

“The impact of mentoring and life skills training on secondary school progression and child labor among girls: A randomized controlled trial in Rajasthan.”

Report on Baseline Survey
July 2016

A. Project overview

1) Context

Throughout the developing world, there are substantial gender differences in school attendance. Moreover, these differences generally widen as cohorts progress through school, as the gap between male enrollment and female enrollment increases. Female students are accordingly less likely than their male peers both to enter and to graduate from secondary school. School dropout places children at higher risk for participation in child labor and forced labor.

Some households may choose to withdraw their female children from school specifically to enable them to enter the labor market or to provide services in their home. Alternatively, there may be other, unrelated barriers to female schooling that lead to girls’ discontinuation of schooling and their subsequent entry into paid or unpaid work. While the correlation between dropout and increased risk of child labor is clear, observational evidence does not allow for the identification of a causal relationship. Nor is there substantial evidence about what strategies are effective in increasing secondary school retention for girls and reducing entry into child labor.

This evaluation seeks to answer the question of whether life skills training and mentoring by older female role models, denoted “social mobilizers”, can increase the probability that girls progress through and complete secondary school, lower their rates of participation in child labor, and enhance their non-cognitive skills. The project is a randomized controlled trial implemented by Williams College in partnership with the Abdul Latif Jameel Poverty Action Lab and the non-governmental organization Room to Read, evaluating Room to Read’s Girls’ Education Program.

2) Intervention and theory of change

The goal of Room to Read’s Girls’ Education Program (GEP) is to increase secondary school completion and build life skills among disadvantaged adolescent girls. GEP was first introduced in 2004 in India, and this evaluation comes at a time when Room to Read is both refining the program and anticipating a scaling up of the program to other areas in India.

GEP provides mentors, known as “social mobilizers”, to lower and upper secondary schools. Mobilizers provide mentoring and life skills training to girls as well as targeted psychosocial support for girls at risk of dropout. While early versions of GEP targeted a subset of girls within the school, the program now targets full cohorts of girls. As of 2015, Room to Read has implemented a refined curriculum of life skills training.

The primary objective of moving to a cohort-based model was to increase the participation of school teachers and administrators, community members, and family members in the program, and to stimulate changes in the school environment that make it easier for girls to attain their academic goals. Specifically, social mobilizers are engaged to consult with school staff and parents, hold school-level events, and regularly visit both the school and parents’ homes. They also work directly with the female students by

conducting weekly or fortnightly life skills sessions, and by providing mentoring or intervening as needed with girls who are identified as being at high risk of dropout.

Social mobilizers themselves are secondary school graduates recruited from the community they serve. The objective is for these mentors to act both as role models for the female secondary school students and credible interlocutors in the broader community around questions of girls' education. Room to Read recruits the social mobilizers and provides them with initial and ongoing training, supervision, and support.

The program timeline in a particular school entails the phase-in of new cohorts who are entering lower secondary school; these cohorts then receive services through the remainder of their secondary school career (six years). The number of hours of life skills, club activities and meetings/workshops increases gradually year by year, and the social mobilizers receive refresher training each year. The ultimate objective is to transition program leadership away from Room to Read, into the hands of local parent committees, life skills clubs, and designated teacher resource personnel.

Room to Read's theory of change is based on the mutually reinforcing relationships between life skills mentoring and engagement activities with family, school and community – all primarily provided by social mobilizers who serve as agents of change in these communities. The short-term objective of these programs is to ensure that girls develop life skills that allow them to negotiate key life decisions, with a particular focus on prioritizing education and allocating time so as to maximize the probability of advancement in school. In addition, the program activities are targeted to increase individual and community support for girls' education.

The intermediate outcome targeted by the program is increased school progression and decreased dropout by girls, a measure that should be highly correlated with reduced child labor. In the long term, the program is designed to enhance life skills that will facilitate better decision-making, increase secondary school completion and reduce the risk of child labor. The theory of change is outlined schematically in the logic model on the next page.

3) Key hypotheses and outcomes

We will examine the impact of the treatment on four primary sets of outcomes.¹ These hypotheses were laid out in the preliminary analysis plan shared with the Department of Labor in December 2015. A finalized analysis plan is also attached to this report as Appendix 3.

1) School progression and completion

The key outcome measures include school dropout, progression from one grade to the next, and school attendance. We hypothesize that the Room to Read intervention will reduce dropout, increase the probability of grade progression, and increase attendance rates.

2) Life skills

The key outcome measures include scaled scores for three objective, task-based measures included in the survey, as well as a number of survey-based measures designed to capture life skills. The three objective measures are: a choice experiment designed to characterize future discounting, a mirror drawing task

¹ To deal with multiple inference concerns, we will employ the Benjamini-Hochberg correction method within each of these four categories to determine statistical significance of findings.

intended to measure perseverance/grit, and a scavenger hunt designed to measure self-agency as well as perseverance. Key survey-based measures used to evaluate program impacts will include: girl's marital status, an index characterizing socio-emotional support, an index characterizing freedom of movement, an index characterizing girl's empowerment, an index characterizing girl's self-esteem/self-efficacy, an index characterizing girl's future planning, an index characterizing girl's marriage expectations, an index characterizing girl's employment expectations, girl's perceptions of gender norms, response to Cantrill's ladder, enumerator assessment of girl's behavior during interview, parental perceptions of girl's strengths, parental perceptions of girl's self-efficacy, parental perceptions of girl's freedom of movement, parent-daughter communication, parental perceptions of gender norms, parental attitudes towards girl's schooling, and parental attitudes towards girl's marriage timing.

We hypothesize that the Room to Read intervention will increase girl's patience based on measured future discounting, improve performance on mirror drawing and scavenger hunt tasks, and result in increases in the values of the previously described indices.

3) Child labor

The key outcome measures include participation in hazardous child labor, economic activity both inside and outside the home, and detailed information on time allocation. Data will be collected to serve as proxies for bonded labor and human trafficking, but we do not expect prevalence rates that would permit further analysis of bonded labor or human trafficking.

We hypothesize that the Room to Read intervention will reduce time spent working and incidence of forced labor.

4) Cognitive skills and academic achievement

The key outcome measures include a continuous measure of student grade point average collected from administrative data, time spent studying, and performance on a cognitive test administered by the research team at endline (subject to available funding).

We hypothesize that the Room to Read intervention will increase time spent studying.

B. Evaluation setting

1) Evaluation participants

The principal investigators for this project are Eric Edmonds, Professor of Economics at Dartmouth College, Benjamin Feigenberg, Assistant Professor of Economics at the University of Chicago – Illinois, and Jessica Leight, Assistant Professor of Economics at Williams College. Professor Edmonds is an expert on child labor who has conducted extensive research on child labor, forced labor, human trafficking, youth migration, and human capital in poor countries. Professor Feigenberg focuses on understanding educational choices made by households and the structure of educational markets in developing countries. Professor Leight is conducting a number of randomized controlled trials in both sub-Saharan Africa and South Asia aimed at understanding households' decisions around human capital investments, particularly for women and girls.

The evaluation will be implemented with the Abdul Jameel Poverty Action Lab in South Asia (J-PAL SA), the implementing partner for the field survey work, and Room to Read, the implementing partner for the intervention.

The Abdul Jameel Poverty Action Lab, J-PAL SA's parent organization, is a global network of 101 researchers who use randomized controlled trials in more than 524 completed or ongoing evaluations to test and improve the effectiveness of programs aimed at reducing poverty. This organization has been active in India for over a decade in areas of health, education, environment, and political behaviour across several states in the country – an involvement which led to the formation of the South Asia branch in early 2007. J-PAL SA at IFMR currently has a portfolio of over 35 ongoing evaluations and about 27 completed evaluations. In addition to research projects, J-PAL SA works to encourage the use of randomized trials and build capacity for local development actors to generate and use evidence from such rigorous evaluations. Headquartered in Chennai, J-PAL SA also has a regional office in New Delhi and a local research office in Jaipur, Rajasthan, which will be the locus for this project.

Room to Read is a non-governmental organization that seeks to transform the lives of children in developing countries by focusing on literacy and gender equality in education. Room to Read works with local communities, partner organizations and governments to develop literacy skills and a habit of reading among primary school children, and support girls to complete secondary school with the relevant life skills to succeed.

Room to Read was established in India in 2003, its fourth country of operation. Programming provided in India includes the establishment of libraries, book publishing, school construction, and the Girls' Evaluation Program, which is the target of this evaluation. To date, Room to Read has established 6,446 libraries in India, published 148 books, and served 5,912 girls in the Girls' Education Program.

This evaluation also relies on two key consultants who bring expertise that complements that of the investigators. Professor Stephanie Jones at the Harvard Graduate School of Education is an expert on the assessment of life skills using survey instruments, and she will assist the investigators in designing survey instruments that are informative about the accumulation of new life skills. Professor Joan DeJaeghere of the College of Education and Human Development at the University of Minnesota will bring expertise and experience in the use of qualitative methods to understand gender, class, and ethnic inequalities in education.

2) Study design

Given that Room to Read's programs are targeted to a particular school, an individual-level randomization would clearly not be appropriate; the evaluation entails randomization at the level of the school. The evaluation includes 119 schools, of which 59 have been randomly assigned to the control arm. All schools are located in Ajmer district in Rajasthan.

The evaluation design includes the following survey activities. The baseline survey, which has been completed *prior* to the initiation of any programmatic activities by Room to Read in the schools of interest; rollout of programmatic activities in the first schools beginning in August 2016, the commencement of the 2016–17 school year.

Following the baseline survey, each one of the 2,459 girls in the study sample will be revisited for a tracking survey every six months until endline (commencing in December 2016, June 2017, and December 2017). Tracking surveys will be targeted only at the girl, and will collect information about her school enrollment, attendance, marital status, time allocation, and recent changes in household composition. If the girl herself is not available or cannot be surveyed at school, she will be visited at her current place of residence if it is within Ajmer. If she cannot be surveyed, the same set of questions will be posed to an adult household member. This will be followed by an endline survey conducted between March and June 2018.

In addition, qualitative data collection is being conducted at baseline, midline and endline. This involves research activities in six schools served by Room to Read and in the associated communities. Three schools were selected in which school quality is above average, and two in which it is below average; a sixth school was selected because it is an all girls' school. In each school/community, qualitative data collectors have conducted ten in-depth interviews with girls included in Room to Read programming, as well as eight in-depth interviews with parents (on average). Social mobilizers and fifth grade teachers will be interviewed at a later date as the social mobilizers were not yet selected at the time of qualitative data collection.

The objective of the qualitative data collection is to understand better the channels through which the Girls' Education Program changes attitudes, perceptions and decision-making processes for girls, teachers, parents and other stakeholders. Qualitative data is being collected by staff members trained in in-depth interview techniques and collection will include the transcription, translation and coding of the resulting data.

3) Power calculations

Power calculations for the evaluation were constructed in the study design phase using data on school achievement and child labor in Rajasthan as a whole. The power calculations described herein have been updated using recently-collected baseline data. The enrollment, child labor and marriage rates for girls 12-14 (the estimated age of the sampled cohort at follow-up) are constructed based on the data from older siblings/cousins of the girls in the study sample (i.e., other girl residents in the same household) given that the objective is to predict outcome variables when the girls in the target population reach the age of 12-14 at the time of the endline survey.

Given a measured enrollment rate of girls between ages 12 and 14 of 90%, the planned evaluation size (60 treatment schools and 59 control schools) will allow us to detect an increase in this enrollment rate to 95%, a proportional increase of 6%. Given a measured participation rate of girls in work for pay of 82%, the planned evaluation will allow us to detect a decline in this participation rate to 73%, a proportional decrease of 11%. Given a measured child labor rate of girls of 89%, the planned evaluation will allow us to detect a decline in this child labor rate to 81%, a proportional decrease of 9%. Given that 28% of surveyed secondary school-aged girls are married, the planned evaluation would allow us to detect a decline in this marriage rate to 18%, a proportional decrease of 36%.

4) Pilot and questionnaire development

Prior to conducting the baseline survey, the evaluation team engaged in an extensive period of piloting and questionnaire development. This work focused particularly, though not exclusively, on the development of instruments tailored to measure the life skills that Room to Read seeks to enhance through its programming.

The questionnaire development work had three phases: first, a pilot was conducted with 100 households in Phalodi, a district in which Room to Read was already operating, employing a life skills questionnaire developed under the guidance of Professor Stephanie Jones at the Harvard School of Education. The objective was to explore the relevance and comprehension of life skills questions for girls who had previously been exposed to Room to Read programming.

Second, an intensive period of questionnaire development and continuous piloting was undertaken in Ajmer district under the supervision of Eva Roca, a consultant with extensive experience in measurement of life skills and empowerment among adolescent girls. The objective was to experiment with various

questions as well as objective measures of life skills working directly with girls in the sample districts. The key points explored were comprehension, variability, and internal consistency: that is, questions included in the survey should be easily understood by respondents; should generate varied responses; and should be designed such that responses to closely related questions are internally consistent.

Third, the complete child and household questionnaires were piloted with 30 respondents in Ajmer district. In this final phase, the objective was to identify any challenges that had not been addressed and ensure that the questionnaire was of manageable length and flowed smoothly for respondents. Following the completion of this pilot period, the questionnaire was scripted for electronic data collection using tablets.

5) School selection

The selection of schools eligible for inclusion in this evaluation was undertaken between August and November 2015. J-PAL staff visited all schools in Ajmer district that include girls enrolled in the relevant classes (six through eight) and collected some basic information about school facilities and enrollment. This information was also linked to administrative records about school facilities and enrollment provided by state educational authorities.

The evaluation team and Room to Read then jointly identified criteria that would determine whether or not a school was eligible for inclusion in the evaluation. These criteria included the requirements that the schools enrolled girls in classes six through eight, did not have any other NGOs providing life skills curricula to students, and had a classroom in acceptable condition in which a life skills class could take place. The evaluation team then identified the narrowest possible range of enrollments that would yield a sample of schools enrolling 2500 girls in total; the objective was to have a relatively homogeneous sample of schools in terms of size.

Ultimately, the sample includes 119 schools that are located in Ajmer District in Rajasthan, India; this is all schools in Ajmer meeting the previously specified eligibility criteria that had between 16 and 32 girls enrolled in class five as of Fall 2015. Relative to the original evaluation design, the number of schools increased from 100 to 119 as the average number of girls enrolled in class five in each school, and thus eligible for Room to Read programming in class six in the subsequent year, was lower than anticipated. 60 schools are assigned to the treatment arm, and 59 schools to the control arm.

The final sample of schools included in the evaluation vary in terms of their structure: 58 of the schools include classes 1 through 12; 25 schools include classes 1 through 10; and 36 schools include classes 1 through 8.

6) Child selection

Following the selection of the sample schools, J-PAL engaged a small team of enumerators to visit each school between December 2015 and January 2016 to obtain a roster of all girls enrolled in class five in these schools. The target sample for our baseline survey included **all** female students who were currently enrolled in class five in these schools as of January 2016 (2,543 female students in total). There was no further selection of girls within schools.

7) Comparing our sample to the broader population

Table 1 provides some simple summary statistics comparing variables measured in our survey for our sample population to identical variables measured in the 2005-06 District Level Health and Facility Survey. It is evident that our population is characterized by significantly higher rates of school

enrollment for both boys and girls of varying ages than Rajasthan or India as a whole, though it should be noted that the ten year lag between the DLHS and our baseline survey may have coincided with rapid increases in enrollment in the state. In addition, households selected for our sample by definition had a female child enrolled in class five at the point at which school rosters were sampled. Households that are particularly unlikely to enroll their female children may thus be excluded if their daughters had already dropped out by that point, or had failed to enroll entirely.

In addition, the households in our sample are relatively large in size, are land-poor, and are more likely to be Muslim or a member of the Other Backward Castes (OBC). All of these differences are significant at the one percent level, as interacted by the asterisks.

Table 1: Sample compared to Rajasthan and India (Rajasthan and India-wide data reported in DLHS, 2007-08)				
Variable		Sample mean	Rajasthan mean	India mean
Enrollment: girls 10-12		97.5***	70.46	85.22
Enrollment: boys 10-12		97.7***	89.76	89.21
Enrollment: girls 12-14		91.98***	60.69	79.5
Enrollment: boys 12-14		92.37***	82.87	83.71
Child works: girls 10-12		85.6***	90.15	74.03
Land owned (hectare)		1.04***	1.55	2.24
Household size		6.76***	5.41	4.9
Percent Muslim		21.42***	9.85	12.25
Percent Schedule Caste/ Scheduled Tribe		25***	32	31.32
Percent OBC		68***	45	32.72

Notes: *** indicates the difference between the sample mean and state mean is significant at the one percent level.

C. Baseline data collection

1) Survey design and administration

The baseline survey was launched in February 2016 and began with a two-week training of enumerators, field supervisors, and back checkers. In total 26 staff were trained, of which 20 were recruited as enumerators, four as field supervisors and two as back checkers. All the enumerators were female; the majority were recruited locally in Ajmer district following an advertisement and interview process, and were aged between approximately 25 and 40. The local enumerators were supplemented by 3 more experienced enumerators and one field supervisor who had been engaged in previous J-PAL projects in Bihar state, and who were resident in Ajmer for the duration of the survey. The full team was further supplemented by two field monitors and managed by a field manager and our research assistant, Mohar Dey.

The training process focused on developing enumerator skills. Key points included strategies to locate respondents within the community; the importance of informed consent and how to correctly structure the consent process; establishing a rapport with respondents as well as with other stakeholders in the

community; maintaining fidelity to the questionnaire; full comprehension of the questionnaires themselves; and correct use of the tablets. (All data collection was implemented using ODK software on handheld tablets.)

The survey teams then deployed to the field using household rosters that were constructed based on the lists of enrolled girls obtained from sampled schools. The information provided by the schools typically included the name of the head of household and the child herself, as well as some identifying information about the location of the household. In general, however, it was also necessary for enumerators and field supervisors to work with community members to locate each household. Field supervisors and field managers would also make courtesy visits to community stakeholders (including the sarpanch or village leader, school headmaster, and teachers) when they first arrived in the community in order to introduce the team and outline the survey's objectives.

Each survey included a minimum of two visits to the household, as the survey administered to the girl herself was divided into two parts. This choice was made in order to maximize attention and avoid fatigue; in addition, the first visit was used to introduce a scavenger hunt task to the girl, so that she could engage in the scavenger hunt prior to the second visit. However, many households required more than two visits total to complete the data collection process, particularly as the household survey included multiple modules to be answered by different individuals. (For example, introductory modules including household rosters were administered to the head of household or the individual most knowledgeable about the household. Modules collecting information about perception of the child's life skills were administered to the individual primarily responsible for the child's care.)

The survey encountered two primary challenges. The first was retaining enumerators. Given that the survey team encompassed primarily younger women, there was a high degree of turnover as enumerators pursued other educational or professional opportunities. Retention challenges also increased in the latter part of the survey period, due to the intensifying heat. Of the 20 enumerators and 4 field supervisors recruited at the start of baseline, only 8 enumerators and 2 supervisors continued until the completion of baseline surveying. Despite this challenge, however, we were able to maintain a survey team at the target size (around 20 enumerators and 4 supervisors) by recruiting and training new enumerators in waves.²

The second challenge encountered was community perceptions of the survey, particularly the surveys administered to girls and the use of the scavenger hunt. While household surveys are not unusual in this area, many households expressed surprise or discomfort when enumerators sought to survey their female children. In some cases, even administering surveys to adult females in the household seemed controversial. At times, other households in the community also reacted negatively to the presence of the survey team, and were suspicious of girls engaging in the scavenger hunt; in one community, there were rumors that the scavenger hunt was linked to black magic. Our field team also observed that these suspicions were sometimes heightened by differences in caste and socioeconomic background between the enumerators and the households they were visiting.

We addressed these challenges in a number of ways. First and most importantly, we benefited from an excellent team of field supervisors and managers, the majority of which had experience conducting surveys in this area. They were able to train the enumerators in liaising effectively with households, reiterating the objectives of the survey and addressing any doubts or suspicions. Second, we maintained active relationships with community stakeholders. We regularly visited village leaders, school principals

² In the first wave of supplementary hiring, six enumerators were hired, and four continued until the end of the survey. In the second wave of supplementary hiring, four additional enumerators were hired, all of whom continued to work until the conclusion of the survey. In the third wave of supplementary hiring, again four enumerators were hired and all continued to work until the conclusion of the survey.

and head teachers, and would also engage them in jointly speaking to households in which suspicions were expressed. Our objective always was to clarify that while households or children were free to decline to participate, the goal of the survey was only to collect information that would be kept confidential and that the risk for respondents was minimal.

Our objective was to conduct a household survey and a child survey for every child in the sample. There were some cases (3% of the full sample) in which multiple sampled girls lived in the same household (80 households in total); these are typically cases in which the girls are cousins living in a large extended family. In these households, the modules focusing on household rosters, household socioeconomic status, etc. are collected only once; however, a separate module focusing on the parent's perception of the child's life skills was administered for each child, directed to the parent or primary caretaker of that child.

2400 girls in our sample had both household and child surveys conducted.

2) Girl surveys missing

For 43 girls included in the sample lists provided by the schools, we were ultimately able to conduct a household survey (including a survey of the child's parent or primary guardian) but did not collect a child survey. These 43 girls live in 42 separate households. Household surveys were collected without corresponding child surveys when the parent or child declined consent for the child's participation, particularly due to suspicions about the scavenger hunt (21 girls) ; and/or the child was residing in another community (2 girls) or away from home for a long period of time during the summer vacation (20 girls).

Table 2 below reports the months in which household surveys were completed with missing child surveys.

Table 2: Missing child surveys by month	
February	9
March	11
April	10
May	7
June	2
July	4

3) Household surveys missing

For 16 girls included in the sample lists, living in 15 separate households, we were ultimately able only to conduct a survey of the child and did not complete a household survey. In 5 of these cases, the household head and other responsible adults were not available (i.e., working at another location, or working extremely long hours). In 10 of these cases, consent for the child survey was provided by an individual other than the household head; this was the primary caretaker of the child, either the mother or the grandmother. Subsequently, when the household head learned about the scavenger hunt, he/she declined to participate in the survey. In the remainder, the parent declined to consent to be surveyed.

Table 3 below reports the months in which child surveys were completed with missing household surveys.

Table 3: Missing household surveys by month	
February	6
March	3
April	3
May	3
June	0
July	1

4) Households dropped from the sample

Ultimately, some girls listed as enrolled in our sample schools could not be reached. The rosters that were collected from the sample schools included 2,543 girls. We will consider a girl to be part of our sample if either the household or child survey or both is available at baseline; our final baseline sample thus includes 2,459 girls, living in 2,385 households. This is 97% of the girls represented in the sampled school rosters, and 98% of our original target sample of 2,500.

78 households, including 84 children in the sample rosters, were thus excluded from our sample. Of these households, 41% had permanently migrated to a different community prior to the date on which the survey team visited the community— a fact reported by neighbors or other community informants – or simply could not be located. 39% did not provide consent. The reasons for non-inclusion for the remaining households varied, but included illness or death of the child (4%); parents who were uniformly unavailable during survey hours and thus could not be surveyed or provide consent for the child to be surveyed (3%); and cases where the child was away from home, particularly during school vacation, and parents declined to participate in her absence (12%).³

5) Key outcomes at baseline

The baseline questionnaires are provided as an appendix to this report (Appendices 2 and 3). In analyzing the baseline data, we have focused on measuring the same child outcomes that were mapped out as outcomes of interest for the evaluation. In addition, we will report some summary statistics for household socioeconomic characteristics that will not be evaluation outcomes but are informative in characterizing the sample. 2,370 separate households are observed in the household surveys.

First, it is useful to characterize the sample demographics. 25% of the sampled households are members of a scheduled caste or scheduled tribe; 67% are members of a caste group denoted as OBC, or other backward caste, and the remainder are members of general caste households. 20% of households are Muslim, and 80% Hindu. 21% of households report primary dependence on self-employment in agriculture, and 8% on self-employment outside of agriculture. 50% report dependence on a regular wage, and 15% on casual labor outside of agriculture.

Additional summary statistics at the household level are provided in Table 4 below. The average household reports ownership of around six bighas of land, or approximately one hectare. 75% have an NREGA card, which reflects participation in the national guaranteed employment program. Households include around seven members, and on average four children, of whom two are girls. Total consumption in the last month averages around 26,000 rupees or \$400.

³ Percentages do not add up to 100 due to rounding.

We also report a series of measures for children at upper primary age (between 10 and 13) and secondary age (between 14 and 18). Enrollment for primary school-aged children is near universal, while school enrollment for secondary-aged children is 51% for girls and 66% for boys. The marriage rate is high even at young ages: 11% for younger girls, and nearly 30% for secondary age girls; however, these marriages do not yet entail cohabitation. Attendance rate is measured as the number of school days in the past week that a child attended divided by the number of days the child's school was open; if the school was not open in the last week, attendance is coded at zero. Average attendance rate for secondary school-aged children ranges from 33% for girls to 41% for boys.

It should also be noted that these summary statistics are restricted to information reported in the household survey, excluding the child survey.

Table 4: Summary statistics for sampled households			
	Mean	Standard deviation	Observations
Land owned (bighas)	6.397	16.149	1887 ⁴
Land cultivated (bighas)	2.328	12.666	1596 ⁵
Household holds NREGA card	0.757	0.429	2370
Number of household members	6.816	2.808	2370
Number of boys in household (under 18)	1.381	1.023	2370
Number of girls in household (under 18)	2.402	1.348	2370
Non-food expenditures in Rupees (last 30 days)	9979.438	40795.48	2370
Food expenditures in Rupees (last 30 days)	16193.16	207009.9	2370
Durables expenditures in Rupees (last year)	123783.3	970680.6	2370
Enrollment rate at upper primary age: boys	0.960	0.195	666
Enrollment rate at upper primary age: girls	0.952	0.208	2081
Average attendance rate at upper primary: boys	0.712	0.419	666
Average attendance rate at upper primary: girls	0.691	0.416	2081
Marriage rate at upper primary age: boys	0.064	0.239	666
Marriage rate at upper primary age: girls	0.106	0.303	2081
Enrollment rate at secondary age: boys	0.657	0.474	727
Enrollment rate at secondary age: girls	0.511	0.495	926
Average attendance rate at secondary age: boys	0.412	0.459	727
Average attendance rate at secondary age: girls	0.325	0.451	926
Marriage rate at secondary age: boys	0.178	0.375	727
Marriage rate at secondary age: girls	0.280	0.439	927

⁴ 7% of households, or 175 households, report that they own no land individually but access collectively owned land. 308 households, or 13%, cannot estimate the amount of land owned.

⁵ Again, 175 households do not report land cultivated because it is cultivated collectively, and in this case an additional 599 households (or 24%) cannot estimate the amount of land cultivated.

Average summary statistics for the 36 child outcomes mapped out in the analysis plan are provided in Table 5. Table 5 is subdivided into two panels, reporting first those indicators that are reported in the child and the household survey, and second those indicators that are reported in the child survey. Variable definitions are presented in the Analysis Plan included as Appendix 3. For those variable definitions that reference specific question numbers, please refer to the Household and Child surveys included as Appendices 1-2 for additional details.

In sum, 3% of the sampled children have already dropped out of school. Attendance is relatively high, at around 70% in the past week. However, a large number of children have not attained the appropriate grade for their age.

We define appropriate grade for age as a dummy variable equal to one if a child is at the appropriate grade for age, and zero otherwise (i.e., if her progression through school is delayed, or if she has already dropped out). Since all sampled girls in the baseline who are still attending school are enrolled in class five, those girls for whom grade progression equals zero are older than the target age for class five (10-11), or have dropped out. Approximately a third of the sampled girls are delayed in their school progression. 17% of the sampled girls are married.

We also report the summary statistics for a number of constructed indices of non-cognitive skills. These summary statistics are not directly interpretable, but will be employed in the balance tests and to assess shifts in life skills over time.

Table 5: Summary statistics for sampled children			
	Mean	Standard deviation	Observations
School Dropout ⁶	0.0265	0.161	2457
School Attendance Rate (Past Week) ⁷	0.762	0.374	2234
Any School Attendance (Past Week)	0.812	0.391	2234
Appropriate Grade for Age ⁸	0.680	0.217	2435
Girl's Marital Status (1=Married)	0.166	0.139	2459
Age	10.880 (median=11)	1.389	2435
# Completed Mirror Drawings (0-4)	2.415	1.237	2416
Time on Mirror Drawings (seconds)	68.29	70.06	2416
Scavenger Hunt Index	-0.0184	0.962	2416
Socio-emotional Support Index	0.0178	0.465	2416
Freedom of Movement Index	-0.0263	0.469	2416
Empowerment Index	-0.00338	0.415	2416
Self-Esteem/Self-Efficacy Index	0.0127	0.485	2416
Marriage Expectations Index	-0.656	1.853	2416
Future Plans Index	-0.102	0.623	2416

⁶ In two cases, the adult responding to the household survey had no knowledge of the child's enrollment, and the child survey was not administered.

⁷ Note that attendance in the past week is coded as missing if the school is not reported open in the last week. Three observations are missing entirely; in two cases, the adult responding to the household survey was not aware of the child's attendance, and the child survey was not administered; in one case, neither the adult nor the child reported attendance.

⁸ Appropriate grade for age can only be calculated if the child's age is reported. In the 17 cases in which a child survey was administered without the household survey, the child's age is unknown; in an additional seven cases, the adult responding to the household survey could not report the child's age.

Employment Expectations Index	-0.0225	0.836	2416
Gender Norms Index	-0.00148	0.509	2416
Enumerator Assessment Index	-0.0275	0.892	2416
Child Works	0.856	0.351	2416
Child Works for Pay	0.816	0.387	2416
Child Works outside of Family-Based Activity	0.673	0.469	2416
Child Labor	0.887	0.317	2416
Hazardous Child Labor	0.641	0.48	2416
Other Worst Forms of Child Labor	0.258	0.438	2416
Hours Worked	0.988	1.611	2416
Hours Unpaid Household Services	1.38	1.405	2416
Total Hours Active (Paid + Unpaid)	2.368	2.21	2416
Total Hours Active Outside Home	0.55	1.349	2416
Hours Spent Studying	0.698	0.953	2416
Hours Spent on School	6.06	2.831	2416
Parental Perceptions of Girl's Strengths Index	-0.474	1.195	2416
Parental Perceptions of Girl's Self-Efficacy Index	-0.209	0.195	2416
Parental Perceptions of Girl's Freedom of Movement Index	-0.371	0.251	2416
Parent-Daughter Communication Index	-0.472	0.314	2416
Parental Gender Norms Index	0.0187	0.379	2416
Parental Attitudes towards Girl's Schooling Index	0.253	0.685	2416
Parental Attitudes towards Girl's Marriage Timing Index	-0.124	0.263	2416

D. Randomization

1) Randomization method and stratification

We conducted a stratified randomization that assigned 60 of the 119 sample schools to the Treatment group. Randomization was stratified based on whether schools were above or below median quality, where quality was defined based on a normalized index that included measures of teacher experience, teachers' educational attainment, and classroom and school infrastructure quality.

Following the initiation of data collection, it was discovered that three of the schools selected to be in the sample in fact did not enroll girls past class five; for the upper-level classes, these were single-sex schools including only boys. During the sample selection process, these schools were incorrectly designated as including higher-class girls as well. These three schools (two treatment and one control school) were dropped, and an additional three schools were selected to replace them.⁹ These replacement schools will constitute an additional third strata.

2) Balance tests: school characteristics

⁹ The replacement process for these schools entailed identifying 12 schools that met the eligibility criteria if the enrollment window was slightly lowered to 15. Three schools were randomly chosen to join the sample among the 12, and of these, 2 were randomly assigned to the treatment group.

We conducted balance tests employing school characteristics as reported in the data collected by the research team during the school selection process. The balance tests were restricted to a small set of clearly defined indicators: the school type (whether it enrolled classes 1-8, 1-10, or 1-12); the school quality characteristics employed to construct the quality measure on which schools were stratified; and enrollment by gender in each class observed. (For schools that do not enroll all classes, enrollment is coded as missing for the classes that are not represented in the school.)

Table 6 reports the results of simple regressions in which the school characteristic of interest is regressed on a treatment indicator and strata dummies. We present the coefficient on the treatment indicator variable from each regression along with heteroskedasticity-robust standard errors. In general, school characteristics appear balanced across treatment groups. Since it is possible that a joint hypothesis test across equations may reject the null hypothesis that the true value of the treatment coefficient is zero even when the treatment coefficient is not statistically significant in any individual equation, we also present a test of joint significance. To construct this test, we employ a seemingly unrelated regression specification that allows us to test the joint significance of the treatment coefficient across equations while accounting for any cross-equation error correlation. The p-value on this joint test of significance of the treatment coefficient is .186, implying that we fail to reject the null hypothesis that the treatment coefficient is equal to zero (and hence fail to reject that school characteristics do not differ systematically based on treatment status).

Table 6: Balance tests for school characteristics											
	School type	Fraction teachers with bachelor's degree	Normalized classroom quality	Dummy variable for walls in good condition	Dummy variable for ventilation	Girls enrolled in class 5	Boys enrolled in class 5	Girls enrolled in class 6	Boys enrolled in class 6	Girls enrolled in class 7	Boys enrolled in class 7
Treatment Coefficient	-0.242	0.271	-0.188	0.04	0.197	-0.978	-0.629	0.129	-0.809	-1.899	0.000
Standard Error	(0.267)	(0.170)	(0.165)	(0.155)	(0.173)	(0.853)	(1.784)	(2.042)	(2.507)	(2.174)	(2.408)
<i>N</i>	119	119	119	119	119	119	119	119	119	119	119
* $p < 0.05$; ** $p < 0.01$											
	Girls enrolled in class 8	Boys enrolled in class 8	Girls enrolled in class 9	Boys enrolled in class 9	Girls enrolled in class 10	Boys enrolled in class 10	Girls enrolled in class 11	Boys enrolled in class 11	Girls enrolled in class 12	Boys enrolled in class 12	
Treatment Coefficient	-4.028	-2.242	-10.283	3.036	-8.31	-3.409	-17.914	-8.289	-19.954	-12.748	
Standard Error	(2.457)	(2.405)	(5.959)	(5.352)	(4.658)	(4.225)	(12.737)	(6.203)	(12.567)	(7.524)	
<i>N</i>	119	119	83	83	83	83	58	58	58	58	

3) Balance tests post-baseline characteristics

Following the completion of the baseline, we also conducted balance tests to compare characteristics of the households in the treatment and control arms. The results are reported in Tables 7 and 8.

Table 7 reports the results of simple regressions in which the household characteristic of interest is regressed on a treatment indicator and strata dummies. We present the coefficient on the treatment indicator variable from each regression. We also present standard errors that are clustered at the school level, which is appropriate since this is the level of the randomization. Estimates indicate that households in the treatment arm report significantly higher rates of marriage for primary school-aged girls and are more likely to be from other backward castes. As described in the previous discussion of the school characteristics balance test, we also present results from a seemingly unrelated regression specification that tests the joint null hypothesis that the treatment coefficient is equal to zero. Here, the p-value on this joint test of significance is .116, implying that we fail to reject the null hypothesis that the treatment coefficient is equal to zero at standard significance levels.

Table 8 reports similarly-constructed balance tests for child characteristics. Here, the evidence suggests that girls in the treatment arm are characterized by somewhat worse outcomes. They have lower scores on several non-cognitive indices, complete fewer drawings in the mirror task, are more likely to work outside the home, and work longer hours. Notably, girls in the treatment arm do have significantly higher school attendance rates. The p-value on a joint test of significance of the treatment coefficient across all equations, constructed as described above, is 0.0101, implying that we reject with a high degree of certainty that child characteristics do not differ systematically based on treatment status.

Table 7: Balance tests for household characteristics

Table 7: Balance tests for household characteristics												
	Other backward castes household	Primary household source of employment=wage/ salary earning	Land owned	Land cultivated	Household holds NREGA card	Number of household members	Number of boys in household (under 18)	Number of girls in household (under 18)	Non-food expend. in Rupees (last 30 days)	Food expend. in Rupees (last 30 days)	Durables expend. in Rupees (last year)	
Treatment Coefficient	0.0921*	-0.0197	1.372	0.440	-0.0902	-0.107	0.0459	-0.044	-903.2	-11,791	31,990	
Standard Error	(0.0381)	(0.0313)	(1.121)	(0.761)	(0.0624)	(0.140)	(0.0508)	(0.0604)	(1,731)	(8,025)	(40,792)	
N	2,370	2,332	1,887	1,596	2,370	2,370	2,370	2,370	2,370	2,370	2,370	
* $p<0.05$; ** $p<0.01$												
	Enroll-ment rate at upper primary age: boys	Enrollment rate at upper primary age: girls	Enrollment rate at secondary age: boys	Enroll-ment rate at secondary age: girls	Marriage rate at upper primary age: boys	Marriage rate at upper primary age: girls	Marriage rate at secondary age: boys	Marriage rate at secondary age: girls	Average attendance rate at upper primary age: boys	Average attendance rate at upper primary age: girls	Average attendance rate at secondary age: boys	Average attendance rate at secondary age: girls
Treatment Coefficient	0.00514	-0.00079	0.0358	-0.0476	0.0347	0.0457*	0.0603	0.0469	0.0624	0.0279	0.0355	0.00910
Standard Error	(0.0170)	(0.0119)	(0.0407)	(0.0369)	(0.0196)	(0.0216)	(0.0336)	(0.0380)	(0.0460)	(0.0357)	(0.0415)	(0.039)
N	666	2,081	727	926	666	2,081	727	927	666	2,081	727	926

Table 8: Balance tests for child characteristics

	School Dropout	School Attendance Rate	Any School Attendance (Past Week)	Appropriate Grade for Age	Girl's Marital Status (1=Married)	# Completed Mirror Drawings (0-4)	Time on Mirror Drawings (seconds)	Scavenger Hunt Index	Socio-emotional Support Index	Freedom of Movement Index	Empowerment Index
Treatment Coefficient	0.00120	0.045	0.041*	-0.0227	0.0530**	-0.141**	-3.297	-0.0349	0.0356	-0.053**	-0.00547
Standard Error	(0.00647)	(0.027)	(0.029)	(0.0189)	(0.0150)	(0.0501)	(2.850)	(0.0391)	(0.0189)	(0.0191)	(0.0169)
<i>N</i>	2,457	2,234	2,234	2,435	2,459	2,416	2,416	2,416	2,416	2,416	2,416
* <i>p</i> <0.05; ** <i>p</i> <0.01											
	Self-Esteem/Self-Efficacy Index	Marriage Expectations Index	Future Plans Index	Employment Expectations Index	Gender Norms Index	Enumerator Assessment Index	Child Works	Child Works for Pay	Child Works outside of Family-Based Activity	Child Labor	Hazardous Child Labor
Treatment Coefficient	0.0334	-0.249**	-0.0762**	-0.0416	-0.00276	-0.0549	0.0677**	0.0484**	0.0498**	0.0183	0.0418*
Standard Error	(0.0197)	(0.0753)	(0.0253)	(0.0340)	(0.0207)	(0.0363)	(0.0141)	(0.0157)	(0.0191)	(0.0129)	(0.0194)
<i>N</i>	2,416	2,416	2,416	2,416	2,416	2,416	2,416	2,416	2,416	2,416	2,416
	Other Worst Forms of Child Labor	Hours Worked	Hours Unpaid Household Services	Total Hours Active (Paid + Unpaid)	Total Hours Active Outside Home	Hours Spent Studying	Hours Spent on School				
Treatment Coefficient	-0.00208	0.183**	0.0787	0.262**	0.0692	-0.0197	0.174				
Standard Error	(0.0178)	(0.0653)	(0.0572)	(0.0895)	(0.0548)	(0.0387)	(0.115)				
<i>N</i>	2,416	2,416	2,416	2,416	2,416	2,416	2,416				

E. Qualitative data collection

1) Overview

The qualitative interview protocol was based on the domains identified in the quantitative child survey, but offers the opportunity to elicit a broader set of responses and clarify further through probing questions.

Girls enrolled in six schools assigned to receive Room to Read programming were selected for open-ended interviews. The villages/schools were selected based on a set of variables capturing school quality reported in the school selection data compiled by the quantitative research team. These criteria included the student sex ratio, the number of teachers, qualification of teachers, and school resources (the latter three criteria were also used for the selection of schools for the quantitative data collection). We then chose three schools above the mean of this index of variables, and two below. A sixth school was selected because it was an all girls' school (and thus the variable of girl/boy ratio was not relevant).

Geographic variation was also ensured by selecting two urban schools and four rural schools: The sample communities ultimately included Kayampura, Nareli, Naka Madar, Buharu, Arwad and Nasirabad. (Nasirabad had initially been identified as a community eligible for the quantitative data collection but was subsequently dropped, as the school in this community only continues through class five.)

Ten girls from each village were randomly selected for a total of 60 girls (50 after the deletion of one school); and 40 parents from these five villages. Social mobilizers and fifth grade teachers will be interviewed at a later date as the social mobilizers were not yet selected. The sample of interviewed girls includes 15 from households that identify as other backward castes (OBC), 4 from Scheduled Tribe households, 6 from Scheduled Caste households, and 11 from Muslim households. Interviews were transcribed and translated (from Marwadi to Hindi) and then analyzed. Selected quotes were then translated to English.

2) Key findings

Key findings of the qualitative data collection process can be summarized as follows.

a) *School Progression and Completion*

- None of the girls had siblings that studied beyond grade 12, and only 11 had siblings who had studied beyond grade 9.
- Discipline and a lack of good teaching may be key inhibitors to girls staying in and learning in school. While girls generally like their schools, they also reported being disciplined for not learning well. Many girls also had challenges in learning math and English.

“Is there anything that you don’t like in your school?”

Girl: being hit” (Girl interview)

- Attending and completing schooling was related to costs. Seven girls had previously changed from private to government schools. Ten girls had brothers studying in private schools.
- Five girls are (or had been) married or engaged, though this did not inhibit their current participation in school.

b) *Life skills*

- Girls had developed situated life skills that allowed them to express their interests at least to a limited extent; accomplish goals, particularly those related to their home environment; negotiate decisions with their family, though less so in terms of marriage, and to a small extent, articulate unequal gender norms that affected their daily lives.
- Decisions about marriage were challenging for girls to negotiate. However, the legal age of 18 years for marriage plays a role in parents delaying sending their daughters to in-laws' households, and therefore making room for attending school until grade 12. Early marriage is a kind of insurance that secures their daughter's future after her education is completed.

"I say I don't want to but she says she will make me do it (marry) nevertheless.

Interviewer: Mummy says she will make you do it.

Girl: yes

Interviewer: So how do you feel?

Girl: I feel very bad but mummy says "I'll make you do it, what will you do." (Girl interview)

- More than half of the girls we talked to who had goals felt they could achieve them.

"I wanted to learn cycling and learned it too, but don't have one" (but she managed to borrow one from a neighbor). (Girl interview)

- However, 14 of 30 who expressed goals they wanted to accomplish did not feel they had support or could achieve them. 17 girls did not express any short-term goals, suggesting they either had not thought about them or were not comfortable stating them.
- Most girls were not aware of specific challenges they face, such as safety in commuting outside of their village, attaining education, or in their future work or married life. However, parents expressed these concerns for girls.

Interviewer: "So, if they (girls go to study) go to Sarwad or Ajmer, do they face any problems in commuting?

Girl: No

Interviewer: No problems. Okay. So for boys, do they face any problems here like in studying?

Girl: No

c) *Work, Marriage and Girls' Futures*

- Girls did considerable house (and some farm) work but they did not regard this as disruptive to their studying. Most girls regarded this as important out-of-school learning for their future lives.
- Many girls were not able to articulate their future aspirations nor were they aware of the challenges they face, naturalizing the pathways to their future of getting married and working in the house/on the farm.

"Among Gurjars, it's like this, if you have a job it's good. Now the bypass has also been built and they are studying too. But is anyone giving jobs? Nobody is giving jobs. They've studied to 10th and 12th and are sitting at home". (Parent interview).

- Girls' aspirations for their future were mostly defined by opportunities to go to school and work within their villages. Most imagine a future farming or doing housework, and being married. A few have goals for further education and work (outside of the home).
- d) *Cognitive Skills and Achievements*
- Some girls' home environments were not conducive to progressing through school. In a few cases, parents worked away from home and girls lived with relatives in order to be educated. These girls may face precarious futures in continuing their education, as they may return to their home villages (for work or marriage). Some parents, and girls themselves, also did not always regard girls as "having the brain" to study, suggesting they probably could not learn in school.
 - Girls found math and English to be challenging for them to learn. Only 5 mentioned liking English or Math whereas 20 girls mentioned liking Hindi, suggesting that Hindi may be easier for them to learn/use.

"Hindi everyone gets, but not English and Math" (Girl Interview).

F. Next steps

1) Monitoring system

Following the completion of the baseline data collection, Room to Read is currently engaged in rolling out the intervention in the treatment schools as the new school year is initiated. The evaluation team is also cooperating with Room to Read to generate a plan for monitoring the intervention on an ongoing basis. The monitoring plan will include both compilation of routine administrative data by the team managing the Girls' Education Program in Rajasthan, and supplementary data collection by the evaluation team. (This may include spot checks of both treatment and control schools to observe whether the intervention is implemented as planned.) More details about the monitoring plan will be provided in the next Technical Progress Report.

2) Follow-up surveys

Follow-up data collection will include three tracking surveys, conducted every six months, and an endline survey conducted in spring 2018. The first tracking survey is expected to go into the field in December 2016; as schools are out of session in January, we anticipate January will be a fruitful period in which to conduct the survey.

Tracking surveys will be targeted only at the girl, and will collect information about her school enrollment, attendance, marital status, time allocation, and recent changes in household composition. If the girl herself is not available or cannot be surveyed, she will be visited at her current place of residence if it is within Ajmer. If she cannot be surveyed, the same set of questions will be posed to an adult household member.

The objective is for the tracking survey to be considerably briefer than the baseline survey, but allow us to observe any major changes experienced by the sampled girls and their households over time.

The endline survey will be considerably more comprehensive, and will include the full set of modules included at baseline as well as a test of cognitive skills and school achievement.

3) Lessons learned from baseline

The key points learned from the baseline survey include the following. First, maintaining a rapid pace of survey completion is challenging in the spring and summer, and also particularly challenging since we engage only female enumerators. We anticipate fewer challenges in retaining enumerators and maintaining a consistent pace of survey completion during other seasons.

Second, we continue to note that close engagement with community and educational leaders is essential to the successful completion of this evaluation. We anticipate that repeated surveying will reduce the barriers to surveys in households that have been skeptical previously, but will work with village leaders and principals to ensure that our survey team is well-received when we return to the sampled communities.

Third, while we found that school and household characteristics do not differ significantly based on treatment status, we also learned that child characteristics, and measures of child labor in particular, do differ significantly based on treatment status. Since we can verify that the randomization was carried out properly, these imbalances do not indicate that the experiment itself is any way invalidated. However, such evidence of significant differences in certain child characteristics based on treatment status does reinforce the need for each regression that examines program impacts on a particular endline outcome to control for the lagged (baseline) value of that outcome measure, as outlined previously in our analysis plan. The inclusion of this additional control variable in each regression will only negligibly reduce statistical power given the large number of observations included in each regression.

G. Appendices

- 1) Appendix 1: Household survey
- 2) Appendix 2: Child survey
- 3) Appendix 3: Analysis plan
- 4) Appendix 4: Map of schools in the study sample

Household Survey, Baseline

This survey collects household background information for the Social Mobilizer Evaluation (SME). This survey is to be addressed to households of children that are candidates for the SME. A household is defined as all individuals who slept under the same roof in the past 7 days, sharing the same kitchen and other housekeeping arrangements, and being catered to as one unit.

Section 0: General Information

S.N	Questions	Codes and Responses	Go to
001	School DISE Code (Associated School Identifier)	DISE Code _ _ _ _ _ _ _ _ _ _ _ _ : (Enter 10 digit DISE code)	
002	School Name	_____ : (Prefill in Survey)	
003	School ID (Sample School ID)	_ _ _ (Prefill in survey)	
004	Target Respondent Name:	RID: _ _ _ _ _ _ _ (Enter RID) Name: _____ Change Name Yes 1 No 2→005 Enter New name: _____	
005	Names & Identifier of MLSIE candidate children in household (provided by school attendance roster)	Name _____ CID _ _ _ _ _ _ _ Change Name Yes 1 No 2→Move to next CID (if applicable) or 006	
006	Block	1. Block: _____ 2. Code: _ _ (Prefill)	
007	Village Name	Village: _____ Code: _ _ (Prefill)	
008	Hamlet Name:	_____ Place: _____	
009	Record the address of the household.	_____ _____	

S.N	Questions	Codes and Responses	Go to
		<div></div> <div></div> <div></div> <div></div>	
010	Unique Household Identity Code	HID: _ _ _ _ _ _ _	
011	Enumerator Code	_ _	
012	Urban/Rural	Urban: 1 Rural: 2	
013	Date of interview	_ _ _ _ _ _ _ _ _ _ _ _ DD MM YYYY	
014	Time of Start of Interview (IN 24 HR FORMAT)	_ _ _ _ _ _ HH MM	

Target Respondent with MLSIE Subject Child: Verbal Informed Consent to be Interviewed

School Identifier (Copy DISE CODE (Prefill) from 001) _____

Target Respondent _____

Enter relation to the household head: |_|_|
(Relationship Code)

Target ID Number (Copy RID(Prefill) from 004) _____

Instructions to Interviewer: Conduct this interview in private. Read the following statements to the respondent and answer any questions the individual may have. If the individual asks about the sponsorship of the study and how the findings will be used, read the explanation that has been provided to you. Do not begin the interview until all questions have been addressed and the individual has agreed to participate in the study.

- Hello, my name is _____. I am talking with families with adolescent girls eligible for schooling in area schools. The information collected will be used in a study about the schooling decisions of the adolescent girls in the area.
- At least one child in your household has been identified as a candidate to participate in the Monitoring and Life Skills Impact Evaluation. DESCRIBE PURPOSE OF STUDY AND PARAMETERS. I am not involved in deciding which group your child might be assigned to, and the answers you give me today have no impact on whether your children are selected for any of the study groups.
- The families of all selected students will be interviewed DATES.
- Each visit in your home will take approximately 60 minutes.
- Your participation in this study is voluntary. If you choose to talk with me, you may choose not to answer some questions or end the interview at any time.
- Your answers to the questions will be kept private and no one will know what you said. Your answers will not be used in determining whether you receive benefits in the program and will not be shared with the individuals administering the program.
- Your name will not be used in any reports.
- I will answer any questions that you have about the study before we begin. Do you have any questions about the study?
- We ask that all participating families in the study agree to be interviewed LIST ALL DATES even if families do not receive financial support from the project. Would you be willing to participate in the study?
- I would like to seek your permission to contact you again in the coming few weeks. The subsequent follow-up visit will collect further information on schooling and household decisions.
- If so, may we begin?

Interviewer Certification of Consent:

My signature affirms that I have read the verbal informed consent statement to the respondent, and I have answered any questions asked about the study. The respondent agreed to be interviewed.

1. Respondent agreed to be interviewed.
2. Respondent did not agree to be interviewed → 704

Print Interviewer's Name _____

Interviewer's Signature _____ Date _____

Section 1: Respondent Information

The following information should be asked of each target respondent identified by RID.

S.N	Questions	Codes and Responses	Goto
101	What is your religion? Put religion code.	Religion Code: _	
102	What language do you normally speak at home? Put Language code.	Language: _ _	
103	What is your social group? Put social group code.	Social Group: _ _	
104	What type of employment is most important for this household?	Self employed agriculture 1 Self employed nonagricultural 2 Regular wage / salary earning 3 Casual labor in agriculture 4 Casual labor in non-agriculture 5 Other (Specify) - 96	
105	What industry is most important to this households economic well-being (Enumerator complete with 5 digit NIC2008 after interview)	Description: _____ Industry Code _ _ _ _	
106	Land Owned as of Day of Survey (in Bighas)	Bighas: _ _ _ _ -98 Don't Know -101 Don't know Collectively owned	
107	Land Cultivated including orchard and planation as of Day of Survey (in Bighas)	Bighas: _ _ _ _ -98 Don't Know -101 Don't know Collectively owned	
108	Does the Household have a MGNREG job card	Yes 1 No 2	
109	How many MGNREG job	Cards: _ _	

	cards issued to household		
110	Does any member of the household have a bank or post office account?	Yes No	1 2

Household exposure to general problems in the community

S. N	General Problems	111. Has the household been affected by a (general problem) in the last 12 months Yes 1 No 2 --> Next Problem	112. Did (general problem) result in a significant decrease or loss in household income or inheritance? Yes 1 No 2
A	Earthquake	_	_
B	Drought	_	_
C	Flood	_	_
D	Storms	_	_
E	Cyclone	_	_
F	Plague	_	_
G	Massive Lay Offs	_	_
H	General Price Increases	_	_
I	Public Protest	_	_
J	Other General Problem (Specify)	_	_

Household exposure to problems particular to household

S. N	Household Problems	113. Has the household been affected by a (household problem) in the last 12 months Yes 1 No 2 --> Next Problem	114. Did (household problem) result in a significant decrease or loss in household income or inheritance? Yes 1 No 2
A	Loss of employment of any member	_	_

B	Lowered income of any member	_	_
C	Bankruptcy of family business	_	_
D	Serious illness or accident of a working member of the household	_	_
E	Serious illness or accident of a non-working member of the household	_	_
F	Death of a household member	_	_
G	Fire in the house/business/ or household property	_	_
H	Criminal Act including robbery, assault, or physical aggression	_	_
I	Land Dispute	_	_
J	Family Dispute	_	_
K	Loss of cash or in-kind assistance	_	_
L	Fall in prices of goods produced by household business	_	_
M	Loss of Harvest		
N	Illness relating to animals	_	_
O	Other Household Problem (Specify)	_	_

115	Who in your household is most knowledgeable about the activities of members of your household?	Name: _____	
116	Who in your household is most knowledgeable about household consumption and expenditure activities?	Name: _____	

Target Respondent for Section 2 (115): Verbal Informed Consent to be Interviewed

School DISE (Prefill) Number (Copy from 001): |_|_|

Household ID (Prefill) (Copy from 010): |_|_|

Name of Person who consents to Interview _____

Instructions to Interviewer: Conduct this interview in private. Read the following statements to the individual who is the head of household or the most knowledgeable member of the household and answer any questions the individual may have. If the individual asks about the sponsorship of the study and how the findings will be used, read the explanation that has been provided to you. Do not begin the interview until all questions have been addressed and the individual has agreed to participate in the study.

- Hello, my name is _____. I am talking with families with adolescent girls eligible for schooling in area schools. The information collected will be used in a study about the schooling decisions of the adolescent girls in the area.
- I would like to ask you some questions about you and the members of your household, and your perceptions, psychological well-being and adequacy of consumption in your household.
- Your participation in this study is voluntary. If you choose to talk with me, you may choose not to answer some questions or end the interview at any time.
- Your answers to the questions will be kept private and no one will know what you said. Your name and the contact information you provide will be kept secure and confidential and will not be used in any reports.
- I would like to seek your permission to contact you again in the coming few weeks. The subsequent follow-up visit will collect further information on schooling and household decisions.
- The interview will take about 15 minutes.
- I will answer any questions that you have about the study before we begin. Do you have any questions about the study?
- May we begin?

Interviewer Certification of Consent:

My signature affirms that I have read the verbal informed consent statement to the head of household or the most knowledgeable member of the household, and I have answered any questions asked about the study. The respondent agreed to be interviewed.

1. Respondent agreed to be interviewed.
2. Respondent did not agree to be interviewed→704

Print Interviewer's Name _____

Interviewer's Signature _____ Date _____

Section 2: Household Roster

200: Respondent Name From Consent Form _____

Please provide information on all individuals who slept under the same roof as you did for the past 7 days, sharing the same kitchen and other housekeeping arrangements and being catered to as one unit. Do not include names of children between 5-18 years who are at the moment staying away for study or work purposes. For them we would ask separately in section 3.

	Line No.	1	2	3	4	5	6	7	8	9	10
201a	List the names of the individuals residing in this household, starting with household head as number 1.										
202	What is (Name)'s relationship to the household head? (Put relationship code)	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _
203	How old is (Name)? Don't Know -98	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _
204	What is the gender of (Name)? Male 1 Female 2	_	_	_	_	_	_	_	_	_	_
205	INTERVIEWER: IS (NAME) UNDER 6 years of AGE? [CHECK question 203 AND FILL IN] Yes 1 No 2	_	_	_	_	_	_	_	_	_	_
(End this section for children under 6 (with '1' in 205). For people aged 6 years and above, continue with the questions)											

	Line No.	1	2	3	4	5	6	7	8	9	10
206	Is (Name)'s relationship finalized? Single/not committed1 Single, committed or engaged2 Currently Married and cohabitating3 Married but not cohabitating4 Divorced5 Widowed/Widower6	_	_	_	_	_	_	_	_	_	_
207	Was (Name) born in this village? Yes 1 No 2 Don't Know -98	_	_	_	_	_	_	_	_	_	_
208	At what age did (Name) first enroll in school? Don't Know -98 Did not go to school ever -101→222	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _ _	_ _ _
209	After beginning school, did (Name) ever miss school for a year and then return the following year? Yes 1 No 2 Don't Know -98	_	_	_	_	_	_	_	_	_	_
210	If yes, in how many years did (Name) fail to attend school?	_	_	_	_	_	_	_	_	_	_
211	After beginning school, did (Name) ever repeat a grade? Yes 1 No 2 Don't Know -98										
212	If yes, what grade did s/he repeat? (Allow for the selection of multiple grades.)	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3

	Line No.	1	2	3	4	5	6	7	8	9	10
		<input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12	<input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12	<input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12	<input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12	<input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12	<input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12	<input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12	<input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12	<input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12	<input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
213	What is (Name)'s completed level of Education? (Put Completed Education Code)	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _ _	_ _ _
214	Is (Name) currently attending school/college? Yes 1 No 2 --> 221	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _
215	At what grade is (Name) currently studying? (Put Detailed Education Code)	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _ _	_ _ _
216	What type of school is (Name) attending?	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _ _	_ _ _
217	How much did you have to pay in fees to (Name)'s school in order to enroll (Name) in (Name)'s current grade?	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _ _	_ _ _
218	In the last 12 months, how much has this household spent out of pocket for (Name)'s education beyond the school fees you just mentioned. Please consider uniforms, books, PTO fees, bus or transport fees, school supplies, and anything else you believe (Name) needs in order to attend school Don't Know -98	____ _	____ _	____ _	____ _	____ _	____ _	____ _	____ _	____ _	____ _

	Line No.	1	2	3	4	5	6	7	8	9	10
219	In the past 7 days, how many days did (Name) go to school?	_	_	_	_	_	_	_	_	_	_
220	In the past 7 days, how many days was (Name)'s school open for teaching? →222	_	_	_	_	_	_	_	_	_	_
221	At what age did (Name) stop attending school? Don't Know -98	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _
222	What is (Name)'s usual employment status over the last 7 days? Not in labor force 0→225 Unpaid Worker in Family Farm 1 Unpaid Worker in Family Business 2 Self Employed in Agriculture 3 Self Employed in Outside of Agr. 4 Regular Wage or Salary Worker in Agr 5 Regular Wage or Salary Worker Outside of Agr. 6 Other (Specify) -96 Unknown - 98→225										
223	How many hours did (Name) spend in employment (both inside and outside the household) in the last 7 days?	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _
224	How much income in cash or in kind did (Name) earn from employment in the last 7 days? If multiple family members were paid in lump sum, divide payment across	____ —	____ —	____ —	____ —	____ —	____ —	____ —	____ —	____ —	____ —

	Line No.	1	2	3	4	5	6	7	8	9	10
	participants. Don't Know -98										
225	How many hours did (Name) spend in collection activities in the last 7 days? This would include fetching water/dung cakes or wood, feeding cattle, animal husbandry?	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _ _	_ _ _
226	How many hours did (Name) spend doing household chores over the last 7 days including cooking, cleaning, shopping, caretaking, babysitting etc.	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _ _	_ _ _

227	Enter Roster Number of (115)	_ _
228	Enter Roster Number of (116)	_ _

Section 3: Children of household members living elsewhere

Please list all offspring of household members who are above 5 and under age 18 and not listed on the household roster (section 2).

301	Is there any offspring in the household between age 5-18 who is not listed above and is staying elsewhere?	Yes	1	
		No	2	401

	Line No.	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10
301a	Name	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _
301b	Copy the line number for the individual	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _
302	How old is (Name)? Don't Know	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _
303	What is the gender of (Name)? Male 1 Female 2	_	_	_	_	_	_	_	_	_	_
304	Is (Name)'s mother in the household Yes 1 No 2 – go to 306	_	_	_	_	_	_	_	_	_	_
305	Mother's line number from roster	_	_	_	_	_	_	_	_	_	_

	Line No.	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10
306	Is (Name)'s father in the household Yes 1 No 2 – go to 308	_	_	_	_	_	_	_	_	_	_
307	Father's line number from roster	_	_	_	_	_	_	_	_	_	_
308	Why did (Name) leave this location? (Allow multiple responses) 1. To look for work 2. To take an existing job 3. To help in another's household 4. Training or informal education 5. Formal schooling 6. Traveled with parent (parent moved) 7. Marriage -98 Don't Know -96. Others specify	_ _ 	_ _ 	_ _ 	_ _ 	_ _ 	_ _ 	_ _ 	_ _ 	_ _ 	_ _
309	How was (Name's) travel organized? 1 – Child or parent organized trip 2 – Recruiter / future employer organized trip 3 – Other person organized trip -98 Don't Know	_ _ 	_ _ 	_ _ 	_ _ 	_ _ 	_ _ 	_ _ 	_ _ 	_ _ 	_ _

	Line No.	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	
	-96-Others specify											
310	Did anyone in this household receive money from a future employer or recruiter before or when (Name) left the household? 1- Yes 2- No -98-Don't Know	<div> <div></div> <div></div> <div></div> </div>	<div> <div></div> <div></div> <div></div> </div>	<div> <div></div> <div></div> <div></div> </div>	<div> <div></div> <div></div> <div></div> </div>	<div> <div></div> <div></div> <div></div> </div>	<div> <div></div> <div></div> <div></div> </div>	<div> <div></div> <div></div> <div></div> </div>	<div> <div></div> <div></div> <div></div> </div>	<div> <div></div> <div></div> <div></div> </div>	<div> <div></div> <div></div> <div></div> </div>	<div> <div></div> <div></div> <div></div> </div>
311	Did anyone in this household pay money for the child's care before or when (Name) left the household? 1- Yes 2- No -98-Don't Know	<div> <div></div> <div></div> </div>	<div> <div></div> <div></div> </div>	<div> <div></div> <div></div> </div>	<div> <div></div> <div></div> </div>	<div> <div></div> <div></div> </div>	<div> <div></div> <div></div> </div>	<div> <div></div> <div></div> </div>	<div> <div></div> <div></div> </div>	<div> <div></div> <div></div> </div>	<div> <div></div> <div></div> </div>	
312	Is (Name) currently attending a formal school in their current location? 1- Yes 2- No -98-Don't Know	<div> <div></div> <div></div> </div>	<div> <div></div> <div></div> </div>	<div> <div></div> <div></div> </div>	<div> <div></div> <div></div> </div>	<div> <div></div> <div></div> </div>	<div> <div></div> <div></div> </div>	<div> <div></div> <div></div> </div>	<div> <div></div> <div></div> </div>	<div> <div></div> <div></div> </div>	<div> <div></div> <div></div> </div>	
313	Is (Name) working for pay in their current location? 1- Yes	<div> <div></div> <div></div> </div>	<div> <div></div> <div></div> </div>	<div> <div></div> <div></div> </div>	<div> <div></div> <div></div> </div>	<div> <div></div> <div></div> </div>	<div> <div></div> <div></div> </div>	<div> <div></div> <div></div> </div>	<div> <div></div> <div></div> </div>	<div> <div></div> <div></div> </div>	<div> <div></div> <div></div> </div>	

	Line No.	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10
	2- No -98-Don't Know										
314	Is (Name) working without pay in their current location? 1- Yes 2- No -98-Don't Know	_	_	_	_	_	_	_	_	_	_
315	Has anyone in this household received money or in-kind transfers as a result of (Name)'s activities in (Name)'s current location? 1- Yes 2- No -98-Don't Know	_	_	_	_	_	_	_	_	_	_
316	Has anyone in this household sent money or in-kind transfers to (Name) in (Name)'s current location? 1- Yes 2- No -98-Don't Know	_	_	_	_	_	_	_	_	_	_
317	Would (Name) be free to leave their current location and move back to this residence if they desired? 1- Yes	_	_	_	_	_	_	_	_	_	_

	Line No.	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10
	2- No -98 Don't Know										

Section 4: Parental Background Information

(Enumerator: If the child's mother has answered section 2/3, then start from 408 and fill in 401 and 402 by yourself and if the father has answered then ask 401 to 407 and start from 413)

S.N	Questions	Codes and Responses	Goto
401	Does the girl's birth mother live in this residence	Yes(हाँ) 1 No ¼ना½ 2	403
402	If so, who is she? (enumerator, indicate id form roster) <i>Verify Respondent ID from Household</i>	Household ID from Roster: _ _	408
403	If not, is her birth mother alive?	Yes 1 No 2	405
404	How old was the girl when she died?	Age: _ _	406
405	How old was the girl when her mother stopped living in the same residence as her?	Age: _ _	
406	What was the highest level of education the girl's mother completed?? (Use Completed Education Codes)	Education Code: _ _	

407	What was / is the mother's usual employment status?	<p>Not in labor force 0</p> <p>Unpaid Worker in Family Farm 1</p> <p>Unpaid Worker in Family Business 2</p> <p>Self Employed in Agriculture 3</p> <p>Self Employed in Outside of Agr. 4</p> <p>Regular Wage or Salary Worker in Agr 5</p> <p>Regular Wage or Salary Worker Outside of Agr. 6</p> <p>Other (Specify):_____ - 96</p> <p>Unknown - 98</p>	
408	Does the girl's birth father live in this residence?	<p>Yes 1</p> <p>No 2</p>	410
409	If so, who is he? (enumerator, indicate id from roster) <i>Verify Respondent ID from Household Roster</i>	Household ID from Roster: _ _	415
410	If not, is her birth father alive?	<p>Yes 1</p> <p>No 2</p>	412
411	How old was the girl when he died?	Age: _ _	413
412	How old was the girl when her father stopped living in the same residence as her?	Age: _ _	
413	What was the highest level of education the girl's father completed? (Use Informant Completed Education Codes)	Education Code: _ _	

414	What was / is his usual employment status?	Not in labor force 0 Unpaid Worker in Family Farm 1 Unpaid Worker in Family Business 2 Self Employed in Agriculture 3 Self Employed in Outside of Agr. 4 Wage or Salary Worker in Agr 5 Wage or Salary Worker Outside of Agr. 6 Other (Specify)_____ - 96 Unknown - 98	
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Parental perceptions of child's life skills

"We're going to start by talking about some of your daughter's qualities and skills. Please give your honest assessment of her. There are no right or wrong answers."

(Enumerator: Only ask this question to the guardian of the MLSIE child.)

414a.	Enter CID number and child name for which section 4 is being answered.	CID : _ _ _ _ _ Name: _____	
415	What is the relation of the respondent to the MLSIE subject? (Enumerator: Please indicate)	Father 1 Mother 2 Grandfather 3 Grandmother 4 Uncle 5 Aunt 6 Brother 7 Sister in-law 8 Mother brother 9 Mother brother wife 10 Other (Specify) 96	-

Strengths and difficulties test

416 For each item, please mark the box for Not True, Somewhat True or Certainly True. Please answer all items as best you can even if you are not absolutely certain. Please give your answers on the basis of your daughter's behavior over the last six months or this school year.

	Not true (1)	Somewhat true (2)	Certainly true (3)
a. Considerate of other people's feelings	__	__	__
b. Restless, overactive, cannot stay still for long	__	__	__
c. Often complains of headaches, stomach-aches or sickness	__	__	__
d. Shares readily with other youth, for example books, games, food	__	__	__
e. Often loses temper	__	__	__
f. Would rather be alone than with other youth	__	__	__
g. Generally well behaved, usually does what adults request	__	__	__
h. Many worries or often seems worried	__	__	__
i. Helpful if someone is hurt, upset or feeling ill	__	__	__
j. Constantly fidgeting or squirming	__	__	__
k. Has at least one good friend	__	__	__
l. Often unhappy, depressed or tearful	__	__	__
m. Generally liked by other youth	__	__	__

n. Easily distracted, concentration wanders	__	__	__
o. Nervous in new situations, easily loses confidence	__	__	__
p. Kind to younger children	__	__	__
q. Often offers to help others (parents, teachers, children)	__	__	__
r. Thinks things out before acting	__	__	__
s. Gets along better with adults than with other youth	__	__	__
t. Many fears, easily scared	__	__	__
u. Good attention span, sees work through to the end	__	__	__

Daughter's self-efficacy¹⁰

417. For each statement please decide how true it is of your daughter in general over the last year.

	Never (1)	Rarely (2)	Sometimes (3)	Fairly often (4)	Almost always (5)	Don't know/ NA (-98)
a. If someone opposes her she will try to find a way to get them to see her point of view.	__	__	__	__	__	__
b. She sets goals and follows through the necessary steps to achieve them.	__	__	__	__	__	__
c. She remains calm when facing difficulties.	__	__	__	__	__	__
d. She is eager to learn new things.	__	__	__	__	__	__
e. She makes her opinions known about matters that affect her life, like school or chores around the house.	__	__	__	__	__	__

¹⁰ From NIH Behavioral Toolkit

Mobility/Freedom of movement

418. I will read a list of some places that girls may go in their community and I want you to tell me whether your daughter is allowed to go to this place alone, accompanied by someone else, or not allowed to go at all:

Places	Is she allowed to go to this place by herself, only with others, or not at all?
a. School	1. Allowed to go alone 2. Allowed to go accompanied only 3. Allowed to go alone or accompanied 4. Not allowed to go at all
b. A friend's house	1. Allowed to go alone 2. Allowed to go accompanied only 3. Allowed to go alone or accompanied 4. Not allowed to go at all
c. A relative's house	1. Allowed to go alone 2. Allowed to go accompanied only 3. Allowed to go alone or accompanied 4. Not allowed to go at all
d. Temple, church or mosque	1. Allowed to go alone 2. Allowed to go accompanied only 3. Allowed to go alone or accompanied 4. Not allowed to go at all
e. Health center or clinic	1. Allowed to go alone 2. Allowed to go accompanied only 3. Allowed to go alone or accompanied 4. Not allowed to go at all
f. Market	1. Allowed to go alone 2. Allowed to go accompanied only 3. Allowed to go alone or accompanied 4. Not allowed to go at all
g. To a mela	1. Allowed to go alone 2. Allowed to go accompanied only 3. Allowed to go alone or accompanied 4. Not allowed to go at all
h. To other villages/out of town	1. Allowed to go alone 2. Allowed to go accompanied only 3. Allowed to go alone or accompanied 4. Not allowed to go at all
i. Other (specify)	1. Allowed to go alone 2. Allowed to go accompanied only 3. Allowed to go alone or accompanied 4. Not allowed to go at all

Parent-daughter communication:

419. In the past month, has your daughter discussed any of the following topics with you?

a. Something that was worrying her	1. Yes 2. No
------------------------------------	--------------

b. Something that was going well	1. Yes 2. No
c. Her plans and goals for her education.	1. Yes 2. No
d. Her preferences about when she will be married	1. Yes 2. No
e. Her preferences about who she will marry	1. Yes 2. No
f. What type of work she would like to do in the future.	1. Yes 2. No
g. Talked to you about a fight with peers or a problem at school.	1. Yes 2. No

420. How much say does your daughter have in the following matters? (None, A little say, A lot)			
	None (1)	A little say (2)	A lot of say (3)
a. How she spends her free time	_	_	_
b . Whether she will go to school	_	_	_
c. How often she can see friends	_	_	_
d. What chores she does at home	_	_	_
e. When she will marry	_	_	_
f. Who she will marry	_	_	_
g. What type of work she will do in the future (or now if currently working)	_	_	_
h. Whether she can play sports or organized games	_	_	_

421. Has your daughter started menstruating?

1. Yes (skip to 423) 2. No (continue to 422, skip 423)

422. If not, are there any ways that you expect her life to change after that happens to her?

—

423. If so, have there been any changes in her life since then, like what she is allowed to do, or changes in plans for her future?

—

—
Gender norms ¹¹

“This section is about the roles and responsibilities of females and males. Please say whether you agree or disagree with each of the following statements.”		
Role/Privileges/Restrictions	Agree (1)	Disagree (2)
424a. Is it acceptable for women to work outside the home.	_	_
424b. A wife should always obey her husband.	_	_
424c. Since girls have to get married, they do not need higher education.	_	_
424d. It is necessary to give dowry.	_	_
424e. When money is scarce and parents cannot send all children to school, boys should be sent before girls.	_	_
424f. Boys and girls should do the same amount of household chores.	_	_
424g. Girls should have the same freedoms as boys.	_	_
Attributes		
424h. Boys are naturally better at studying than girls.	_	_
424i. Girls can be as good at being a leader as boys.	_	_

Parental attitudes towards girls' schooling

425	What is the lowest level of schooling/grade you can imagine your daughter completing?	1. No further schooling 2. Primary school 3. Upper Primary school 4. Secondary school 5. Senior secondary school 6. University 7. Post-university degree 8. As much as she wants to study -96. Other (specify)	
426	What is the highest?	1. No further schooling 2. Primary school 3. Secondary school 4. Senior secondary school 5. University 6. Post-university degree 7. As much as she wants to study -96. Other (specify)	
427	If it were up to you, ideally what year of schooling/grade would you like your daughter to complete?	_ _ (Enter Detailed education codes)	

428	Do you expect she could actually end her schooling before this point?	Yes 1 No 2	
429	What would be the obstacles to a girl in your community completing school up to (the year/grade they said was ideal in Q427). Please list the most important one first, but you may give as many as you like	1. Financial constraints 2. More schooling not necessary 3. Need to work 4. Domestic responsibilities 5. Farming responsibilities 6. Lack of interest 7. School too far away 8. Poor performance at school 9. Poor quality of schooling 10. Community pressure 11. Need to take care of other family members 12. Safety concerns about travel to school -96Other (specify)	

430. How does your daughter currently get to school? What form of transportation would she use for the rest of her schooling? (Do not read out choices, but select 'yes' for each form mentioned) [select all that apply]

Mode of transportation	a. Current	b. Future
a. Walking alone	1.Yes 2.No	1.Yes 2.No -98Don't know
b. Walking in groups	1.Yes 2.No	1.Yes 2.No -98Don't know
c. Bicycle	1.Yes 2.No	1.Yes 2.No -98Don't know
d. Motorcycle	1.Yes 2.No	1.Yes 2.No -98Don't know
e. Private car/taxi	1.Yes 2.No	1.Yes 2.No -98Don't know
f. Public transportation	1.Yes 2.No	1.Yes 2.No -98Don't know
g. Shared car	1.Yes 2.No	1.Yes 2.No -98Don't know
h. School-provided transportation	1.Yes 2.No	1.Yes 2.No -98Don't know
i. Live at the school	1.Yes 2.No	1.Yes 2.No -98Don't know
j. Other (specify)	1.Yes 2.No	1.Yes 2.No -98Don't know

431. Do you currently get any support for your daughter's schooling? What forms of support if any do you expect to have at the next level of education? Which ones would be necessary for her to be able to continue to the next level of schooling? [Read options out]

Type of support	a. Currently received	b. Expect to receive in future	c. Necessary for continuing
a. Scholarships/grants	1.Yes 2.No	1.Yes 2.No -98Don't know	1.Yes 2.No
b. Fee waivers	1.Yes 2.No	1.Yes 2.No -98Don't know	1.Yes 2.No
c. Books	1.Yes 2.No	1.Yes 2.No -98Don't know	1.Yes 2.No
d. Other school supplies like pencil boxes and notebooks	1.Yes 2.No	1.Yes 2.No -98Don't know	1.Yes 2.No
e. Uniforms	1.Yes 2.No	1.Yes 2.No -98Don't know	1.Yes 2.No
f. Bicycle	1.Yes 2.No	1.Yes 2.No -98Don't know	1.Yes 2.No
g. Mid-day meal	1.Yes 2.No	1.Yes 2.No -98Don't know	1.Yes 2.No
h. Other (specify)	1.Yes 2.No	1.Yes 2.No -98Don't know	1.Yes 2.No

Parental attitudes towards girl's marriage timing

432	What is the earliest age girls in this community get married?	_ _	
433	What is the earliest age that married girls in this community can leave her parents' home to live with her husband?	_ _	
434	In your opinion what is the ideal age for a girl to get married?	_ _	
435	What is the oldest age that a girl should be married?	_ _	
436	What are situations or circumstances that might prompt a family to marry their daughter younger than that? (don't read out but select all that are mentioned)	1.Family pressure 2.Community customs 3.Financial hardship 4.A suitable suitor is found earlier than expected 5.If the mother is a widow 6.Many other siblings in the house 7.Her older sister is getting married 8.Convenience, like finding a family with 2 sons when you have 2 daughters 9.Pressure of exchange (one daughter for another) -96. Other (specify) _____	
437	Are there advantages to a girl getting married after 18 as opposed to younger than that?	Yes 1 No 2	439
438	What are those advantages? (do not read out, but select all that are mentioned)	1.18 is the legal minimum age of marriage 2.She can complete her education 3.Girl is old enough to have a healthy childbirth 4.She will have more ability to make decisions (maturity) 5.She will be able to enjoy her childhood 6.She will have more opportunity to achieve her aspirations 7.She is less likely to face domestic violence -96 Other (Specify)	

443	End Time of first visit interview	<div> <div> <div></div> <div></div> <div></div> </div> <div> <div></div> <div></div> <div></div> </div> </div> <div> <div>HH</div> <div>MM</div> </div>	
444	Second Visit Date	<div> <div> <div></div> <div></div> <div></div> </div> <div> <div></div> <div></div> <div></div> </div> </div> <div> <div> <div></div> <div></div> <div></div> </div> <div> <div></div> <div></div> <div></div> </div> </div> <div> <div>DD</div> <div>MM</div> <div>YYYY</div> </div>	
445	Start Time of second visit	<div> <div> <div></div> <div></div> <div></div> </div> <div> <div></div> <div></div> <div></div> </div> </div> <div> <div>HH</div> <div>MM</div> </div>	
446	School DISE Code	DISE Code <div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> </div> : (Enter 10 digit DISE code)	
447	Household ID	HID: <div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> </div>	
448	Enumerator Code	<div> <div></div> <div></div> <div></div> </div>	

Section 5: Household Consumer Expenditures (taken from NSSO Schedule 10:16)

		Value of Consumption (purchased + home produced) in Rupees during	
	Item Description	Last 30 Days	Last 365 Days
501	Cereals & Cereal Products including muri, chira, maida, suji, noodles, bread, barley, cereal substitutes, etc		
502	Pulses and Pulse Products including soybean, gram products, besan, sattu, etc.		
503	Milk		
504	Milk Products including condensed milk, milk powder, babyfood, ghee, butter, ice-cream, etc		
505	Edible oil and Vanaspati		
506	Vegetables		
507	Fruits& nuts including mango, banana, coconut, dates, kishmish, monacca, other dry fruits, etc.		
508	Egg, fish, and meat		
509	Sugar including gur, candy, misri, honey, etc.		
510	Salt & Spices including dry chillies, curry powder, oilseeds, garlic, ginger, etc		
511	Other food items including beverages such as tea, coffee, fruit juice and processed food such as biscuits, cake, pickles, sauce, cooked meals, etc.		
512	Pan, tobacco, intoxicants		
513	Fuel & Light		
514	Entertainment including cinema, picnic, sports, club fees, video cassettes, cable charges, etc.		
515	Personal care and effects including spectacles, torch, umbrella, lighter, etc		
516	Toilet articles including toothpaste, hair oil, shaving blades, etc.		
517	Sundry articles including electric bulb, tubelight, glassware, bucket, washing soap, agarbati, insecticide, etc		
518	Consumer services such as domestic servants, tailoring, grinding charges, telephone, legal expenses, pet animal, etc. (excluding conveyance)		

		Value of Consumption (purchased + home produced) in Rupees during	
	Item Description	Last 30 Days	Last 365 Days
519	Conveyance including porter charges, diesel, petrol, school bus/van, etc.		
520	Rent / house rent		
521	Consumer taxes and cesses including water charges		
522	Medical Expenses (non-institutional)		
523	Medical (institutional)		
524	Tuition fees & other fees including private tutor, school/college fees, etc.		
525	School books & other educational articles including newspaper, library charges, stationary, internet charges, etc.		
526	Clothing and bedding		
527	Footwear		
	Durable Goods		
528	Furniture and Fixtures including bedstead, almirah, suitcase, carpet, paintings, etc.		
529	Crockery & utensils including stainless steel utensils, casseroles, themos, etc.		
530	Cooking and household appliances including electric fan, air conditioners, sewing machine, washing machine, pressure cooker, refrigerator, heater, toaster, etc.		
531	Goods for Recreation including TV, radio, tape recorder, musical instruments, etc.		
532	Jewelry & ornaments		
533	Personal transport equipment including bicycle, scooter, car, tyres, tubes, etc.		
534	Therapeutic appliances including glass eye, hearing aids, orthopaedic equipment, etc.		
535	Other personal goods including clocks, watches, PC, telephone, mobile, etc.		
536	Repair and maintenance of residential buildings, bathroom equipment, etc.		

Head of the Household: Verbal Informed Consent to be Re-contacted

School DISE Code (Copy DISE from 001): _____

Target ID Number (Copy RID from 004): _____

Household ID (Copy from 010): _____ |__|__|

Name of Person who consents to Interview _____

Instructions to Interviewer: Read the following statements to the individual who is the head of the household and answer any questions the individual may have. Do not fill in any contact information (Section 6) until all questions have been addressed and the individual has agreed to be re-contacted.

- The information collected will be used in a study about the schooling decisions of the adolescent girls in the area. This study will last 4 years.
- I would like to seek your permission to contact you again in the coming few weeks and over the next 4 years. The subsequent follow-up visits will collect further information on schooling decisions and also update the information that we have collected today.
- Your participation for the follow-up study is voluntary. By agreeing to be re-contacted now, you have only given us the permission to re-contact you in the future. You can decide at the time of next interview if you want to participate in that interview or not.
- Your contact information will be kept secure and private and will only be used for contacting you for the purpose of this study.
- Your name and contact information will not be used in any reports.
- Obtaining your contact information takes about 5 minutes.
- I will answer any questions that you have about the study before we collect your contact information. Do you have any questions about the study?
- May we begin?

Interviewer Certification of Consent to be re-contacted:

My signature affirms that I have read the verbal informed consent to be re-contacted statement to the individual who is the head of the household, and I have answered any questions asked about the study. The respondent agreed to be re-contacted for further interviews.

1. Respondent agreed to be re-contacted.
2. Respondent did not agree to be re-contacted → Parental Consent for Child's interview

Print Interviewer's Name _____

Interviewer's Signature _____ Date _____

Section 6: Contact Information

S.N	Questions	Codes and Responses	Goto
601	Do you have a mobile phone with you?	Yes 1 No 2	603
602	If yes, please provide us your mobile phone number.	Number: _____ Don't Know -98	
603	Do you have a landline phone with you or near your residence that may be used to contact you?	Yes 1 No 2	605
604	If yes, please provide us the landline number	Number: _____ Don't Know -98	
605	If you moved from this place, who would be the best person to contact for information about you? Please provide the names of two closest relatives/friends who will know your whereabouts if you leave this location.	1. Name1: _____ 2. Name2: _____	
606	How are (Name1 and Name2) related to you?	1. Relationship1: _____ 2. Relationship2: _____	
607	Where do (Name1 and Name2) live?	Name1: 11. District: _____ 12. District code: __ __ 13. Tehsil: _____ 14. Village Name: _____ 15. Hamlet Name: _____ Name2: 21. District: _____ 22. District code: __ __ 23. Tehsil: _____ 24. Village Name: _____	

		25. Hamlet: _____	
608	How are (Name1 and Name2) typically known in their respective place of residence?	1. Name1 Known as: _____ 2. Name2 Known as: _____	
609	Please provide information on how to contact (Name1 and Name2).	Name1 contact: 11. Landline phone number (or nearest available landline): _____ Don't Know -98 12. Mobile number: _____ Don't Know -98 Name2 contact: 21. Landline phone number (or nearest available landline): _____ Don't Know -98 22. Mobile number: _____ Don't Know -98	
610	Time of End of Interview (IN 24 HR FORMAT)	<div style="display: flex; justify-content: space-around;"> <div> _ _ HH </div> <div> _ _ MM </div> </div>	

Verbal Informed Consent: Parental Consent for Children's Interview

School Number (Copy DISE code from 001): _____

Household ID (Copy from 010):

|_|_|

Name of the Guardian _____

Total Number of MLSIE Candidate Children (005) in Household: |_|_|_|

List All MLSIE Candidate Children from 003 (If more than 8, use two forms)					
Child's Name (Write below in ascending age)	Household Member Number (According to household roster)	Child's Age (Completed years)	Is one of child's parents/guardians present? 1. Yes 2. No	Has parent/guardian given consent for participation of the child? 1. Yes 2. No	

1							
2							
3							
4							
5							
6							
7							
8							

Instructions to Interviewer: We want you to attempt to interview all of the MLSIE candidate children in the household. This same form may be used to obtain parental consent for more than one child. Read the following statements to a parent/ guardian of the MLSIE candidate children residing in the household and answer any questions the individual(s) may have. Do not begin to interview a child until all questions have been addressed, the parent/guardian has agreed to let the child/children participate in the study, and the child has agreed to be interviewed.

- Now I would like to ask some questions to [child's/children's name(s)].
- Your *child/children* does/do not have to answer the questions and they may stop at any time.
- Your *child's/children's* answers will be kept private and used only for this research.
- Your *child's/children's* name(s) will not be used in any reports.
- The interview with each child will take about 60 minutes in each visit.
- To make sure that the child feels comfortable to answer, we would like to talk with your *child/children* in a private setting.
- Do you have any questions of me before I talk with your child/children?
- May I talk with your *child/children* in private?

Interviewer Certification of Consent:

My signature affirms that I have read the verbal informed consent statement to the parent/guardian, and I have answered any questions asked about the study. The respondent consented to the children being interviewed.

1. Respondent agreed

2. Respondent did not agree

Print Interviewer's Name _____

Interviewer's Signature _____ Date _____

Section 7: Enumerator Information post survey

To be completed by interviewer after interview.

Copy child identifiers and names from question 003. Fill in child identification from household roster (section 2).

	<u>Information from question 003 of cover sheet</u>		
	CID	Name	Roster Identification Number (section 2)
	<u>701</u>	<u>702</u>	<u>703</u>
<u>A</u>			
<u>B</u>			
<u>C</u>			
<u>D</u>			
<u>E</u>			
<u>F</u>			
<u>G</u>			
<u>H</u>			

S.N	Questions	Codes and Responses	Goto
704	Travel distance from residence to associated school (DISE Code) in question 001 in kilometers	Kilometers: _ _ _	
705	Travel time from residence to associated school (DISE Code) in question 001 (minutes – convert hours to minutes)	Minutes: _ _ _	
706.	GPS Coordinates (Log GPS coordinates just outside the house in the open)	Latitude: N _ _ . _ _ _ _ _ _ _ Longitude: E _ _ . _ _ _ _ _ _ _ Altitude: _ _ _ _ _ meters	
707	Survey Completion Status	1. Yes→End Survey 2. Partially Complete 3. Refused 4. Others: (Please Specify: _____)	
708	Remarks	_____	

Child Survey, Baseline

Section 0: General Information

S.No	Questions	Responses	Goto
001	Associated School (Pre-Sample) Identifier (DISE Code)	_ _ _ _ _ _ _ _ _ _ _ _ _	
002	Tehsil/Block	_ _	
003	Village ID	_ _	
004	Hamlet Name	_____	
005	Urban/Rural	1. Urban 2. Rural	
006	Unique Household Identification Number	_ _ _ _ _ _ _ _ _ _ _ _ _	
007	Unique Child Identifier	_ _ _ _ _ _ _ _	
008	Line Number of the Child (Copy from the roster -)	_ _	
009	Confirm Age from Household Roster	_ _	
010	Name of the Child (Copy from the roster)	_____ Change Name Yes 1 No 2→011 Enter New name: _____	
Enumerator Completed Responses: Reconcile household roster information if necessary			
011	Name and Age Verified	1. Yes 2. No	
012	Date of First Interview	_ _ / _ _ / _ _	

013	Time of Start of First Interview	<div style="text-align: center;"> _ _ : _ _ HH:MM </div>	
-----	----------------------------------	---	--

Verbal Informed Consent to be Interviewed

Prepopulated Information to be completed in advance of interview

Associated School (Pre-Sample) Identifier

School Code: _____

Unique Household Identification Number

HID: _____

Name of the Child (Copy from the roster)

Name: _____

Line Number of the Child (Copy from the roster -)

Line number: |_|_|

Unique Child Identifier

CID: _____

Instructions to Interviewer: (1) This form is to be used to obtain assent from all children over age 12 and younger than age 18. (2) Parental consent must be obtained first; then each child must agree to be interviewed. (3) Verbal informed consent does not have to be obtained from children 5–12 years old before they are interviewed. (4) Read the following statements to the selected respondent and answer any questions the respondent may have. **Do not begin the interview until a parent has given consent, all questions have been addressed, and the respondent has agreed to participate in the study. Do not interview the respondent if he/she does not give assent, even if the parent has given consent.**

- Hello, my name is _____
- I am talking with school age **adolescent girls** in the area. The information I collect will be used in a study to benefit **adolescent girls** like you.
- Your mother/father/guardian has given me permission to talk with you.
- I would like to ask you some questions about the work you do, your education, and perceptions.
- You may choose not to answer any question, and you may stop the interview at any time.
- Your answers to the questions will be kept private and no one else will know what you said.
- Your name will not be used in any reports.
- It will take about 60 minutes to talk with me including two visits .
- Do you have any questions about the study?
- May we begin?

Interviewer Certification of Consent:

My signature affirms that I have read the verbal informed consent statement to the child, and I have answered any questions asked about the study. The respondent agreed to be interviewed.

_____ Respondent agreed to be interviewed

_____ Respondent did not agree to be

interviewed→End Survey

Print Interviewer's Name: _____

Interviewer's Signature: _____

Date: _____

Section 1: Family Background Information

S.No	Questions	Responses	Goto
101	How many siblings do you have that share at least a mother or father but do not live in the same residence?	_____ (# of Siblings)	If '0' skip to 201
102	In order of age, what number are you considering all of your non-resident siblings (full and half)?	_____ (Birth Order)	
103	In order of age, what number are you considering all of your non-resident female siblings (full and half)?	_____ (Female Birth Order)	

Section 2: Schooling Information

S.No	Questions	Responses	Goto
201	What is your highest level of completed education?	_____ (Completed Education Code) _____ specify	
202	Please provide the name of the school you most recently attended	Name: _____ _____ (School DISE Code) -98 Don't Know	
203	Have you attended school during the current academic year (since June 2015)?	1. Yes 2. No	301
204	What class have you most recently attended in the current academic year?	_____ (Completed Education Code)	
205	In the past 7 days, how many days did you go to school?	_____ (Days)	

		(# of days)	
206	In the past 7 days, how many days was your school open for teaching?	_ _ (# of days)	

Section 3: Time Allocation

(Section Prompt: I want to begin by asking you a few questions concerning time you might spend in activities that you might do with your family or with others.)

S.No	Questions	Responses	Goto
301	Does your family or anyone in it have its own farm or garden? Include work related to cattle feeding/collecting cow dunks/animal husbandry etc	1. Yes 2. No	304
302	Have you helped in a family farm or garden in the last 7 days?	1. Yes 2. No	304
303	Were you paid for this in the last 7 days?	1. Yes 2. No	
304	Do you or anyone in your family have their own non-farm business? This might include selling small items, handicrafts, etc. and business related work done at home	1. Yes 2. No	307
305	Did you spend anytime working or helping in these non-farm businesses in the last 7 days?	1. Yes 2. No	307
306	Did you receive any income or pay from this in the last 7 days?	1. Yes 2. No	307
307	Have you done any work in the last 7 days for someone who is not a member of your family?	1. Yes 2. No	If 302 & 305=2→311
308	Were you paid for any of this work?	1. Yes 2. No	
309	Were you accompanied by a family member in this work?	_ (Family Code)	
310	What type of work was it?	_ _ (Work Code) specify	

Section prompt: I would like to better understand how you spent your time in a typical day last week. Think of a typical day last week, not weekends or holidays. We'll start by asking you to list all the activities you did from the time you woke up until you slept at night chronologically. For each activity also specify the time during which you did a particular activity. For example, one activity listing could be that you swept the house after waking up from 6:30 am to 6:45am.

Enumerator Prompt: Enumerator, ask the girl to list all activities after waking up in a chronological order. Record the wake up time, and each activity start time should be equal to the previous end time. For example if the girl woke up at 6am then activity 1 should have a start time of 6 am. For each activity she lists record it from the activity code list, if something is not mentioned in the codes then add the activity under others. Please note start and end time in 24 hr format. Add more activity rows if required. Note that the last activity would be sleeping.

S.No	Activities	# Activity Time	Goto
311.1	Wake up time	<div> <div> <div></div> <div></div> <div>:</div> <div></div> <div></div> </div> <div>HH:MM</div> </div>	
311.2	Activity 1: <div></div> Code <div></div>	From <div> <div></div> <div></div> <div>:</div> <div></div> <div></div> </div> <div>HH:MM</div> to <div> <div></div> <div></div> <div>:</div> <div></div> <div></div> </div> <div>HH:MM</div>	
311.3	Activity 2: <div></div> Code <div></div>	From <div> <div></div> <div></div> <div>:</div> <div></div> <div></div> </div> <div>HH:MM</div> to <div> <div></div> <div></div> <div>:</div> <div></div> <div></div> </div> <div>HH:MM</div>	
311.4	Activity 3: <div></div> Code <div></div>	From <div> <div></div> <div></div> <div>:</div> <div></div> <div></div> </div> <div>HH:MM</div> to <div> <div></div> <div></div> <div>:</div> <div></div> <div></div> </div> <div>HH:MM</div>	
311.5	Activity 4: <div></div> Code <div></div>	From <div> <div></div> <div></div> <div>:</div> <div></div> <div></div> </div> <div>HH:MM</div> to <div> <div></div> <div></div> <div>:</div> <div></div> <div></div> </div> <div>HH:MM</div>	
311.6	Activity 5: <div></div> Code <div></div>	From <div> <div></div> <div></div> <div>:</div> <div></div> <div></div> </div> <div>HH:MM</div> to <div> <div></div> <div></div> <div>:</div> <div></div> <div></div> </div> <div>HH:MM</div>	
311.7	Activity 6: <div></div> Code <div></div>	From <div> <div></div> <div></div> <div>:</div> <div></div> <div></div> </div> <div>HH:MM</div> to <div> <div></div> <div></div> <div>:</div> <div></div> <div></div> </div> <div>HH:MM</div>	
311.8	Activity 7: <div></div> Code <div></div>	From <div> <div></div> <div></div> <div>:</div> <div></div> <div></div> </div> <div>HH:MM</div> to <div> <div></div> <div></div> <div>:</div> <div></div> <div></div> </div> <div>HH:MM</div>	
311.9	Activity 8:		

	<p>_____</p> <p>Code __ __ </p>	From __ __: __ __ to __ __: __ __ HH:MM HH:MM	
311.10	<p>Activity 9:</p> <p>_____</p> <p>Code __ __ </p>	From __ __: __ __ to __ __: __ __ HH:MM HH:MM	
311.11	<p>Activity 10:</p> <p>_____</p> <p>Code __ __ </p>	From __ __: __ __ to __ __: __ __ HH:MM HH:MM	
311.12	<p>Activity 11:</p> <p>_____</p> <p>Code __ __ </p>	From __ __: __ __ to __ __: __ __ HH:MM HH:MM	
311.13	<p>Activity 12:</p> <p>_____</p> <p>Code __ __ </p>	From __ __: __ __ to __ __: __ __ HH:MM HH:MM	
311.14	<p>Activity 13:</p> <p>_____</p> <p>Code __ __ </p>	From __ __: __ __ to __ __: __ __ HH:MM HH:MM	
311.15	<p>Activity 14:</p> <p>_____</p> <p>Code __ __ </p>	From __ __: __ __ to __ __: __ __ HH:MM HH:MM	
311.16	<p>Activity 15:</p> <p>_____</p> <p>Code __ __ </p>	From __ __: __ __ to __ __: __ __ HH:MM HH:MM	
311.17	<p>Activity 16:</p> <p>_____</p> <p>Code __ __ </p>	From __ __: __ __ to __ __: __ __ HH:MM HH:MM	
311.18	<p>Activity 17:</p> <p>_____</p> <p>Code __ __ </p>	From __ __: __ __ to __ __: __ __ HH:MM HH:MM	
311.19	<p>Activity 18:</p> <p>_____</p> <p>Code __ __ </p>	From __ __: __ __ to __ __: __ __ HH:MM HH:MM	
311.20	<p>Activity 19:</p> <p>_____</p>	From __ __: __ __ to __ __: __ __	

	Code __ __	HH:MM	HH:MM	
311.21	Activity 20: _____ Code __ __	From __ __: __ __ to __ __: __ __ HH:MM HH:MM		
311.22	Activity 21: _____ Code __ __	From __ __: __ __ to __ __: __ __ HH:MM HH:MM		
311.23	Activity 22: _____ Code __ __	From __ __: __ __ to __ __: __ __ HH:MM HH:MM		
311.24	Activity 23: _____ Code __ __	From __ __: __ __ to __ __: __ __ HH:MM HH:MM		

Section 4: Work Characteristics

(Section Prompt: In my next set of questions, I am going to ask you about what you have experienced while working over the last 12 months. I'm interested in both time you've spent in a family farm or business, in your own business, or in any work you've done for others. Over the last 12 months)

330	Have you helped in a family farm or garden in the last 12 months? Include work related to cattle feeding/collecting cow dunks/animal husbandry etc	1. Yes 2. No	
331	Did you spend anytime working or helping in non-farm businesses in the last 12 months? This might include selling small items, handicrafts, etc. or any business related activities done at home	1. Yes 2. No	
332	Have you done any work in the last 12 months for someone who is not a member of your family?	1. Yes 2. No	

S.No	Questions	Responses	Goto
401	Was any of this work done after the sunset or before sunrise?	1. Yes 2. No	
402	Do you ever have problems seeing while doing any of this work because of	1. Yes 2. No	

	inadequate lighting?		
403	Are there loud noises from machinery or people when you do this work?	1. Yes 2. No	
404	Have you ever had to do this work in extreme temperatures or in a setting with poor ventilation?	1. Yes 2. No	
405	Has any of this work been in the brick or cement industry?	1. Yes 2. No	
406	Has any of this work involved stone breaking or crushing?	1. Yes 2. No	
407	Has any of this work involved the processing or polishing of granite stones?	1. Yes 2. No	
408	Has any of this work involved construction?	1. Yes 2. No	
409	Do you carry heavy loads while doing this work?	1. Yes 2. No	
410	Do you operate any machinery or heavy equipment in this work?	1. Yes 2. No	
411	Have you been injured while doing any of this work?	1. Yes 2. No	
412	Do you handle any chemicals or toxic substances in this work including pesticides or fertilizers?	1. Yes 2. No	414
413	Do you wear protective gear such as gloves and masks when working with these chemicals?	1. Yes 2. No	
414	Have you noticed headaches, skin problem, breathing problems, stomach problems, or a general feeling of unwellness after doing this work?	1. Yes 2. No	
415	Do you think any of the work you've done is hazardous or dangerous to you?	1. Yes 2. No	
416	Who decides whether and how you work?	<div style="text-align: center;"> _ _ _ (Work Decision Codes) _____Specify </div>	
417	How would you describe the worksite you've worked at most frequently over the last 12 months?	<div style="text-align: center;"> _ _ _ (Worksite Codes) _____Specify </div>	
418	In the last 12 months, have you done any work at any worksite (including your home) where other people, who	1. Yes 2. No	

	are not members of your family, were also working?		
419	In your work, are you able to take days off if you are not feeling well?	1. Yes 2. No	
420	In your work, are you able to refuse to do a task or job if it makes you uncomfortable or if you do not want to perform the task?	1. Yes 2. No	
421	Are you able to leave this work if you wanted to?	1. Yes 2. No	429


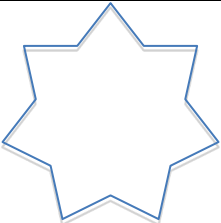
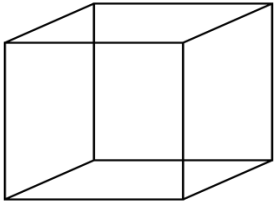
S.No	Questions	Responses	Goto
Why are you unable to leave this job? Multiple Responses. Probe. Do not read possible answers			
422	Working off debt that still owe	1. Yes 2. No	
423	Parents would punish	1. Yes 2. No	
424	Employer or other person would punish me or family	1. Yes 3. No	
425	No other work available	1. Yes 2. No	
426	Not enough money to leave	1. Yes 2. No	
427	Wouldn't know where to go	1. Yes 2. No	
428	Other (specify)	_____	
429	How many hours do you work in a typical week over the last 12 months?	_ _	
Have you received any of the following in exchange for your work?			
430	Cash	1. Yes 2. No	
431	New Skill	1. Yes 2. No	
432	Education	1. Yes 2. No	
433	Shelter, food, clothing	1. Yes 2. No	
434	Medical support	1. Yes 2. No	
435	Nothing	1. Yes 2. No	
436	Other (specify)		

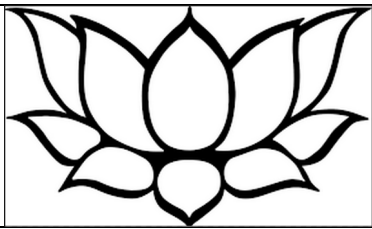
		_____Specify	
437	Do you or your employer give part or all of your earnings/benefits to your parents/ guardians or other relatives?	<div style="text-align: center;"> _ _ (Earning Recipient Codes)</div>	
438	How much do you earn in a typical week (in cash or in kind and including the amount given to your parents)?	<div style="text-align: center;">□ _ _ _ _ _ _ _ _ </div>	

439 Mirror Tracing Task: For this one look at your hand in the mirror. While looking at your hand the whole time, try to trace along the picture you see. Take as much time as you like. (interviewer record time spent on each image. Errors recorded later)

Setup as follows: Image placed so that respondent only sees it in the mirror because the actual image is blocked by a piece of cardboard or something similar. Respondent attempts to trace each image. Start with simplest image, proceeding to more difficult ones until respondent decides to quit. Record number of images attempted and time spent on each one. (Images below are suggestions)



sn	Image	Attempted by the girl	Time Taken
A		1. Yes 2. No→439b	<div style="text-align: center;"> _ _ : _ _ _ M: S</div>
B		1. Yes 2. No→439c	<div style="text-align: center;"> _ _ : _ _ _ M: S</div>
C		1. Yes 2. No→439d	<div style="text-align: center;"> _ _ : _ _ _ M: S</div>

d		3. Yes 4. No→440	_ : _ _ M: S
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S.N	Questions	Codes and Responses	Goto
440	Revisit Date	<div> <div> <div> <div></div> <div></div> <div></div> </div> <div> <div></div> <div></div> <div></div> </div> </div> <div> <div></div> <div></div> <div></div> </div> </div> <div> <div>DD</div> <div>MM</div> <div>YYYY</div> </div>	
441	End Time of first visit interview	<div> <div> <div></div> <div></div> <div></div> </div> <div> <div></div> <div></div> <div></div> </div> </div> <div> <div>HH</div> <div>MM</div> </div>	
442	Second Visit Date	<div> <div> <div> <div></div> <div></div> <div></div> </div> <div> <div></div> <div></div> <div></div> </div> </div> <div> <div></div> <div></div> <div></div> </div> </div> <div> <div>DD</div> <div>MM</div> <div>YYYY</div> </div>	
443	Start Time of second visit	<div> <div> <div></div> <div></div> <div></div> </div> <div> <div></div> <div></div> <div></div> </div> </div> <div> <div>HH</div> <div>MM</div> </div>	
443	School DISE Code	DISE Code <div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> </div> : (Enter 10 digit DISE code)	
444	Household ID	HID: <div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> </div>	
445	Child ID (CID)	CID: <div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> </div>	
446	Enumerator Code	<div> <div></div> <div></div> <div></div> </div>	

Section 5: Life Skills

Social Networks and social support¹²

<i>"Now I'm going to ask you a few questions about your friends and social activities."</i>		
501a. How many good friends do you have in your community who are not members of your family?	<u> </u> (number)	
501b. Have you met with your friends outside of school in the last week?	1. Yes	2. No
501c. Do you have a place to meet your female friends at least once a week?	1. Yes	2. No
501d. If you have a problem do you have someone to talk to about it?	1. Yes	2. No
501e. Imagine a situation wherein your parents are out of town and you need a place to stay. Do you have someone in the community who would take you in for the night?	1. Yes	2. No
501f. If you needed to borrow money in an emergency, is there someone outside your household from whom you could borrow money?	1. Yes	2. No

Emotional Support¹³

<i>"In the past month please describe how often the following statements apply to you" (never, rarely, sometimes, usually, always):</i>					
	Never (1)	Rarely (2)	Sometimes (3)	Usually (4)	Always (5)
502a. I have someone around my own age who will listen to me when I need to talk	__	__	__	__	__
502b. I have someone to share my accomplishments with, like when I get good marks on an exam, learning something new or come in first in a race.	__	__	__	__	__
502c. A friend has asked me for help or advice, like what to do about a problem at home or with another friend	__	__	__	__	__

Mobility/Freedom of movement

<i>"I will read a list of some places that one may go in their community and I want you to tell me if you have visited such a place in the last month:</i>		
503a. Places [select all that apply]: (For each in "a" selected, ask b, and c. If respondent hasn't been in the	503b. Did you go to this place alone or with someone else?	503c. How are you allowed to go to this place (alone, only accompanied, both alone and accompanied, or not allowed at

¹² From Ethiopia Girls Program Toolkit:

http://www.popcouncil.org/uploads/pdfs/2011PGY_EthiopiaGirlsProgramToolkit.pdf and [Adolescent Girls Toolkit](#)

¹³ Adapted from the NIH Toolbox Emotional Support Short form, ages 8-17

last month, skip to c.		all)? [Select one]
503a1. School 1. Yes 2. No→503c	1. Alone 2. With someone 3. Sometimes alone and sometimes with someone	1. Allowed to go alone 2. Allowed to go accompanied only 3. Allowed to go alone or accompanied 4. Not allowed to go at all
503a2. Health center or clinic 1. Yes 2. No→503c	1. Alone 2. With someone 3. Sometimes alone and sometimes with someone	1. Allowed to go alone 2. Allowed to go accompanied only 3. Allowed to go alone or accompanied 4. Not allowed to go at all
503a3. A friend's house 1. Yes 2. No→503c	1. Alone 2. With someone 3. Sometimes alone and sometimes with someone	1. Allowed to go alone 2. Allowed to go accompanied only 3. Allowed to go alone or accompanied 4. Not allowed to go at all
503a4. A relative's house 1. Yes 2. No→503c	1. Alone 2. With someone 3. Sometimes alone and sometimes with someone	1. Allowed to go alone 2. Allowed to go accompanied only 3. Allowed to go alone or accompanied 4. Not allowed to go at all
503a5. The market 1. Yes 2. No→503c	1. Alone 2. With someone 3. Sometimes alone and sometimes with someone	1. Allowed to go alone 2. Allowed to go accompanied only 3. Allowed to go alone or accompanied 4. Not allowed to go at all
503a6. Watching mela 1. Yes 2. No→503c	1. Alone 2. With someone 3. Sometimes alone and sometimes with someone	1. Allowed to go alone 2. Allowed to go accompanied only 3. Allowed to go alone or accompanied 4. Not allowed to go at all
503a7. Going to other villages 1. Yes 2. No→503c	1. Alone 2. With someone 3. Sometimes alone and sometimes with someone	1. Allowed to go alone 2. Allowed to go accompanied only 3. Allowed to go alone or accompanied 4. Not allowed to go at all

503a8. Any other places you want to mention? (specify place and purpose): 1. Yes _____ 2. No→504a	1. Alone 2. With someone 3. Sometimes alone and sometimes with someone	1. Allowed to go alone 2. Allowed to go accompanied only 3. Allowed to go alone or accompanied 4. Not allowed to go at all
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Empowerment: Decision-making

“Who mostly makes decisions about the following, or if this is in the future for you, who do you expect will make this decision?”			
	I do/will (1)	I do/will jointly with family members/relatives (2)	Family members or relatives do/will (3)
504a. Whether you can socialize outside the home	__	__	__
504b. Whether or not you will go to school	__	__	__
504c. Whether or not you will continue in school past 8 th grade	__	__	__
504d. Who you will marry 4—Not married 5—Already married→504f	__	__	__
504e. When you will get married	__	__	__
504f. When you will move to your in laws house after marriage	__	__	__
504g. If you will work after you finish your studies	__	__	__
504h. What type of work you will do after you finish your studies	__	__	__
504i. How you spend your free time	__	__	__
504j. What types of chores you do at home (for example, cooking, cleaning dishes, taking care of your siblings)	__	__	__
504k. How often you spend time with your friends	__	__	__

Empowerment: Autonomy and parental communication

“Please say whether or not each statement is true for you.”		
	Yes (1)	No (2)
505a. I need someone’s permission before I visit a friend	__	__
505b. I need someone’s permission before I spend (5 to 15 rupees)	__	__
505c. I can choose what clothes I want to wear myself.	__	__

505d. I am able to talk to my parents about how much schooling I will have	__	__
505e. I am able to talk to my parents about my preferences for who I marry 4—Not Married 5—Already Married→505g	__	__
505f. I am able to talk to my parents about my preferences for when I will be married	__	__
505g. I am able to talk to my parents about what type of work I want to do in the future	__	__
505h. I am able to talk to my parents when I have problems with friends or at school	__	__

Empowerment: Access to or control over resources

“Of the following, which ones of these do you have access to, either because you own it yourself, your family has it, or a friend will let you borrow it?” <i>Note: ownership refers to something that is personally yours, that you control the use of, whether you received it as a gift.</i>					
	Family owns but I have access (1)	Family owns but I can't access (2)	I own personally (3)	A friend owns but I can access (4)	None of us own or have access (5)
506a. Bicycle	__	__	__	__	__
506b. Mobile phone	__	__	__	__	__
506c. Jewelry	__	__	__	__	__
506d. Savings (even a small amount)	__	__	__	__	__
506e. Sewing machine	__	__	__	__	__
506f. Laptop or tablet computer	__	__	__	__	__
506g. Other (specify): _____	__	__	__	__	__

*Self-esteem*¹⁴¹⁵

¹⁴ Adapted from South Africa Siyakha Nentsha Survey and <http://www.sciencedirect.com/science/article/pii/S092753711300078X>

¹⁵ Adapted from Youth Leadership Index, developed by Care International and NIH Toolbox Self-efficacy scale for ages 8-12

<i>For each of the following statements please say whether this is true of you or not. There are no correct answers—just give your own opinion.</i>	Yes (1)	No (2)	Don't know (-98)
507a. I feel I am as important as other members of my family	_	_	_
507b. I feel that I am good at math	_	_	_
507c. I feel that I am good at reading	_	_	_
507d. I am comfortable when my teacher calls on me to answer a question	_	_	_

Self-efficacy & Agency

<i>For each of the following statements please say whether this is true of you or not. There are no correct answers—just give your own opinion.</i>	Yes (1)	No (2)	Have not thought about this (3)
508a. I like to make plans for my future work or studies	_	_	_
508b. I am hopeful about my future	_	_	_
508c. If someone does not understand me I try to find a different way of saying what is on my mind	_	_	_
508d. I prefer to be in charge rather than follow what others say to do. (Probe: Like being a class monitor, or choosing what game to play when with friends)	_	_	_
508e. I can solve most problems if I try hard enough.	_	_	_
508f. When something I am practicing is difficult I spend extra time and effort to get it right. (Probe: Like having to work on a difficult math problem)	_	_	_
508g. When I succeed at something it is because I worked hard	_	_	_

509. When you grow up, like whom would you want to become? (Surveyor can probe available options, but don't read out)? *(Tick all that apply)*

1. Parent
2. Other adult relative
3. Sibling
4. Teacher/School head/Educator
5. Same-sex friend
6. Opposite-sex friend
7. Person on TV (specify) _____
8. Film star (specify) _____
9. Public figure (specify) _____

-96. Other (specify) _____

10. I don't have such a person.

Delay discounting

"Now we're going to play a game. I am going to read an option to you, please tell me which one you would prefer. Note that, at the end of this you'll get a chance to actually have a gift worth your preferred choice, so please be honest about what you would really prefer. (Surveyor: Hand over chocolates worth the choice amount.)

510a.	1. 60 rupees a week from now	2. 30 rupees now
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Plans for the future

"Now we're going to talk about some of your plans for the future, ideas you have about what you want your life to be like or what you would like to accomplish when you are older."	
511a. What is a goal that you would like to achieve in the next week? It should be something you think you would really be able to do by this time next week. (If nothing comes to mind, probe and give suggestions, like a chore you could complete at home, or a new place you could visit)	Interviewer code as: 1. education-related 2. relationship-related 3. family-oriented 4. work-oriented 5. money-related 6. other (specify) 7. Do not have goal for next week (skip to 512c) 8. Does not understand concept of goals (→ 512g)
512b. What steps are you taking to achieve your goal?	1. _____ 2. _____ 3. _____
512c. What is a goal that you would like to achieve in the next year? It should be something you think you would really be able to do by this time next year. (If nothing comes to mind, probe and give suggestions, like a skill you could learn, or a new place you could visit)	Interviewer code as: 1. education-related 2. relationship-related 3. family-oriented 4. work-oriented 5. money-related 6. other (specify) 7. Does not have goal for next year (→ 512e)
512d. What steps are you taking to achieve your goal?	1. _____ 2. _____ 3. _____
For the following questions, please say how true each statement is for you: ¹⁶ 512e. When I'm excited about reaching a goal, it is easy to start working toward it.	1. Not at all true 2. Not very true 3. Somewhat true 4. Very true for me

¹⁶ Taken from the Adolescent Self-Regulatory Inventory

	5. Have never thought about goals (→512g).
512f. I can usually find a way to stick with my plans and goals, even when it is tough.	1. Not at all true 2. Not very true 3. Somewhat true 4. Very true for me
512g. What is something you would like to know how to do in one year that you can't do now?	<hr/> <hr/>

Expectations for the future: marriage

513a. If it were your choice, at what age would you like to be married, if ever?	Age_____	1. Never 2. Already married→513b
513b. What age do you think most girls in your class will get married?	Age_____	
513c. What is the earliest age you can imagine yourself getting married?	Age_____	
513d. What is the earliest age you can imagine yourself moving to your in-laws house after you are married?	Age_____	
513e. What is the oldest age you can imagine yourself getting married?	Age_____	
513f. Do you think your parents will consider your wishes when it comes to when you marry? (skip for married girls)	1. Yes	2. No

Expectations for the future: work

514a. Do you hope to have a job for pay in the future?	1. Yes	2. No →514c
514b. What kind of job? (Don't read out options, but tick responses)	1. Teacher 2. Aganwadi (crèche worker) 3. Community health worker 4. Doctor 5. Day labor job 6. Carpenter 7. Factory work 8. Police 9. Village leader 10. Own a shop -96. Other (specify)_____	
514c. What is the least amount of education you can imagine yourself finishing?	1. No further schooling 2. Primary school 3. Upper primary 4. Secondary school	

	5. Senior secondary school 6. University 7. Post-university degree -96 Other (specify)
514d. What is the highest level of education you want to finish?	1. No further schooling 2. Primary school 3. Upper primary 4. Secondary school 5. Senior secondary school 6. University 7. Post-university degree -96 Other (specify)
514e. How long do you plan to attend your current school?	_ _ _ (Enter grade)
514f. What will you do after that?	1. Something other than school → 514i 2. Continue at another school
514g. What school would you go to after that? (Name)	_____ Do not know -98
514h. How do you expect you would travel to that school?	1. Walk alone 2. Walk with a group 3. Taxi 4. Bicycle 5. Bus 6. Live at the school -96 Other (specify) _____
514i. What are some issues, if any, that you think keep girls like you from getting all the schooling they want to have? (check all that apply)	1. Household chores 2. Lack of money 3. Have to work on farm 4. Marriage 5. Safety concerns 6. Distance to school 7. Transport unavailable -96 Other (specify)

Gender norms ¹⁷

"This section is about the roles and responsibilities of girls and boys. Please say whether you agree or disagree with each of the following statements."

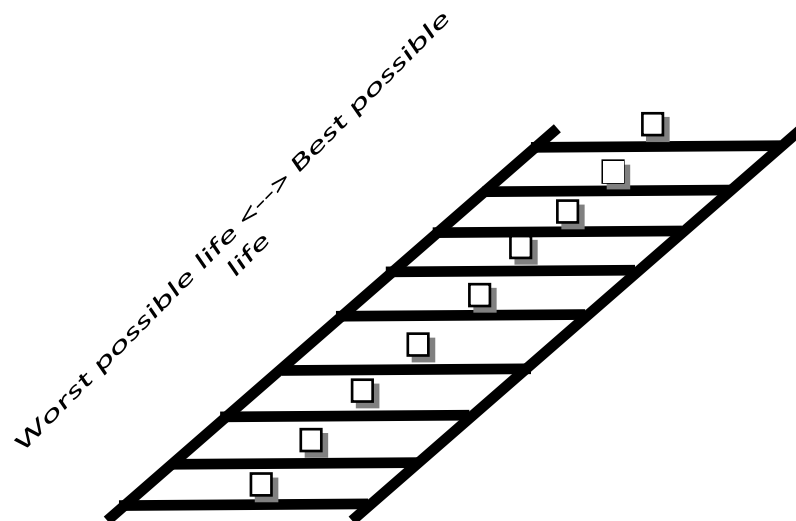
Role/Privileges/Restrictions	Agree (1)	Disagree (2)
515a. Since girls have to get married, they should not be sent for higher education.	__	__
515b. It is necessary to give dowry.	__	__
515c. When money is scarce and parents cannot send all children to school, boys should be sent before girls.	__	__
515d. Boys and girls should do the same amount of household chores.	__	__
515e. Girls should have the same freedoms as boys.	__	__
Attributes		
515f. Boys are naturally better at studying than girls.	__	__

Emotional regulation¹⁸

"I am going to ask you some questions about what you are like and how you normally behave. For each statement just answer yes or no, depending on whether the statement is usually true for you or not.	Yes (1)	No (2)
<i>(Managing emotions)</i>		
516a. When I'm sad I can usually start doing something that will make me feel better.	__	__
516b. During a dull class I have trouble forcing myself to pay attention.	__	__

517. *Cantrill's Ladder*

Please imagine a ladder with steps numbered from 0 at the bottom to 10 at the top (show picture). Suppose the ladder represents the best possible life for you (10) and the bottom represents the worst possible life for you (0). On which step of the ladder do you feel you stand at the present time?



|_|_|

(Enter number from 1-10)

517. Scavenger Hunt.

We are going to leave a game for you to try over the next few days. This is a list of possible items (Hand out the list to the girls) you can find around your community. Try to find as many of these as you can. You will probably need to get an adult to help you with some of them. You have to find or borrow these items, not buy them. If you can't find them all that is OK. Keep track of how you got the item. For any items that are harder for you to find, write down some of the problems you had trying to get the item and what you tried to do to deal with the problem. We'll come back on [Monday] to see how many you could find. Don't worry—you'll be able to give back anything you've borrowed from others; we won't keep it. Good luck!

Scavenger Hunt follow-up questions [added since last translation]

During the follow-up visit with girls who participate in the scavenger hunt, start by having the girl bring the items she was able to retrieve from her list. Begin by informally discussing with the girl what the process was like and whether it was fun. Then go item by item and have the girl describe how she got the item, with whom she had to negotiate to get the item, any obstacles she encountered. For those items that she does not have, ask whether she attempted to get the item and what happened. Do not methodically go through table, but allow child to freely tell how the items were or were not retrieved

Sn	Item 517.a	Outcome 517.b	With whom did child negotiate to try to get the item [select multiple] 517.c	Strategies attempted to get item 517.d	If child did not attempt to get item, give reasons why (e) [skip if item found] 517.e	Obstacles in trying to get item 517.f	Notes (g) 517.g
1	1. Item name: <hr/> 2. Item code _ _	1. Found 2. Attempted but not found 3. Not attempted→ 517.e	1. Parent 2. Sibling 3. Other family member 4. Friend 5. Non- family adult 6. Did not negotiate with anyone –96 Other (specify)	1. Found on own 2. Parent took on task 3. Negotiated with parent 4. Negotiated with other adult 5. Negotiated with peer –96 Other (specify)	1. Ran out of time 2. Felt scared 3. Did not know who to ask 4. Did not understand item description –96 Other (specify)	1. Caste differences 2. Parent permission 3. Found but later lost 4. Adult refused to help 5. Couldn't read paper 6. Forgot about task –96 Other (specify)	
2	1. Item name: <hr/> 2. Item code _ _	1. Found 2. Attempted but not found 3. Not attempted→ 517.e	1. Parent 2. Sibling 3. Other family member 4. Friend 5. Non-	1. Found on own 2. Parent took on task 3. Negotiated with parent 4. Negotiated	1. Ran out of time 2. Felt scared 3. Did not know who to ask 4. Did not	1. Caste differences 2. Parent permission 3. Found but later lost 4. Adult	

			family adult 6. Did not negotiate with anyone -96 Other (specify)	with other adult 5. Negotiated with peer -96 Other (specify)	understand item description -96 Other (specify)	refused to help 5. Couldn't read paper 6. Forgot about task -96 Other (specify)	
3	1. Item name: <hr/> 2. Item code _ _	1. Found 2. Attempted but not found 3. Not attempted→ 517.e	1. Parent 2. Sibling 3. Other family member 4. Friend 5. Non-family adult 6. Did not negotiate with anyone -96 Other (specify)	1. Found on own 2. Parent took on task 3. Negotiated with parent 4. Negotiated with other adult 5. Negotiated with peer -96 Other (specify)	1. Ran out of time 2. Felt scared 3. Did not know who to ask 4. Did not understand item description -96 Other (specify)	1. Caste differences 2. Parent permission 3. Found but later lost 4. Adult refused to help 5. Couldn't read paper 6. Forgot about task -96 Other (specify)	
4	1. Item name: <hr/> 2. Item code _ _	1. Found 2. Attempted but not found 3. Not attempted→ 517.e	1. Parent 2. Sibling 3. Other family member 4. Friend 5. Non-family adult 6. Did not negotiate with anyone -96 Other (specify)	1. Found on own 2. Parent took on task 3. Negotiated with parent 4. Negotiated with other adult 5. Negotiated with peer -96 Other (specify)	1. Ran out of time 2. Felt scared 3. Did not know who to ask 4. Did not understand item description -96 Other (specify)	1. Caste differences 2. Parent permission 3. Found but later lost 4. Adult refused to help 5. Couldn't read paper 6. Forgot about task -96 Other (specify)	
5	1. Item name: <hr/> 2. Item code _ _	1. Found 2. Attempted but not found 3. Not attempted→ 517.e	1. Parent 2. Sibling 3. Other family member 4. Friend 5. Non-family adult 6. Did not negotiate with anyone -96 Other (specify)	1. Found on own 2. Parent took on task 3. Negotiated with parent 4. Negotiated with other adult 5. Negotiated with peer -96 Other (specify)	1. Ran out of time 2. Felt scared 3. Did not know who to ask 4. Did not understand item description -96 Other (specify)	1. Caste differences 2. Parent permission 3. Found but later lost 4. Adult refused to help 5. Couldn't read paper 6. Forgot about task -96 Other (specify)	
6	1. Item name:	1. Found	1. Parent	1. Found on	1. Ran out of	1. Caste	

	2. Item code _ _	2. Attempted but not found 3. Not attempted→ 517.e	2. Sibling 3. Other family member 4. Friend 5. Non-family adult 6. Did not negotiate with anyone –96 Other (specify)	own 2. Parent took on task 3. Negotiated with parent 4. Negotiated with other adult 5. Negotiated with peer –96 Other (specify)	time 2. Felt scared 3. Did not know who to ask 4. Did not understand item description –96 Other (specify)	differences 2. Parent permission 3. Found but later lost 4. Adult refused to help 5. Couldn't read paper 6. Forgot about task –96 Other (specify)	
7	1. Item name: 2. Item code _ _	1. Found 2. Attempted but not found 3. Not attempted→ 517.e	1. Parent 2. Sibling 3. Other family member 4. Friend 5. Non-family adult 6. Did not negotiate with anyone –96 Other (specify)	1. Found on own 2. Parent took on task 3. Negotiated with parent 4. Negotiated with other adult 5. Negotiated with peer –96 Other (specify)	1. Ran out of time 2. Felt scared 3. Did not know who to ask 4. Did not understand item description –96 Other (specify)	1. Caste differences 2. Parent permission 3. Found but later lost 4. Adult refused to help 5. Couldn't read paper 6. Forgot about task –96 Other (specify)	
8	1. Item name: 2. Item code _ _	1. Found 2. Attempted but not found 3. Not attempted→ 517.e	1. Parent 2. Sibling 3. Other family member 4. Friend 5. Non-family adult 6. Did not negotiate with anyone –96 Other (specify)	1. Found on own 2. Parent took on task 3. Negotiated with parent 4. Negotiated with other adult 5. Negotiated with peer –96 Other (specify)	1. Ran out of time 2. Felt scared 3. Did not know who to ask 4. Did not understand item description –96 Other (specify)	1. Caste differences 2. Parent permission 3. Found but later lost 4. Adult refused to help 5. Couldn't read paper 6. Forgot about task –96 Other (specify)	
9	1. Item name: 2. Item code _ _	1. Found 2. Attempted but not found 3. Not attempted→ 517.e	1. Parent 2. Sibling 3. Other family member 4. Friend 5. Non-family adult 6. Did not negotiate	1. Found on own 2. Parent took on task 3. Negotiated with parent 4. Negotiated with other adult 5. Negotiated	1. Ran out of time 2. Felt scared 3. Did not know who to ask 4. Did not understand item description	1. Caste differences 2. Parent permission 3. Found but later lost 4. Adult refused to help 5. Couldn't	

			with anyone –96 Other (specify)	with peer –96 Other (specify)	–96 Other (specify)	read paper 6. Forgot about task –96 Other (specify)	
10	1. Item name: <hr/> 2. Item code _ _	1. Found 2. Attempted but not found 3. Not attempted→ 517.e	1. Parent 2. Sibling 3. Other family member 4. Friend 5. Non- family adult 6. Did not negotiate with anyone –96 Other (specify)	1. Found on own 2. Parent took on task 3. Negotiated with parent 4. Negotiated with other adult 5. Negotiated with peer –96 Other (specify)	1. Ran out of time 2. Felt scared 3. Did not know who to ask 4. Did not understand item description –96 Other (specify)	1. Caste differences 2. Parent permission 3. Found but later lost 4. Adult refused to help 5. Couldn't read paper 6. Forgot about task –96 Other (specify)	
11	1. Item name: <hr/> 2. Item code _ _	1. Found 2. Attempted but not found 3. Not attempted→ 517.e	1. Parent 2. Sibling 3. Other family member 4. Friend 5. Non- family adult 6. Did not negotiate with anyone –96 Other (specify)	1. Found on own 2. Parent took on task 3. Negotiated with parent 4. Negotiated with other adult 5. Negotiated with peer –96 Other (specify)	1. Ran out of time 2. Felt scared 3. Did not know who to ask 4. Did not understand item description –96 Other (specify)	1. Caste differences 2. Parent permission 3. Found but later lost 4. Adult refused to help 5. Couldn't read paper 6. Forgot about task –96 Other (specify)	
12	1. Item name: <hr/> 2. Item code _ _	1. Found 2. Attempted but not found 3. Not attempted→ 517.e	1. Parent 2. Sibling 3. Other family member 4. Friend 5. Non- family adult 6. Did not negotiate with anyone –96 Other (specify)	1. Found on own 2. Parent took on task 3. Negotiated with parent 4. Negotiated with other adult 5. Negotiated with peer –96 Other (specify)	1. Ran out of time 2. Felt scared 3. Did not know who to ask 4. Did not understand item description –96 Other (specify)	1. Caste differences 2. Parent permission 3. Found but later lost 4. Adult refused to help 5. Couldn't read paper 6. Forgot about task –96 Other (specify)	
13	1. Item name: <hr/> 2. Item code	1. Found 2. Attempted but not found 3. Not	1. Parent 2. Sibling 3. Other family	1. Found on own 2. Parent took on task	1. Ran out of time 2. Felt scared 3. Did not	1. Caste differences 2. Parent permission	

	_ _	attempted→ 517.e	member 4. Friend 5. Non-family adult 6. Did not negotiate with anyone -96 Other (specify)	3. Negotiated with parent 4. Negotiated with other adult 5. Negotiated with peer -96 Other (specify)	know who to ask 4. Did not understand item description -96 Other (specify)	3. Found but later lost 4. Adult refused to help 5. Couldn't read paper 6. Forgot about task -96 Other (specify)	
14	1. Item name: <hr/> 2. Item code _ _	1. Found 2. Attempted but not found 3. Not attempted→ 517.e	1. Parent 2. Sibling 3. Other family member 4. Friend 5. Non-family adult 6. Did not negotiate with anyone -96 Other (specify)	1. Found on own 2. Parent took on task 3. Negotiated with parent 4. Negotiated with other adult 5. Negotiated with peer -96 Other (specify)	1. Ran out of time 2. Felt scared 3. Did not know who to ask 4. Did not understand item description -96 Other (specify)	1. Caste differences 2. Parent permission 3. Found but later lost 4. Adult refused to help 5. Couldn't read paper 6. Forgot about task -96 Other (specify)	
15	1. Item name: <hr/> 2. Item code _ _	1. Found 2. Attempted but not found 3. Not attempted→ 517.e	1. Parent 2. Sibling 3. Other family member 4. Friend 5. Non-family adult 6. Did not negotiate with anyone -96 Other (specify)	1. Found on own 2. Parent took on task 3. Negotiated with parent 4. Negotiated with other adult 5. Negotiated with peer -96 Other (specify)	1. Ran out of time 2. Felt scared 3. Did not know who to ask 4. Did not understand item description -96 Other (specify)	1. Caste differences 2. Parent permission 3. Found but later lost 4. Adult refused to help 5. Couldn't read paper 6. Forgot about task -96 Other (specify)	

Section 7: End of Survey and Enumerator Assessment

S.No	Questions	Responses	Goto
701	Time of end of second Interview	<div style="text-align: center;"> _ _ : _ _ (HH : MM) </div>	

Post-Survey Enumerator Assessment¹⁹

Please give your assessment of the participant's engagement and demeanor during the survey.

702. Pays attention during instructions

- 0- Girl spends most of time inattentive, off-task (>75% of the time)
- 1- Girl's attention frequently drifts (>50% of the time)
- 2- Girl's attention occasionally drifts (<50% of the time)
- 3- Girl pays close attention the whole time

703. Careful, interested in accuracy

- 0-Girl is haphazard and unfocused
- 1-Girl is careless at times
- 2-Girl generally thoughtful but loses interest over time
- 3-Girl takes the time to think and seems to make thoughtful choices

704. Alert and interactive

- 0-Girl shuts down and is difficult to engage in questions and tasks
- 1-Girl repeatedly withdraws and needs encouragement to stay engaged
- 2-Girl generally interacts, but sometimes turns away and takes a break from interacting
- 3-Child participates in survey and seems relaxed

705. Shy to confident

- 0-Girl is very shy and hesitant to speak, speaks quietly or refuses to look at interviewer
- 1-Girl is initially shy but gets more confident as interview progresses
- 2-Girl answers most questions confidently, but is hesitant for others
- 3-Girl is confident throughout the interview, smiling and laughing at times

706. Was anyone else present during the interview?

- 1-Yes, the whole interview
- 2-Yes, part of the interview
- 3-No, the interview was private → 708

707. If yes, who was present: mother, father, sister, brother, other (specify): _____

708. Survey Completion Status

- 1. Yes → End Survey

¹⁹ Adapted from PRSA study Assessor report

2. Partially Complete

3. Refused

4. Others:

(Please Specify: _____)

709. Additional Comments: _____

Analysis Plan 2/8/2016

Sample Description

The sample includes 119 schools that are located in the Ajmer District of Rajasthan, India. The sample consists of those schools in Ajmer that had between 16 and 32 girls enrolled in class five as of Fall 2015, did not have any other NGOs providing life skills curricula to students, and had a classroom in acceptable condition in which a life skills class could take place. The full analysis sample will include all female students who were currently enrolled in class five in these schools as of January 2016 (2,551 female students in total). We conducted a stratified randomization that assigned 60 of the 119 sample schools to the Treatment group. Randomization was stratified based on whether schools were above or below median quality, where quality was defined based on a normalized index that included measures of teacher experience, teachers' educational attainment, and classroom and school infrastructure quality. All girls in Treatment schools will receive the Room to Read intervention during the school year beginning in June, 2016. Girls enrolled in the remaining 59 schools are assigned to the Control group.

Data Collection

A baseline survey will be conducted for all 2,551 girls in the sample. The baseline survey will include a module on girls' time use and work history. In addition, the baseline survey will include a module that asks girls about their life skills using retrospective and prospective measures as well as a small number of objective measures designed to evaluate grit, perseverance, self-agency, and patience. A survey module conducted with the household head will collect supplementary information on household members' demographic characteristics, household income/expenditures, unexpected household shocks, etc. Finally, a survey module conducted with girls' caregivers will collect information on parental perceptions of girls' life skills and girls' expected educational achievement. The set of survey-based and task-based measures described above will be complemented by educational data collected from girls' schools that records student grades and attendance history.²⁰ All of the measures described herein will be collected at baseline and again at the time of endline surveying. In addition, we intend to conduct a short cognitive test that will be used to objectively measure girls' academic performance; this will be collected at both endline, and at baseline subject to available funding.

Balance Check

Randomization balance will be established by comparing baseline data for girls in treatment and control schools. To test for statistical balance, we will run a series of regressions of school and girl characteristics on an indicator variable characterizing the treatment assignment of the girl belonging to the relevant household and an indicator variable for randomization strata. Standard errors will be clustered at the school level and an F-test will be used to determine whether we can statistically reject the null hypothesis that the distribution of measures is the same for treatment and control students.

Estimating Treatment Effects

To identify the impacts of the Room to Read intervention, we will employ a benchmark specification that is an ordinary least squares (OLS) regression of each outcome of interest on an indicator variable for treatment

²⁰ Note: The inclusion of this complementary educational data is subject to governmental approval.

assignment, an indicator variable for randomization strata, a vector of age dummies, indicators for the most important type of employment in the household at baseline, and a control variable that measures the lagged (baseline) value of the relevant outcome. The inclusion of the lagged control measure will serve to improve precision of estimated treatment effects as will the age and employment type controls. A small number of additional life skills questions may be ended at endline, at which point girls will be older and more able to answer questions (for example, related to future discounting and scenario-based behavior) that were deemed too challenging at baseline. In specifications examining these outcomes, we will control for lagged values of overall life skills indices since lagged outcome values will be unavailable. In all specifications, standard errors will be clustered at the school level. Our sample will include 119 clusters.

We will examine the impact of the treatment on four primary sets of outcomes.

To deal with multiple inference concerns, we will employ the Benjamini-Hochberg correction method within each of these four categories to determine statistical significance of findings.

5) School progression and completion

The key outcome measures here include school dropout, progression from one grade to the next, and school attendance. We hypothesize that the Room to Read intervention will reduce dropout, increase the probability of grade progression, and increase attendance rates.

School dropout: This will be measured based on an indicator variable equal to “1” if either household survey Q214 response is “No” for the girl, or if child survey Q203 response is “No.”

Appropriate grade for age: This will be measured based on an indicator variable equal to “1” if girl is enrolled at or above grade level eight based on response to household survey Q215. Variable will be coded as “0” for girls not enrolled in school or girls who have not advanced to class eight.

School attendance: This will be measured based on responses to child surveys Q205 and Q206. Two attendance measures will be constructed. The first will divide Q205 by Q206 responses, and the second will be an indicator for whether Q205 takes on a value greater than “0”. Both variables will be coded as missing if Q206 is equal to “0”.

In school progression, dropout and school attendance analysis, we propose to include additional variables that control for the following: age at enrollment (Q208 in household survey) and mother’s educational attainment (Q213). We hypothesize that these control variables will serve as key predictors of the relevant outcomes.

We also propose to conduct heterogeneity analysis for the same set of outcomes based on child grade-for-age at baseline, mother’s education, school quality, and baseline cognitive test performance. In addition to including an indicator for Treatment assignment, the first such specification will include the interaction of the indicator for Treatment assignment with a discrete variable measuring child grade-for-age, the second specification will interact Treatment assignment with a discrete variable measuring mother’s years of education, the third specification will interact Treatment assignment with a continuous variable measuring normalized school quality, and the fourth specification will interact Treatment assignment with a continuous variable measuring normalized cognitive test score. Finally, we will examine heterogeneous impacts based on whether the household has experienced the following types of household shocks: (1) economic shocks, (2)

household illness or death, and (3) other shocks including crime and land/family disputes (occurrence of shocks is measured in household survey Q111 and Q113).

All heterogeneity analysis specifications will include a variable that controls for the source of heterogeneous treatment effects (i.e., a control for child grade-for-age). In conducting this heterogeneity analysis, we will test for balance in the randomization within each subgroup and only report comparisons that are balanced. For the economic shock related outcomes, we will test for a correlation between treatment status and the prevalence of shocks in the last 12 months.

6) Life skills

Scaled scores for the three objective, task-based measures included in the survey will be used to characterize treatment effects. These three measures are: a choice experiment designed to characterize future discounting, a mirror drawing task intended to measure perseverance/grit, and a scavenger hunt designed to measure self-agency as well as perseverance. Key survey-based measures used to evaluate program impacts will include: girl's marital status, an index characterizing socio-emotional support, an index characterizing freedom of movement, an index characterizing girl's empowerment, an index characterizing girl's self-esteem/self-efficacy, an index characterizing girl's future planning, an index characterizing girl's marriage expectations, an index characterizing girl's employment expectations, girl's perceptions of gender norms, response to Cantrill's ladder, enumerator assessment, parental perceptions of girl's strengths, parental perceptions of girl's self-efficacy, parental perceptions of girl's freedom of movement, parent-daughter communication, parental perceptions of gender norms, parental attitudes towards girl's schooling, and parental attitudes towards girl's marriage timing.

For all Life Skills indices described above, we will first take the difference between each component survey response value and the mean within the control group and then divide by the control group standard deviation. We will then average over all index components, ensuring that values for each component are constructed so that the index interpretation is consistent (i.e. higher values of empowerment index components all correspond to higher levels of empowerment). Note that at each analysis phase, the control group mean and standard deviation will be calculated from the concurrent data (i.e. control group mean and standard deviation will be calculated in the follow-up data when outcomes from the follow-up data are being analyzed).

We hypothesize that the Room to Read intervention will increase girl's patience based on measured future discounting, improve performance on mirror drawing and scavenger hunt tasks, and result in increases in the value of the indices described below (that are constructed based on both child and parent survey responses).

Future discounting: Responses to child survey Q510a-Q510f will be coded in order to generate a discrete variable that is set equal to the value corresponding to the first response in which the girl chooses present over future payout (there are six possible values).

Mirror drawing: Two variables will be constructed to measure task performance. The first will be equal to the number of mirror drawings successfully completed (up to four). The second variable will measure the total number of seconds spent on all attempted mirror drawing tasks.

Scavenger hunt: An index will be created from two normalized measures. The first measure will count the total number of items successfully collected. The second measure will count the number of items that the girl attempted to collect (whether successful or not).

Girl's marital status: An indicator variable for whether girl is married or committed (engaged). This variable will be equal to "1" if household survey Q206 takes on values "2"-"4" for the girl.

Socio-emotional support: A normalized index will be generated based on responses to child survey Q501a-Q502c.

Freedom of movement: A normalized index will be generated based on responses to child survey Q503c1-Q503c7. Responses to each question will be coded as "1" if girl reports that she is allowed to go alone or accompanied and coded as "0" otherwise.

Empowerment: A normalized index will be generated based on responses to child survey Q504a-Q505h. Q504a-Q504k responses will take on one of three possible values, while Q505a-Q505h will take on one of two possible values. Each variable will be coded so that higher values correspond to greater levels of empowerment/autonomy.

Self-esteem/self-efficacy: A normalized index will be generated based on responses to child survey Q507a-Q507d, Q508c-Q508g and Q516a-Q516b. Q507a-Q507d responses will take on one of two possible values, while Q508c-Q508g will take on one of three possible values. "Don't Know" responses to Q507a-Q507d will be coded as missing.

Future plans: A normalized index will be generated based on responses to child survey Q508a-Q508b, Q511a, Q512c, Q512e-Q512f. For Q511a and Q512c, indicator variables will be created based on whether any goal is provided (i.e. responses #1-#6 given). For Q512e-Q512f, responses will take on one of five values, with the highest value corresponding to "Very true for me" and the lowest value corresponding to "Have never thought about goals."

Marriage expectations: A normalized index will be generated based on responses to child survey Q513c-Q513f along with the difference between Q513a and Q513b. "Never" responses to Q513a will be coded as missing. For girls already married, the index will be set equal to the lowest value calculated for a non-married respondent.

Employment expectations: A normalized index will be generated based on responses to child survey Q514a, Q514c-Q514d. "Other" responses to Q514c, Q514d will be coded based on the closest corresponding numerical response value.

Gender norms: A normalized index will be generated based on responses to child survey Q515a-Q515f.

Cantrill's ladder: Responses will be coded from 1 to 10.

Enumerator assessment: A normalized index will be generated based on responses to child survey Q702-Q705.

Parental perceptions of girl's strengths: A normalized index will be generated based on responses to household survey Q416a-Q416u.

Parental perceptions of girl's self-efficacy: A normalized index will be generated based on responses to household survey Q417a-Q417e. Responses will be coded from "1" to "5". "Don't Know" responses will be coded as missing.

Parental perceptions of girl's freedom of movement: A normalized index will be generated based on responses to household survey Q418a-418h. Responses to each question will be coded as "1" if respondent reports that girl is allowed to go alone or accompanied and coded as "0" otherwise.

Parent-daughter communication: A normalized index will be generated based on responses to household survey Q419a-420h. Responses to Q419 take on one of two values, while responses to Q420 take on one of three values.

Gender norms: A normalized index will be generated based on responses to household survey Q424a-424i.

Parental attitudes towards girl's schooling: A normalized index will be generated based on responses to household survey Q425-Q427 and Q440b. "Other" values will be coded corresponding to the closest numerical value and "Don't Know" responses for Q440b will be coded as missing.

Parental attitudes towards girl's marriage timing: A normalized index will be generated based on (1) difference between household survey Q434 and Q432 responses, (2) difference between household survey Q435 and Q432 responses, (3) Q437, and (4) Q440d-Q440f. For Q440d-Q440f, "Don't Know" and "I do not expect her to do this" responses will be coded as missing.

We also propose to conduct heterogeneity analysis for the same set of outcomes discussed above based on child grade-for-age at baseline, mother's education, school quality, baseline cognitive test performance, and indicators for whether household has experienced various types of household shocks (as identified in Q111 and Q113).

In conducting this heterogeneity analysis, we will test for balance in the randomization within each subgroup and only report comparisons that are balanced. For the economic shock related outcomes, we will test for a correlation between treatment status and the prevalence of shocks in the last 12 months.

7) Child labor

Outcomes of interest include participation in hazardous child labor, economic activity both inside and outside the home, and detailed information on time allocation. Data will be collected to serve as proxies for bonded labor and human trafficking, but we do not expect prevalence rates that would permit further analysis on bonded labor or human trafficking.

We hypothesize that the Room to Read intervention will reduce time spent working and incidence of forced labor.

Working Child

- Children who have worked in the family based work in the last 12 months

- Children engaged in child labor

Working for Pay

- Children who report being paid for their work in the last 12 months regardless of the location of the work. Pay includes cash, shelter, food, clothing, or medical support. Reports of pay in last 7 days will be combined with questions governing the last 12 months.

Working outside of Family Based Activity

- Children who report working outside of a family based activity in either the last 12 months (including responses with last 7 days recall). An activity is no longer considered family based if employees are present.

Child Labor

- Children working outside of family based work in the last 12 months
- Children economically active for 20 or more hours in the last week.
- Children participating in unpaid household services for 20 or more hours in the last week
- Children engaged in hazardous child labor
- Children engaged in other worst forms of child labor

Hazardous Child Labor

- Children in an occupation listed in Appendix One.
- Children participating in any of the processes listed in Appendix Two.
- Children working in an economic activity in the last 12 months that is hazardous by its nature or circumstance (based on self-reported job characteristics in questions 401-415).

Other Worst Forms of Child Labor

- Children (potentially) in debt bondage (reports working for a debt and being unable to leave)
- (Potentially) Trafficked Children (reports coming from a different community with a trip organized by a non-parent or with other working children and being unable to leave).
- Child (potentially) in forced labor (reports being forced to work and unable to leave)

Hours Working. A continuous variable measuring hours spent in economic activity, including collection activities and commuting time, during a typical day in the last week based on child survey Q311 time allocation responses.

Hours in Unpaid Household Services. A continuous variable measuring hours spent in unpaid household services during a typical day in the last week based on child survey Q311 time allocation responses.

Hours Active. A continuous variable measuring hours spent in unpaid household services and working during a typical day in the last week based on child survey Q311 time allocation responses.

Hours Active Outside of the Home. A continuous variable measuring hours spent in unpaid household services and working outside of the child's home during a typical day in the last week based on child survey Q311 time allocation responses.

We also propose to conduct heterogeneity analysis for the same set of outcomes based on the child's age at baseline, based on the type of employment most important to the child's household at baseline (question 104 of the household survey), based on the child's land ownership at baseline (question 106 of the household survey), based on whether the household has affected by any general problems in the last 12 months (question 111 of the household survey), based on whether the household has experienced any serious illnesses in the last 12 months (question 113, parts D-F), and based on whether the household has experienced any household problems that resulted in the loss of household income or inheritances (questions 113 and 114 of the household survey). Each source of heterogeneity will be considered separately. In addition to including an indicator for Treatment assignment and the type of heterogeneity being examined, heterogeneity will be examined by interacting indicator(s) for the type of heterogeneity described above and the treatment assignment. In conducting this heterogeneity analysis, we will test for balance in the randomization within each subgroup and only report comparisons that are balanced. For the economic shock related outcomes, we will test for a correlation between treatment status and the prevalence of shocks in the last 12 months.

All specifications will control for the child's age at baseline with indicators as well as indicators for the most important type of employment in the household at baseline.

8) Cognitive skills and academic achievement

The key outcomes of interest here will include a continuous measure of student grade point average collected from administrative data, time spent studying, and performance on a cognitive test administered by the research team at both baseline and endline (subject to available funding).

We hypothesize that the Room to Read intervention will increase time spent studying.

Time spent studying: A continuous variable measuring minutes spent on school work outside of school during a typical day in the last week based on child survey Q311 time allocation responses.

Hours spent on School: A continuous variable measuring hours spent on school including time spent studying, time in school, and time traveling to and from school during a typical day in the last week based on child survey Q311 time allocation responses.

We also propose to conduct heterogeneity analysis for the same set of outcomes discussed above based on child grade-for-age at baseline, mother's education, school quality, and indicators for whether household has experienced various types of household shocks (as identified in Q111 and Q113).

In conducting this heterogeneity analysis, we will test for balance in the randomization within each subgroup and only report comparisons that are balanced. For the economic shock related outcomes, we will test for a correlation between treatment status and the prevalence of shocks in the last 12 months.

Survey Attrition

By collecting contact information for each household at baseline and by engaging in multiple follow-up visits in cases in which respondents are not initially reached by enumerators, we hope to minimize survey attrition.

Nonetheless, we will test for differential attrition by treatment assignment at the time of endline analysis and will present estimates using an appropriate bounding procedure if differential attrition is detected.

Questions with Limited Variation

In order to limit noise caused by variables with minimal variation, questions for which 95 percent of observations have the same value within the relevant sample will be omitted from the analysis and will not be included in any indicators or hypothesis tests.

Missing data from item non-response

Unless explicitly stated above, there will be no imputation for missing data due to item non-response at endline. Missing data on baseline variables will be dummied out of the relevant specifications.

Power Calculations

Given the available sample, power calculations suggest that we will be able to detect increases of 4 percentage points in child enrollment and decreases of 3 and 8 percentage points for child marriage and wage work, respectively. These minimum detectable effects sizes are calculated based on 0.90 power, a one-sided hypothesis test conducted with a p-value of .05, and assumed intraclass correlations of 0.06, 0.00, and 0.10 for child enrollment, child marriage and wage work, respectively. We note that intraclass correlation values are calculated based on existing pilot data to the extent possible.

Appendix One: Banned Occupations for Children Below the Age of 18, 1986 Child Labor Act including all subsequent amendments

- (1) Transport of passengers, goods or mails by railway;
- (2) Cinder picking, clearing of an ash pit or building operation in the railway premises;
- (3) Work in a catering establishment at a railway station, involving the movement of a vendor or any other employee of the establishment from one platform to another or into or out of a moving train;
- (4) Work relating to the construction of a railway station or with any other work where such work is done in close proximity to or between the railway lines;
- (5) A port authority within the limits of any port;
- (6) Work relating to selling of crackers and fireworks in shops with temporary licences;
- (7) Abattoirs/slaughter Houses;
- (8) Automobile workshop and garages;
- (9) Foundries;
- (10) Handling of toxic or inflammable substances or explosives;
- (11) Handloom and powerloom industry;
- (12) Mines (underground and underwater) and collieries;
- (13) Plastic units and fibreglass workshops;
- (14) Employment of children as domestic workers or servants;
- (15) Employment of children in dhabas (road side eateries), restaurants, hotels, motels, tea shops, resorts, spas or other recreational centres;
- (16) Diving.

Appendix Two: Banned Processes for Children Below the Age of 18, 1986 Child Labor Act including all subsequent amendments

- (1) Bidi-making.

- (2) Carpet-weaving including preparatory and incidental process thereof.
- (3) Cement manufacture, including bagging of cement.
- (4) Cloth printing, dyeing and weaving including processes, preparatory and incidental thereto.
- (5) Manufacture of matches, explosives and fire-works.
- (6) Mica-cutting and splitting.
- (7) Shellac manufacture.
- (8) Soap manufacture.
- (9) Tanning.
- (10) Wool-cleaning.
- (11) Building and construction industry including processing and polishing of granite stones.
- (12) Manufacture of slate pencils (including packing).
- (13) Manufacture of products from agate.
- (14) Manufacturing processes using toxic metals and substances such as lead, mercury, manganese, chromium, cadmium, benzene, pesticides and asbestos.
- (15) 'Hazardous process' as defined in section 2 (cb) and 'dangerous operation' as notified in rules under section 87 of the Factories Act, 1948 (63 of 1948).

1. Ferrous Metallurgical Industries

- Integrated Iron and Steel
- Ferrow-alloys
- Special Steels

2. Non-ferrous metallurgical Industries

- Primary Metallurgical Industries, namely, zinc, lead, copper, manganese and aluminium

3. Foundries (ferrous and non-ferrous)

- Castings and forging including cleaning or smoothening/roughening by sand and shot blasting

4. Coal (including coke) industries

- Coal , Lignite, Coke, etc.

- Fuel Gases (including Coal Gas, Producer Gas, Water Gas)
5. Power Generating Industries
 6. Pulp and paper (including paper products) industries
 7. Fertiliser Industries
 - Nitrogenous
 - Phosphatic
 - Mixed
 8. Cement Industries
 - Portland Cement (including slag cement, puzzolona cement and their products)
 9. Petroleum Industries
 - Oil Refining
 - Lubricating Oils and Greases
 10. Petro-chemical Industries
 11. Drugs and Pharmaceutical Industries
 - Narcotics, Drugs and Pharmaceuticals
 12. Fermentation Industries (Distilleries and Breweries)
 13. Rubber (Synthetic) Industries
 14. Paints and Pigment Industries
 15. Leather Tanning Industries
 16. Electro-plating Industries
 17. Chemical Industries
 - Coke Oven by-products and Coaltar Distillation products
 - Industrial Gases (nitrogen, oxygen, acetylene, argon, carbon dioxide, hydrogen, sulphur dioxide, nitrous oxide, halogenated hydrocarbon, ozone, etc.)
 - Industrial Carbon
 - Alkalies and Acids
 - Chromates and dichromates
 - Leads and its compounds

- Electrochemicals (metallic sodium, potassium and magnesium, chlorates, perchlorates and peroxides)
- Electrothermal produces (artificial abrasive, calcium carbide)
- Nitrogenous compounds (cyanides, cyanamides and other nitrogenous compounds)
- Phosphorous and its compounds
- Halogens and Halogenated compounds (Chlorine, Flourine, Bromine and Iodine)
- Explosives (including industrial explosives and detonators and fuses)

18. Insecticides, Fungicides, Herbicides and other Pesticides Industries

19. Synthetic Resin and plastics

20. Man-made Fibre (Cellulosic and non-cellulosic) Industry

21. Manufacture and repair of electrical accumulators

22. Glass and Ceramics

23. Grinding or glaxing of metals

24. Manufacture, handling and processing of asbestos and its products

25. Extraction of oils and fats from vegetable and animal sources

26. Manufacture, handling and use of benzene and substances containing benzene

27. Manufacturing processes and operations involving carbon disulphide

28. Dyes and Dyestuff including their intermediates

29. Highly flammable liquids and gases

(16) Printing as defined in section 2(k) (iv) of the Factories Act, 1948 (63 of 1948).

(17) Cashew and cashewnut descaling and processing.

(18) Soldering processes in electronics industries.

(19) 'Aggarbatti' manufacturing.

(20) Automobile repairs and maintenance including processes incidental thereto, namely, welding, lathe work, dent beating and painting.

(21) Brick kilns and roof tiles units.

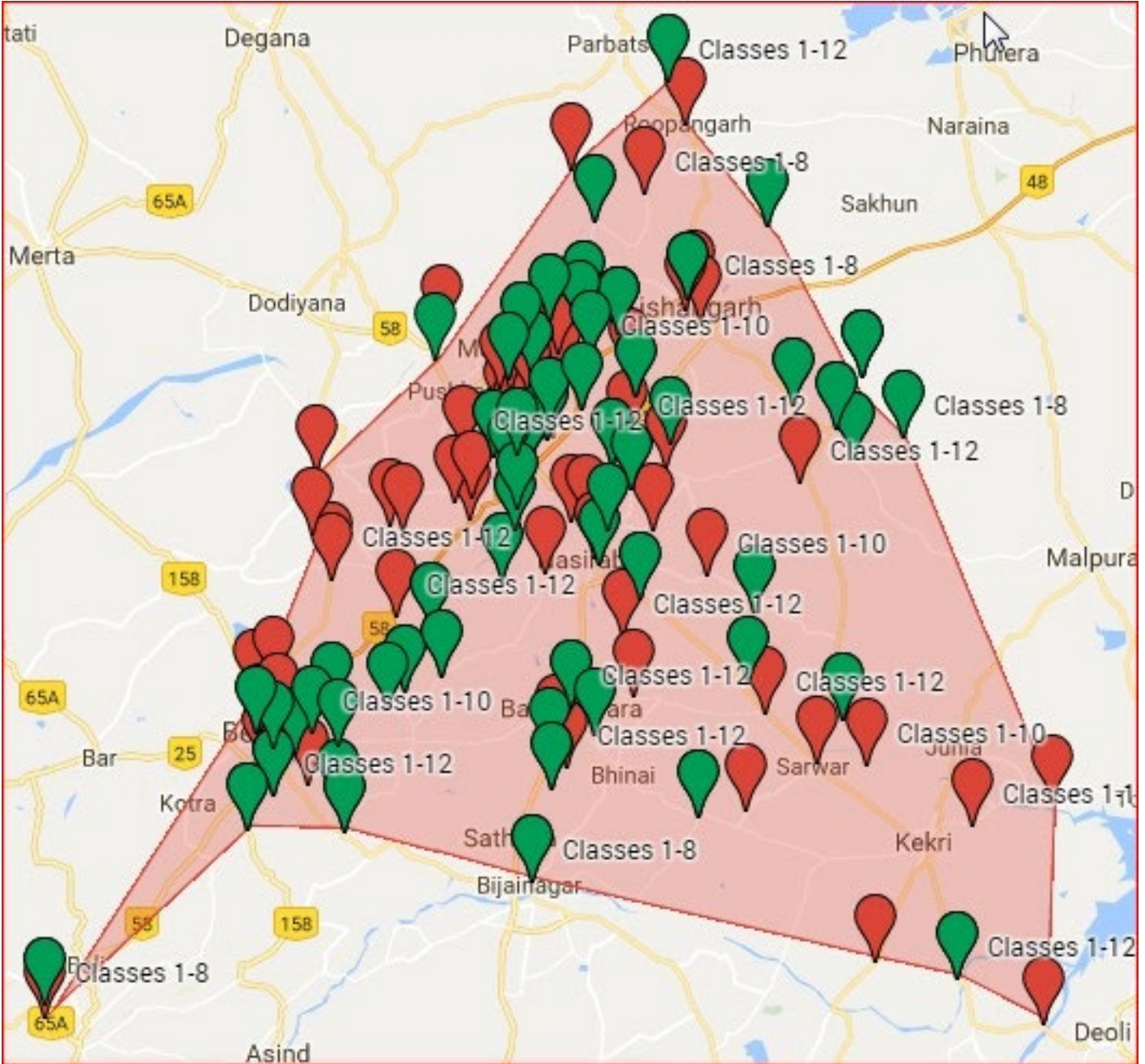
- (22) Cotton ginning and processing and production of hosiery goods.
- (23) Detergent manufacturing.
- (24) Fabrication workshops (ferrous and non-ferrous).
- (25) Gem cutting and polishing.
- (26) Handling of chromite and manganese ores.
- (27) Jute textile manufacture and coir making.
- (28) Lime kilns and manufacture of lime.
- (29) Lock making.
- (30) Manufacturing processes having exposure to lead such as primary and secondary smelting, welding and cutting of lead-painted metal constructions, welding of galvanized or zinc silicate, polyvinyl chloride, mixing (by hand) of crystal glass mass, sanding or scrapping of lead paint, burning of lead in enamelling workshops, lead mining, plumbing, cable making, wire patenting, lead casting, type founding in printing shops. Store type setting, assembling of cars, shot making and lead glass blowing.
- (31) Manufacture of cement pipes, cement products and other related work.
- (32) Manufacturing of glass, glassware including bangles, fluorescent tubes, bulbs and other similar glass products.
- (33) Manufacture of dyes and dye stuff.
- (34) Manufacturing or handling of pesticides and insecticides.
- (35) Manufacturing or processing and handling of corrosive and toxic substances, metal cleaning and photo engraving and soldering processes in electronic industry.
- (36) Manufacturing of burning coal and coal briquettes.
- (37) Manufacturing of sports goods involving exposure to synthetic materials, chemicals and leather.
- (38) Moulding and processing of fibreglass and plastic.
- (39) Oil expelling and refinery.
- (40) Paper making.
- (41) Potteries and ceramic industry.

- (42) Polishing, moulding, cutting, welding and manufacture of brass goods in all forms.
- (43) Process in agriculture where tractors, threshing and harvesting machines are used and chaff cutting.
- (44) Saw mill—all processes.
- (45) Sericulture processing.
- (46) Skinning, dyeing and processes for manufacturing of leather and leather products.
- (47) Stone breaking and stone crushing.
- (48) Tobacco processing including manufacturing of tobacco, tobacco paste and handling of tobacco in any form.
- (49) Tyre making, repairing, re-treading and graphite beneficiation.
- (50) Utensils making, polishing and metal buffing.
- (51) 'Zari' making (all processes).
- (52) Electroplating.
- (53) Graphite powdering and incidental processing.
- (54) Grinding of glazing of metals.
- (55) Diamond cutting and polishing.
- (56) Extraction of slate from mines.
- (57) Rag picking and scavenging.
- (58) Processes involving exposure to excessive heat (e.g. working near furnace) and cold.
- (59) Mechanised fishing.
- (60) Food processing.
- (61) Beverage industry.
- (62) Timber handling and loading.
- (63) Mechanical Lumbering.

(64) Warehousing.

(65) Processes involving exposure to free silica such as slate, pencil industry, stone grinding, slate stone mining, stone quarries, agate industry.

Appendix 4: Map of schools in the study sample



Note: The green markers indicate treatment schools.