Appendix for Advancing the Agency of Adolescent Girls

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Abstract

Can life skills be taught in early adolescence? Using a clustered randomized control trial, this study analyzes the impact of a school-based life skills intervention in grades six and seven within a sample of 2,459 girls in Rajasthan, India. Our evidence suggests that the intervention is successful in developing stronger life skills including increased agency, more equitable gender norms, and stronger socio-emotional support. Girls also drop out of school at a lower rate: we observe an approximately 25 percent decline in dropout that persists from seventh grade through the transition to high school.

JEL: I25, J16, O15

Keywords: Human Capital, Non-Cognitive Skills, Gender, India

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A Appendix

A.1 Data Collection and Validation

Consent Process Prior to the start of each survey round, a training process focused on developing enumerator skills was undertaken. 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 evaluation team enrolled individual girls and households into the evaluation sample at baseline using a detailed process of consent administered for both household and child surveys. Enumerators were trained to explain the purpose of the study, the benefits of participating, the study's duration, and the frequency of the proposed interviews. Interviews were conducted only after respondents consented to participate and all questions regarding the study were addressed. Separate consents, both verbal and written, were obtained from the members who participated in the household survey. For the child survey, parental consent from the primary caregiver was first obtained before interviewing the child. In case the primary caregiver of the child was not available, consent was obtained from the most senior member of the household. Informed verbal consent was obtained from all children participating in the study. The consent process was then repeated for each subsequent survey.

Quantitative Data Collection The survey teams 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.)

Data Validation To minimize surveyor error, all survey skip patterns and valid response ranges were pre-programmed onto tablets prior to the start of survey activities. In addition,

the survey was designed so that surveyors were required to verify that respondent identifiers and names matched our master file records prior to commencing each round of data collection. To assess data quality in real time, the project research associate was tasked with downloading collected data at the end of each day and running a series of data quality checks in Stata to identify any survey questions generating unexpected response patterns or high rates of missing values. In addition, these data checks identified whether any surveyors were recording missing or "Don't Know" responses with high frequency. When such cases were identified, the field staff worked with the responsible enumerator to correct surveying practices to minimize non-response.

Qualitative Data Collection Qualitative data collection was conducted at baseline, midline, and endline. This involved research activities in six schools served by Room to Read and in the associated communities. Three schools were selected in which school quality was above average, and two schools were selected in which it was below average; a sixth school was selected because it was an all girls' school. The objective of the qualitative data collection is to understand better the channels through which the GEP changes attitudes, perceptions, and decision-making processes for girls, teachers, parents and other stakeholders. Qualitative data was collected by staff members trained in in-depth interview techniques, and collection included the transcription, translation, and coding of the resulting data. A full overview of the qualitative findings is provided in DeJaeghere and Arur (2019).

A.2 Selection into Administrative data: Dropout and Grades

In addition to results estimated using survey data, we also present results estimated using administrative data reported on dropout and grades in Tables 4 and 5. In Appendix Tables A17, A18, and A19, we present additional robustness checks analyzing potential bias induced by selection into these administrative data.

In the analysis of school-reported data on dropout, girls are missing if the schools report no data on the girls' whereabouts: i.e., if the girl is no longer enrolled and the school cannot identify whether she has transferred to another school (a process that requires a certificate from the originating school) or definitively dropped out. Attrition from these data is relatively infrequent in grades six through eight, but increases to 11 percent in grade nine as students are more likely to change schools prior to entering high school.

To examine the potential influence of attrition, we re-estimate the specification of interest for each grade first assuming that all missing children are not in school, and subsequently assuming that all missing children are in school. In Table A17, Column (1) reports the effect of treatment on baseline dropout (grade five), confirming there is no baseline imbalance; Columns (2) through (9) report the robustness checks for dropout in grades six, seven, eight and nine. While there is some change in estimated treatment effects, in both bounding exercises the estimated treatment effects for grade nine are not statistically distinguishable from the treatment effects for grade eight. Hence, this evidence suggests that impact of the GEP on dropout continues into high school, although we cannot say whether that effect would have persisted without the addition of material support.

For the analysis of school-reported data on test scores, scores are missing for girls who have dropped out of school as well as for other children whose missing exam scores have

no singular explanation. (This is an advantage of the in-home ASER tests also conducted; missing data for the ASER scores is minimal, and restricted to those girls who were not observed in the endline survey.)

In order to analyze the potential impact of missing test scores on our findings, we first assign all missing children high and low test scores. Specifically, Column (1) of Table A18 reports the effect of treatment on baseline GPA in order to assess any baseline imbalance. In Columns (2) through (7) of the same table, we re-estimate the primary specification (1) assigning all missing children the 75th or 25th percentile GPA for children in their school. While these different assumptions about the selection into test scores move our estimates of treatment effects, the resulting treatment effect estimates are still consistent with our hypothesis that there is no effect of treatment on in-school test scores.

In Panel A of Table A19, we examine the relationship between indicators for available test score data and treatment status. We find that treated students are less likely to have missing administrative test score data. In Panels B and C, we assess the degree to which this selection into test data would be expected to bias estimated treatment effects for administrative test score outcomes by interacting treatment status with the baseline (grade 5) administrative test score in Panel B and with the baseline attendance rate in Panel C. Interaction terms are statistically insignificant at conventional levels in all but one specification and are inconsistent in sign, suggesting that differences in missing rates as a function of treatment status are not likely to bias estimates in practice.

A.3 Bounding

Given evidence from Section 3.1.4 that girls in the control group were more likely to attrit from the endline girl survey (though not the endline household survey), we assess the potential importance of missing data in Tables A21 through A23 for those outcomes in Tables 2 through 5 (and Appendix Table A20) that are constructed using endline girl survey responses. Specifically, we conduct separate bounding exercises corresponding to positive and negative selection. For the positive selection specifications, we assign to all missing children the 75th percentile values for index- and time use-based outcomes and the maximum response value for all other outcomes (typically indicator measures). For the negative selection specifications, we assign to all missing children the 25th percentile values for index- and time use-based outcomes and the minimum response value for all other outcomes. While these different assumptions about selection into the girl endline survey do generate some variation in our estimates of treatment effects, selection-adjusted estimates are not statistically distinguishable from the original estimates, and the statistical significance of estimates (relative to a null hypothesis of zero effect) is essentially unchanged for all included outcomes.

A.4 Heterogeneous Effects

The analysis plan pre-specified an analysis of heterogeneity along a number of dimensions: school quality, baseline child age, maternal education, and exposure of the household to recent shocks (economic shocks, crime shocks, and death/illness shocks). Heterogeneous effects for the primary outcomes of interest are reported in Tables A24 through A39 in the

Appendix. In general, we fail to find evidence of significant heterogeneity in the observed treatment effects.

Appendix Figures

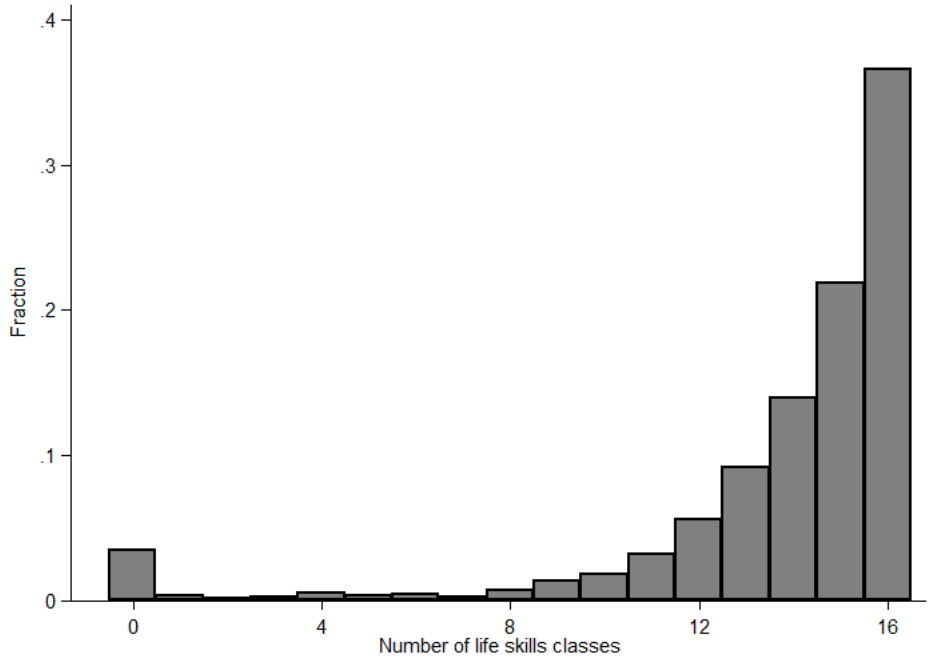

Figure A1: Number of Life Skills Classes Attended by Treatment Group Subjects in Grade 6 (out of 16 Classes)

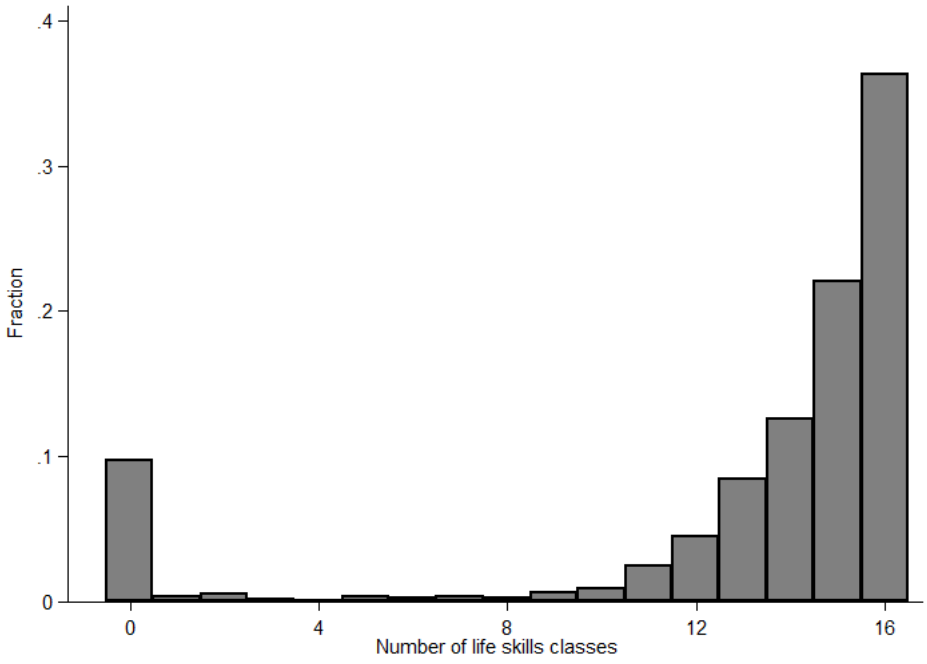

Figure A2: Number of Life Skills Classes Attended by Treatment Group Subjects in Grade 7 (out of 16 Classes)

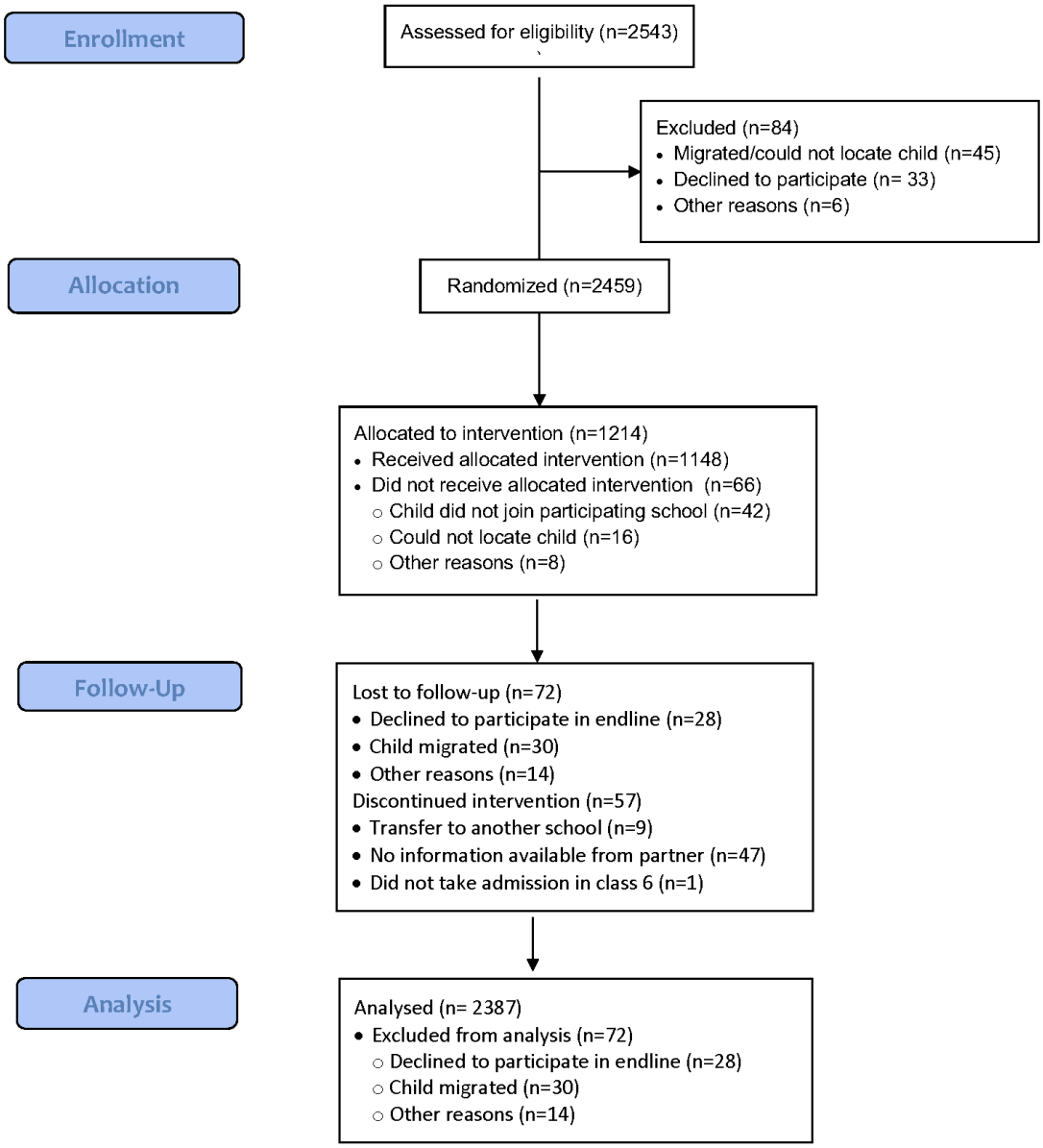

Figure A3: Flow Chart of Participants

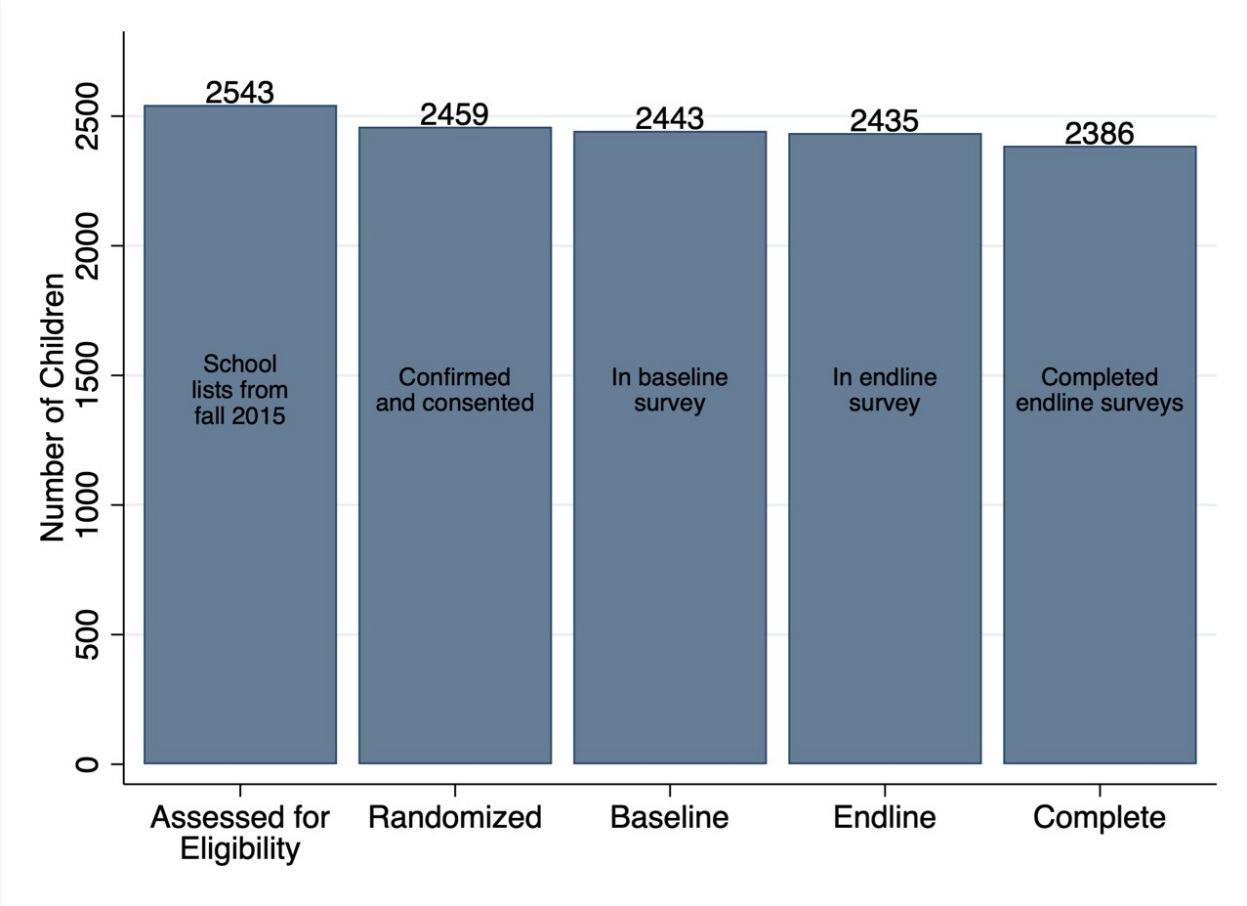

Figure A4: Attrition by Data Collection Round and Survey Type

Notes: Completed endline surveys refers to the completion of both the child and household surveys.

Appendix Tables

Table A1: Balance Tests for Household Variables

	Control		Treatment		Difference		
	Mean	Std. dev.	Mean	Std. dev.	Coef.	Std. error	Q-stat
	(1)	(2)	(3)	(4)	(5)	(6)	(7)
Number of sampled girls in household	1.057	0.241	1.067	0.251	0.010	(0.015)	0.834
Number of household members	6.893	2.763	6.781	2.860	-0.106	(0.140)	0.829
Number of boys in household (under 18)	1.358	1.047	1.402	1.003	0.046	(0.050)	0.745
Number of girls in household (under 18)	2.456	1.340	2.419	1.380	-0.037	(0.063)	0.834
Other backward castes household	0.631	0.483	0.720	0.449	0.088**	(0.038)	0.579
Primary source of employment = wage / salary earning	0.536	0.499	0.527	0.499	-0.012	(0.031)	0.910
Primary source of employment = Self-employment (ag.)	0.210	0.407	0.220	0.415	0.011	(0.032)	0.930
Primary source of employment = Self-employment (non-ag.)	0.072	0.258	0.089	0.285	0.018	(0.015)	0.655
Primary source of employment = Casual labor (ag).	0.015	0.120	0.012	0.108	-0.003	(0.005)	0.834
Primary source of employment = Casual labor (non-ag.)	0.162	0.369	0.151	0.358	-0.010	(0.018)	0.834
Non-food expenditures in Rupees (last 30 days)	1.0e+04	5.4e+04	9453.617	1.8e+04	-879.716	(1678.969)	0.834
Food expenditures in Rupees (last 30 days)	2.2e+04	2.9e+05	1.0e+04	1.1e+04	-1.2e+04	(7903.035)	0.655
Durables expenditures in Rupees (last year)	1.1e+05	5.5e+05	1.4e+05	1.3e+06	3.3e+04	(4.0e+04)	0.784
Land owned (bighas)	5.653	11.828	6.901	19.153	1.246	(1.104)	0.655
Land cultivated (bighas)	2.069	8.285	2.540	15.738	0.455	(0.743)	0.834
Household holds NREGA card	0.712	0.453	0.802	0.399	0.090	(0.063)	0.655
Economic shock	0.593	0.491	0.620	0.486	0.027	(0.024)	0.655
Crime shock	0.126	0.332	0.138	0.345	0.011	(0.017)	0.834
Death / illness shock	0.396	0.489	0.417	0.493	0.023	(0.021)	0.655

Notes: Households with multiple study subjects occur as multiple observations. 16 study subjects completed a baseline child survey but no baseline household survey and thus are not represented in these baseline summary statistics.

Primary household source of employment measures are indicator variables. 182 households report that they do not own land but access collectively owned land. 315 households cannot estimate the amount of land owned. 206 households do not report land cultivated because it is cultivated collectively, and 588 households cannot estimate the amount of land cultivated. Economic shock is an indicator for loss of employment or lowered income of any household member or bankruptcy of family business in last 12 months. Crime shock is an indicator for having experienced robbery, assault, physical aggression, a land dispute, or a family dispute in last 12 months. Death/illness shock is an indicator for death, serious illness, or accident of a household member in last 12 months.

The columns under the header "Difference" report the result of the regression of the row variable on an indicator for treatment and stratification fixed effects. Standard errors are clustered by school.

* significant at 10 percent level; ** significant at 5 percent level; *** significant at 1 percent level. Q-statistics are False Discovery Rate corrected q-values based on Benjamini and Hochberg (1995). These are computed by pooling all specifications included in Tables A1 through A3.

Table A2: Balance Tests for Child Variables

	Control		Treatment		Difference		
	Mean	Std. dev.	Mean	Std. dev.	Coef.	Std. error	Q-stat
	(1)	(2)	(3)	(4)	(5)	(6)	(7)
Stratification (Baseline school characteristics):							
Below median school quality	0.515	0.500	0.502	0.500	0.000	(—)	
Above median school quality	0.485	0.500	0.498	0.500	0.000	(—)	
Subject characteristics:							
Age	10.960	1.411	11.019	1.440	0.058	(0.081)	0.829
Maternal education (1=completed primary or above)	0.187	0.390	0.156	0.363	-0.030	(0.023)	0.655
Girl's marital status (1=married)	0.141	0.348	0.194	0.396	0.053*	(0.028)	0.579
Child has dropped out of school	0.024	0.154	0.026	0.159	0.001	(0.010)	0.967
Child is in grade five	0.975	0.155	0.974	0.158	-0.000	(0.010)	0.981
Any attendance in last week (conditional on not dropping out)	0.870	0.336	0.908	0.290	0.040	(0.025)	0.655
Attendance rate in last week (conditional on attendance)	0.768	0.353	0.808	0.319	0.044	(0.028)	0.655
Delay discounting	0.171	0.376	0.186	0.390	0.013	(0.026)	0.834
Completed mirror drawings	2.489	1.228	2.331	1.242	-0.149	(0.117)	0.655
Mirror drawings (seconds)	69.452	65.875	67.318	74.578	-1.833	(6.043)	0.937
Scavenger hunt index	-0.000	0.965	-0.048	0.973	-0.045	(0.076)	0.834
Socio-emotional index	-0.000	0.480	0.035	0.447	0.034	(0.030)	0.655
Freedom of movement index	0.000	0.577	-0.002	0.628	-0.004	(0.046)	0.972
Empowerment index	-0.000	0.406	-0.008	0.426	-0.007	(0.029)	0.955
Self-esteem index	0.000	0.503	0.027	0.472	0.027	(0.030)	0.746
Future planning index	0.020	0.610	0.084	0.589	0.062*	(0.033)	0.579
Marital expectations index	-0.401	1.348	-0.595	1.514	-0.192*	(0.104)	0.579
Education / employment aspirations index	-0.002	0.788	-0.033	0.801	-0.029	(0.053)	0.834
Gender norms index	-0.000	0.498	-0.005	0.521	-0.005	(0.034)	0.967
Cantril's ladder	8.029	2.395	7.877	2.440	-0.154	(0.152)	0.685
Enumerator assessment index	-0.000	0.859	-0.056	0.922	-0.055	(0.052)	0.655

Notes: One household did not complete a roster and thus is not represented in these baseline summary statistics.

Maternal education is measured at endline and is missing if child is not present in endline survey. Any attendance in last week is missing if child has dropped out or her school was not open in past week. Attendance rate in last week is missing if child has dropped out, her school was not open in past week, or she did not attend school in past week. Details regarding the remaining variables and indices can be found in the analysis plan posted on-line.

The columns under the header "Difference" report the result of the regression of the row variable on an indicator for treatment and stratification fixed effects. Standard errors are clustered by school.

* significant at 10 percent level; ** significant at 5 percent level; *** significant at 1 percent level. Q-statistics are False Discovery Rate corrected q-values based on Benjamini and Hochberg (1995). These are computed by pooling all specifications included in Tables A1 through A3.

Table A3: Balance Tests for Child Variables, cont.

	Control		Treatment		Difference		
	Mean	Std. dev.	Mean	Std. dev.	Coef.	Std. error	Q-stat
	(1)	(2)	(3)	(4)	(5)	(6)	(7)
Parental perception of girl's strengths	-0.000	0.374	0.007	0.357	0.008	(0.033)	0.955
Parental perception of girl's self-efficacy	0.000	0.611	0.048	0.636	0.047	(0.038)	0.655
Parental perception freedom of movement	-0.000	0.532	-0.043	0.643	-0.044	(0.035)	0.655
Parent-daughter communication	0.001	0.415	0.002	0.429	0.002	(0.028)	0.972
Parental gender attitudes	-0.000	0.424	0.003	0.439	0.003	(0.025)	0.967
Parental schooling attitudes	0.003	0.682	0.012	0.709	0.010	(0.050)	0.955
Parental marriage attitudes	-0.005	0.503	-0.005	0.530	0.000	(0.033)	0.999
Child works	0.884	0.320	0.945	0.227	0.060***	(0.020)	0.234
Child works for pay	0.829	0.376	0.859	0.349	0.029	(0.026)	0.655
Child works outside of family activity	0.674	0.469	0.721	0.449	0.046	(0.035)	0.655
Child labor	0.855	0.352	0.893	0.310	0.035	(0.023)	0.655
Hazardous child labor	0.620	0.486	0.665	0.472	0.042	(0.037)	0.655
Other worst forms of child labor	0.219	0.414	0.231	0.422	0.010	(0.026)	0.910
Hours economically active in a day	0.945	1.636	1.164	1.741	0.217*	(0.125)	0.632
Hours in unpaid household services in a day	1.415	1.454	1.480	1.441	0.065	(0.068)	0.721
Total hours active	2.360	2.243	2.644	2.367	0.282*	(0.152)	0.579
Hours active outside house	0.719	1.387	0.935	1.513	0.215**	(0.098)	0.579
Hours studying at home	0.713	0.966	0.694	0.944	-0.013	(0.061)	0.955
Total hours spent on school	6.014	2.845	6.199	2.799	0.192	(0.270)	0.829

Notes: One household did not complete a roster and thus is not represented in these baseline summary statistics.

Details regarding the included variables and indices can be found in the analysis plan posted on-line.

The columns under the header "Difference" report the result of the regression of the row variable on an indicator for treatment and stratification fixed effects. Standard errors are clustered by school.

* significant at 10 percent level; ** significant at 5 percent level; *** significant at 1 percent level. Q-statistics are False Discovery Rate corrected q-values based on Benjamini and Hochberg (1995). These are computed by pooling all specifications included in Tables A1 through A3.

Table A4: Non-cognitive Skills: Child Survey Measures (Stratification Controls)

Panel A

	Future planning index (1)	Gender norms index (2)	Educ. / emp. aspirations index (3)	Marital expectations index (4)	Empowerment index (5)	Self-esteem index (6)
Treatment	.070**	.088***	-.016	-.321***	.095***	.042*
	(.031)	(.034)	(.051)	(.115)	(.027)	(.024)
Obs.	2380	2380	2380	2380	2380	2380
R^2	.014	.019	.055	.057	.019	.012
Mean Control Group	-0.016	0.000	0.000	-0.606	-0.002	-0.001

Panel B

	Freedom of movement index (1)	Socio-emotional index (2)	Cantril's ladder (3)	Locus of control index (4)	Perceived stress index (5)	Rosenberg self-esteem index (6)
Treatment	.021	.067***	-.012	-.015	-.030	.019
	(.023)	(.024)	(.132)	(.046)	(.046)	(.030)
Obs.	2380	2380	2380	2380	2380	2380
R^2	.014	.014	.012	.006	.006	.013
Mean Control Group	0.000	0.000	4.513	0.000	0.000	0.000

Notes: Table contains results from regressing the outcome variable indicated by the column header on an indicator for treatment (reported) and stratification fixed effects.

For all included indices, we calculate the normalized difference between treatment and control for each component question, and average over all components, ensuring that the interpretation is consistent (i.e. higher values of empowerment index components all correspond to higher levels of empowerment). Detailed definitions of all referenced indices can be found in the analysis plan.

Standard errors, clustered by school, in parenthesis. * significant at 10 percent level; ** significant at 5 percent level; *** significant at 1 percent level.

Table A5: Non-cognitive Skills: Child Survey (Stratification + Baseline Controls)

	(1)	(2)	(3)	(4)	(5)	(6)
	Panel A					
	Future planning index	Gender norms index	Educ. / emp. aspirations index	Marital expectations index	Empowerment index	Self-esteem index
Treatment	.065**	.088***	-.0002	-.198**	.097***	.037
	(.031)	(.034)	(.039)	(.081)	(.027)	(.023)
Obs.	2380	2380	2380	2380	2380	2380
R^2	.029	.029	.197	.304	.027	.055
Mean Control Group	-0.016	0.000	0.000	-0.606	-0.002	-0.001
	Panel B					
	Freedom of movement index	Socio-emotional index	Cantril's ladder	Locus of control index	Perceived stress index	Rosenberg self-esteem index
Treatment	.022	.063***	.0007	-.020	-.024	.024
	(.023)	(.023)	(.131)	(.046)	(.047)	(.030)
Obs.	2380	2380	2380	2380	2380	2380
R^2	.015	.032	.016	.026	.011	.036
Mean Control Group	0.000	0.000	4.513	0.000	0.000	0.000

Notes: Table contains results from regressing the outcome variable indicated by the column header on an indicator for treatment (reported), stratification fixed effects, age fixed effects, the baseline value of the outcome, and a vector of dummies for the most important type of employment in the household at baseline to the previous table's specification. For Columns (4) through (6) of Panel B reporting measures added at endline, we control for lagged values of overall life skills indices.

For all included indices, we calculate the normalized difference between treatment and control for each component question, and average over all components, ensuring that the interpretation is consistent (i.e. higher values of empowerment index components all correspond to higher levels of empowerment). Detailed definitions of all referenced indices can be found in the analysis plan.

Standard errors, clustered by school, in parenthesis. * significant at 10 percent level; ** significant at 5 percent level; *** significant at 1 percent level.

Table A6: Non-cognitive Skills: Parental Reports, Demonstration Tasks, and Enumerator Assessment (Stratification Controls)

	(1)	(2)	(3)	(4)	(5)	(6)	(7)
Panel A: Parental Reports							
	Parental perception of girl's strengths	Parental perception of girl's self-efficacy	Parental perception of freedom of movement	Parent daughter communication	Parental gender attitudes	Parental schooling attitudes	Parental marriage attitudes
Treatment	-.042**	.004	.021	-.014	.0004	.032	.022
	(.018)	(.029)	(.029)	(.029)	(.026)	(.042)	(.031)
Obs.	2434	2430	2434	2434	2434	2434	2434
R^2	.004	.0001	.003	.002	.011	.003	.003
Mean Control Group	0.000	-0.002	0.000	0.000	0.000	0.001	-0.004
Panel B: Demonstration Tasks and Enumerator Assessment							
	Delay discounting	Completed mirror drawings	Mirror drawings (seconds)	Scavenger hunt index	Enumerator assessment index		
Treatment	-.0004	.056	2.172	-.079	.073		
	(.032)	(.085)	(4.472)	(.057)	(.050)		
Obs.	2380	2387	2317	2380	2380		
R^2	.005	.003	.001	.004	.002		
Mean Control Group	0.331	3.269	119.5	0.000	0.000		

Table contains results from regressing the outcome variable indicated by the column header on an indicator for treatment (reported) and stratification fixed effects.

For all included indices, we 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 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). Detailed definitions of all referenced indices can be found in the analysis plan posted on-line. Four observations are missing for parental perception of girl's self-efficacy, as the parent answered "Don't know" to all the relevant questions. In total, seven observations are missing from the analysis for both the future discounting and scavenger hunt measures, corresponding to the seven cases in which the respondent elected only to respond to the first section of the child survey. 70 observations are missing for time spent on mirror drawing measure, corresponding to the 70 respondents who did not attempt any mirror drawings.

Delay discounting is an indicator for whether the respondent would prefer 60 Rs. in one week over 30 Rs. now (respondents were informed that they would have a chance to receive a gift valued correspondingly). Completed mirror drawings takes on values from zero to four and Mirror drawings (seconds) measures the total number of seconds spent on mirror drawings, conditional on having attempted at least one mirror drawing.

Standard errors, clustered by school, in parenthesis. * significant at 10 percent level; ** significant at 5 percent level; *** significant at 1 percent level.

Table A7: Non-cognitive Skills: Other (Stratification + Age, Baseline Outcomes, and Economic Status Controls)

	(1)	(2)	(3)	(4)	(5)	(6)	(7)
Panel A: Parental Reports							
	Parental perception of girl's strengths	Parental perception of girl's self-efficacy	Parental perception of freedom of movement	Parent daughter communication	Parental gender attitudes	Parental schooling attitudes	Parental marriage attitudes
Treatment	-.043**	-.0007	.025	-.009	.003	.027	.023
	(.018)	(.030)	(.028)	(.028)	(.026)	(.038)	(.031)
Obs.	2434	2430	2434	2434	2434	2434	2434
R^2	.019	.022	.015	.025	.037	.113	.033
Mean Control Group	0.000	-0.002	0.000	0.000	0.000	0.001	-0.004
Panel B: Demonstration Tasks and Enumerator Assessment							
	Delay discounting	Completed mirror drawings	Mirror drawings (seconds)	Scavenger hunt index	Enumerator assessment index		
Treatment	-.003	.070	2.610	-.072	.092*		
	(.032)	(.085)	(4.535)	(.055)	(.047)		
Obs.	2380	2387	2317	2380	2380		
R^2	.016	.02	.014	.06	.05		
Mean Control Group	0.331	3.269	119.5	0.000	0.000		

Notes: Table contains results from regressing the outcome variable indicated by the column header on an indicator for treatment (reported), stratification fixed effects, age fixed effects, baseline value of the outcome, and a vector of dummies for the most important type of employment in the household at baseline.

For all included indices, we calculate the normalized difference between treatment and control for each component question, and average over all components, ensuring that the interpretation is consistent (i.e. higher values of empowerment index components all correspond to higher levels of empowerment). Detailed definitions of all referenced indices can be found in the analysis plan. Four observations are missing for parental perception of girl's self-efficacy, as the parent answered "Don't know" to all the relevant questions. In total, seven observations are missing from the analysis for both the future discounting and scavenger hunt measures, corresponding to the seven cases in which the respondent elected only to respond to the first section of the child survey. 70 observations are missing for time spent on mirror drawing measure, corresponding to the 70 respondents who did not attempt any mirror drawings.

Delay discounting is an indicator for whether the respondent would prefer 60 Rs. in one week over 30 Rs. now (respondents were informed that they would have a chance to receive a gift valued correspondingly). Completed mirror drawings takes on values from zero to four and Mirror drawings (seconds) measures the total number of seconds spent on mirror drawings, conditional on having attempted at least one mirror drawing.

Standard errors, clustered by school, in parenthesis. * significant at 10 percent level; ** significant at 5 percent level; *** significant at 1 percent level.

Table A8: Understanding Channels: Child Agency

	(1) Sole decision: Attend school	(2) Sole decision: Continue schooling	(3) Talks to parents about marriage
Panel A: Benchmark Specification			
Treatment	.072***	.107***	.087***
	(.024)	(.026)	(.023)
Obs.	2380	2380	1976
Panel B: Stratification Controls Only			
Treatment	.068***	.099***	.080***
	(.024)	(.025)	(.023)
Obs.	2380	2380	1976
Panel C: Stratification Controls + Age, Economic Status, and Baseline Values			
Treatment	.070***	.105***	.080***
	(.025)	(.025)	(.023)
Mean Control Group	.413	.375	.270
Obs.	2380	2380	1976

Notes: Panel A contains results from regressing the outcome variable indicated by the column header on an indicator for treatment (reported), stratification fixed effects, age fixed effects, baseline value of the outcome, a vector of dummies for the most important type of employment in the household at baseline, and controls for variables that appear imbalanced in the balance tables. Panel B contains results from regressing the outcome variable indicated by the column header on an indicator for treatment (reported) and stratification fixed effects. Panel C adds age fixed effects, baseline value of the outcome, and a vector of dummies for the most important type of employment in the household at baseline to the Panel B specification.

Sole decision-maker: Attend school and Sole decision-maker: Continue schooling are indicators for whether the girl responds "I do/I will" when asked who mostly makes decisions about whether or not the girl will go to school and whether or not the girl will continue in school past eighth grade, respectively. Talks to parents about marriage is an indicator for whether the girl responds that she can talk to her parents about her preferences regarding who she will marry. This measure is missing for girls who are already married.

Standard errors, clustered by school, in parenthesis. * significant at 10 percent level; ** significant at 5 percent level; *** significant at 1 percent level.

Table A9: Understanding Channels: Socio-emotional Support

	(1) Prefers to be alone	(2) Meets friends outside	(3) Has place to meet friends	(4) Has place to stay if needed	(5) Total social time	(6) Reports time on mobile	(7) Time on mobile	(8) Time traveling to school
Panel A: Benchmark Specification								
Treatment	-.055**	.035	.060**	.029	9.610***	.006**	.379*	8.734**
	(.024)	(.022)	(.029)	(.018)	(3.695)	(.003)	(.229)	(3.669)
Obs.	2434	2380	2380	2380	2387	2387	2387	2387
Panel B: Stratification Controls Only								
Treatment	-.053**	.042*	.065**	.034*	9.956***	.006**	.346	9.066**
	(.023)	(.023)	(.028)	(.017)	(3.659)	(.003)	(.217)	(3.675)
Obs.	2434	2380	2380	2380	2387	2387	2387	2387
Panel C: Stratification Controls + Age, Economic Status, and Baseline Values								
Treatment	-.057**	.039*	.063**	.029	10.126***	.006*	.372	9.188**
	(.023)	(.022)	(.028)	(.018)	(3.720)	(.003)	(.241)	(3.717)
Mean Control Group	.391	.635	.47	.759	39.077	.003	.092	37.146
Obs.	2434	2380	2380	2380	2387	2387	2387	2387

Panel A contains results from regressing the outcome variable indicated by the column header on an indicator for treatment (reported), stratification fixed effects, age fixed effects, baseline value of the outcome, a vector of dummies for the most important type of employment in the household at baseline, and controls for variables that appear imbalanced in the balance tables. Panel B contains results from regressing the outcome variable indicated by the column header on an indicator for treatment (reported) and stratification fixed effects. Panel C adds age fixed effects, baseline value of the outcome, and a vector of dummies for the most important type of employment in the household at baseline to the Panel B specification.

Prefers to be alone is an indicator for whether the caregiver responds that it is "Certainly true" that the girl would rather be alone than with other youth. Meets friends outside school is an indicator for whether the girl responds that she has met with her friends outside of school in the last week. Has place to meet friends is an indicator for whether the girl responds that she has a place to meet her female friends at least once a week. Has place to stay if needed is an indicator for whether the girl responds that she has someone in the community who would take her in for the night if her parents were out of town and she needed a place to stay. Time allocation measures are constructed based on girls' responses regarding time spent in minutes on particular activities during a typical day in the last week. In Column (6), Reports time on mobile is an indicator for whether the girl reports spending any time using a mobile phone during a typical day in the last week.

Standard errors, clustered by school, in parenthesis. * significant at 10 percent level; ** significant at 5 percent level; *** significant at 1 percent level.

Table A10: Understanding Channels: Parental Perceptions and Expectations

	(1) Willing to help	(2) Considerate	(3) Wants educated job	(4) Wants work for pay	(5) Wants to complete secondary
Panel A: Benchmark Specification					
Treatment	-.037*	-.051**	.037	.025	.003
	(.021)	(.022)	(.022)	(.021)	(.011)
Obs.	2434	2434	2387	2380	2380
Panel B: Stratification Controls Only					
Treatment	-.040**	-.053**	.032	.013	.0008
	(.020)	(.021)	(.023)	(.023)	(.013)
Obs.	2434	2434	2387	2380	2380
Panel C: Stratification Controls + Age, Economic Status, and Baseline Values					
Treatment	-.042**	-.054**	.031	.016	-.0008
	(.021)	(.022)	(.022)	(.021)	(.011)
Mean Control Group	.813	.692	.698	.759	.932
Obs.	2434	2434	2387	2380	2380

Notes: Panel A contains results from regressing the outcome variable indicated by the column header on an indicator for treatment (reported), stratification fixed effects, age fixed effects, baseline value of the outcome, a vector of dummies for the most important type of employment in the household at baseline, and controls for variables that appear imbalanced in the balance tables. Panel B contains results from regressing the outcome variable indicated by the column header on an indicator for treatment (reported) and stratification fixed effects. Panel C adds age fixed effects, baseline value of the outcome, and a vector of dummies for the most important type of employment in the household at baseline to the Panel B specification.

Willing to help is an indicator for whether the caregiver responds that it is "Certainly true" that the girl often offers to help others. Considerate is an indicator for whether the caregiver responds that it is "Certainly true" that the girl is considerate of other people's feelings. Wants educated job is an indicator for whether the girl responds that when she grows up she would like to work in a profession that requires completed higher secondary schooling. Wants work for pay is an indicator for whether the girl responds that she hopes to work for pay in the future. Wants to complete secondary is an indicator for whether the girl responds that she wants to complete at least secondary schooling.

Standard errors, clustered by school, in parenthesis. * significant at 10 percent level; ** significant at 5 percent level; *** significant at 1 percent level.

Table A11: Non-cognitive Skills (Child Survey): Heterogeneous Effects by Social Desirability

	(1)	(2)	(3)	(4)	(5)	(6)
	Panel A					
	Future planning index	Gender norms index	Educ. / emp. aspirations index	Marital expectations index	Empowerment index	Self-esteem index
Treatment	.076	.094**	.021	-.138	.059	.025
	(.047)	(.044)	(.061)	(.118)	(.037)	(.044)
Treatment·Above Median	-.011	-.003	.0002	-.070	.061	.014
	(.053)	(.042)	(.065)	(.123)	(.038)	(.046)
Above Median	.166***	.105***	.192***	.325***	.020	.080***
	(.040)	(.032)	(.049)	(.075)	(.029)	(.029)
Obs.	2333	2333	2333	2333	2333	2333
	Panel B					
	Freedom of movement index	Socio-emotional index	Cantril's ladder	Locus of control index	Perceived stress index	Rosenberg self-esteem index
Treatment	-.024	.080***	-.012	-.020	-.011	.032
	(.039)	(.030)	(.174)	(.071)	(.070)	(.037)
Treatment·Above Median	.070*	-.023	.055	.001	-.017	-.016
	(.039)	(.037)	(.187)	(.083)	(.085)	(.039)
Above Median	.007	.099***	.107	.010	-.055	.013
	(.026)	(.024)	(.127)	(.066)	(.075)	(.032)
Obs.	2333	2333	2333	2333	2333	2333

Notes: Table contains results from regressing the outcome variable indicated by the column header on an indicator for treatment (reported), the interaction of treatment with an indicator for at or above-median social desirability index responses (reported), an indicator for at or above-median social desirability index responses (reported), stratification fixed effects, age fixed effects, baseline value of the outcome, a vector of dummies for the most important type of employment in the household at baseline, and controls for variables that appear imbalanced in the balance tables. For Columns (4) through (6) of Panel B reporting measures added at endline, we control for lagged values of overall life skills indices. The social desirability index is constructed from three baseline variables: (1) an indicator for whether the girl reports that she wants to become a "Teacher/School head/Educator" when she grows up, (2) an indicator for whether she reports that she is currently living "the best possible life", and (3) an indicator for whether the surveyor recorded that the girl paid close attention "the whole time" when receiving instructions.

For all included indices, we calculate the normalized difference between treatment and control for each component question, and average over all components, ensuring that the interpretation is consistent (i.e. higher values of empowerment index components all correspond to higher levels of empowerment). Detailed definitions of all referenced indices can be found in the analysis plan.

Standard errors, clustered by school, in parenthesis. * significant at 10 percent level; ** significant at 5 percent level; *** significant at 1 percent level.

Table A12: Non-cognitive Skills (Other): Heterogeneous Effects by Social Desirability

Panel A: Parental Reports

	Parental perception of girl's strengths	Parental perception of girl's self-efficacy	Parental perception of freedom of movement	Parent daughter communication	Parental gender attitudes	Parental schooling attitudes	Parental marriage attitudes
	(1)	(2)	(3)	(4)	(5)	(6)	(7)
Treatment	-.063**	-.023	.002	.010	.040	.041	.038
	(.030)	(.045)	(.047)	(.042)	(.031)	(.054)	(.045)
Treatment·Above Median	.036	.045	.043	-.028	-.047	-.0005	-.025
	(.033)	(.047)	(.044)	(.042)	(.033)	(.057)	(.049)
Above Median	.003	.044	.058*	.067**	.071***	.124***	.065**
	(.022)	(.037)	(.030)	(.033)	(.023)	(.039)	(.029)
Obs.	2376	2374	2376	2376	2376	2376	2376

Panel B: Demonstration Tasks and Enumerator Assessment

	Delay discounting	Completed mirror drawings	Mirror drawings (seconds)	Scavenger hunt index	Enumerator assessment index
	(1)	(2)	(3)	(4)	(5)
Treatment	-.040	.018	-.488	-.092	.094
	(.036)	(.109)	(6.298)	(.080)	(.081)
Treatment·Above Median	.064*	.071	5.012	.031	.000
	(.038)	(.119)	(7.196)	(.083)	(.084)
Above Median	.004	.082	8.055*	.103*	.098
	(.024)	(.088)	(4.741)	(.058)	(.067)
Obs.	2333	2340	2273	2333	2333

Notes: Table contains results from regressing the outcome variable indicated by the column header on an indicator for treatment (reported), the interaction of treatment with an indicator for at or above-median social desirability index responses (reported), an indicator for at or above-median social desirability index responses (reported), stratification fixed effects, age fixed effects, baseline value of the outcome, a vector of dummies for the most important type of employment in the household at baseline, and controls for variables that appear imbalanced in the balance tables. The social desirability index is constructed from three baseline variables: (1) an indicator for whether the girl reports that she wants to become a "Teacher/School head/Educator" when she grows up, (2) an indicator for whether she reports that she is currently living "the best possible life", and (3) an indicator for whether the surveyor recorded that the girl paid close attention "the whole time" when receiving instructions.

For all included indices, we 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 then average over all index components, ensuring that values for each component are constructed so that the index interpretation is consistent. Detailed definitions of all referenced indices can be found in the analysis plan posted on-line.

Standard errors, clustered by school, in parenthesis. * significant at 10 percent level; ** significant at 5 percent level; *** significant at 1 percent level.

Table A13: School Dropout (Stratification Controls)

	(1)	(2)	(3)	(4)	(5)	(6)	(7)
	Survey data		Administrative data				
	Whether child has dropped out	Whether child progressed to 7th grade	Dropout Grade 6	Dropout Grade 7	Dropout Grade 8	Dropout Grade 9	Dropout Index
Treatment	-.033*	.037*	-.007	-.025	-.043**	-.051*	-.035**
	(.020)	(.020)	(.017)	(.020)	(.021)	(.026)	(.017)
Obs.	2433	2387	2374	2319	2455	2228	2458
R^2	.003	.004	.007	.011	.005	.399	.112
Mean Control Group	0.132	0.865	0.075	0.142	0.192	0.290	0.169

Notes: Table contains results from regressing the outcome variable indicated by the column header on an indicator for treatment (reported) and stratification fixed effects.

Column (1) uses child and household endline survey data. Column (2) uses child endline survey only. Columns (3) through (6) rely on administrative data. In Columns (3) through (5), dropout is measured based on whether a child attended school at the conclusion of the referenced school year. In Column (6), dropout is measured based on whether a child attended school during the past week (conditional on the school being open). The Column (7) dropout index is constructed as the average of the outcome variables included in Columns (1), (3), (4), (5), and (6). Columns (6) through (7) include a set of fixed effects for the number of days that the school was open in the week before administrative data collection in grade nine.

Standard errors, clustered by school, in parenthesis. * significant at 10 percent level; ** significant at 5 percent level; *** significant at 1 percent level.

Table A14: School Dropout (Stratification + Age, Baseline Outcomes, and Economic Status Controls)

	(1)	(2)	(3)	(4)	(5)	(6)	(7)
	Survey data		Administrative data				
	Whether child has dropped out	Whether child progressed to 7th grade	Dropout Grade 6	Dropout Grade 7	Dropout Grade 8	Dropout Grade 9	Dropout Index
Treatment	-.035*	.038**	-.009	-.025	-.044**	-.053**	-.036**
	(.018)	(.018)	(.016)	(.019)	(.020)	(.024)	(.016)
Obs.	2433	2387	2374	2319	2455	2228	2458
R^2	.129	.128	.095	.101	.096	.433	.205
Mean Control Group	0.132	0.865	0.075	0.142	0.192	0.290	0.169

Notes: Table contains results from regressing the outcome variable indicated by the column header on an indicator for treatment (reported), stratification fixed effects, age fixed effects, baseline value of the outcome, and a vector of dummies for the most important type of employment in the household at baseline.

Column (1) uses child and household endline survey data. Column (2) uses child endline survey only. Columns (3) through (6) rely on administrative data. In Columns (3) through (5), dropout is measured based on whether a child attended school at the conclusion of the referenced school year. In Column (6), dropout is measured based on whether a child attended school during the past week (conditional on the school being open). The Column (7) dropout index is constructed as the average of the outcome variables included in Columns (1), (3), (4), (5), and (6). Columns (6) through (7) include a set of fixed effects for the number of days that the school was open in the week before administrative data collection in grade nine.

Standard errors, clustered by school, in parenthesis. * significant at 10 percent level; ** significant at 5 percent level; *** significant at 1 percent level.

Table A15: Attendance, Time Allocation, and Test Scores (Stratification Controls)

	(1)	(2)	(3)	(4)	(5)	(6)
Panel A: Attendance (Past Week) and Time Allocation (Typical Day in Past Week)						
	Attendance rate	Attendance dummy	Hours studying at home	Hours spent at school		
Treatment	.006	.003	-.062	.183		
	(.010)	(.005)	(.077)	(.189)		
Obs.	2089	2089	2386	2386		
R^2	.002	.002	.004	.003		
Mean Control Group	0.918	0.982	1.541	7.166		
Panel B: Test Scores						
	ASER Mathematics	ASER Hindi	ASER English	GPA Grade 6	GPA Grade 7	GPA Grade 8
Treatment	-.021	.032	-.074	-.119	-.121	-.033
	(.077)	(.093)	(.090)	(.074)	(.092)	(.083)
Obs.	2380	2380	2380	2178	1976	1912
R^2	.004	.004	.002	.013	.006	.004
Mean Control Group	2.353	3.025	2.369	2.259	2.404	2.890

Notes: Table contains results from regressing the outcome variable indicated by the column header on an indicator for treatment (reported) and stratification fixed effects. (1) and (2) of Panel A use child endline survey data and are conditional on school being open and child not having dropped out of school. Attendance rate in Column (1) is the fraction of school days attended in the week prior to being surveyed and the Attendance dummy in Column (2) is an indicator for having attended any days in the past week. 298 observations are missing for these measures because of temporary school closures. Time use outcomes in Columns (3) and (4) of Panel A are defined based on time use patterns recorded for "a typical day in the past week." In Panel B, baseline cognitive test values were not collected, and accordingly Columns (1) through (3) instead include controls for baseline school dropout status, attendance, grade progression, time spent studying, hours spent on school, and grades as reported in grade five.

Standard errors, clustered by school, in parenthesis. * significant at 10 percent level; ** significant at 5 percent level; *** significant at 1 percent level.

Table A16: Attendance, Time Allocation and Test Scores (Stratification + Age, Baseline Outcomes, and Economic Status Controls)

	(1)	(2)	(3)	(4)	(5)	(6)
Panel A: Attendance (Past Week) and Time Allocation (Typical Day in Past Week)						
	Attendance rate	Attendance dummy	Hours studying at home	Hours spent at school		
Treatment	.004	.003	-.067	.132		
	(.009)	(.006)	(.076)	(.187)		
Obs.	2089	2089	2386	2386		
R^2	.022	.014	.044	.092		
Mean Control Group	0.918	0.982	1.541	7.166		
Panel B: Test Scores						
	ASER Mathematics	ASER Hindi	ASER English	GPA Grade 6	GPA Grade 7	GPA Grade 8
Treatment	-.032	.008	-.089	-.159**	-.145	-.028
	(.070)	(.089)	(.084)	(.073)	(.095)	(.086)
Obs.	2380	2380	2380	2178	1976	1912
R^2	.073	.083	.091	.33	.215	.206
Mean Control Group	2.353	3.025	2.369	2.259	2.404	2.890

Notes: Table contains results from regressing the outcome variable indicated by the column header on an indicator for treatment (reported), stratification fixed effects, age fixed effects, baseline value of the outcome, and a vector of dummies for the most important type of employment in the household at baseline.

Columns (1) and (2) of Panel A use child endline survey data and are conditional on school being open and child not having dropped out of school. Attendance rate in Column (1) is the fraction of school days attended in the week prior to being surveyed and the Attendance dummy in Column (2) is an indicator for having attended any days in the past week. 298 observations are missing for these measures because of temporary school closures. Time use outcomes in Columns (3) and (4) of Panel A are defined based on time use patterns recorded for "a typical day in the past week." In Panel B, baseline cognitive test values were not collected, and accordingly Columns (1) through (3) instead include controls for baseline school dropout status, attendance, grade progression, time spent studying, hours spent on school, and grades as reported in grade five.

Standard errors, clustered by school, in parenthesis. * significant at 10 percent level; ** significant at 5 percent level; *** significant at 1 percent level.

Table A17: Robustness Checks for Administrative Dropout Data

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
	5th grade	6th grade		7th grade		8th grade		9th grade	
		Missing Enroll	Missing Dropout	Missing Enroll	Missing Dropout	Missing Enroll	Missing Dropout	Missing Enroll	Missing Dropout
Treatment	.001	-.004	-.034	-.027	-.056**	-.040**	-.066***	-.052**	-.051**
	(.010)	(.016)	(.022)	(.018)	(.023)	(.018)	(.023)	(.022)	(.022)
Obs.	2459	2459	2459	2459	2459	2459	2459	2459	2459
R^2	.005	.078	.067	.094	.08	.109	.094	.314	.54

Notes: Column (1) contains results from regressing the outcome variable indicated by the column header (dropout by end of fifth grade) on an indicator for treatment (reported) and stratification fixed effects. All other columns contain results from regressing the outcome variable indicated by the column header on an indicator for treatment (reported), stratification fixed effects, age fixed effects, baseline value of the outcome, a vector of dummies for the most important type of employment in the household at baseline, and controls for variables that appear imbalanced in the balance tables.

All outcome measures are constructed using administrative data. Column 1 uses dropout by end of fifth grade as a reference outcome. The remaining columns create bounds to assess the importance of missing data by assuming all missing children enrolled in school (in even-numbered columns) or dropped out of school (in odd-numbered columns).

Standard errors, clustered by school, in parenthesis.

* significant at 10 percent level; ** significant at 5 percent level; *** significant at 1 percent level.

Table A18: Robustness Checks for Administrative Test Data

	(1) 5th	(2) 6th Missing 75th	(3) 6th Missing 25th	(4) 7th Missing 75th	(5) 7th Missing 25th	(6) 8th Missing 75th	(7) 8th Missing 25th
Treatment	.023	-.130*	-.134*	-.131	-.103	-.045	.006
	(.075)	(.074)	(.073)	(.093)	(.089)	(.083)	(.088)
Obs.	2356	2459	2459	2459	2459	2459	2459
R^2	.019	.268	.313	.145	.178	.126	.177
Mean Control Group	3.064	2.312	2.200	2.500	2.303	3.007	2.757

Notes: Column (1) contains results from regressing the outcome variable indicated by the column header (fifth grade test score) on an indicator for treatment (reported) and stratification fixed effects. All other columns contain results from regressing the outcome variable indicated by the column header on an indicator for treatment (reported), stratification fixed effects, age fixed effects, baseline value of the outcome, a vector of dummies for the most important type of employment in the household at baseline, and controls for variables that appear imbalanced in the balance tables.

All outcome measures are constructed using administrative data. Column 1 uses fifth grade test score data as a reference outcome. 103 observations are missing from the analysis in Column 1 due to missing administrative test score data. The remaining columns create bounds to assess the importance of missing data by assuming all missing children would have scored at the 75th percentile of the test score distribution (in even-numbered columns) or at the 25th percentile (in odd-numbered columns).

Standard errors, clustered by school, in parenthesis. * significant at 10 percent level; ** significant at 5 percent level; *** significant at 1 percent level.

Table A19: Selection into Survey-Based and Administrative Test Data

	(1) ASER Score Available	(2) GPA Grade 6 Available	(3) GPA Grade 7 Available	(4) GPA Grade 8 Available
Panel A: Selection into Test Data (Stratification controls)				
Treatment	0.011	0.032	0.053**	0.069***
	(0.008)	(0.022)	(0.024)	(0.026)
Obs.	2459	2459	2459	2459
R^2	.0018	.0051	.0064	.0085
Panel B: Selection into Test Data by Grade 5 GPA (Stratification controls)				
Treatment	0.048	-0.143*	-0.087	0.068
	(0.032)	(0.073)	(0.098)	(0.111)
Treatment * Grade 5 GPA	-0.011	0.053**	0.042	-0.003
	(0.010)	(0.023)	(0.031)	(0.033)
Grade 5 GPA	0.011	-0.007	0.036	0.086***
	(0.008)	(0.017)	(0.023)	(0.025)
Obs.	2356	2356	2356	2356
R^2	.0033	.0089	.0170	.0287
Panel C: Selection into Test Data by Grade 5 Attendance (Stratification controls)				
Treatment	0.036	0.053	0.054	0.148**
	(0.022)	(0.056)	(0.063)	(0.070)
Treatment * Grade 5 Attendance	-0.031	-0.020	0.010	-0.099
	(0.025)	(0.060)	(0.072)	(0.077)
Grade 5 Attendance	0.036*	0.134***	0.168***	0.266***
	(0.019)	(0.048)	(0.054)	(0.058)
Obs.	2026	2026	2026	2026
R^2	.0053	.0252	.0319	.0470
Mean Control Group	.962	.870	.778	.744

Notes: Panel A contains results from regressing the outcome variable indicated by the column header on an indicator for treatment (reported) and stratification fixed effects. Panels B and C contain results from regressing the outcome variable indicated by the column header on an indicator for treatment (reported), the interaction of treatment with the specified characteristics (reported), the characteristics (reported), and stratification fixed effects. Missing observations in Panels B and C correspond to missing baseline values of the specified characteristic. The dependent variable in Column 1 is an indicator for whether survey-administered ASER test score data is available. The dependent variables in Columns 2-4 are indicators for whether administrative test score data from grades 6-8 is available.

Standard errors, clustered by school, in parenthesis. * significant at 10 percent level; ** significant at 5 percent level; *** significant at 1 percent level.

Table A20: Ancillary Outcomes

	(1) Married	(2) Child works (Economically active)	(3) Child works for pay	(4) Child works outside of family	(5) Child labor	(6) Hazardous child labor	(7) Other worst forms of child labor	(8) Hours worked in a day	(9) Hours worked unpaid work	(10) Hours active (Paid + (unpaid)	(11) Hour active outside house
Panel A: Benchmark Specification											
Treatment	.004	.031	.012	-.008	-.012	-.006	.012	-.024	-.009	-.036	-.038
	(.018)	(.035)	(.025)	(.030)	(.032)	(.031)	(.020)	(.124)	(.069)	(.152)	(.083)
Obs.	2435	2386	2386	2387	2386	2386	2387	2386	2386	2386	2386
R^2	.338	.08	.035	.018	.065	.064	.025	.132	.097	.175	.069
Q-statistic	0.892	0.892	0.892	0.892	0.892	0.892	0.892	0.892	0.892	0.892	0.892
Panel B: Stratification controls Only											
Treatment	.042	.049	.021	-.011	.004	.009	.021	.060	.026	.086	.00004
	(.029)	(.040)	(.025)	(.030)	(.037)	(.036)	(.021)	(.138)	(.074)	(.171)	(.086)
Obs.	2435	2386	2386	2387	2386	2386	2387	2386	2386	2386	2386
R^2	.005	.005	.009	.005	.004	.003	.004	.005	.003	.007	.004
Panel C: Stratification controls + Age, Economic Status, and Baseline Values											
Treatment	.011	.044	.023	-.008	.006	.012	.021	.001	.006	-.005	-.023
	(.018)	(.037)	(.025)	(.029)	(.034)	(.033)	(.020)	(.120)	(.069)	(.148)	(.080)
Obs.	2435	2386	2386	2387	2386	2386	2387	2386	2386	2386	2386
R^2	.332	.045	.022	.015	.035	.037	.016	.129	.092	.173	.067
Mean Control Group	0.191	0.651	0.228	0.186	0.583	0.458	0.180	1.157	1.642	2.800	0.602

Notes: Panel A contains results from regressing the outcome variable indicated by the column header on an indicator for treatment (reported), stratification fixed effects, age fixed effects, baseline value of the outcome, a vector of dummies for the most important type of employment in the household at baseline, and controls for variables that appear imbalanced in the balance tables. Panel B contains results from regressing the outcome variable indicated by the column header on an indicator for treatment (reported) and stratification fixed effects. Panel C adds age fixed effects, baseline value of the outcome, and a vector of dummies for the most important type of employment in the household at baseline to the Panel B specification.

Married is an indicator variable for whether girl is married or committed (engaged). The set of survey questions used to construct each of the indicator variable outcomes in Columns (2) through (7) can be found in the analysis plan posted on-line. Time use outcomes in Columns (8) through (11) are defined based on time use patterns recorded for "a typical day in the past week." One observation is missing for the majority of the child labor and time use outcomes reported in the table, corresponding to one respondent who did not answer question 311 in the child survey. Married is constructed using household survey data and so the number of observations exceeds that in subsequent columns which use only child survey data.

Standard errors, clustered by school, in parenthesis. * significant at 10 percent level; ** significant at 5 percent level; *** significant at 1 percent level.

Table A21: Non-cognitive Skills (Attrition Bounds)

	(1)	(2)	(3)	(4)	(5)	(6)
Panel A: Child Survey Measures						
	Future planning index	Gender norms index	Educ. / emp. aspirations index	Marital expectations index	Empowerment index	Self-esteem index
Treatment (negative selection)	.073***	.095***	.018	-.173**	.102***	.038*
	(.028)	(.032)	(.046)	(.079)	(.027)	(.023)
Treatment (positive selection)	.063**	.085***	.004	-.186**	.094***	.032
	(.029)	(.032)	(.047)	(.080)	(.027)	(.023)
Panel B: Child Survey Measures						
	Freedom of movement index	Socio-emotional index	Cantril's ladder	Locus of control index	Perceived stress index	Rosenberg self-esteem index
Treatment (negative selection)	.018	.063***	.047	-.014	-.015	.025
	(.022)	(.022)	(.127)	(.045)	(.046)	(.028)
Treatment (positive selection)	.018	.056**	.021	-.031	-.027	.017
	(.022)	(.022)	(.127)	(.044)	(.045)	(.029)
Panel C: Demonstration Tasks and Enumerator Assessment						
	Delay discounting	Completed mirror drawings	Mirror drawings (seconds)	Scavenger hunt index	Enumerator assessment index	
Treatment (negative selection)	.007	.115	2.720	-.048	.104**	
	(.031)	(.084)	(4.559)	(.053)	(.046)	
Treatment (positive selection)	-.006	.058	1.959	-.071	.090**	
	(.030)	(.079)	(4.433)	(.054)	(.046)	

Notes: Table contains results from estimating the same specification reported in Table 2. Column 3 of Panel C includes 2,317 (2,389) observations for negative (positive) selection imputation as this outcome is missing for children who did not complete any mirror drawings and the number of children with any completed drawings varies based on the imputation approach. All other specifications include 2,459 observations.

In Columns (1)-(2) of Panel C, missing observations are set equal to zero (the minimum value) to construct bounds based on negative selection and missing observations are set equal to the maximum value to construct bounds based on positive selection. In all remaining specifications, missing observations are set equal to the 25th percentile value for each included outcome to construct bounds based on negative selection and missing observations are set equal to the 75th percentile value to construct bounds based on positive selection.

Standard errors, clustered by school, in parenthesis. * significant at 10 percent level; ** significant at 5 percent level; *** significant at 1 percent level.

Table A22: Educational Outcomes (Attrition Bounds)

	(1)	(2)	(3)	(4)	(5)	(6)
Panel A: Dropout, Attendance, and Time Allocation						
	Dropped Out	Progressed 7th grade	Attendance rate	Attendance dummy	Hours studying at home	Total hours spent at school
Treatment (negative selection)	-.041**	.055***	.014	.016	-.022	.170
	(.018)	(.019)	(.015)	(.014)	(.073)	(.182)
Treatment (positive selection)	-.045**	.039**	.0008	.002	-.047	.137
	(.019)	(.018)	(.009)	(.006)	(.073)	(.183)
Panel B: Cognitive Skills						
	ASER Mathematics	ASER Hindi	ASER English			
Treatment (negative selection)	.011	.053	-.042			
	(.070)	(.087)	(.081)			
Treatment (positive selection)	-.033	.009	-.087			
	(.069)	(.088)	(.084)			

Notes: Table contains results from estimating the same specification reported in Table 2. In Panel B, controls for baseline outcome values cannot be included since cognitive tests were not conducted at baseline; specifications instead include controls for baseline school dropout status, attendance, grade progression, time spent studying, hours spent on school, and grades as reported in grade five. Column 1 of Panel A uses child and household endline survey data. These data were collected at the start of eighth grade for girls who progressed one grade level each year. Columns 2-4 of Panel A use child endline survey only. Columns 3 - 4 are conditional on school being open and child not having dropped out of school. Attendance rate in Column 3 is the fraction of school days attended in the week prior to being surveyed and the Attendance dummy in Column 4 is an indicator for having attended any days in the past week. Columns 3-4 of Panel A include 2,178 observations (since children who have dropped out of school are excluded) and all remaining specifications include 2,459 observations.

Time use outcomes in Columns 5-6 of Panel A are defined based on time use patterns recorded for "a typical day in the past week." ASER test score outcomes in Panel B take on values between 0 and 4.

To construct bounds based on negative selection in Columns 1-4 of Panel A, missing observations are set equal to zero (the minimum value) for each included outcome. To construct bounds based on positive selection in Columns 1-4 of Panel A, missing observations are set equal to one (the maximum value) for each included outcome. To construct bounds based on negative selection, missing observations are set equal to the 25th percentile value in Columns (5)-(6) of Panel A and to the minimum value in Panel B. To construct bounds based on positive selection, missing observations are set equal to the 75th percentile value in Columns (5)-(6) of Panel A and to the maximum value in Panel B.

Standard errors, clustered by school, in parenthesis. * significant at 10 percent level; ** significant at 5 percent level; *** significant at 1 percent level.

Table A23: Ancillary Outcomes (Attrition Bounds)

	(1) Married	(2) Child works (Economically active)	(3) Child works for pay	(4) Child works outside of family	(5) Child labor	(6) Hazardous child labor	(7) Other worst forms of child labor	(8) Hours worked in a day	(9) Hours worked unpaid work	(10) Hours active (Paid + (unpaid)	(11) Hour active outside house
Treatment (negative selection)	.004	.039	.015	-.006	-.005	-.0001	.013	-.013	.008	-.017	-.034
	(.017)	(.035)	(.025)	(.029)	(.032)	(.031)	(.020)	(.121)	(.068)	(.150)	(.081)
Treatment (positive selection)	-.0002	.022	-.002	-.021	-.021	-.017	-.003	-.035	-.024	-.061	-.043
	(.018)	(.034)	(.024)	(.029)	(.031)	(.030)	(.020)	(.120)	(.066)	(.147)	(.081)

Notes: Table contains results from estimating the same specification reported in Table 2.

Married is an indicator variable for whether girl is married or committed (engaged). The set of survey questions used to construct each of the indicator variable outcomes in Columns 2-7 can be found in the analysis plan posted on-line. Time use outcomes in Columns 8-11 are defined based on time use patterns recorded for "a typical day in the past week."

To construct bounds based on negative selection, missing observations are set equal to zero (the minimum value) in Columns (1)-(7) and to the 25th percentile value in Columns (8)-(11). To construct bounds based on positive selection, missing observations are set equal to the maximum value in Columns (1)-(7) and to the 75th percentile value in Columns (8)-(11).

Standard errors, clustered by school, in parenthesis.

* significant at 10 percent level; ** significant at 5 percent level; *** significant at 1 percent level.

Table A24: Non-cognitive Skills, Child Survey Measures I: Heterogeneous Effects

	(1) Future planning index	(2) Gender norms index	(3) Educ. / emp. aspirations index	(4) Marital expectations index	(5) Empowerment index	(6) Self-esteem index
Panel A: School quality						
Treatment	.074*	.138***	-.037	-.293**	.144***	.067**
	(.045)	(.049)	(.053)	(.125)	(.040)	(.032)
Treatment int	-.008	-.102	.106	.245	-.074	-.055
	(.061)	(.066)	(.078)	(.162)	(.053)	(.046)
Obs.	2344	2344	2344	2344	2344	2344
Panel B: Baseline age						
Treatment	.141	.006	-.033	-.155	.175	-.034
	(.148)	(.133)	(.161)	(.354)	(.125)	(.102)
Treatment int	-.006	.008	.005	-.002	-.007	.007
	(.013)	(.012)	(.015)	(.032)	(.011)	(.009)
Obs.	2378	2378	2378	2378	2378	2378
Panel C: Maternal education						
Treatment	.062*	.098***	.019	-.190**	.116***	.034
	(.033)	(.035)	(.044)	(.091)	(.030)	(.025)
Treatment int	.066	-.015	-.020	.104	-.074	.012
	(.061)	(.053)	(.079)	(.143)	(.047)	(.043)
Obs.	2371	2371	2371	2371	2371	2371

Notes: Table contains results from regressing the outcome variable indicated by the column header on an indicator for treatment (reported), the interaction of treatment with the specified characteristics (reported), the characteristics, stratification fixed effects, age fixed effects, baseline value of the outcome, a vector of dummies for the most important type of employment in the household at baseline, and controls for variables that appear imbalanced in the balance tables. This specification was pre-specified.

For all included indices, we calculate the normalized difference between treatment and control for each component question, and average over all components, ensuring that the interpretation is consistent (i.e. higher values of empowerment index components all correspond to higher levels of empowerment). Marital expectations index is not mean 0 because married girls are assigned the minimum value calculated for non-married girls. Detailed definitions of all referenced indices can be found in the analysis plan posted on-line. School quality is an indicator for above-median school quality based on an index composed of measures of teacher experience, teachers' educational attainment, and classroom and school infrastructure quality. Maternal education is an indicator for whether the girl's mother completed any post-primary schooling.

Standard errors, clustered by school, in parenthesis. * significant at 10 percent level; ** significant at 5 percent level; *** significant at 1 percent level.

Table A25: Non-cognitive Skills, Child Survey Measures I: Heterogeneous Effects for Household Shocks

	(1) Future planning index	(2) Gender norms index	(3) Educ. / emp. aspirations index	(4) Marital expectations index	(5) Empowerment index	(6) Self-esteem index
			Panel A: Economic shock			
Treatment	.077*	.133***	.044	-.197*	.095***	.006
	(.045)	(.037)	(.054)	(.110)	(.035)	(.034)
Treatment int	-.008	-.068	-.048	.036	.012	.051
	(.053)	(.045)	(.062)	(.123)	(.037)	(.043)
	2380	2380	2380	2380	2380	2380
			Panel B: Crime shock			
Treatment	.069**	.094***	.025	-.189**	.098***	.035
	(.033)	(.033)	(.042)	(.084)	(.029)	(.025)
Treatment int	.019	-.004	-.071	.122	.033	.010
	(.066)	(.065)	(.077)	(.179)	(.057)	(.050)
Obs.	2380	2380	2380	2380	2380	2380
			Panel C: Death/illness shock			
Treatment	.098***	.086**	.021	-.160*	.121***	.042
	(.037)	(.038)	(.047)	(.092)	(.030)	(.027)
Treatment int	-.065	.018	-.013	-.037	-.046	-.014
	(.049)	(.045)	(.057)	(.108)	(.034)	(.034)
Obs.	2380	2380	2380	2380	2380	2380

Notes: Table contains results from regressing the outcome variable indicated by the column header on an indicator for treatment (reported), the interaction of treatment with the specified characteristics (reported), the characteristics, stratification fixed effects, age fixed effects, baseline value of the outcome, a vector of dummies for the most important type of employment in the household at baseline, and controls for variables that appear imbalanced in the balance tables. This specification was pre-specified.

For all included indices, we calculate the normalized difference between treatment and control for each component question, and average over all components, ensuring that the interpretation is consistent (i.e. higher values of empowerment index components all correspond to higher levels of empowerment). Marital expectations index is not mean 0 because married girls are assigned the minimum value calculated for non-married girls. Detailed definitions of all referenced indices can be found in the analysis plan posted on-line. Economic shock is an indicator for loss of employment or lowered income of any household member or bankruptcy of family business in last 12 months. Crime shock is an indicator for having experienced robbery, assault, physical aggression, a land dispute, or a family dispute in last 12 months. Death/illness shock is an indicator for death, serious illness, or accident of a household member in last 12 months.

Standard errors, clustered by school, in parenthesis. * significant at 10 percent level; ** significant at 5 percent level; *** significant at 1 percent level.

Table A26: Non-cognitive Skills, Child Survey Measures II: Heterogeneous Effects

	(1) Freedom of movement index	(2) Socio-emotional index	(3) Cantril's ladder	(4) Locus of control index	(5) Perceived stress index	(6) Rosenberg self-esteem index
Panel A: School quality						
Treatment	-.025	.055**	.316**	-.019	-.036	.070
	(.032)	(.026)	(.157)	(.069)	(.064)	(.045)
Treatment int	.078*	.009	-.534**	-.003	.035	-.093
	(.044)	(.046)	(.261)	(.091)	(.094)	(.059)
Obs.	2344	2344	2344	2344	2344	2344
Panel B: Baseline age						
Treatment	.016	-.146	-.368	.028	.104	-.050
	(.100)	(.111)	(.566)	(.232)	(.262)	(.120)
Treatment int	.0005	.019*	.036	-.005	-.012	.007
	(.010)	(.010)	(.050)	(.021)	(.024)	(.011)
Obs.	2378	2378	2378	2378	2378	2378
Panel C: Maternal education						
Treatment	.009	.061**	-.065	-.010	.008	.015
	(.027)	(.025)	(.146)	(.050)	(.049)	(.030)
Treatment int	.074	.008	.510*	-.126	-.204*	.030
	(.048)	(.054)	(.277)	(.106)	(.115)	(.057)
Obs.	2371	2371	2371	2371	2371	2371

Notes: Table contains results from regressing the outcome variable indicated by the column header on an indicator for treatment (reported), the interaction of treatment with the specified characteristics (reported), the characteristics, stratification fixed effects, age fixed effects, baseline value of the outcome, a vector of dummies for the most important type of employment in the household at baseline, and controls for variables that appear imbalanced in the balance tables. For Columns (4) through (6) reporting measures added at endline, we control for lagged values of overall life skills indices. This specification was pre-specified.

For all included indices, we calculate the normalized difference between treatment and control for each component question, and average over all components, ensuring that the interpretation is consistent (i.e. higher values of empowerment index components all correspond to higher levels of empowerment). School quality is an indicator for above-median school quality based on an index composed of measures of teacher experience, teachers' educational attainment, and classroom and school infrastructure quality. Maternal education is an indicator for whether the girl's mother completed any post-primary schooling.

Standard errors, clustered by school, in parenthesis. * significant at 10 percent level; ** significant at 5 percent level; *** significant at 1 percent level.

Table A27: Non-cognitive Skills, Child Survey Measures II: Heterogeneous Effects for Household Shocks

	(1) Freedom of movement index	(2) Socio-emotional index	(3) Cantril's ladder	(4) Locus of control index	(5) Perceived stress index	(6) Rosenberg self-esteem index
			Panel A: Economic shock			
Treatment	.033	.071**	.083	-.028	-.037	.015
	(.036)	(.031)	(.173)	(.066)	(.081)	(.041)
Treatment int	-.022	-.016	-.100	-.0006	.019	.012
	(.041)	(.033)	(.177)	(.089)	(.099)	(.042)
	2380	2380	2380	2380	2380	2380
			Panel B: Crime shock			
Treatment	.021	.071***	.036	-.046	-.032	.022
	(.025)	(.025)	(.127)	(.048)	(.052)	(.031)
Treatment int	-.002	-.068	-.065	.148	.059	-.003
	(.047)	(.057)	(.301)	(.129)	(.123)	(.053)
Obs.	2380	2380	2380	2380	2380	2380
			Panel C: Death/illness shock			
Treatment	.022	.061**	.089	-.043	-.019	.015
	(.028)	(.028)	(.146)	(.054)	(.056)	(.034)
Treatment int	-.001	.001	-.147	.042	-.012	.014
	(.039)	(.039)	(.188)	(.079)	(.088)	(.037)
Obs.	2380	2380	2380	2380	2380	2380

Notes: Table contains results from regressing the outcome variable indicated by the column header on an indicator for treatment (reported), the interaction of treatment with the specified characteristics (reported), the characteristics, stratification fixed effects, age fixed effects, baseline value of the outcome, a vector of dummies for the most important type of employment in the household at baseline, and controls for variables that appear imbalanced in the balance tables. For Columns (4) through (6) reporting measures added at endline, we control for lagged values of overall life skills indices. This specification was pre-specified. This specification was pre-specified.

For all included indices, we calculate the normalized difference between treatment and control for each component question, and average over all components, ensuring that the interpretation is consistent (i.e. higher values of empowerment index components all correspond to higher levels of empowerment). Economic shock is an indicator for loss of employment or lowered income of any household member or bankruptcy of family business in last 12 months. Crime shock is an indicator for having experienced robbery, assault, physical aggression, a land dispute, or a family dispute in last 12 months. Death/illness shock is an indicator for death, serious illness, or accident of a household member in last 12 months.

Standard errors, clustered by school, in parenthesis. * significant at 10 percent level; ** significant at 5 percent level; *** significant at 1 percent level.

Table A28: Non-cognitive Skills, Parental Reports: Heterogeneous Effects

	(1) Parental perception of girl's strengths	(2) Parental perception of girl's self-efficacy	(3) Parental perception of freedom of movement	(4) Parent daughter communication	(5) Parental gender attitudes	(6) Parental schooling attitudes	(7) Parental marriage attitudes
Panel A: School quality							
Treatment	-.013	.030	.041	.057	.046	.086*	.063
	(.024)	(.042)	(.037)	(.042)	(.036)	(.048)	(.045)
Treatment int	-.054	-.046	-.033	-.132**	-.074	-.092	-.078
	(.037)	(.058)	(.057)	(.057)	(.050)	(.074)	(.061)
Obs.	2398	2394	2398	2398	2398	2398	2398
Panel B: Baseline age							
Treatment	-.021	-.031	.348***	.059	.098	.195	-.105
	(.085)	(.143)	(.133)	(.112)	(.098)	(.162)	(.128)
Treatment int	-.002	.004	-.029**	-.006	-.008	-.014	.012
	(.008)	(.013)	(.012)	(.010)	(.008)	(.015)	(.012)
Obs.	2432	2428	2432	2432	2432	2432	2432
Panel C: Maternal education							
Treatment	-.047**	.009	.025	-.020	.020	.053	.025
	(.020)	(.031)	(.031)	(.030)	(.027)	(.040)	(.034)
Treatment int	.051	.030	.039	.078*	-.041	-.022	.003
	(.045)	(.063)	(.050)	(.047)	(.053)	(.071)	(.066)
Obs.	2426	2422	2426	2426	2426	2426	2426

Notes: Table contains results from regressing the outcome variable indicated by the column header on an indicator for treatment (reported), the interaction of treatment with the specified characteristics (reported), the characteristics, stratification fixed effects, age fixed effects, baseline value of the outcome, a vector of dummies for the most important type of employment in the household at baseline, and controls for variables that appear imbalanced in the balance tables. This specification was pre-specified.

For all included indices, we calculate the normalized difference between treatment and control for each component question, and average over all components, ensuring that the interpretation is consistent (i.e. higher values of empowerment index components all correspond to higher levels of empowerment). School quality is an indicator for above-median school quality based on an index composed of measures of teacher experience, teachers' educational attainment, and classroom and school infrastructure quality. Maternal education is an indicator for whether the girl's mother completed any post-primary schooling.

Standard errors, clustered by school, in parenthesis. * significant at 10 percent level; ** significant at 5 percent level; *** significant at 1 percent level.

Table A29: Non-cognitive Skills, Parental Reports: Heterogeneous Effects for Household Shocks

	(1) Parental perception of girl's strengths	(2) Parental perception of girl's self-efficacy	(3) Parental perception of freedom of movement	(4) Parent daughter communication	(5) Parental gender attitudes	(6) Parental schooling attitudes	(7) Parental marriage attitudes
Panel A: Economic shock							
Treatment	-.050*	-.016	.043	-.006	.009	.090*	.065
	(.028)	(.039)	(.040)	(.037)	(.032)	(.050)	(.045)
Treatment int	.017	.043	-.021	-.006	.001	-.078	-.071
	(.029)	(.050)	(.045)	(.036)	(.033)	(.054)	(.049)
Obs.	2434	2430	2434	2434	2434	2434	2434
Panel B: Crime shock							
Treatment	-.031	.007	.025	-.006	.017	.032	.023
	(.019)	(.029)	(.031)	(.029)	(.028)	(.040)	(.033)
Treatment int	-.066	.016	.045	-.023	-.053	.084	-.004
	(.044)	(.076)	(.059)	(.052)	(.045)	(.077)	(.065)
Obs.	2434	2430	2434	2434	2434	2434	2434
Panel C: Death/illness shock							
Treatment	-.021	.022	.013	-.005	.002	.044	.030
	(.022)	(.036)	(.033)	(.031)	(.031)	(.046)	(.038)
Treatment int	-.046*	-.031	.045	-.012	.018	-.003	-.020
	(.028)	(.049)	(.042)	(.036)	(.037)	(.057)	(.042)
Obs.	2434	2430	2434	2434	2434	2434	2434

Notes: Table contains results from regressing the outcome variable indicated by the column header on an indicator for treatment (reported), the interaction of treatment with the specified characteristics (reported), the characteristics, stratification fixed effects, age fixed effects, baseline value of the outcome, a vector of dummies for the most important type of employment in the household at baseline, and controls for variables that appear imbalanced in the balance tables. This specification was pre-specified.

For all included indices, we calculate the normalized difference between treatment and control for each component question, and average over all components, ensuring that the interpretation is consistent (i.e. higher values of empowerment index components all correspond to higher levels of empowerment). Economic shock is an indicator for loss of employment or lowered income of any household member or bankruptcy of family business in last 12 months. Crime shock is an indicator for having experienced robbery, assault, physical aggression, a land dispute, or a family dispute in last 12 months. Death/illness shock is an indicator for death, serious illness, or accident of a household member in last 12 months.

Standard errors, clustered by school, in parenthesis. * significant at 10 percent level; ** significant at 5 percent level; *** significant at 1 percent level.

Table A30: Non-cognitive Skills, Demonstration Tasks and Enumerator Assessment: Heterogeneous Effects

	(1) Delay discounting	(2) Completed mirror drawings	(3) Mirror drawings (seconds)	(4) Scavenger hunt index	(5) Enumerator assessment index
Panel A: School quality					
Treatment	.027	-.058	-4.714	-.097	.138*
	(.038)	(.111)	(6.468)	(.077)	(.073)
Treatment int	-.056	.238	14.868	.056	-.076
	(.063)	(.166)	(9.071)	(.110)	(.095)
Obs.	2344	2351	2281	2344	2344
Panel B: Baseline age					
Treatment	.089	.563*	32.628*	.116	.153
	(.116)	(.339)	(18.696)	(.220)	(.254)
Treatment int	-.008	-.045	-2.739*	-.017	-.005
	(.010)	(.029)	(1.634)	(.020)	(.023)
Obs.	2378	2385	2315	2378	2378
Panel C: Maternal education					
Treatment	.007	.045	3.378	-.074	.102**
	(.032)	(.078)	(4.933)	(.059)	(.049)
Treatment int	-.027	.169	-1.975	.090	-.006
	(.045)	(.168)	(9.685)	(.119)	(.100)
Obs.	2371	2378	2308	2371	2371

Notes: Table contains results from regressing the outcome variable indicated by the column header on an indicator for treatment (reported), the interaction of treatment with the specified characteristics (reported), the characteristics, stratification fixed effects, age fixed effects, baseline value of the outcome, a vector of dummies for the most important type of employment in the household at baseline, and controls for variables that appear imbalanced in the balance tables. This specification was pre-specified.

For all included indices, we calculate the normalized difference between treatment and control for each component question, and average over all components, ensuring that the interpretation is consistent (i.e. higher values of empowerment index components all correspond to higher levels of empowerment). School quality is an indicator for above-median school quality based on an index composed of measures of teacher experience, teachers' educational attainment, and classroom and school infrastructure quality. Maternal education is an indicator for whether the girl's mother completed any post-primary schooling.

Delay discounting is an indicator for whether the respondent would prefer 60 Rs. in one week over 30 Rs. now (respondents were informed that they would have a chance to receive a gift valued correspondingly). Completed mirror drawings takes on values from 0 to 4 and Mirror drawings (seconds) measures the total number of seconds spent on mirror drawings, conditional on having attempted at least one mirror drawing.

Standard errors, clustered by school, in parenthesis. * significant at 10 percent level; ** significant at 5 percent level; *** significant at 1 percent level.

Table A31: Non-cognitive Skills, Demonstration Tasks and Enumerator Assessment: Heterogeneous Effects for Household Shocks

index	index				
	(1)	(2)	(3)	(4)	(5)
	Delay discounting	Completed mirror drawings	Mirror drawings (seconds)	Scavenger hunt	Enumerator assessment
			Panel A: Economic shock		
Treatment	.046	.096	1.530	-.018	.109*
	(.040)	(.099)	(6.101)	(.066)	(.062)
Treatment int	-.070*	-.042	2.007	-.078	-.018
	(.037)	(.093)	(6.829)	(.077)	(.075)
Obs.	2380	2387	2317	2380	2380
			Panel B: Crime shock		
Treatment	.005	.073	4.226	-.070	.124**
	(.033)	(.082)	(4.848)	(.056)	(.051)
Treatment int	-.010	-.008	-11.473	.040	-.178**
	(.053)	(.138)	(9.623)	(.120)	(.091)
Obs.	2380	2387	2317	2380	2380
			Panel C: Death/illness shock		
Treatment	.025	.090	6.792	-.039	.091*
	(.033)	(.090)	(5.772)	(.061)	(.055)
Treatment int	-.053	-.043	-10.036	-.066	.022
	(.032)	(.106)	(7.941)	(.079)	(.064)
Obs.	2380	2387	2317	2380	2380

Notes: Table contains results from regressing the outcome variable indicated by the column header on an indicator for treatment (reported), the interaction of treatment with the specified characteristics (reported), the characteristics, stratification fixed effects, age fixed effects, baseline value of the outcome, a vector of dummies for the most important type of employment in the household at baseline, and controls for variables that appear imbalanced in the balance tables. This specification was pre-specified.

For all included indices, we calculate the normalized difference between treatment and control for each component question, and average over all components, ensuring that the interpretation is consistent (i.e. higher values of empowerment index components all correspond to higher levels of empowerment).

Delay discounting is an indicator for whether the respondent would prefer 60 Rs. in one week over 30 Rs. now (respondents were informed that they would have a chance to receive a gift valued correspondingly). Completed mirror drawings takes on values from 0 to 4 and Mirror drawings (seconds) measures the total number of seconds spent on mirror drawings, conditional on having attempted at least one mirror drawing. Economic shock is an indicator for loss of employment or lowered income of any household member or bankruptcy of family business in last 12 months. Crime shock is an indicator for having experienced robbery, assault, physical aggression, a land dispute, or a family dispute in last 12 months. Death/illness shock is an indicator for death, serious illness, or accident of a household member in last 12 months.

Standard errors, clustered by school, in parenthesis. * significant at 10 percent level; ** significant at 5 percent level; *** significant at 1 percent level.

Table A32: School Dropout: Heterogeneous Effects

	(1)	(2)	(3)	(4)	(5)	(6)	(7)
	Survey data		Administrative data				
	Whether child has dropped out	Whether child progressed to 7th grade	Dropout Grade 6	Dropout Grade 7	Dropout Grade 8	Dropout Grade 9	Dropout Index
Panel A: School quality							
Treatment	-.015	.016	-.016	-.037	-.035	-.063*	-.035
	(.021)	(.022)	(.026)	(.029)	(.027)	(.035)	(.024)
Treatment int	-.051	.050	.018	.015	-.032	.010	-.014
	(.035)	(.036)	(.031)	(.038)	(.039)	(.045)	(.032)
Obs.	2397	2351	2338	2287	2419	2196	2422
Panel B: Baseline age							
Treatment	-.054	.062	.021	-.005	-.082	-.117	-.048
	(.073)	(.069)	(.071)	(.083)	(.081)	(.086)	(.062)
Treatment int	.001	-.002	-.003	-.002	.003	.006	.0005
	(.007)	(.007)	(.007)	(.008)	(.008)	(.008)	(.006)
Obs.	2431	2385	2372	2317	2453	2226	2456
Panel C: Maternal education							
Treatment	-.043**	.043*	-.012	-.034	-.056**	-.046*	-.045**
	(.022)	(.023)	(.018)	(.021)	(.023)	(.027)	(.018)
Treatment int	.009	-.002	.005	.024	.038	-.055	.018
	(.034)	(.038)	(.028)	(.037)	(.040)	(.050)	(.030)
Obs.	2424	2378	2346	2291	2426	2200	2426

Notes: Table contains results from regressing the outcome variable indicated by the column header on an indicator for treatment (reported), the interaction of treatment with the specified characteristics (reported), the characteristics, stratification fixed effects, age fixed effects, baseline value of the outcome, a vector of dummies for the most important type of employment in the household at baseline, and controls for variables that appear imbalanced in the balance tables. This specification was pre-specified.

Column (1) uses child and household endline survey data. These data were collected at the start of eighth grade for girls who progressed one grade level each year. Columns (2) uses child endline survey only. Columns (3) through (6) rely on administrative data. In Columns (3) through (5), dropout is measured based on whether a child attended school at the conclusion of the referenced school year. In Column (6), dropout is measured based on whether a child attended school during the past week (conditional on the school being open). The Column (7) dropout index is constructed as the average of the outcome variables included in Columns (1), (3), (4), (5), and (6). Columns (6) through (7) include a set of fixed effects for the number of days that the school was open in the week before administrative data collection in grade nine. School quality is an indicator for above-median school quality based on an index composed of measures of teacher experience, teachers' educational attainment, and classroom and school infrastructure quality. Maternal education is an indicator for whether the girl's mother completed any post-primary schooling.

Standard errors, clustered by school, in parenthesis. * significant at 10 percent level; ** significant at 5 percent level; *** significant at 1 percent level.

Table A33: School Dropout: Heterogeneous Effects for Household Shocks

	(1)	(2)	(3)	(4)	(5)	(6)	(7)
	Survey data		Administrative data				
	Whether child has dropped out	Whether child progressed to 7th grade	Dropout Grade 6	Dropout Grade 7	Dropout Grade 8	Dropout Grade 9	Dropout Index
	Panel A: Economic shock						
Treatment	-.032	.042*	-.002	-.013	-.030	-.042	-.025
	(.023)	(.023)	(.020)	(.027)	(.027)	(.026)	(.018)
Treatment int	-.016	.00003	-.011	-.027	-.035	-.024	-.028
	(.025)	(.024)	(.022)	(.031)	(.031)	(.025)	(.021)
Obs.	2433	2387	2374	2319	2455	2228	2458
	Panel B: Crime shock						
Treatment	-.039**	.040**	-.003	-.018	-.044**	-.055**	-.033**
	(.019)	(.020)	(.016)	(.019)	(.021)	(.026)	(.016)
Treatment int	-.020	.016	-.045	-.092**	-.051	-.013	-.068**
	(.034)	(.037)	(.030)	(.041)	(.046)	(.046)	(.034)
Obs.	2433	2387	2374	2319	2455	2228	2458
	Panel C: Death/illness shock						
Treatment	-.053**	.053**	-.006	-.022	-.054**	-.044*	-.046***
	(.023)	(.024)	(.017)	(.021)	(.024)	(.026)	(.018)
Treatment int	.028	-.027	-.007	-.019	.008	-.029	.010
	(.025)	(.027)	(.021)	(.028)	(.029)	(.028)	(.022)
Obs.	2433	2387	2374	2319	2455	2228	2458

Notes: Table contains results from regressing the outcome variable indicated by the column header on an indicator for treatment (reported), the interaction of treatment with the specified characteristics (reported), the characteristics, stratification fixed effects, age fixed effects, baseline value of the outcome, a vector of dummies for the most important type of employment in the household at baseline, and controls for variables that appear imbalanced in the balance tables. This specification was pre-specified.

Economic shock is an indicator for loss of employment or lowered income of any household member or bankruptcy of family business in last 12 months. Crime shock is an indicator for having experienced robbery, assault, physical aggression, a land dispute, or a family dispute in last 12 months. Death/illness shock is an indicator for death, serious illness, or accident of a household member in last 12 months.

Standard errors, clustered by school, in parenthesis. * significant at 10 percent level; ** significant at 5 percent level; *** significant at 1 percent level.

Table A34: Attendance (Last Week) and Time Allocation: Heterogeneous Effects

	(1) Attendance rate	(2) Attendance dummy	(3) Hours studying at home	(4) Total hours spent at school
Panel A: School quality				
Treatment	-.001	-.0001	-.124	-.179
	(.013)	(.007)	(.102)	(.223)
Treatment int	.007	.006	.160	.617*
	(.019)	(.011)	(.151)	(.365)
Obs.	2058	2058	2350	2350
Panel B: Baseline age				
Treatment	-.038	.001	.274	.570
	(.045)	(.034)	(.327)	(.669)
Treatment int	.004	.0001	-.029	-.037
	(.004)	(.003)	(.029)	(.064)
Obs.	2087	2087	2384	2384
Panel C: Maternal education				
Treatment	-.008	-.0004	-.026	.152
	(.010)	(.007)	(.083)	(.212)
Treatment int	.055***	.018	-.077	.107
	(.021)	(.012)	(.154)	(.322)
Obs.	2081	2081	2377	2377

Notes: Table contains results from regressing the outcome variable indicated by the column header on an indicator for treatment (reported), the interaction of treatment with the specified characteristics (reported), the characteristics, stratification fixed effects, age fixed effects, baseline value of the outcome, a vector of dummies for the most important type of employment in the household at baseline, and controls for variables that appear imbalanced in the balance tables. This specification was pre-specified.

Time use outcomes in Columns (3) and (4) are defined based on time use patterns recorded for "a typical day in the past week." School quality is an indicator for above-median school quality based on an index composed of measures of teacher experience, teachers' educational attainment, and classroom and school infrastructure quality. Maternal education is an indicator for whether the girl's mother completed any post-primary schooling.

Standard errors, clustered by school, in parenthesis. * significant at 10 percent level; ** significant at 5 percent level; *** significant at 1 percent level.

Table A35: Attendance and Time Allocation: Heterogeneous Effects for Household Shocks

	Attendance rate	Attendance dummy	Hours studying at home	Total hours spent at school
	(1)	(2)	(3)	(4)
		Panel A: Economic shock		
Treatment	.008	-.0001	-.012	.245
	(.016)	(.011)	(.102)	(.229)
Treatment int	-.009	.004	-.054	-.139
	(.018)	(.013)	(.116)	(.254)
Obs.	2089	2089	2386	2386
		Panel B: Crime shock		
Treatment	.011	.004	-.044	.164
	(.010)	(.007)	(.077)	(.193)
Treatment int	-.068***	-.009	.015	-.005
	(.025)	(.014)	(.141)	(.295)
Obs.	2089	2089	2386	2386
		Panel C: Death/illness shock		
Treatment	.002	.002	.013	.282
	(.012)	(.007)	(.086)	(.234)
Treatment int	.0004	.003	-.138	-.289
	(.017)	(.010)	(.111)	(.241)
Obs.	2089	2089	2386	2386

Notes: Table contains results from regressing the outcome variable indicated by the column header on an indicator for treatment (reported), the interaction of treatment with the specified characteristics (reported), the characteristics, stratification fixed effects, age fixed effects, baseline value of the outcome, a vector of dummies for the most important type of employment in the household at baseline, and controls for variables that appear imbalanced in the balance tables. This specification was pre-specified.

Time use outcomes in Columns (3) and (4) are defined based on time use patterns recorded for "a typical day in the past week." Economic shock is an indicator for loss of employment or lowered income of any household member or bankruptcy of family business in last 12 months. Crime shock is an indicator for having experienced robbery, assault, physical aggression, a land dispute, or a family dispute in last 12 months. Death/illness shock is an indicator for death, serious illness, or accident of a household member in last 12 months.

Standard errors, clustered by school, in parenthesis. * significant at 10 percent level; ** significant at 5 percent level; *** significant at 1 percent level.

Table A36: Cognitive Skills: Heterogeneous Effects

	(1)	(2)	(3)	(4)	(5)	(6)
	Survey data			Administrative data		
	ASER Mathematics	ASER Hindi	ASER English	GPA Grade 6	GPA Grade 7	GPA Grade 8
Panel A: School quality						
Treatment	-.020	-.111	-.045	-.097	.047	.126
	(.107)	(.139)	(.124)	(.118)	(.110)	(.119)
Treatment int	.017	.235	-.058	-.093	-.369*	-.302*
	(.143)	(.180)	(.171)	(.148)	(.192)	(.171)
Obs.	2344	2344	2344	2144	1946	1884
Panel B: Baseline age						
Treatment	.019	.388	.239	-.194	-.298	.123
	(.285)	(.335)	(.276)	(.205)	(.243)	(.238)
Treatment int	-.003	-.034	-.028	.004	.014	-.014
	(.025)	(.029)	(.024)	(.017)	(.018)	(.019)
Obs.	2378	2378	2378	2176	1974	1910
Panel C: Maternal education						
Treatment	-.022	.038	-.077	-.179**	-.145	-.054
	(.072)	(.100)	(.089)	(.075)	(.094)	(.090)
Treatment int	.078	-.035	.103	.149	-.011	.166*
	(.113)	(.139)	(.124)	(.091)	(.118)	(.096)
Obs.	2371	2371	2371	2152	1956	1896

Notes: Table contains results from regressing the outcome variable indicated by the column header on an indicator for treatment (reported), the interaction of treatment with the specified characteristics (reported), the characteristics, stratification fixed effects, age fixed effects, baseline value of the outcome, a vector of dummies for the most important type of employment in the household at baseline, and controls for variables that appear imbalanced in the balance tables. This specification was pre-specified. In Columns 1-3, controls for baseline outcome values cannot be included since cognitive tests were not conducted at baseline; we instead include controls for baseline school dropout status, attendance, grade progression, time spent studying, hours spent on school, and grades as reported in grade five.

ASER test score outcomes in Columns (1) through (3) and GPA outcomes in Columns (4) through (6) take on values between zero and four. School quality is an indicator for above-median school quality based on an index composed of measures of teacher experience, teachers' educational attainment, and classroom and school infrastructure quality. Maternal education is an indicator for whether the girl's mother completed any post-primary schooling.

Standard errors, clustered by school, in parenthesis. * significant at 10 percent level; ** significant at 5 percent level; *** significant at 1 percent level.

Table A37: Cognitive Skills: Heterogeneous Effects for Household Shocks

	(1)	(2)	(3)	(4)	(5)	(6)
	Survey data			Administrative data		
	ASER Mathematics	ASER Hindi	ASER English	GPA Grade 6	GPA Grade 7	GPA Grade 8
Panel A: Economic shock						
Treatment	-.093	-.028	-.102	-.136*	-.205*	.040
	(.084)	(.106)	(.097)	(.074)	(.121)	(.096)
Treatment int	.131	.082	.055	-.026	.099	-.110
	(.090)	(.120)	(.108)	(.058)	(.084)	(.075)
Obs.	2380	2380	2380	2178	1976	1912
Panel B: Crime shock						
Treatment	.003	.050	-.016	-.138*	-.126	-.005
	(.073)	(.093)	(.087)	(.075)	(.099)	(.089)
Treatment int	-.128	-.211	-.388***	-.086	-.136	-.161*
	(.114)	(.157)	(.146)	(.074)	(.095)	(.093)
Obs.	2380	2380	2380	2178	1976	1912
Panel C: Death/illness shock						
Treatment	-.016	.093	-.013	-.141*	-.123	-.028
	(.076)	(.100)	(.084)	(.075)	(.097)	(.091)
Treatment int	.006	-.175	-.137	-.023	-.053	.005
	(.080)	(.111)	(.091)	(.062)	(.062)	(.059)
Obs.	2380	2380	2380	2178	1976	1912

Notes: Table contains results from regressing the outcome variable indicated by the column header on an indicator for treatment (reported), the interaction of treatment with the specified characteristics (reported), the characteristics, stratification fixed effects, age fixed effects, baseline value of the outcome, a vector of dummies for the most important type of employment in the household at baseline, and controls for variables that appear imbalanced in the balance tables. This specification was pre-specified. In Columns 1-3, controls for baseline outcome values cannot be included since cognitive tests were not conducted at baseline; we instead include controls for baseline school dropout status, attendance, grade progression, time spent studying, hours spent on school, and grades as reported in grade five. This specification was pre-specified.

ASER test score outcomes in Columns (1) through (3) and GPA outcomes in Columns (4) through (6) take on values between zero and four. Economic shock is an indicator for loss of employment or lowered income of any household member or bankruptcy of family business in last 12 months. Crime shock is an indicator for having experienced robbery, assault, physical aggression, a land dispute, or a family dispute in last 12 months. Death/illness shock is an indicator for death, serious illness, or accident of a household member in last 12 months.

Standard errors, clustered by school, in parenthesis. * significant at 10 percent level; ** significant at 5 percent level; *** significant at 1 percent level.

Table A38: Ancillary Outcomes: Heterogeneous Effects

	(1) Married	(2) Child works (Economically active)	(3) Child works for pay	(4) Child works outside of family	(5) Child labor	(6) Hazardous child labor	(7) Other worst forms of child labor	(8) Hours worked in a day	(9) Hours worked unpaid work	(10) Hours active (Paid + (unpaid)	(11) Hour active outside house
Panel A: School quality											
Treatment	.026	.045	.033	.027	.004	.002	-.018	.099	-.087	.015	.025
	(.026)	(.053)	(.031)	(.041)	(.049)	(.043)	(.028)	(.154)	(.106)	(.203)	(.102)
Treatment int	-.045	-.020	-.042	-.063	-.026	-.011	.055	-.215	.179	-.048	-.112
	(.036)	(.070)	(.049)	(.060)	(.066)	(.064)	(.039)	(.235)	(.137)	(.295)	(.158)
Obs.	2399	2350	2350	2351	2350	2350	2351	2350	2350	2350	2350
Panel B: Baseline age											
Treatment	-.043	.037	.148	.028	-.015	-.017	.022	-.105	.005	-.140	.402
	(.085)	(.120)	(.122)	(.107)	(.125)	(.101)	(.086)	(.484)	(.320)	(.526)	(.348)
Treatment int	.004	-.0006	-.012	-.003	.0003	.001	-.001	.008	-.001	.010	-.040
	(.008)	(.011)	(.011)	(.010)	(.011)	(.009)	(.008)	(.051)	(.030)	(.054)	(.036)
Obs.	2433	2384	2384	2385	2384	2384	2385	2384	2384	2384	2384
Panel C: Maternal education											
Treatment	.002	.023	.001	-.023	-.025	-.019	.016	-.013	-.013	-.033	-.043
	(.019)	(.034)	(.028)	(.030)	(.032)	(.033)	(.022)	(.145)	(.075)	(.176)	(.095)
Treatment int	.008	.042	.062	.091*	.071	.070	-.024	-.100	-.008	-.087	-.003
	(.030)	(.056)	(.052)	(.052)	(.055)	(.052)	(.040)	(.198)	(.139)	(.250)	(.130)
Obs.	2426	2377	2377	2378	2377	2377	2378	2377	2377	2377	2377

Notes: Table contains results from regressing the outcome variable indicated by the column header on an indicator for treatment (reported), the interaction of treatment with the specified characteristics (reported), the characteristics, stratification fixed effects, age fixed effects, baseline value of the outcome, a vector of dummies for the most important type of employment in the household at baseline, and controls for variables that appear imbalanced in the balance tables. This specification was pre-specified.

Married is an indicator variable for whether girl is married or committed (engaged). The set of survey questions used to construct each of the indicator variable outcomes in Columns (2) through (7) can be found in the analysis plan posted on-line. Time use outcomes in Columns (8) through (11) are defined based on time use patterns recorded for "a typical day in the past week." School quality is an indicator for above-median school quality based on an index composed of measures of teacher experience, teachers' educational attainment, and classroom and school infrastructure quality. Maternal education is an indicator for whether the girl's mother completed any post-primary schooling.

Standard errors, clustered by school, in parenthesis. * significant at 10 percent level; ** significant at 5 percent level; *** significant at 1 percent level.

Table A39: Ancillary Outcomes: Heterogeneous Effects for Household Shocks

	(1) Married	(2) Child works (Economically active)	(3) Child works for pay	(4) Child works outside of family	(5) Child labor	(6) Hazardous child labor	(7) Other worst forms of child labor	(8) Hours worked in a day	(9) Hours worked unpaid work	(10) Hours active (Paid + (unpaid)	(11) Hour active outside house
Panel A: Economic shock											
Treatment	-.003	.013	.013	-.031	-.042	-.037	.005	-.045	-.040	-.080	-.033
	(.024)	(.040)	(.031)	(.034)	(.040)	(.041)	(.031)	(.158)	(.098)	(.198)	(.096)
Treatment int	.012	.031	-.003	.038	.051	.052	.011	.039	.049	.076	-.010
	(.028)	(.038)	(.034)	(.032)	(.040)	(.042)	(.037)	(.153)	(.118)	(.194)	(.119)
Obs.	2435	2386	2386	2387	2386	2386	2387	2386	2386	2386	2386
Panel B: Crime shock											
Treatment	.007	.030	.009	-.014	-.017	-.009	.005	-.022	-.028	-.053	-.036
	(.019)	(.036)	(.027)	(.030)	(.033)	(.033)	(.021)	(.130)	(.072)	(.163)	(.090)
Treatment int	-.018	.010	.030	.047	.037	.022	.047	-.007	.132	.124	-.006
	(.039)	(.054)	(.049)	(.043)	(.055)	(.062)	(.053)	(.257)	(.158)	(.292)	(.153)
Obs.	2435	2386	2386	2387	2386	2386	2387	2386	2386	2386	2386
Panel C: Death/illness shock											
Treatment	-.019	.018	-.003	-.038	-.028	-.025	.020	-.065	-.057	-.126	-.046
	(.020)	(.035)	(.029)	(.031)	(.033)	(.034)	(.021)	(.147)	(.087)	(.184)	(.104)
Treatment int	.059**	.033	.039	.073**	.038	.047	-.022	.100	.111	.216	.020
	(.028)	(.036)	(.030)	(.034)	(.039)	(.039)	(.030)	(.159)	(.118)	(.207)	(.120)
Obs.	2435	2386	2386	2387	2386	2386	2387	2386	2386	2386	2386

Notes: Table contains results from regressing the outcome variable indicated by the column header on an indicator for treatment (reported), the interaction of treatment with the specified characteristics (reported), the characteristics, stratification fixed effects, age fixed effects, baseline value of the outcome, a vector of dummies for the most important type of employment in the household at baseline, and controls for variables that appear imbalanced in the balance tables. This specification was pre-specified.

Married is an indicator variable for whether girl is married or committed (engaged). The set of survey questions used to construct each of the indicator variable outcomes in Columns (2) through (7) can be found in the analysis plan posted on-line. Time use outcomes in Columns (8) through (11) are defined based on time use patterns recorded for "a typical day in the past week." Economic shock is an indicator for loss of employment or lowered income of any household member or bankruptcy of family business in last 12 months. Crime shock is an indicator for having experienced robbery, assault, physical aggression, a land dispute, or a family dispute in last 12 months. Death/illness shock is an indicator for death, serious illness, or accident of a household member in last 12 months.

Standard errors, clustered by school, in parenthesis. * significant at 10 percent level; ** significant at 5 percent level; *** significant at 1 percent level.