Despite the progress made under the millennium development initiative, limited school-participation continues to pose a problem in many developing countries. This thesis starts with a review of the latest evidence on the effectiveness and feasibility of interventions that aim to increase school participation in developing countries. The thesis then proceeds to examine two aspects of school participation in developing countries more closely, building on experimental and quasi-experimental evidence from Malawi. First, the thesis explores the wide-ranging side effects of conditional cash transfer programs, a policy intervention extensively used to boost school participation. Second, the thesis shows that, contrary to the consensus in the literature, school quality can play an important role in school participation.

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