditional on students' graduation and tertiary enrolment rather than attendance)	primary activity is work (children grade 6-10)	-0.008	Percent point change	10%
		SCAE (Colombia)	Behavioural requirement (basic transfer conditional on school attendance)	Hours worked last week (children grade 6-10)	-0.371	Hours per week	5%
		SCAE (Colombia)	Behavioural requirement (savings treatment that postpones a bulk of the cash transfer due to good attendance to just before children have to re-enrol)	Hours worked last week (children grade 6-10)	-0.248	Hours per week	10%
		SCAE (Colombia)	Behavioural requirement (some of the transfer is conditional on students' graduation and tertiary enrolment rather than attendance)	Hours worked last week (children grade 6-10)	-0.804	Hours per week	5%
		SCAE (Colombia)	Behavioural requirement (basic transfer conditional on school attendance)	primary activity is work (children grade 11)	-0.004	Percent point change	NS
		SCAE (Colombia)	Behavioural requirement (savings treatment that postpones a bulk of the cash transfer due to good attendance to just before children have to re-enrol)	primary activity is work (children grade 11)	0.031	Percent point change	NS
		SCAE (Colombia)	Behavioural requirement (some of the transfer is conditional on students' graduation and tertiary enrolment rather than attendance)	primary activity is work (children grade 11)	-0.153	Percent point change	1%
		SCAE (Colombia)	Behavioural requirement (basic conditional cash transfer treatment based on school attendance)	Hours worked last week (children grade 11)	0.683	Hours per week	NS
		SCAE (Colombia)	Behavioural requirement (savings treatment that postpones a bulk of the cash transfer due to good attendance to just before children have to re-enrol)	Hours worked last week (children grade 11)	0.092	Level change	NS
		SCAE (Colombia)	Behavioural requirement (some of the transfer is conditional on students' graduation and tertiary enrolment rather than attendance)	Hours worked last week (children grade 11)	-7.349	Hours per week	1%

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Table A5.5.11 Effect of design and implementation features on child labour outcomes continued

#	Study	Programme and country	Effect of [design / implementation feature]	Outcome variable and treatment population	Effect	Measure of change	Significance
2	Schady and Araujo (2006)	BDH (Ecuador)	Behavioural monitoring (Household perception that continued receipt of transfer conditional on school enrolment)	Child is working in follow-up survey	-0.081	Percentage points	NS
		BDH (Ecuador)	Behavioural monitoring (Household perception that transfers are not conditional on any behaviour)	Child is working in follow-up survey	-0.055	Percentage points	NS
		BDH (Ecuador)	Behavioural monitoring (Household perception that continued receipt of transfer conditional on school enrolment)	Child is working full-time (40+ hours)	-0.078	Percentage points	5%
		BDH (Ecuador)	Behavioural monitoring (Household perception that transfers are not conditional on any behaviour)	Child is working full-time (40+ hours)	0.009	Percentage points	NS
		BDH (Ecuador)	Behavioural monitoring (Households perceiving there to be a condition of school enrolment for continuing to receive transfers)	Hours worked in past week	-5.92	Hours worked	1%
		BDH (Ecuador)	Behavioural monitoring (Households perceiving there to be no conditions attached to the transfers)	Hours worked in past week	-0.024	Hours worked	NS
3	Benedetti et al. (2015)	Bono 10,000 (Honduras)	Treatment household with just one eligible child (school enrolment conditions only apply to one child)	Worked for more than one hour	-0.062	Percentage point	5%
		Bono 10,000 (Honduras)	Treatment households with more than one eligible child (school enrolment conditions only apply to one child)	Worked for more than one hour	Various	Percentage point	No results significant
Duration of exposure							
1	Behrman et al. (2011)	PROGRESA/ Oportunidades (Mexico)	Duration of exposure (benefitting from transfers for approx. 5.5 years versus 4)	Whether working in 2003 (boys 9-15 in 1997)	-4.1	Percent	10%
		PROGRESA/ Oportunidades (Mexico)	Duration of exposure (benefitting from transfers for approx. 5.5 years versus 4)	Whether working in 2003 (girls 9-15 in 1997) ¹⁴	-5	Percent	NS
2	Perova and Vakis (2012)	Juntos (Peru)	Duration of exposure (12 to 23 months in Juntos)	Worked in previous week (6-14 year olds)	0	Percentage points	NS
		Juntos (Peru)	Duration of exposure (24 to 36 months in Juntos)	Worked in previous week (6-14 year olds)	0.03	Percentage points	10%
		Juntos (Peru)	Duration of exposure (Over 36 months in Juntos)	Worked in previous week (6-14 year olds)	0.13	Percentage points	1%
3	Behrman et al. (2009)	PROGRESA/ Oportunidades (Mexico)	Duration of exposure (beneficiary households that started receiving transfers in 1998 vs. 2000)	Whether working in 2003 (girls 9-15 in 1997)	-0.013	Percent point change	NS
		PROGRESA/ Oportunidades (Mexico)	Duration of exposure (beneficiary households that started receiving transfers in 1998 vs. 2000)	Whether working in 2003 (boys 9-15 in 1997)	-0.027	Percent point change	10%
		PROGRESA/ Oportunidades (Mexico)	Duration of exposure (beneficiary households that started receiving transfers in 1998 vs. 2000)	Whether working in 2003 (Girls 9-10 in 1997)	-0.008	Percent point change	NS
		PROGRESA/ Oportunidades (Mexico)	Duration of exposure (beneficiary households that started receiving transfers in 1998 vs. 2000)	Whether working in 2003 (Girls 11-12 in 1998)	-0.01	Percent point change	NS
		PROGRESA/ Oportunidades (Mexico)	Duration of exposure (beneficiary households that started receiving transfers in 1998 vs. 2000)	Whether working in 2003 (Girls 13-15 in 1999)	0.02	Percent point change	NS
		PROGRESA/ Oportunidades (Mexico)	Duration of exposure (beneficiary households that started receiving transfers in 1998 vs. 2000)	Proportion of girls 9-15 in 1997 having migrated by 2003	-0.09	Percent point change	NS

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Table A5.5.11 Effect of design and implementation features on child labour outcomes continued

#	Study	Programme and country	Effect of [design / implementation feature]	Outcome variable and treatment population	Effect	Measure of change	Significance
3	Behrman et al. (2009)	PROGRESA/ Oportunidades (Mexico)	Duration of exposure (beneficiary households that started receiving transfers in 1998 vs. 2000)	Proportion of boys 9-15 in 1997 having migrated by 2003	0.02	Percent point change	10%
		PROGRESA/ Oportunidades (Mexico)	Duration of exposure (beneficiary households that started receiving transfers in 1998 vs. 2000)	Proportion of girls 9-10 in 1997 having migrated by 2003	-0.035	Percent point change	10%
		PROGRESA/ Oportunidades (Mexico)	Duration of exposure (beneficiary households that started receiving transfers in 1998 vs. 2000)	Proportion of girls 11-12 in 1998 having migrated by 2003	0.021	Percent point change	NS
		PROGRESA/ Oportunidades (Mexico)	Duration of exposure (beneficiary households that started receiving transfers in 1998 vs. 2000)	Proportion of girls 13-15 in 1999 having migrated by 2003	0.014	Percent point change	NS
4	Behrman et al. (2012)	Oportunidades (Mexico)	Duration of exposure (after 1 year)	Employed for pay (urban boys 12-14 years old)	-0.077	Percentage point	5%
		Oportunidades (Mexico)	Duration of exposure (after 2 years)	Employed for pay (urban boys 12-14 years old)	-0.124	Percentage point	5%
		Oportunidades (Mexico)	Duration of exposure (after 1 year)	Employed for pay (urban boys 15-18 years old)	0.028	Percentage point	NS
		Oportunidades (Mexico)	Duration of exposure (after 2 years)	Employed for pay (urban boys 15-18 years old)	-0.051	Percentage point	NS
		Oportunidades (Mexico)	Duration of exposure (after 1 year)	Employed for pay (urban boys 19-20 years old)	-0.059	Percentage point	NS
		Oportunidades (Mexico)	Duration of exposure (after 2 years)	Employed for pay (urban boys 19-20 years old)	-0.154	Percentage point	NS
		Oportunidades (Mexico)	Duration of exposure (after 1 year)	Employed for pay (urban boys 6-20 years old)	-0.041	Percentage point	NS
		Oportunidades (Mexico)	Duration of exposure (after 2 years)	Employed for pay (urban boys 6-20 years old)	-0.103	Percentage point	5%
		Oportunidades (Mexico)	Duration of exposure (after 1 year)	Employed for pay (urban girls 12-14 years old)	0.007	Percentage point	NS
		Oportunidades (Mexico)	Duration of exposure (after 2 years)	Employed for pay (urban girls 12-14 years old)	-0.01	Percentage point	NS
		Oportunidades (Mexico)	Duration of exposure (after 1 year)	Employed for pay (urban girls 15-18 years old)	-0.0105	Percentage point	10%
		Oportunidades (Mexico)	Duration of exposure (after 2 years)	Employed for pay (urban girls 15-18 years old)	0.004	Percentage point	NS
		Oportunidades (Mexico)	Duration of exposure (after 1 year)	Employed for pay (urban girls 19-20 years old)	-0.05	Percentage point	NS
		Oportunidades (Mexico)	Duration of exposure (after 2 years)	Employed for pay (urban girls 19-20 years old)	0.087	Percentage point	NS
		Oportunidades (Mexico)	Duration of exposure (after 1 year)	Employed for pay (urban girls 6-20 years old)	-0.038	Percentage point	NS
		Oportunidades (Mexico)	Duration of exposure (after 2 years)	Employed for pay (urban girls 6-20 years old)	0.002	Percentage point	NS
5	Dammert (2008)	RPS (Nicaragua)	Duration of exposure (2001)	Participation in labour activities (boys 7-13 years old at baseline)	-0.099	Percentage point	5%
		RPS (Nicaragua)	Duration of exposure (2002)	Participation in labour activities (boys 7-13 years old at baseline)	-0.124	Percentage point	5%
		RPS (Nicaragua)	Duration of exposure (2001)	Participation in labour activities (girls 7-13 years old at baseline)	-0.012	Percentage point	NS
		RPS (Nicaragua)	Duration of exposure (2002)	Participation in labour activities (girls 7-13 years old at baseline)	-0.014	Percentage point	NS
		RPS (Nicaragua)	Duration of exposure (2001)	Participation in labour activities (children 7-13 years old at baseline – male headed)	-0.076	Percentage points	10%

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Table A5.5.11 Effect of design and implementation features on child labour outcomes continued

#	Study	Programme and country	Effect of [design / implementation feature]	Outcome variable and treatment population	Effect	Measure of change	Significance
5	Dammert (2008)	RPS (Nicaragua)	Duration of exposure (2002)	Participation in labour activities (children 7-13 years old at baseline – male headed)	-0.05	Percentage points	NS
		RPS (Nicaragua)	Duration of exposure (2001)	Participation in labour activities (children 7-13 years old at baseline – female headed)	-0.131	Percentage points	5%
		RPS (Nicaragua)	Duration of exposure (2002)	Participation in labour activities (children 7-13 years old at baseline – female headed)	-0.082	Percentage points	NS
6	Maluccio (2005)	RPS (Nicaragua)	Duration of exposure (1 year after baseline)	Working (girls 7-12 years)	-0.0077	Percentage point	NS
		RPS (Nicaragua)	Duration of exposure (2 years after baseline)	Working (girls 7-12 years)	0.0553	Percentage point	10%
		RPS (Nicaragua)	Duration of exposure (1 year after baseline)	Working (boys 7-12 years)	-0.0415	Percentage point	NS
		RPS (Nicaragua)	Duration of exposure (2 years after baseline)	Working (boys 7-12 years)	-0.0175	Percentage point	NS
Targeting							
1	Merttens et al. (2015)	SAGE (Uganda)	Among households targeted through the Senior Citizens Grant	Proportion of children aged 6-17 engaged in child labour	-0.0004	Percentage point	NS
		SAGE (Uganda)	Among households targeted through the Vulnerable Family Support Grant	Proportion of children aged 6-17 engaged in child labour	0.0001	Percentage point	NS
Complementary interventions and supply-side services							
1	Del Carpio (2008)	Atención a Crisis (Nicaragua)	Complementary interventions (basic intervention)	Physical labour (ages 8-15)	-1.052	Hours per week	NS
		Atención a Crisis (Nicaragua)	Complementary interventions (training intervention)	Physical labour (ages 8-15)	-1.407	Hours per week	5%
		Atención a Crisis (Nicaragua)	Complementary interventions (business grant intervention)	Physical labour (ages 8-15)	-1.013	Hours per week	NS
		Atención a Crisis (Nicaragua)	Complementary interventions (basic intervention)	Non-physical labour (ages 8-15)	1.414	Hours per week	NS
		Atención a Crisis (Nicaragua)	Complementary interventions (training intervention)	Non-physical labour (ages 8-15)	1.155	Hours per week	NS
		Atención a Crisis (Nicaragua)	Complementary interventions (business grant intervention)	Non-physical labour (ages 8-15)	6.288	Hours per week	1%
		Atención a Crisis (Nicaragua)	Complementary interventions (basic intervention)	No. of hours worked (ages 8-15)	-1.143	Hours per week	NS
		Atención a Crisis (Nicaragua)	Complementary interventions (training intervention)	No. of hours worked (ages 8-15)	-1.62	Hours per week	5%
		Atención a Crisis (Nicaragua)	Complementary interventions (business grant intervention)	No. of hours worked (ages 8-15)	-0.533	Hours per week	NS
		Atención a Crisis (Nicaragua)	Complementary interventions (basic intervention)	No. of hours worked (girls ages 8-15)	-0.551	Hours per week	NS
		Atención a Crisis (Nicaragua)	Complementary interventions (training intervention)	No. of hours worked (girls ages 8-15)	-1.126	Hours per week	NS
		Atención a Crisis (Nicaragua)	Complementary interventions (business grant intervention)	No. of hours worked (girls ages 8-15)	-0.076	Hours per week	NS
		Atención a Crisis (Nicaragua)	Complementary interventions (basic intervention)	No. of hours worked (boys ages 8-15)	-1.675	Hours per week	10%
		Atención a Crisis (Nicaragua)	Complementary interventions (training intervention)	No. of hours worked (boys ages 8-15)	-2.073	Hours per week	5%
Atención a Crisis (Nicaragua)	Complementary interventions (business grant intervention)	No. of hours worked (boys ages 8-15)	-0.989	Hours per week	NS		

14 Definition of work excludes domestic work, which may underestimate impacts for girls, though Skoufias and Parker (2001) find evidence that in initial years the programme reduced time spent in domestic work for girls

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Summary results for Empowerment

Table A5.6.1 Summary of results for the role of cash transfer design and implementation parameters on empowerment

Paper	Specific variable	Size of effect	Unit of change	Statistical significance	Gender of individual	Disaggregation	Programme
Main recipient							
1 Slaplay (2012)	Married at time of survey	-0.07	Percentage points	NS	Female	Transfer (pension) recipient is female	SA-OAP (South Africa)
	Married at time of survey	0.227	Percentage points	1%	Female	Transfer (pension) recipient is male	SA-OAP (South Africa)
	Married at time of survey	-0.269	Percentage points	1%	Male	Transfer (pension) recipient is female	SA-OAP (South Africa)
	Married at time of survey	0.243	Percentage points	1%	Male	Transfer (pension) recipient is male	SA-OAP (South Africa)
Transfer level							
1 Angelucci (2008)	Male partner is aggressive when drinking	-0.016	Percentage points	1%	Female		PROGRESA (Mexico)
	Male partner is aggressive when drinking	0.051	Percentage points	5%	Female	Transfer level (maximum transfer)	PROGRESA (Mexico)
2 Kohler and Thornton (2012)	Condom use (in last nine days)	0.041	Percentage points	NS	Male	High transfer	M-IP (Malawi)
	Condom use (in last nine days)	0.063	Percentage points	NS	Male	Low transfer	M-IP (Malawi)
	Safe sex (used a condom at last sex or did not have sex in last nine days)	-0.092	Percentage points	5%	Male	High transfer	M-IP (Malawi)
	Safe sex (used a condom at last sex or did not have sex in last nine days)	-0.088	Percentage points	5%	Male	Low transfer	M-IP (Malawi)
	Condom use (in last nine days)	-0.019	Percentage points	NS	Female	High transfer	M-IP (Malawi)
	Condom use (in last nine days)	0.02	Percentage points	NS	Female	Low transfer	M-IP (Malawi)
	Safe sex (used a condom at last sex or did not have sex in last nine days)	0.087	Percentage points	10%	Female	High transfer	M-IP (Malawi)
	Safe sex (used a condom at last sex or did not have sex in last nine days)	0.046	Percentage points	NS	Female	Low transfer	M-IP (Malawi)
Duration of exposure							
1 Baird et al. (2011)	Ever pregnant	-0.009	Percentage points	NS	Female	12 months, UCT	ZCTP (Malawi)
	Ever pregnant	-0.067	Percentage points	1%	Female	24 months, UCT	ZCTP (Malawi)
	Ever pregnant	0.013	Percentage points	NS	Female	12 months, CCT	ZCTP (Malawi)
	Ever pregnant	0.029	Percentage points	NS	Female	24 months, CCT	ZCTP (Malawi)
	Ever married	-0.026	Percentage points	5%	Female	12 months, UCT	ZCTP (Malawi)
	Ever married	-0.079	Percentage points	1%	Female	24 months, UCT	ZCTP (Malawi)
	Ever married	0.007	Percentage points	NS	Female	12 months, CCT	ZCTP (Malawi)
	Ever married	-0.012	Percentage points	NS	Female	24 months, CCT	ZCTP (Malawi)

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Table A5.6.1 Summary of results for the role of cash transfer design and implementation parameters on empowerment continued

Paper	Specific variable	Size of effect	Unit of change	Statistical significance	Gender of individual	Disaggregation	Programme
2 Behrman et al. (2005)*	Married at time of survey	-0.01	Percentage points	NS	Female		PROGRESA (Mexico)
	Married at time of survey	-0.006	Percentage points	NS	Male		PROGRESA (Mexico)
	Married at time of survey	-0.007	Percentage points	NS	Female	Aged 9-10 in 1997	PROGRESA (Mexico)
	Married at time of survey	-0.008	Percentage points	NS	Female	Aged 11-12 in 1997	PROGRESA (Mexico)
	Married at time of survey	-0.019	Percentage points	NS	Female	Aged 13-15 in 1997	PROGRESA (Mexico)
	Married at time of survey	0.008	Percentage points	NS	Male	Aged 9-10 in 1997	PROGRESA (Mexico)
	Married at time of survey	-0.014	Percentage points	NS	Male	Aged 11-12 in 1997	PROGRESA (Mexico)
	Married at time of survey	-0.013	Percentage points	NS	Male	Aged 13-15 in 1997	PROGRESA (Mexico)
3 Perova and Vakis (2012)	Use of contraceptives	0.08	Percentage points	1%	Female	12-23 months	Juntos (Peru)
	Use of contraceptives	0.12	Percentage points	1%	Female	24 to 36 months	Juntos (Peru)
	Use of contraceptives	0.18	Percentage points	1%	Female	Over 36 months	Juntos (Peru)
Conditionalities							
1 Baird et al. (2011)	Ever married	0.007	Percentage points	NS	Female	CCT treatment arm	ZCTP (Malawi)
	Ever married	-0.026	Percentage points	5%	Female	UCT treatment arm	ZCTP (Malawi)
	Ever married	0.037	Percentage points	NS	Female	Aged over 15, CCT treatment arm	ZCTP (Malawi)
	Ever married	0.007	Percentage points	5%	Female	Aged over 15, UCT treatment arm	ZCTP (Malawi)
	Ever pregnant	0.013	Percentage points	NS	Female	CCT treatment arm	ZCTP (Malawi)
	Ever pregnant	-0.009	Percentage points	NS	Female	UCT treatment arm	ZCTP (Malawi)
	Ever pregnant	0.104	Percentage points	5%	Female	Aged over 15, CCT treatment arm	ZCTP (Malawi)
	Ever pregnant	-0.032	Percentage points	NS	Female	Aged over 15, UCT treatment arm	ZCTP (Malawi)
2 Baird et al. (2012)	Ever married	0.93	Odds ratio	NS	Female	CCT treatment arm	ZCTP (Malawi)
	Ever married	0.36	Odds ratio	NS	Female	UCT treatment arm	ZCTP (Malawi)
Payment mechanism							
1 Aker et al. (2014)	Female recipient responsible for spending part of cash transfer	-0.01	Percentage points	NS	Female	Zap (mobile payment) treatment arm	Mobile money experiment (Niger)
	Female recipient responsible for spending part of cash transfer	0.02	Percentage points	NS	Female	Cash treatment arm that also received mobile phone	Mobile money experiment (Niger)
	Female recipient responsible for spending part of cash transfer	0.01	Percentage points	NS	Female	Zap (mobile payment) treatment arm	Mobile money experiment (Niger)
	Female recipient involved in deciding how transfer is spent	0.01	Percentage points	NS	Female	Zap (mobile payment) treatment arm	Mobile money experiment (Niger)

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Table A5.6.1 Summary of results for the role of cash transfer design and implementation parameters on empowerment continued

Paper	Specific variable	Size of effect	Unit of change	Statistical significance	Gender of individual	Disaggregation	Programme
1 Aker et al. (2014)	Female recipient involved in deciding how transfer is spent	0.01	Percentage points	NS	Female	Cash treatment arm that also received mobile phone	Mobile money experiment (Niger)
	Female recipient involved in deciding how transfer is spent	0.00	Percentage points	NS	Female	Zap (mobile payment) treatment arm	Mobile money experiment (Niger)
2 Aker et al. (2011)	Respondent involved in deciding how transfer is spent (not entirely clear that respondent is female recipient)	0.00	Percentage points	NS	Female	Zap (mobile payment) treatment arm	Mobile money experiment (Niger)
	Respondent involved in deciding how transfer is spent	0.01	Percentage points	10%	Female	Zap (mobile payment) treatment arm	Mobile money experiment (Niger)
	Respondent involved in deciding how transfer is spent	0.01	Percentage points	10%	Female	Cash treatment arm that also received mobile phone	Mobile money experiment (Niger)
	Respondent involved in deciding how transfer is spent	0.00	Percentage points	NS	Female	Zap (mobile payment) treatment arm	Mobile money experiment (Niger)
	Respondent involved in deciding how transfer is spent	0.01	Percentage points	NS	Female	Zap (mobile payment) treatment arm	Mobile money experiment (Niger)
	Respondent involved in deciding how transfer is spent	0.08	Percentage points	NS	Female	Zap (mobile payment) treatment arm – Fulani and Touareg ethnic groups only	Mobile money experiment (Niger)
	Respondent involved in deciding how transfer is spent	0.01	Percentage points	NS	Female	Zap (mobile payment) treatment arm – Hausa ethnic group only	Mobile money experiment (Niger)
Complementary interventions and supply-side services							
1 Blattman et al. (2015)	Physical and emotional abuse (z-score)	0.066	Z-score	NS	Female		WINGS (Uganda)
	Physical and emotional abuse (z-score)	-0.046	Z-score	NS	Female	Complementary programmes	WINGS (Uganda)
	Autonomy in purchases (z-score)	0.082	Z-score	NS	Female		WINGS (Uganda)
	Autonomy in purchases (z-score)	0.089	Z-score	NS	Female	Complementary programmes	WINGS (Uganda)
	Degree of partner control	0.17	Percentage points	NS	Female		WINGS (Uganda)
	Degree of partner control	0.129	Percentage points	10%	Female	Complementary programmes	WINGS (Uganda)
2 Green et al. (2015)	Self-reported autonomy/influence in purchase (z-score)	-0.11	Z-score	10%	Female	All female WINGS+ beneficiaries	WINGS (Uganda)
	Self-reported autonomy/influence in purchase (z-score)	-0.07	Z-score	NS	Female	Beneficiaries who had an intimate partner at baseline ¹⁵	WINGS (Uganda)
	Physical and emotional abuse	0.01	Percentage points	NS	Female	All female WINGS+ beneficiaries	WINGS (Uganda)
	Physical and emotional abuse	-0.08	Percentage points	NS	Female	Beneficiaries who had an intimate partner at baseline	WINGS (Uganda)
	Controlling behaviour	-0.01	Percentage points	NS	Female	All female WINGS+ beneficiaries	WINGS (Uganda)
	Controlling behaviour	-0.07	Percentage points	NS	Female	Beneficiaries who had an intimate partner at baseline	WINGS (Uganda)

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Table A5.6.1 Summary of results for the role of cash transfer design and implementation parameters on empowerment continued

Paper	Specific variable	Size of effect	Unit of change	Statistical significance	Gender of individual	Disaggregation	Programme	
Targeting mechanism								
1	Merttens et al. (2015)	Female is decision maker on what to do about a serious health problem	0.032	Percentage points	NS	Female	SCG	SAGE (Uganda)
		Female is decision maker on what to do about a serious health problem	-0.0095	Percentage points	NS	Female	SCG	SAGE (Uganda)
		Female is decision maker on children's education	0.042	Percentage points	NS	Female	VFSG	SAGE (Uganda)
		Female is decision maker on children's education	-0.002	Percentage points	NS	Female	VFSG	SAGE (Uganda)
		Female is decision maker on how to invest money	0.0081	Percentage points	NS	Female	SCG	SAGE (Uganda)
		Female is decision maker on how to invest money	-0.0056	Percentage points	NS	Female	VFSG	SAGE (Uganda)

Notes: *In Behrman et al. (2005) the treatment group were exposed to treatment for 1.5 years longer (4.5 years as opposed to 3 years). The full sample was aged 9-15 in 1997

- 15 This sub-group is tested separately to try to strengthen the evidence that the programme's intended effects are not being achieved as a result of increased efforts by male partners to control transfer resources.

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