



Fondazione  
Compagnia  
di San Paolo



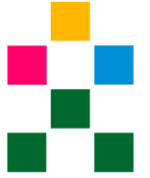
## Key note 9

# “OPPORTUNITÀ ZEROSEI”: THE EVALUATION OF CASH TRANSFERS

Flavia Coda Moscarola, Fondazione Compagnia di San Paolo

Chiara Pronzato, Università di Torino

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# The Evaluation of Oppotunità Zerosei - a best practice for CSP

## The rationale behind the work of the Evaluation Unit of CSP

**When** *New policy solutions to (new and old) social problems are introduced* **then**

*Evaluation assumes great importance for strategic communication and planning*

*For both the Foundation and its stakeholders*

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**«You can't win them all» but what we aim at is to evaluate all experimental policies with...**

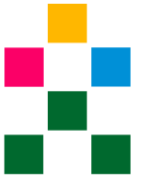
*a) Rigorous methodology (we prefer quantitative and counterfactual evaluations per se or mixed with qualitative methods)*

*b) Serious discussion (better if a peer review) of assumptions and robustness*

**so to get**

*a) Clear and informative results about the effectiveness and/or efficiency of projects*

*b) Clear policy implications, i.e. suggestions on improvements we can introduce to increase the effectiveness and the efficiency of the initiatives.*



# Advertisement: The CSP Evaluation library

We believe in the importance of shared knowledge about the efficacy and efficiency of public policies.

We systematically publish all the syntheses of the results of the evaluations done in:

<https://www.compagniadisanpaolo.it/it/biblioteca-valutazione/>

(in Italian only, for now)

## In una slide: la Valutazione di Coding Girls – I annualità



Il presente documento offre una vista sintetica delle evidenze emerse dalle attività di monitoraggio e valutazione realizzate sul progetto «Coding Girls». Il documento si articola in tre sezioni: la prima offre informazioni sul progetto, i suoi obiettivi e le modalità di realizzazione; la seconda definisce obiettivi e metodologia di monitoraggio e valutazione applicati; la terza ripercorre i risultati e gli outcomes del progetto.



**Nome del progetto:** Coding Girls

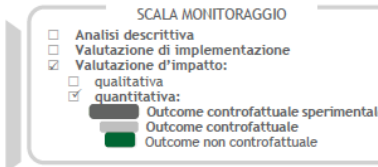
**Descrizione del progetto:** breve corso extracurricolare intensivo di informatica per studenti e studentesse dell'ultimo triennio delle scuole superiori



**Outcomes attesi:** avvicinare i ragazzi, ma soprattutto le ragazze, all'informatica e alle materie STEM (Scienza, Tecnologia, Ingegneria e Matematica), contribuendo a ridurre la disparità di genere oggi riscontrata negli studi e nel lavoro in tali ambiti.



**Metodologia di monitoraggio e valutazione:** analisi di impatto quantitativa non controfattuale del tipo prima/dopo.



**Principali risultati:** L'analisi ha documentato nei partecipanti un miglioramento (autopercepito) nelle competenze informatiche, un'aumentata consapevolezza delle proprie potenzialità nell'ambito della programmazione e una maggiore propensione a prendere in considerazione una futura carriera universitaria e lavorativa nell'ambito STEM. Le evidenze ottenute con l'osservazione pre/post incoraggiano ad approfondire l'analisi degli effetti del programma. Nella seconda edizione si consiglia di procedere all'implementazione di un esperimento randomizzato.

# The evaluation of cash transfers



- We evaluate the effects of a pre-existing cash transfer program, managed by Ufficio Pio
  - Apart evaluating it through a **randomized controlled trial**
  - We add **conditionality** to the program
- In order to receive the cash transfers, (part of) beneficiaries must attend two formative courses
  - Conditionality is important
    - The effects of unconditional cash transfer programs are positive in the short term
    - Families may be not aware of the importance of investing in their children

# Timing of the program / evaluation

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## ➤ 2016

- Families applied to the program
- The 1,500 families more in need were randomized in three groups
  - **500** families did not receive anything (**control group**)
  - **500** families received 2,500€ (**unconditional cash transfer group**)
  - **500** families received 2,500€ conditional to the attendance of two formative courses (**conditional cash transfer group**)
    - Reconciliation of work and family + Use of money
    - Job seeking + Parenting skills
    - Parenting skills + Use of money

# Timing of the program / evaluation (cont)

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- **2017** (12 months later)
  - **First interviews** to the families in the three groups
- **2018** (24 months later)
  - A course on **parenting** skills is offered to the families in the **conditional cash transfer group**
- **2019** (30 months later)
  - **Second interviews** to the families in the two treated groups

# Characteristics of the families

In a couple	65%
Age (mother, father)	35.0 41.4
No Italian citizenship	72%
Number of children	2.09
Age of the youngest child	2.96
Both parents work	3%
One parent works	46%
Nobody works	51%
Single parents works	27%
ISEE	919€

- Requirements**
- ISEE < 7,000€
  - Presence of children younger than 6 years old

# Families over time

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## Randomization

## First interviews

## Second interviews

CCT 533	UCT 533	CG 521	CCT 377	UCT 397	CG 383	CCT 304	UCT 290
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- The different groups are well "balanced" in terms of family structure, age of parents and children, work, citizenship, ISEE value
  - At the time of randomization
  - But also after at first interview (2017) and at the second (2019)



# Methods and Results

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- Given the three groups **CCT, UCT, CG**
- **Comparisons** (with data collected in **2017** for the three groups)
  - CCT versus CG
  - UCT versus CG
  - [CCT versus UCT]
- **Comparisons** (with data collected in **2019** for the two groups)
  - CCT versus UCT
- **(A selection of) Results**
  - Work and financial wellbeing (2017)
  - Use of money (2017)
  - Parenting habits (2017 & 2019)

# Work

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- We estimate the effects “only” for families assigned to either the course in “Job-seeking” or the course in “Reconciliation of work and family” (93% of the families!)
- We find that fathers in the CCT group
  - Are more likely to work (from 56% to 64%)
  - Work more days per week (from 2.5 to 3)
  - And more hours per week (from 13.5 to 18)
- Both fathers and mothers in the CCT are more likely to attend other formative courses and to use technology. For example:
  - Courses in computer skills (from 6% to 11%)
  - Use of internet to look for information (from 63% to 74%)

# Work and financial wellbeing

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- No effects for father in the UCT group
- No effects for mothers on work
- Families in the CCT group are more likely
  - To be able to save some money (from 8% to 15%)
  - To have internet at home (from 33% to 43%) and in the mobile (from 72% to 78%)
  - To pay bills (from 68% to 76%)
- Also families in the UCT group are more likely to pay bills (from 68% to 73%)

# Use of money

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- We estimate the effects only for families assigned the course in “Use of money” (50% of the families)
- Families in the CCT group are more likely
  - To know what an expenditure diary is (from 29% to 45%)
  - But not to use it
- There is no effect on their ability of solving easy financial problems and of saving
- No effects for families in the UCT

# Parenting (2017)

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- We estimate the effects only for families assigned the course in “Parenting skills” (60% of the families)
- We observe positive effects on nutrition but not on time spent together by parents and children
- Families in the CCT group eat more frequently
  - Meat (from 2.5 times per week to 2.75)
  - Fish (from 1.2 times per week to 1.5)
  - Fruit (from 5 times per week to 5.5)
- Also families in the UCT group are more likely to eat meat (from 2.5 times per week to 2.75)

# Parenting (2019)

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- We estimate the effects only for families attending the second course in “Parenting skills” (80% of the invited families)
- Families who attended the (second) course
  - Speak to children in their mother tongue more frequently (from 84% to 90%)
  - Play ball outdoors more frequently (from 66% to 73%)
  - Have less difficulty in handling school homework (from 38% to 31%)

# Conclusions

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- We find strong effects of the conditional cash transfer program on fathers' work and, consequently, on financial wellbeing
  - Not found for the fathers in the unconditional group
- No effects on use of money and fewer effects on parenting habits
- Work / inclusion / income may affect children's wellbeing through
  - Hosting and visiting friends
  - Visiting museums
  - Doing extra-curricular activities
  - Attending pre-school