

Adolescent well-being in Nepal: findings from GAGE midline evidence (Annexes 1-2)

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Annex 2: Group analysis

Demographic data

Table 300: Chinese Positive Youth Development Scale (CPYDS)

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
Overall demographic Structure	570	1117	416	248	416	248
Characteristics	Overall		Sample Domain			
	Sample Size	Mean	Treatment	Control	Differences	Sig.? (Treatment vs. Control)
CR cpyds-Positive identity (scale 1-4, higher=fully disagree)	664	1.4	1.3	1.4	0.0	
<i>BL CR cpyds-Positive identity (scale 1-4, higher=fully disagree)</i>	664	1.4	1.4	1.5	0.1	***
CR cpyds-Positive Beliefs about Future (scale 1-4, higher=fully disagree)	664	2.4	2.4	2.5	0.1	***
<i>BL CR cpyds-Positive Beliefs about Future (scale 1-4, higher=fully disagree)</i>	664	2.3	2.2	2.4	0.1	***
CR cpyds-Recognizing Emotions (scale 1-4, higher=fully disagree)	664	1.9	1.9	2.0	0.1	
<i>BL CR cpyds-Recognizing Emotions (scale 1-44, higher=fully disagree)</i>	664	1.8	1.7	1.8	0.1	**
CR cpyds-Prosocial Norms (scale 1-4, higher=fully disagree)	664	1.4	1.4	1.4	0.0	
<i>BL CR cpyds-Prosocial Norms (scale 1-4, higher=fully disagree)</i>	664	1.3	1.3	1.4	0.0	
CR cpyds-Higher-Order Thinking Skills (scale 1-4, higher=fully disagree)	664	1.5	1.4	1.5	0.1	**

<i>BL CR cpyds-Higher-Order Thinking Skills (scale 1-4, higher=fully disagree)</i>	664	1.7	1.7	1.7	0.1	**
CR cpyds-Interpersonal Skills (scale 1-4, higher=fully disagree)	664	1.5	1.5	1.6	0.1	
<i>BL CR cpyds-Interpersonal Skills (scale 1-4, higher=fully disagree)</i>	664	1.7	1.8	1.7	0.1	
Changes Outcome Description	Overall					
		BL Mean	ML Mean	Mean Δ from BL	Sig.? (BL v. ML)	
Difference (Δ) in CR cpyds-Positive identity (scale 1-4, higher=fully disagree)		1.4	1.4	-0.07	***	
Difference (Δ) in CR cpyds-Positive Beliefs about Future (scale 1-4, higher=fully disagree)		2.3	2.4	0.14	***	
Difference (Δ) in CR cpyds-Recognizing Emotions (scale 1-4, higher=fully disagree)		1.8	1.9	0.15	***	
Difference (Δ) in CR cpyds-Prosocial Norms (scale 1-4, higher=fully disagree)		1.3	1.4	0.02		
Difference (Δ) in CR cpyds-Higher-Order Thinking Skills (scale 1-4, higher=fully disagree)		1.7	1.5	-0.22	***	
Difference (Δ) in CR cpyds-Interpersonal Skills (scale 1-4, higher=fully disagree)		1.8	1.5	-0.25	***	

Table 300 a: CPYDS_ Age Cohort

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
Younger Adolescents	554	1114	408	248	408	248
Older Adolescents	16	3	8	0	8	0
Characteristics	Age Cohort					
	Younger Adolescents		Older Adolescents		Diff	Sig.? (Younger vrs.Older)
CR cpyds-Positive identity (scale 1-4, higher=fully disagree)	1.4		1.4		0.1	

<i>BL CR cpyds-Positive identity (scale 1-4, higher=fully disagree)</i>	1.4	1.4	0.0	
CR cpyds-Positive Beliefs about Future (scale 1-4, higher=fully disagree)	2.4	2.5	0.1	
<i>BL CR cpyds-Positive Beliefs about Future (scale 1-4, higher=fully disagree)</i>	2.3	2.3	0.1	
CR cpyds-Recognizing Emotions (scale 1-4, higher=fully disagree)	1.9	2.1	0.2	
<i>BL CR cpyds-Recognizing Emotions (scale 1-4, higher=fully disagree)</i>	1.8	1.8	0.0	
CR cpyds-Prosocial Norms (scale 1-4, higher=fully disagree)	1.4	1.6	0.3	*
<i>BL CR cpyds-Prosocial Norms (scale 1-4, higher=fully disagree)</i>	1.3	1.3	0.1	
CR cpyds-Higher-Order Thinking Skills (scale 1-4, higher=fully disagree)	1.5	1.6	0.2	
<i>BL CR cpyds-Higher-Order Thinking Skills (scale 1-4, higher=fully disagree)</i>	1.7	1.6	0.0	
CR cpyds-Interpersonal Skills (scale 1-4, higher=fully disagree)	1.5	1.6	0.1	
<i>BL CR cpyds-Interpersonal Skills (scale 1-4, higher=fully disagree)</i>	1.8	1.9	0.1	
Changes Outcome Description	Age Cohort			
	Younger Δ BL	Sig.? (BL v. ML)	Older Δ BL	Sig.? (BL v. ML)
Difference (Δ) in CR cpyds-Positive identity (scale 1-4, higher=fully disagree)	-0.08	***	0.02	
Difference (Δ) in CR cpyds-Positive Beliefs about Future (scale 1-4, higher=fully disagree)	0.14	***	0.18	
Difference (Δ) in CR cpyds-Recognizing Emotions (scale 1-4, higher=fully disagree)	0.15	***	0.33	
Difference (Δ) in CR cpyds-Prosocial Norms (scale 1-4, higher=fully disagree)	0.02		0.34	*
Difference (Δ) in CR cpyds-Higher-Order Thinking Skills (scale 1-4, higher=fully disagree)	-0.22	***	-0.02	

Difference (Δ) in CR cpyds-Interpersonal Skills (scale 1-4, higher=fully disagree)	-0.25	***	-0.29
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Table 300 b: CPYDS_ District

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
Tanahun	321	755	226	166	226	166
Nuwakot	249	362	190	82	190	82
Characteristics	District					
	Nuwakot		Tanahun		Diff	Sig.? (Tanahun vs. Nuwakot)
CR cpyds-Positive identity (scale 1-4, higher=fully disagree)	1.3		1.4		0.2	***
<i>BL CR cpyds-Positive identity (scale 1-4, higher=fully disagree)</i>	1.4		1.4		0.0	
CR cpyds-Positive Beliefs about Future (scale 1-4, higher=fully disagree)	2.4		2.4		0.0	
<i>BL CR cpyds-Positive Beliefs about Future (scale 1-4, higher=fully disagree)</i>	2.1		2.4		0.2	***
CR cpyds-Recognizing Emotions (scale 1-4, higher=fully disagree)	1.9		2.0		0.1	*
<i>BL CR cpyds-Recognizing Emotions (scale 1-4, higher=fully disagree)</i>	1.7		1.8		0.1	***
CR cpyds-Prosocial Norms (scale 1-4, higher=fully disagree)	1.3		1.4		0.1	***
<i>BL CR cpyds-Prosocial Norms (scale 1-4, higher=fully disagree)</i>	1.3		1.3		0.0	
CR cpyds-Higher-Order Thinking Skills (scale 1-4, higher=fully disagree)	1.4		1.5		0.2	***
<i>BL CR cpyds-Higher-Order Thinking Skills (scale 1-4, higher=fully disagree)</i>	1.6		1.7		0.1	***
CR cpyds-Interpersonal Skills (scale 1-4, higher=fully disagree)	1.5		1.6		0.0	

<i>BL CR cpyds-Interpersonal Skills (scale 1-4, higher=fully disagree)</i>	1.7	1.9	0.2	
Changes Outcome Description	Nuwakot Δ BL	Sig.? (BL v. ML)	Tanahun Δ BL	Sig.? (BL v. ML)
Difference (Δ) in CR cpyds-Positive identity (scale 1-4, higher=fully disagree)	-0.2	0.000	0.0	0.61
Difference (Δ) in CR cpyds-Positive Beliefs about Future (scale 1-4, higher=fully disagree)	0.3	0.000	0.0	
Difference (Δ) in CR cpyds-Recognizing Emotions (scale 1-4, higher=fully disagree)	0.2	0.001	0.1	***
Difference (Δ) in CR cpyds-Prosocial Norms (scale 1-4, higher=fully disagree)	0.0	0.449	0.1	**
Difference (Δ) in CR cpyds-Higher-Order Thinking Skills (scale 1-4, higher=fully disagree)	-0.2	0.000	-0.2	***
Difference (Δ) in CR cpyds-Interpersonal Skills (scale 1-4, higher=fully disagree)	-0.1	0.090	-0.3	***

Table 300 c: CPYDS_ Disability

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
No disability	544	1103	413	224	401	243
Disability	26	14	3	4	15	5
Characteristics	****Disability Status					
			No disability	Disability	Diff	Sig.? (No disability vs. Disability)
CR cpyds-Positive identity (scale 1-4, higher=fully disagree)			1.3	1.6	0.2	
<i>BL CR cpyds-Positive identity (scale 1-4, higher=fully disagree)</i>			1.4	1.4	0.0	
CR cpyds-Positive Beliefs about Future (scale 1-4, higher=fully disagree)			2.4	2.2	0.2	
<i>BL CR cpyds-Positive Beliefs about Future (scale 1-4, higher=fully disagree)</i>			2.3	2.1	0.2	

CR cpyds-Recognizing Emotions (scale 1-4, higher=fully disagree)	1.9	1.9	0.0	
<i>BL CR cpyds-Recognizing Emotions (scale 1-44, higher=fully disagree)</i>	1.8	1.7	0.1	
CR cpyds-Prosocial Norms (scale 1-4, higher=fully disagree)	1.4	1.3	0.1	
<i>BL CR cpyds-Prosocial Norms (scale 1-4, higher=fully disagree)</i>	1.3	1.4	0.0	
CR cpyds-Higher-Order Thinking Skills (scale 1-4, higher=fully disagree)	1.5	2.0	0.6	***
<i>BL CR cpyds-Higher-Order Thinking Skills (scale 1-4, higher=fully disagree)</i>	1.7	1.6	0.1	
CR cpyds-Interpersonal Skills (scale 1-4, higher=fully disagree)	1.5	2.1	0.5	*
<i>BL CR cpyds-Interpersonal Skills (scale 1-4, higher=fully disagree)</i>	1.8	1.8	0.0	
Changes Outcome Description	Disability Status			
	No disability Δ BL	Sig.? (BL v. ML)	Disability Δ BL	Sig.? (BL v. ML)
Difference (Δ) in CR cpyds-Positive identity (scale 1-4, higher=fully disagree)	0.0	***	0.0	
Difference (Δ) in CR cpyds-Positive Beliefs about Future (scale 1-4, higher=fully disagree)	0.0	***	0.0	
Difference (Δ) in CR cpyds-Recognizing Emotions (scale 1-4, higher=fully disagree)	0.0	***	0.0	
Difference (Δ) in CR cpyds-Prosocial Norms (scale 1-4, higher=fully disagree)	0.0		0.0	
Difference (Δ) in CR cpyds-Higher-Order Thinking Skills (scale 1-4, higher=fully disagree)	0.0	***	0.0	*
Difference (Δ) in CR cpyds-Interpersonal Skills (scale 1-4, higher=fully disagree)	0.0	***	0.0	

Table 300 d: CPYDS_ Marital Status

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control

Never	570	1117	406	240	416	248
Ever	0	0	10	8	0	0
Characteristics						
****Marital status						
			Never	Ever	Diff	Sig.? (Never vs. Ever married)
CR cpyds-Positive identity (scale 1-4, higher=fully disagree)			1.3	1.4	0.1	
<i>BL CR cpyds-Positive identity (scale 1-4, higher=fully disagree)</i>			1.4	NA	NA	NA
CR cpyds-Positive Beliefs about Future (scale 1-4, higher=fully disagree)			2.4	2.8	0.4	***
<i>BL CR cpyds-Positive Beliefs about Future (scale 1-4, higher=fully disagree)</i>			2.3	NA	NA	NA
CR cpyds-Recognizing Emotions (scale 1-4, higher=fully disagree)			1.9	1.9	0.1	
<i>BL CR cpyds-Recognizing Emotions (scale 1-4, higher=fully disagree)</i>			1.8	NA	NA	NA
CR cpyds-Prosocial Norms (scale 1-4, higher=fully disagree)			1.4	1.5	0.1	
<i>BL CR cpyds-Prosocial Norms (scale 1-4, higher=fully disagree)</i>			1.3	NA	NA	NA
CR cpyds-Higher-Order Thinking Skills (scale 1-4, higher=fully disagree)			1.5	1.7	0.2	**
<i>BL CR cpyds-Higher-Order Thinking Skills (scale 1-4, higher=fully disagree)</i>			1.7	NA	NA	NA
CR cpyds-Interpersonal Skills (scale 1-4, higher=fully disagree)			1.5	1.6	0.1	
<i>BL CR cpyds-Interpersonal Skills (scale 1-4, higher=fully disagree)</i>			1.8	NA	NA	NA

Table 301: General Health Questions and International Youth Development Survey

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
Overall demographic Structure	570	1117	416	248	416	248
Characteristics	Overall		Sample Domain			
	Sample Size	Mean	Treatment	Control	Differences	Sig.? (Treatment vs. Control)
CR GHQ12_phycho (scale 0-3, higher=Much less than usual)	664	0.6	0.6	0.6	0.0	
<i>BL CR GHQ12_phycho (scale 0-3, higher=Much less than usual)</i>	NA	NA	NA	NA	NA	NA
CR score iyds-Emotional Control (scale 1-4, higher=higher emotional control)	664	1.9	1.9	2.0	0.1	**
<i>BL CR score iyds-Emotional Control (scale 1-4, higher=higher emotional control)</i>	664	2.0	2.0	2.1	0.1	***
Changes Outcome Description	Overall					Sig.? (BL v. ML)
	BL Mean		ML Mean	Mean Δ from BL		
Difference (Δ) in CR GHQ12_phycho (scale 0-3, higher=Much less than usual)	NA		NA	NA	NA	NA
Difference (Δ) in CR score iyds-Emotional Control (scale 1-4, higher=higher emotional control)	664.0		NA	-0.11		***

Table 301a: GHQ and IYDS_ District

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
Tanahun	321	755	226	166	226	166
Nuwakot	249	362	190	82	190	82
Characteristics						
			District			
			Nuwakot	Tanahun	Diff	Sig.? (Tanahu vs. Nuwakot)
CR GHQ12_phycho (scale 0-3, higher=Much less than usual)			0.6	0.6	0.0	
BL CR GHQ12_phycho (scale 0-3, higher=Much less than usual)			NA	NA	NA	NA
CR score iyds-Emotional Control (scale 1-4, higher=higher emotional control)			1.9	2.0	0.1	***
BL CR score iyds-Emotional Control (scale 1-4, higher=higher emotional control)			2.0	2.0	0.1	
Changes Outcome Description			Nuwakot Δ BL	Sig.? (BL v. ML)	Tanahun Δ BL	Sig.? (BL v. ML)
Difference (Δ) in CR GHQ12_phycho (scale 0-3, higher=Much less than usual)			NA	NA	NA	NA
Difference (Δ) in CR score iyds-Emotional Control (scale 1-4, higher=higher emotional control)			-0.1	***	-0.1	***

Table 301b: GHQ and IYDS_ Disability

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
No disability	544	1103	413	224	401	243
Disability	26	14	3	4	15	5
Characteristics						
****Disability Status						

	No disability	Disability	Diff	Sig.? (No disability vs. Disability)
CR GHQ12_phycho (scale 0-3, higher=Much less than usual)	0.6	0.6	0.0	
<i>BL CR GHQ12_phycho (scale 0-3, higher=Much less than usual)</i>	NA	NA	NA	NA
CR score iyds-Emotional Control (scale 1-4, higher=higher emotional control)	1.9	2.2	0.3	
<i>BL CR score iyds-Emotional Control (scale 1-4, higher=higher emotional control)</i>	2.0	1.9	0.1	
Changes Outcome Description	Disability Status			
	No disability Δ BL	Sig.? (BL v. ML)	Disability Δ BL	Sig.? (BL v. ML)
Difference (Δ) in CR GHQ12_phycho (scale 0-3, higher=Much less than usual)	NA	NA	NA	NA
Difference (Δ) in CR score iyds-Emotional Control (scale 1-4, higher=higher emotional control)	-0.1	***	0.3	

Table 301c: GHQ and IYDS_ Marital Status

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
Never	570	1117	406	240	416	248
Ever	0	0	10	8	0	0
Characteristics	****Marital status					
	Never		Ever		diff	Sig.? (never vs. ever married)
CR GHQ12_phycho (scale 0-3, higher=Much less than usual)	0.6		0.6		0.0	
<i>BL CR GHQ12_phycho (scale 0-3, higher=Much less than usual)</i>	NA		NA		NA	NA

CR score iyds-Emotional Control (scale 1-4, higher=higher emotional control)	1.9	2.0	0.1	
<i>BL CR score iyds-Emotional Control (scale 1-4, higher=higher emotional control)</i>	NA	NA	NA	NA

Table 301d :GHQ and IYDS_ Age Cohort

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
Younger Adolescents	554	1114	408	248	408	248
Older Adolescents	16	3	8	0	8	0
Characteristics	Age Cohort					
			Younger Adolescents	Older Adolescents	Diff	Sig.? (Younger vrs.Older)
CR GHQ12_phycho (scale 0-3, higher=Much less than usual)			0.6	0.5	0.1	
<i>BL CR GHQ12_phycho (scale 0-3, higher=Much less than usual)</i>			NA	NA	NA	NA
CR score iyds-Emotional Control (scale 1-4, higher=higher emotional control)			1.9	2.0	0.0	
<i>BL CR score iyds-Emotional Control (scale 1-4, higher=higher emotional control)</i>			2.0	2.1	0.1	
Changes Outcome Description	Age Cohort					
			Younger Δ BL	Sig.? (BL v. ML)	Older Δ BL	Sig.? (BL v. ML)
Difference (Δ) in CR GHQ12_phycho (scale 0-3, higher=Much less than usual)			NA	NA	NA	NA
Difference (Δ) in CR score iyds-Emotional Control (scale 1-4, higher=higher emotional control)			-0.12	***	-0.14	

Table: Demographic structure (Based on District)

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
Tanahun	321	755	226	166	226	166
Nuwakot	249	362	190	82	190	82
Characteristics	District					
	Nuwakot		Tanahun		Diff	Sig.? (Tanahun vs. Nuwakot)
CR cpyds-Positive identity (scale 1-4, higher=fully disagree)	1.3		1.4		0.2	***
<i>BL CR cpyds-Positive identity (scale 1-4, higher=fully disagree)</i>	1.4		1.4		0.0	
CR cpyds-Positive Beliefs about Future (scale 1-4, higher=fully disagree)	2.4		2.4		0.0	
<i>BL CR cpyds-Positive Beliefs about Future (scale 1-4, higher=fully disagree)</i>	2.1		2.4		0.2	***
CR cpyds-Recognizing Emotions (scale 1-4, higher=fully disagree)	1.9		2.0		0.1	*
<i>BL CR cpyds-Recognizing Emotions (scale 1-4, higher=fully disagree)</i>	1.7		1.8		0.1	***
CR cpyds-Prosocial Norms (scale 1-4, higher=fully disagree)	1.3		1.4		0.1	***
<i>BL CR cpyds-Prosocial Norms (scale 1-4, higher=fully disagree)</i>	1.3		1.3		0.0	
CR cpyds-Higher-Order Thinking Skills (scale 1-4, higher=fully disagree)	1.4		1.5		0.2	***
<i>BL CR cpyds-Higher-Order Thinking Skills (scale 1-4, higher=fully disagree)</i>	1.6		1.7		0.1	***
CR cpyds-Interpersonal Skills (scale 1-4, higher=fully disagree)	1.5		1.6		0.0	
<i>BL CR cpyds-Interpersonal Skills (scale 1-4, higher=fully disagree)</i>	1.7		1.9		0.2	

Changes Outcome Description	Nuwakot Δ BL	Sig.? (BL v. ML)	Tanahun Δ BL	Sig.? (BL v. ML)
Difference (Δ) in CR cpyds-Positive identity (scale 1-4, higher=fully disagree)	-0.2	0.000	0.0	0.61
Difference (Δ) in CR cpyds-Positive Beliefs about Future (scale 1-4, higher=fully disagree)	0.3	0.000	0.0	
Difference (Δ) in CR cpyds-Recognizing Emotions (scale 1-4, higher=fully disagree)	0.2	0.001	0.1	***
Difference (Δ) in CR cpyds-Prosocial Norms (scale 1-4, higher=fully disagree)	0.0	0.449	0.1	**
Difference (Δ) in CR cpyds-Higher-Order Thinking Skills (scale 1-4, higher=fully disagree)	-0.2	0.000	-0.2	***
Difference (Δ) in CR cpyds-Interpersonal Skills (scale 1-4, higher=fully disagree)	-0.1	0.090	-0.3	***

Table: Demographic structure (Based on Disability)

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
No disability	544	1103	413	224	401	243
Disability	26	14	3	4	15	5
Characteristics	****Disability Status					
	No disability		Disability		Diff	Sig.? (No disability vs. Disability)
CR cpyds-Positive identity (scale 1-4, higher=fully disagree)	1.3		1.6		0.2	
BL CR cpyds-Positive identity (scale 1-4, higher=fully disagree)	1.4		1.4		0.0	
CR cpyds-Positive Beliefs about Future (scale 1-4, higher=fully disagree)	2.4		2.2		0.2	
BL CR cpyds-Positive Beliefs about Future (scale 1-4, higher=fully disagree)	2.3		2.1		0.2	
CR cpyds-Recognizing Emotions (scale 1-4, higher=fully disagree)	1.9		1.9		0.0	

<i>BL CR cpyds-Recognizing Emotions (scale 1-4, higher=fully disagree)</i>	1.8	1.7	0.1	
CR cpyds-Prosocial Norms (scale 1-4, higher=fully disagree)	1.4	1.3	0.1	
<i>BL CR cpyds-Prosocial Norms (scale 1-4, higher=fully disagree)</i>	1.3	1.4	0.0	
CR cpyds-Higher-Order Thinking Skills (scale 1-4, higher=fully disagree)	1.5	2.0	0.6	***
<i>BL CR cpyds-Higher-Order Thinking Skills (scale 1-4, higher=fully disagree)</i>	1.7	1.6	0.1	
CR cpyds-Interpersonal Skills (scale 1-4, higher=fully disagree)	1.5	2.1	0.5	*
<i>BL CR cpyds-Interpersonal Skills (scale 1-4, higher=fully disagree)</i>	1.8	1.8	0.0	
Changes Outcome Description	Disability Status			
	No disability Δ BL	Sig.? (BL v. ML)	Disability Δ BL	Sig.? (BL v. ML)
Difference (Δ) in CR cpyds-Positive identity (scale 1-4, higher=fully disagree)	0.0	***	0.0	
Difference (Δ) in CR cpyds-Positive Beliefs about Future (scale 1-4, higher=fully disagree)	0.0	***	0.0	
Difference (Δ) in CR cpyds-Recognizing Emotions (scale 1-4, higher=fully disagree)	0.0	***	0.0	
Difference (Δ) in CR cpyds-Prosocial Norms (scale 1-4, higher=fully disagree)	0.0		0.0	
Difference (Δ) in CR cpyds-Higher-Order Thinking Skills (scale 1-4, higher=fully disagree)	0.0	***	0.0	*
Difference (Δ) in CR cpyds-Interpersonal Skills (scale 1-4, higher=fully disagree)	0.0	***	0.0	

Table: Demographic structure (Based on marital status)

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
Never	570	1117	406	240	416	248

Ever	0	0	10	8	0	0
Characteristics		****Marital status				
		Never	Ever	Diff	Sig.? (Never vs. Ever married)	
CR cpyds-Positive identity (scale 1-4, higher=fully disagree)		1.3	1.4	0.1		
<i>BL CR cpyds-Positive identity (scale 1-4, higher=fully disagree)</i>		1.4	NA	NA	NA	
CR cpyds-Positive Beliefs about Future (scale 1-4, higher=fully disagree)		2.4	2.8	0.4	***	
<i>BL CR cpyds-Positive Beliefs about Future (scale 1-4, higher=fully disagree)</i>		2.3	NA	NA	NA	
CR cpyds-Recognizing Emotions (scale 1-4, higher=fully disagree)		1.9	1.9	0.1		
<i>BL CR cpyds-Recognizing Emotions (scale 1-4, higher=fully disagree)</i>		1.8	NA	NA	NA	
CR cpyds-Prosocial Norms (scale 1-4, higher=fully disagree)		1.4	1.5	0.1		
<i>BL CR cpyds-Prosocial Norms (scale 1-4, higher=fully disagree)</i>		1.3	NA	NA	NA	
CR cpyds-Higher-Order Thinking Skills (scale 1-4, higher=fully disagree)		1.5	1.7	0.2	**	
<i>BL CR cpyds-Higher-Order Thinking Skills (scale 1-4, higher=fully disagree)</i>		1.7	NA	NA	NA	
CR cpyds-Interpersonal Skills (scale 1-4, higher=fully disagree)		1.5	1.6	0.1		
<i>BL CR cpyds-Interpersonal Skills (scale 1-4, higher=fully disagree)</i>		1.8	NA	NA	NA	

Table 302: FCP and DAP

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
Overall demographic Structure	570	1117	416	248	416	248

Characteristics	Overall		Sample Domain			
	Sample Size	Mean	Treatment	Control	Differences	Sig.? (Treatment vs. Control)
CR fcp1_has goals to reach her life (scale 0-3, higher= Exactly like her)	664	1.3	1.3	1.3	0.0	
<i>BL CR fcp1_has goals to reach her life (scale 0-3, higher= Exactly like her)</i>	664	1.3	1.2	1.5	0.3	***
CR fcp2_has goals in her life (scale 0-3, higher= always)	664	1.5	1.5	1.5	0.0	
<i>BL CR fcp2_has goals in her life (scale 0-3, higher= always)</i>	664	1.6	1.5	1.8	0.3	***
CR fcp3_work hard than other (scale 0-3, higher= always work hard)	664	1.4	1.4	1.4	0.0	
<i>BL CR fcp3_work hard than other (scale 0-3, higher= always work hard)</i>	664	1.4	1.3	1.5	0.2	***
CR dap1_support (scale 1-4, higher= Fully disagree)	664	1.4	1.4	1.3	0.0	
<i>BL CR dap1_support (scale 1-4, higher= Fully disagree)</i>	664	1.4	1.4	1.4	0.0	
CR dap2_Boundaries (scale 1-4, higher= Fully disagree)	664	1.2	1.2	1.2	0.0	
<i>BL CR dap2_Boundaries (scale 1-4, higher= Fully disagree)</i>	664	1.3	1.3	1.3	0.0	
Changes Outcome Description			BL Mean	ML Mean	Mean Δ from BL	Sig.? (BL v. ML)
Difference (Δ) in CR fcp1-has goals to reach her life (scale 0-3, higher= Exactly like her)			1.3	1.3	0.03	

Difference (Δ) in CR fcp2-has goals in her life (scale 0-3, higher= always)	1.6	1.5	-0.17	***
Difference (Δ) in CR fcp3-work hard than other (scale 0-3, higher= always work hard)	1.4	1.4	-0.02	
Difference (Δ) in CR dap1_support (scale 1-4, higher= Fully disagree)	1.4	1.4	0.00	
Difference (Δ) in CR fcp3-work hard than other (scale 0-3, higher= always work hard)	1.3	1.2	-0.06	***

Table 302 a: FCP and DAP District

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
Tanahun	321	755	226	166	226	166
Nuwakot	249	362	190	82	190	82
Characteristics	District					
	Nuwakot		Tanahun		Diff	Sig.? (Tanahu vs. Nuwakot)
CR fcp1_has goals to reach her life (scale 0-3, higher= Exactly like her)	1.4		1.3		0.0	
<i>BL CR fcp1_has goals to reach her life (scale 0-3, higher= Exactly like her)</i>	1.4		1.2		0.1	*
CR fcp2_has goals in her life (scale 0-3, higher= always)	1.4		1.5		0.1	
<i>BL CR fcp2_has goals in her life (scale 0-3, higher= always)</i>	1.6		1.7		0.0	
CR fcp3_work hard than other (scale 0-3, higher= always work hard)	1.3		1.4		0.1	
<i>BL CR fcp3_work hard than other (scale 0-3, higher= always work hard)</i>	1.5		1.3		0.2	***
CR dap1_support (scale 1-4, higher= Fully disagree)	1.3		1.4		0.0	
<i>BL CR dap1_support (scale 1-4, higher= Fully disagree)</i>	1.3		1.4		0.0	
CR dap2_Boundaries (scale 1-4, higher= Fully disagree)	1.2		1.3		0.0	

<i>BL CR dap2_Boundaries (scale 1-4, higher= Fully disagree)</i>	1.3	1.3	0.0	
Changes Outcome Description	Nuwakot Δ BL	Sig.? (BL v. ML)	Tanahun Δ BL	Sig.? (BL v. ML)
Difference (Δ) in CR fcp1-has goals to reach her life (scale 0-3, higher= Exactly like her)	0.0		0.1	
Difference (Δ) in CR fcp2-has goals in her life (scale 0-3, higher= always)	-0.2	***	-0.1	**
Difference (Δ) in CR fcp3-work hard than other (scale 0-3, higher= always work hard)	-0.2	***	0.1	**
Difference (Δ) in CR dap1_support (scale 1-4, higher= Fully disagree)	0.0		0.0	
Difference (Δ) in CR fcp3-work hard than other (scale 0-3, higher= always work hard)	-0.1	**	-0.1	***

Table 302 b: FCP and DAP _Disability

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
No disability	544	1103	413	224	401	243
Disability	26	14	3	4	15	5
Characteristics	****Disability Status					
			No disability	Disability	Diff	Sig.? (No disability vs. Disability)
CR fcp1_has goals to reach her life (scale 0-3, higher= Exactly like her)			1.3	1.4	0.1	
<i>BL CR fcp1_has goals to reach her life (scale 0-3, higher= Exactly like her)</i>			1.3	0.8	0.5	***
CR fcp2_has goals in her life (scale 0-3, higher= always)			1.5	1.4	0.0	
<i>BL CR fcp2_has goals in her life (scale 0-3, higher= always)</i>			1.7	1.2	0.5	***

CR fcp3_work harder than others (scale 0-3, higher= always work hard)	1.4	1.1	0.3	
<i>BL CR fcp3_work harder than others (scale 0-3, higher= always work hard)</i>	1.4	1.2	0.2	
CR dap1_support (scale 1-4, higher= Fully disagree)	1.4	1.4	0.0	
<i>BL CR dap1_support (scale 1-4, higher= Fully disagree)</i>	1.4	1.3	0.0	
CR dap2_Boundaries (scale 1-4, higher= Fully disagree)	1.2	1.2	0.1	
<i>BL CR dap2_Boundaries (scale 1-4, higher= Fully disagree)</i>	1.3	1.3	0.0	
Changes Outcome Description	Disability Status			
	No disability Δ BL	Sig.? (BL v. ML)	Disability Δ BL	Sig.? (BL v. ML)
Difference (Δ) in CR fcp1-has goals to reach her life (scale 0-3, higher= Exactly like her)	0.0		0.6	*
Difference (Δ) in CR fcp2-has goals in her life (scale 0-3, higher= always)	-0.2	***	0.3	
Difference (Δ) in CR fcp3-work harder than others (scale 0-3, higher= always work hard)	0.0		-0.1	
Difference (Δ) in CR dap1_support (scale 1-4, higher= Fully disagree)	0.0		0.0	
Difference (Δ) in CR fcp3-work harder than others (scale 0-3, higher= always work hard)	-0.1	***	-0.1	

Table 302 c: FCP and DAP_ Marital Status

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
Never	570	1117	406	240	416	248
Ever	0	0	10	8	0	0
Characteristics	****Marital status					
			Never	Ever	diff	Sig.? (never vs. ever married)

CR fcp1_has goals to reach her life (scale 0-3, higher= Exactly like her)	1.3	1.3	0.1	
<i>BL CR fcp1_has goals to reach her life (scale 0-3, higher= Exactly like her)</i>	1.3	NA	NA	NA
CR fcp2_has goals in her life (scale 0-3, higher= always)	1.5	1.6	0.2	
<i>BL CR fcp2_has goals in her life (scale 0-3, higher= always)</i>	1.6	NA	NA	NA
CR fcp3_work hard than other (scale 0-3, higher= always work hard)	1.4	1.6	0.2	
<i>BL CR fcp3_work harder than others (scale 0-3, higher= always work hard)</i>	1.4	NA	NA	NA
CR dap1_support (scale 1-4, higher= Fully disagree)	1.4	NA	NA	NA
<i>BL CR dap1_support (scale 1-4, higher= Fully disagree)</i>	1.4	1.4	0.0	
CR dap2_Boundaries (scale 1-4, higher= Fully disagree)	1.2	NA	NA	NA
<i>BL CR dap2_Boundaries (scale 1-4, higher= Fully disagree)</i>	1.3	1.3	0.0	

Table 302 d: FCP and Dap_ Age Cohort

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
Younger Adolescents	554	1114	408	248	408	248
Older Adolescents	16	3	8	0	8	0
Characteristics	Age Cohort					
	Younger Adolescents		Older Adolescents		Diff	Sig.? (Younger vrs. Older)
CR fcp1_has goals to reach her life (scale 0-3, higher= Exactly like her)	1.3		1.1		0.2	
<i>BL CR fcp1_has goals to reach her life (scale 0-3, higher= Exactly like her)</i>	1.3		1.0		0.3	
CR fcp2_has goals in her life (scale 0-3, higher= always)	1.5		1.3		0.2	
<i>BL CR fcp2_has goals in her life (scale 0-3, higher= always)</i>	1.6		1.3		0.3	
CR fcp3_work harder than others (scale 0-3, higher= always work hard)	1.4		1.4		0.0	

<i>BL CR fcp3_work hard than other (scale 0-3, higher= always work hard)</i>	1.4	1.3	0.1	
CR dap1_support (scale 1-4, higher= Fully disagree)	1.4	1.4	0.1	
<i>BL CR dap1_support (scale 1-4, higher= Fully disagree)</i>	1.4	1.5	0.1	
CR dap2_Boundaries (scale 1-4, higher= Fully disagree)	1.2	1.4	0.1	
<i>BL CR dap2_Boundaries (scale 1-4, higher= Fully disagree)</i>	1.3	1.5	0.2	
Changes Outcome Description	Age Cohort			
	Younger Δ BL	Sig.? (BL v. ML)	Older Δ BL	Sig.? (BL v. ML)
Difference (Δ) in CR fcp1-has goals to reach her life (scale 0-3, higher= Exactly like her)	0.03		0.15	
Difference (Δ) in CR fcp2-has goals in her life (scale 0-3, higher= always)	-0.17	***	-0.06	
Difference (Δ) in CR fcp3-work hard than other (scale 0-3, higher= always work hard)	-0.02		0.14	
Difference (Δ) in CR dap1_support (scale 1-4, higher= Fully disagree)	0.00		-0.05	
Difference (Δ) in CR fcp3-work hard than other (scale 0-3, higher= always work hard)	-0.06	***	-0.08	

The Chinese Positive Youth Development Scale (CPYDS) — Compute inter-item correlations (co-variances) and Cronbach's alpha

Table: Clear and positive identity

Characteristics	Obs	Sign	item-test correlation	item-rest correlation	average interitem covariance	alpha
I can do things as good as others	661	+	0.5974	0.4163	0.098018	0.6902
Compared with my classmates [if in school] / peers my age [if out of school]	661	+	0.6502	0.471	0.091606	0.6763

I am satisfied with my body and appearance	661	+	0.6676	0.4941	0.089779	0.6701
I feel that I am accepted by others.	660	+	0.6278	0.402	0.09219	0.699
I am a self-confident person.	661	+	0.6372	0.4873	0.096043	0.6753
I am a filial person.	661	+	0.5336	0.4114	0.109667	0.6976
I know my strengths and weaknesses	661	+	0.5878	0.383	0.097969	0.6996

Table: Beliefs in the future

Characteristics	Obs	Sign	item-test correlation	item-rest correlation	average interitem covariance	alpha
I am confident I can solve my problems in the future.	660	-	0.4661	0.3285	0.21549	0.6945
I am confident I will be admitted to a university	659	-	0.5192	0.3016	0.201712	0.7058
I am confident I will be a useful person when I grow up.	661	-	0.4254	0.2873	0.22086	0.701
I do not expect to get what I want.	660	+	0.5209	0.2547	0.200147	0.7288
I expect that my future will be unpleasant.	660	+	0.7229	0.5597	0.155072	0.6314
It is not possible for me to be satisfied in the future.	659	+	0.7705	0.629	0.145278	0.6114
It is likely that I will not get what I want in the future.	660	+	0.7657	0.6258	0.147627	0.6143

Table: Emotional competence

Characteristics	Obs	Sign	item-test correlation	item-rest correlation	average interitem covariance	alpha
I am a pleasant person.	661	+	0.396	0.2154	0.310779	0.6998
When I am unhappy, I can appropriately show my emotions.	661	+	0.6755	0.4665	0.220001	0.63
When I am angry, I can calmly describe my feelings.	661	+	0.727	0.5346	0.200381	0.6043
When I have conflict with others, I can manage my emotions.	661	+	0.6597	0.4777	0.231144	0.6288
I can see the world from the perspectives of other people.	659	+	0.5646	0.3536	0.260749	0.6673
I will let other people know my emotions	661	+	0.6788	0.4501	0.216503	0.6375

Table: Pro-social norms

Characteristics	Obs	Sign	item-test correlation	item-rest correlation	average interitem covariance	alpha
I care about unfortunate people in the world.	661	+	0.7173	0.1633	0.079032	0.6009
If given the opportunity, I would do voluntary work.	660	+	0.6728	0.3449	0.047578	0.2906
Everyone should be governed by laws	660	+	0.5739	0.3381	0.068687	0.3442
I am happy to obey the school (or community/household if out of school) rule	661	+	0.5624	0.358	0.072219	0.3494

Table: Cognitive competence

Characteristics	Obs	Sign	item- test correlati on	item-rest correlation	average interitem covariance	alpha
I believe there is a solution to any problem.	661	+	0.6486	0.5084	0.187778	0.7861
I know how to see things from different angles.	661	+	0.7228	0.5643	0.165785	0.7737
I will try new ways to solve my problems.	660	+	0.7252	0.599	0.173394	0.7673
I know how to find the reasons for and solutions to a problem.	661	+	0.774	0.6409	0.157072	0.7549
I know how to plan to reach my goals.	661	+	0.7185	0.5287	0.161759	0.7878
I can pick out the good and bad parts of things.	661	+	0.6989	0.5692	0.179099	0.774

School data [KII]

Table 303: Public, private, or government-subsidized school

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
Public	79.2	48.1	95.5	71.4	78.3	78.6
Private	0.0	44.4	0.0	21.4	0.0	21.4
Government Subsidized	20.8	7.4	4.5	7.1	21.7	0.0

Table 304: Grades your school teach

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
1-5	0.0	2.2	0.0	7.1	0.0	0.0
1-8	0.0	25.9	0.0	7.1	0.0	21.4
1-10	41.7	43.0	31.8	25.0	39.1	35.7
1-12	58.3	28.9	45.5	35.7	60.9	42.9
6-8	0.0	0.0	0.0	7.1	0.0	0.0
6-10	0.0	0.0	0.0	7.1	0.0	0.0
6-12	0.0	0.0	22.7	10.7	0.0	0.0

Table 305: Are there any upper secondary schools (grades 11& 12) that your students attend?

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
No	0.0	7.5	42.9	46.2	0.0	6.3
Yes	100.0	92.5	57.1	53.8	100.0	93.8

Table 306: Are there any other upper secondary schools (grades 11& 12) that many of your female students attend?

Characteristics	2018 Survey		2023 Survey		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
No	0.0	32.6	42.9	38.5	0.0	37.5
Yes	100.0	67.4	57.1	61.5	100.0	62.5

Table 307: Of the girls who graduate from your school and go on to upper secondary school, do 60 or more attend the school or schools you mentioned?

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
No	20.0	43.0	25.0	14.3	22.2	46.7
Yes	80.0	57.0	75.0	85.7	77.8	53.3

Table 308: Is this school a single-shift or multiple-shift school, as of [current month and year]?

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
Single shift	75.0	92.6	90.9	96.4	73.9	89.3
Multiple shift	25.0	7.4	9.1	3.6	26.1	10.7

Table 309: School shift as of [current month and year]

Characteristics	2018 Survey		2023 Survey		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
Sequential	66.7	80.0	0.0	0.0	66.7	66.7
Overlapping	33.3	20.0	100.0	100.0	33.3	33.3

Table 310: Main language of instruction at school

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
Nepali	54.2	31.9	13.6	25.0	56.5	39.3
English	8.3	40.0	22.7	17.9	8.7	21.4
Nepali and English	37.5	28.1	63.6	53.6	34.8	39.3
Other language	0.0	0.0	0.0	3.6	0.0	0.0

Table 311: Do both girls and boys attend this school, or do girls only attend?

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
Girls and Boys	100.0	100.0	100.0	100.0	100.0	100.0
Girls only	0.0	0.0	0.0	0.0	0.0	0.0

Table 312: Classes per week

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
Less than 6 days	0.0	0.7	0.0	0.0	0.0	0.0
6 days	100.0	99.3	100.0	100.0	100.0	100.0

Table 313: Time that school day classes begin [current month and year]

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
6am-7am	29.2	6.7	4.5	3.6	30.4	7.1
7am-8am	0.0	0.7	4.5	0.0	0.0	0.0
8am-9am	0.0	0.7	0.0	0.0	0.0	0.0
9am-10am	8.3	13.3	0.0	7.1	4.3	10.7
10am-11am	62.5	78.5	86.4	89.3	65.2	82.1

11am-12pm	0.0	0.0	4.5	0.0	0.0	0.0
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Table 314: Time that school day classes begin for the second shift (for schools with multiple shifts) [current month and year]

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
6am-7am	0.0	0.0	0.0	0.0	0.0	0.0
7am-8am	0.0	0.0	0.0	0.0	0.0	0.0
8am-9am	0.0	0.0	0.0	0.0	0.0	0.0
9am-10am	16.7	10.0	0.0	0.0	16.7	0.0
10am-11am	83.3	80.0	50.0	100.0	83.3	66.7
11am-12pm	0.0	0.0	50.0	0.0	0.0	0.0
After 12pm	0.0	10.0	0.0	0.0	0.0	33.3

Table 315: Time that school day classes end [if multiple shift school: for first shift] [current month and year]

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
9am-10am	12.5	3.0	0.0	0.0	13.0	0.0
10am-11am	8.3	3.0	4.5	3.6	8.7	7.1
11am-12pm	8.3	0.7	4.5	0.0	8.7	3.6
12pm-1pm	0.0	3.7	0.0	0.0	0.0	0.0
3pm-4pm	70.8	87.4	0.0	0.0	0.0	3.6
4pm-5pm	0.0	0.0	81.8	92.9	69.6	85.7
5pm-6pm	0.0	1.5	9.1	3.6	0.0	0.0
6pm-7pm	0.0	0.7	0.0	0.0	0.0	0.0

Table 316: Time that school day classes end for a second shift [current month and year]

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
4 pm-5 pm	83.3	100.0	50.0	100.0	66.7	100.0
5 pm-6 pm	16.7	0.0	0.0	0.0	33.3	0.0
6 pm-7 pm	0.0	0.0	50.0	0.0	0.0	0.0

Table 317: Teachers at school [if multiple shift school: during first shift] [current month and year]

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
0-20	54.2	65.9	31.8	57.1	56.5	67.9
20-40	41.7	28.9	54.5	35.7	39.1	28.6
40-60	4.2	5.2	9.1	7.1	4.3	3.6
60-80	0.0	0.0	0.0	0.0	0.0	0.0
80-100	0.0	0.0	4.5	0.0	0.0	0.0

Table 318: Female teachers [if multiple shift school: during first shift] [current month and year]

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
0-10	75.0	64.4	36.4	78.6	78.3	71.4
10-20	20.8	25.9	59.1	14.3	17.4	17.9
20-30	4.2	8.1	0.0	0.0	4.3	7.1
30-40	0.0	1.5	4.5	7.1	0.0	3.6

Table 319: Teachers at this school during the second shift [current month and year]

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
0-10	0.0	0.0	0.0	0.0	0.0	0.0
10-20	16.7	30.0	50.0	0.0	16.7	66.7
20-30	50.0	50.0	0.0	100.0	50.0	33.3
30-40	16.7	20.0	0.0	0.0	16.7	0.0
40-50	16.7	0.0	50.0	0.0	16.7	0.0

Table 320: Second-shift female teachers [current month and year]

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
0-10	16.7	40.0	50.0	100.0	16.7	66.7
10-20	66.7	40.0	0.0	0.0	66.7	33.3
20-30	0.0	10.0	0.0	0.0	0.0	0.0
30-40	16.7	10.0	0.0	0.0	16.7	0.0
40-50	0.0	0.0	50.0	0.0	0.0	0.0

Table 321: Students on average for every teacher

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
0-20	54.2	73.1	45.5	60.7	52.2	67.9
20-40	45.8	26.9	45.5	32.1	47.8	32.1
40-60	0.0	0.0	9.1	3.6	0.0	0.0
60-80	0.0	0.0	0.0	0.0	0.0	0.0
80-100	0.0	0.0	0.0	0.0	0.0	0.0
100 and more	0.0	0.0	0.0	3.6	0.0	0.0

Table 322: For the prior school year, what percent of your male students scored an A, B, or C on the Basic Level Examination (Grade 8 Exam)

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control

0-25	8.3	16.3	9.1	11.5	4.3	29.6
25-50	50.0	19.4	27.3	19.2	52.2	18.5
50-75	4.2	12.4	36.4	30.8	4.3	11.1
75-100	37.5	51.9	27.3	38.5	39.1	40.7

Table 323: For the prior school year, what percent of your female students scored an A, B, or C on the Basic Level Examination (Grade 8 Exam)

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
0-25	8.3	19.4	9.1	3.8	4.3	29.6
25-50	33.3	11.6	13.6	7.7	34.8	11.1
50-75	20.8	14.7	36.4	26.9	21.7	14.8
75-100	37.5	54.3	40.9	61.5	39.1	44.4

Table 324: For the past 3 years, have 50% or more of your male students scored an A, B, or C on the Secondary Education Examination (Grade 10 Exam)?

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
No	12.5	14.4	0.0	9.1	13.0	13.6
Yes	87.5	81.4	100.0	90.9	87.0	86.4
Not applicable	0.0	4.1	0.0	0.0	0.0	0.0

Table 325: For the past 3 years, have 50% or more of your female students scored an A, B, or C on the Secondary Education Examination (Grade 10 Exam)?

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
No	0.0	14.4	0.0	9.1	0.0	9.1
Yes	100.0	81.4	100.0	90.9	100.0	90.9
Not applicable	0.0	4.1	0.0	0.0	0.0	0.0

Table 326: Does this school have a school management committee, a school board, both a committee and a board, or neither?

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
School management Committee	95.8	91.9	95.5	89.3	95.7	96.4
School board	0.0	2.2	0.0	3.6	0.0	0.0
School management committee and school board	4.2	5.2	4.5	7.1	4.3	3.6
Neither	0.0	0.0	0.0	0.0	0.0	0.0
Other	0.0	.7	0.0	0.0	0.0	0.0

Table 327: Are roads and bridges leading to this school passable at least 10 months out of the year?

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
No	33.3	37.8	27.3	14.3	34.8	39.3
Yes	66.7	62.2	72.7	85.7	65.2	60.7

Table 328: Any environmental dangers such as crime, steep cliffs, or slippery walking trails that make it difficult to attend school

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
No	45.8	52.6	31.8	53.6	43.5	60.7
Yes	54.2	47.4	68.2	46.4	56.5	39.3

Table 329: Can girls safely travel alone to and from school

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
No	12.5	10.4	45.5	10.7	13.0	10.7
Yes	87.5	89.6	54.5	89.3	87.0	89.3

Table 330: Major repairs needed at the school that pose a danger to students' physical safety

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
No	62.5	51.9	63.6	57.1	65.2	35.7
Yes	37.5	48.1	36.4	42.9	34.8	64.3

Table 331: Major repairs needed at school that pose a danger to students' safety

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
Building infrastructure	55.6	50.0	25.0	66.7	62.5	38.9
Facilities	55.6	32.8	37.5	25.0	50.0	22.2
Furniture and Equipment	22.2	20.3	37.5	0.0	25.0	22.2
Structural element	22.2	26.6	50.0	33.3	12.5	38.9
Water supply	22.2	3.1	0.0	16.7	25.0	5.6

Table 332: The outer walls of the main school building are made mainly from what material?

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
No walls	0.0	0.0	4.5	0.0	0.0	0.0
Mud / sand	0.0	0.0	0.0	0.0	0.0	0.0

Cane / palm / trunks	0.0	.7	0.0	0.0	0.0	0.0
Bamboo with mud	0.0	.7	0.0	0.0	0.0	3.6
Stone with mud	4.2	7.4	0.0	3.6	4.3	7.1
Plywood	0.0	0.0	0.0	0.0	0.0	0.0
Cardboard	0.0	.7	0.0	0.0	0.0	0.0
Reused Wood	0.0	0.0	0.0	0.0	0.0	0.0
Cement	83.3	66.7	81.8	75.0	82.6	82.1
Stone with lime / cement	0.0	4.4	13.6	0.0	0.0	0.0
Bricks	4.2	11.9	0.0	14.3	4.3	3.6
Cement blocks	8.3	5.9	0.0	7.1	8.7	3.6
Wood planks / shingles	0.0	.7	0.0	0.0	0.0	0.0
Other material	0.0	.7	0.0	0.0	0.0	0.0

Table 333: The roof of the main school building is mainly made of what material

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
No roof	0.0	0.0	0.0	0.0	0.0	0.0
Straw thatch	0.0	0.0	0.0	0.0	0.0	0.0
Earth / mud	0.0	0.0	0.0	0.0	0.0	0.0
Wood planks	0.0	0.0	0.0	0.0	0.0	0.0
Galvanized iron	29.2	50.4	36.4	42.9	30.4	46.4
Cement / concrete	70.8	49.6	63.6	57.1	69.6	53.6
Tiles / slate	0.0	0.0	0.0	0.0	0.0	0.0
Other material	0.0	0.0	0.0	0.0	0.0	0.0

Table 334: The floor of the main school building is mainly made of what material

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
Earth / sand	0.0	4.4	0.0	0.0	0.0	0.0
Dung	0.0	0.0	0.0	0.0	0.0	0.0
Wood planks	0.0	.7	0.0	0.0	0.0	3.6
Palm/bamboo	0.0	0.0	0.0	0.0	0.0	0.0
Parquet or polish	0.0	0.0	0.0	0.0	0.0	0.0
Vinyl or asphalt strips	0.0	0.0	0.0	0.0	0.0	0.0
Ceramic tiles	0.0	0.0	0.0	0.0	0.0	0.0

Cement	100.0	94.8	100.0	100.0	100.0	96.4
Carpet	0.0	0.0	0.0	0.0	0.0	0.0
Other material	0.0	0.0	0.0	0.0	0.0	0.0

Characteristics	Nuwakot 2018		Nuwakot 2023		Nuwakot Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
Earth / sand	0.0	4.2	0.0	0.0	0.0	0.0
Dung	0.0	0.0	0.0	0.0	0.0	0.0
Wood planks	0.0	2.1	0.0	0.0	0.0	7.1
Palm/bamboo	0.0	0.0	0.0	0.0	0.0	0.0
Parquet or polish	0.0	0.0	0.0	0.0	0.0	0.0
Vinyl or asphalt strips	0.0	0.0	0.0	0.0	0.0	0.0
Ceramic tiles	0.0	0.0	0.0	0.0	0.0	0.0
Cement	100.0	93.8	100.0	100.0	100.0	92.9
Carpet	0.0	0.0	0.0	0.0	0.0	0.0
Other material	0.0	0.0	0.0	0.0	0.0	0.0

Table 335: Electricity at school

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
Entire school day / both shifts	91.7	88.9	100.0	89.3	91.3	89.3
Most of the school day / most of each shift	0.0	5.2	0.0	7.1	0.0	3.6
Some of the school day / some of each shift or only during one shift	0.0	2.2	0.0	3.6	0.0	3.6
Not at all	8.3	3.7	0.0	0.0	8.7	3.6

Table 336: Does the school have drinking water?

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
No	12.5	17.0	0.0	10.7	13.0	32.1
Yes	87.5	83.0	100.0	89.3	87.0	67.9

Table 337: Can the students drink this water? (Is the water potable and do students have access to it?)

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
No	14.3	1.8	0.0	0.0	15.0	5.3
Yes	85.7	98.2	100.0	100.0	85.0	94.7

Table 338: Does this school have any soap?

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
No	41.7	37.8	4.5	3.6	43.5	39.3
Yes	58.3	62.2	95.5	96.4	56.5	60.7

Table 339: Toilets for girls only

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
0	0.0	3.7	0.0	3.6	0.0	3.6
1	33.3	25.2	22.7	39.3	30.4	35.7
2	33.3	28.1	31.8	28.6	34.8	14.3
3	12.5	17.0	13.6	14.3	13.0	28.6
4	12.5	13.3	0.0	10.7	13.0	3.6
5	0.0	3.7	13.6	0.0	0.0	0.0
more than 5	8.3	8.9	18.2	3.6	8.7	14.3

Table 340: Toilets for boys only

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
0	4.2	3.7	0.0	3.6	4.3	3.6
1	29.2	31.1	22.7	39.3	26.1	39.3
2	33.3	25.2	40.9	28.6	34.8	10.7
3	16.7	13.3	4.5	14.3	17.4	17.9
4	4.2	13.3	0.0	10.7	4.3	10.7
5	4.2	3.7	13.6	0.0	4.3	3.6
more than 5	8.3	9.6	18.2	3.6	8.7	14.3

Table 341: Toilets this school have that can be used by either a boy or a girl

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
0	58.3	72.6	86.4	82.1	60.9	89.3
1	29.2	16.3	4.5	10.7	26.1	7.1
2	8.3	6.7	4.5	3.6	8.7	0.0
more than 2	4.2	4.4	4.5	3.6	4.3	3.6

Table 342: Does this school have private spaces, either in toilets or in a separate room, that girls can use during menstruation, for example, to change clothes or pads?

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
No	50.0	59.3	50.0	53.6	47.8	71.4
Yes	50.0	40.7	50.0	46.4	52.2	28.6

Table 343: Computers that students can use

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
No	12.5	17.0	0.0	3.6	13.0	21.4
Yes	87.5	83.0	100.0	96.4	87.0	78.6

Table 344: Use of computers by students

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
Never	0.0	2.7	0.0	0.0	0.0	4.5
Less than once a week	19.0	9.8	9.1	29.6	20.0	18.2
At least once a week but not daily	61.9	61.6	50.0	51.9	60.0	50.0
Daily	19.0	25.9	36.4	18.5	20.0	27.3
Several times each day	0.0	0.0	4.5	0.0	0.0	0.0
Almost all the time	0.0	0.0	0.0	0.0	0.0	0.0
Don't know	0.0	0.0	0.0	0.0	0.0	0.0

Table 345: Clubs only for girls

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
No	79.2	96.3	72.7	92.9	78.3	85.7
Yes	20.8	3.7	27.3	7.1	21.7	14.3

Table 346: Gender clubs (meaning clubs that include boys and girls as members)

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
No	8.3	34.8	0.0	21.4	8.7	21.4
Yes	91.7	65.2	100.0	78.6	91.3	78.6

Table 347: Enrolment of boys in this school since the start of the school year

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
Less than 100	0.0	30.4	50.0	71.4	0.0	28.6
100-200	45.8	39.3	13.6	21.4	43.5	42.9
200-300	29.2	15.6	22.7	3.6	30.4	14.3
300-400	16.7	6.7	0.0	0.0	17.4	0.0
400-500	4.2	3.0	4.5	0.0	4.3	7.1
500-600	0.0	2.2	4.5	3.6	0.0	3.6
More than 600	4.2	3.0	4.5	0.0	4.3	3.6

Table 348: Enrolment of boys in grade 6 since the start of the school year

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
Less than 20	54.2	79.3	59.1	89.3	52.2	75.0
20-40	41.7	17.0	27.3	0.0	43.5	21.4
40-60	0.0	2.2	9.1	7.1	0.0	3.6
60-80	4.2	1.5	4.5	0.0	4.3	0.0
More than 80	0.0	0.0	0.0	3.6	0.0	0.0

Table 349: Total dropout of boys in the last school year

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
Less than 10	70.8	91.1	100.0	67.9	69.6	85.7
10-20	25.0	5.9	0.0	14.3	26.1	10.7
20-30	4.2	1.5	0.0	7.1	4.3	3.6
30-40	0.0	1.5	0.0	3.6	0.0	0.0
More than 40	0.0	0.0	0.0	7.1	0.0	0.0

Table 350: Dropout of boys in 6th grade in the last year

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
0	50.0	81.3	52.9	54.2	47.8	74.1
1	16.7	6.0	11.8	25.0	17.4	11.1
2	29.2	9.0	35.3	4.2	30.4	11.1
3	0.0	.7	0.0	12.5	0.0	3.7
4	0.0	.7	0.0	0.0	0.0	0.0
5	4.2	1.5	0.0	4.2	4.3	0.0
6	0.0	.7	0.0	0.0	0.0	0.0

Table 351: Three main reasons that boys dropped out of school

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
Needed to help out around house/farm	20.8	10.4	10.0	7.1	21.7	14.3
Needed to work to support house	33.3	21.5	30.0	28.6	34.8	32.1
Parental attitude towards education	50.0	26.7	20.0	0.0	52.2	25.0
Lack of uniform	0.0	0.0	0.0	7.1	0.0	0.0
Peer influence	33.3	24.4	10.0	21.4	34.8	35.7
Insecurity	0.0	0.0	0.0	0.0	0.0	0.0
Droughts	0.0	0.0	0.0	0.0	0.0	0.0
Floods	0.0	0.0	0.0	0.0	0.0	0.0
No dropouts	29.2	51.1	20.0	21.4	26.1	39.3
Other	41.7	36.3	50.0	28.6	43.5	42.9
Don't know	8.3	.7	0.0	7.1	8.7	0.0

Table 352: Grade at which boys most often drop out of school

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
1-5	4.3	10.5	10.0	14.3	4.3	7.1
6-8	34.8	57.1	80.0	50.0	34.8	50.0
9-10	52.2	27.8	10.0	35.7	52.2	42.9
11-12	0.0	1.5	0.0	0.0	0.0	0.0
Do not know	8.7	3.0	0.0	0.0	8.7	0.0

Table 353: Total enrolment of girls at the start of the school year

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
less than 100	0.0	34.1	54.5	75.0	0.0	25.0
100-200	29.2	31.1	18.2	17.9	30.4	35.7
200-300	41.7	19.3	13.6	3.6	39.1	21.4
300-400	16.7	8.9	0.0	0.0	17.4	10.7
400-500	4.2	5.2	9.1	3.6	4.3	7.1
More than 500	8.3	1.5	4.5	0.0	8.7	0.0

Table 354: Enrolment of girls in grade 6 at the start of the school year

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
Less than 10	0.0	40.0	31.8	67.9	0.0	28.6
10-20	50.0	36.3	36.4	17.9	47.8	42.9
20-30	25.0	15.6	13.6	7.1	26.1	21.4
30-40	20.8	4.4	4.5	3.6	21.7	3.6
More than 40	4.2	3.7	13.6	3.6	4.3	3.6

Table 355: Dropout of girls in the last school year

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
Less than 10	70.8	94.8	100.0	78.6	69.6	92.9
10-20	25.0	3.7	0.0	10.7	26.1	7.1
20-30	4.2	0.7	0.0	7.1	4.3	0.0
30-40	0.0	0.0	0.0	0.0	0.0	0.0
More than 40	0.0	0.7	0.0	3.6	0.0	0.0

Table 356: Dropout of girls of 6th grade last year

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
0	54.2	83.6	76.5	45.5	52.2	81.5
1	16.7	6.7	5.9	22.7	17.4	11.1
2	16.7	4.5	11.8	9.1	17.4	3.7
3	8.3	2.2	5.9	4.5	8.7	3.7
More than 3	4.2	3.0	0.0	18.2	4.3	0.0

Table 357: Three main reasons that girls dropped out of school

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
Pregnancy	0.0	0.7	0.0	0.0	0.0	0.0
Marriage (without pregnancy)	65.2	33.3	12.5	6.3	68.2	42.9
Parental attitude towards education	56.5	20.7	12.5	6.3	59.1	10.7
Lack of uniform	4.3	0.7	0.0	12.5	4.5	0.0
Peer influence	26.1	14.8	25.0	18.8	27.3	14.3
Needed to help out around house/farm	34.8	13.3	0.0	0.0	36.4	17.9
Needed to work to support house	26.1	15.6	12.5	18.8	27.3	25.0

Death of a parent	0.0	0.0	12.5	0.0	0.0	0.0
Illness of parent	0.0	0.0	0.0	0.0	0.0	0.0
Illness of a child	0.0	1.5	0.0	0.0	0.0	0.0
Insecurity	0.0	0.0	0.0	0.0	0.0	0.0
Droughts	0.0	0.0	0.0	0.0	0.0	0.0
Floods	0.0	0.0	0.0	0.0	0.0	0.0
No dropouts	17.4	49.6	50.0	25.0	13.6	35.7
Other	34.8	26.7	25.0	37.5	36.4	32.1
Don't know	0.0	0.0	0.0	0.0	0.0	0.0

Table 358: Grade at which girls most often drop out of school

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
1-5	4.3	12.8	0.0	18.8	4.3	10.7
6-8	39.1	48.9	75.0	62.5	39.1	42.9
9-10	47.8	32.3	12.5	12.5	47.8	46.4
11-12	0.0	3.0	12.5	6.3	0.0	0.0
Do not know	8.7	3.0	0.0	0.0	8.7	0.0

Table 359: Charge per student per year for tuition

Characteristics		2018		2023		Panel 2018	
		Treat ment	Con trol	Treat ment	Con trol	Treat ment	Con trol
Less than 1000		79.2	48.1	100.0	85.7	78.3	71.4
1000-2000		0.0	1.5	0.0	3.6	0.0	3.6
2000-3000		0.0	.7	0.0	0.0	0.0	0.0
3000-4000		0.0	1.5	0.0	0.0	0.0	0.0
		8.3	.7	0.0	3.6	8.7	0.0
Characte ristics	Nuwakot 2018		Nuwakot 2023		Nuwakot Panel 2018		
	Treat ment	Con trol	Treat ment	Con trol	Treat ment	Con trol	
Less than 1000	100.0	70.8	100.0	78.6	100.0	78.6	
1000- 2000	0.0	20.8	0.0	7.1	0.0	14.3	
2000- 3000	0.0	6.3	0.0	0.0	0.0	7.1	
3000- 4000	0.0	2.1	0.0	7.1	0.0	0.0	
4000- 5000	0.0	0.0	0.0	0.0	0.0	0.0	
5000 and	0.0	0.0	0.0	7.1	0.0	0.0	

more							
4000-5000							
5000 and more				12.5	47.4	0.0	7.1 13.0 25.0

Table 360: Charge per student for admission fees

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
Less than 1000	100.0	69.6	90.9	82.1	100.0	82.1
1000-2000	0.0	18.5	9.1	10.7	0.0	14.3
2000-3000	0.0	9.6	0.0	0.0	0.0	3.6
3000-4000	0.0	1.5	0.0	3.6	0.0	0.0
4000-5000	0.0	0.0	0.0	0.0	0.0	0.0
5000 and more	0.0	.7	0.0	3.6	0.0	0.0

Table 361: Charge per student for exam fees

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
Less than 200	33.3	15.6	50.0	57.1	34.8	10.7
200-400	20.8	24.4	31.8	35.7	21.7	35.7
400-600	25.0	12.6	0.0	7.1	26.1	21.4
600-800	4.2	9.6	4.5	0.0	4.3	10.7
800-1000	0.0	3.0	4.5	0.0	4.3	3.6
1000 and more	16.7	34.8	9.1	0.0	8.7	17.9

Table 362: Access to scholarships for tuition, books, or uniforms

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
Tuition	58.3	78.5	68.2	75.0	56.5	64.3
Books	83.3	54.8	81.8	57.1	82.6	64.3
Uniforms	37.5	18.5	63.6	39.3	39.1	17.9
None	8.3	11.1	9.1	3.6	8.7	10.7

Table 363: Types of punishments used at school to correct a child's misbehaviour

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Treatment	Control	Treatment
Whipping	0.0	0.0	0.0	0.0	0.0	0.0
Caning	0.0	0.0	0.0	0.0	0.0	0.0
Hitting with ruler	0.0	0.0	0.0	0.0	0.0	0.0
Hitting with rubber (hosepipe)	0.0	0.0	0.0	0.0	0.0	0.0

Hitting or beating	4.2	4.4	0.0	3.6	4.3	3.6
Kicking	0.0	0.0	0.0	0.0	0.0	0.0
Pinching/twisting ears	4.2	0.0	4.5	0.0	4.3	0.0
Making them bend over with hands through legs	0.0	0.0	0.0	0.0	0.0	0.0
Kneeling	4.2	3.0	4.5	0.0	4.3	0.0
Standing on a bench	4.2	3.0	4.5	7.1	4.3	0.0
Dismissing from class	8.3	3.0	13.6	14.3	8.7	3.6
Physical activity (e.g., run laps)	4.2	9.6	0.0	7.1	4.3	0.0
Other	91.7	95.6	81.8	60.7	91.3	100.0
None	8.3	.7	18.2	21.4	8.7	0.0
Don't know	0.0	0.0	0.0	0.0	0.0	0.0
Refused	0.0	.7	0.0	0.0	0.0	3.6

Table 364: Girls at your school who had gotten married and stayed in school during the current year

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
No	41.7	74.8	36.4	57.1	43.5	64.3
Yes	58.3	25.2	63.6	42.9	56.5	35.7

Table 365: School allows girls who got pregnant to stay in school

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
No	0.0	3.7	31.8	50.0	0.0	0.0
Yes	100.0	96.3	68.2	50.0	100.0	100.0

Table 366: Girls at your school who had gotten pregnant and stayed in school during the current year

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
No	91.7	97.8	77.3	89.3	91.3	92.9
Yes	8.3	2.2	22.7	10.7	8.7	7.1

Table 367: Allow girls who had recently delivered a baby to return to school after the delivery

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control

No	0.0	3.7	40.9	46.4	0.0	0.0
Yes	100.0	96.3	59.1	53.6	100.0	100.0

Table 368: Girls at school who had returned to school after delivering a baby

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
No	87.5	97.8	81.8	82.1	87.0	100.0
Yes	12.5	2.2	18.2	17.9	13.0	0.0

Table 369: Policies to keep girls in school who had recently married, gotten pregnant or delivered a child

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
No	91.7	94.8	50.0	71.4	91.3	92.9
Yes	8.3	5.2	50.0	28.6	8.7	7.1

Table 370: What instruction on sexual and reproductive health do students get from any programme at this school beyond that provided in the compulsory school curriculum?

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
Less than 10	62.5	87.4	95.5	100.0	60.9	92.9
10-20	20.8	8.9	0.0	0.0	21.7	0.0
20-30	4.2	2.2	0.0	0.0	4.3	7.1
30-40	8.3	1.5	0.0	0.0	13.0	0.0
More than 40	4.2	0.0	4.5	0.0	0.0	0.0

Table 371: School with special education classes (students with mental, physical, or cognitive disabilities)

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
No	87.5	97.8	81.8	89.3	87.0	100.0
Yes	12.5	2.2	18.2	10.7	13.0	0.0

Table 372: Special needs or disabilities accommodated in special education classes

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
Sight	33.3	0.0	25.0	0.0	33.3	0.0
Hearing	66.7	33.3	25.0	0.0	66.7	0.0
Physical/Mobility	66.7	66.7	0.0	33.3	66.7	0.0
Cognitive	33.3	33.3	25.0	33.3	33.3	0.0
Other special need (or disability)	0.0	0.0	25.0	66.7	0.0	0.0

Table 373: Number of teachers teaching special education classes

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
0	0.0	0.0	25.0	100.0	0.0	0.0
1	33.3	66.7	0.0	0.0	33.3	0.0
2	0.0	33.3	75.0	0.0	0.0	0.0
3	66.7	0.0	0.0	0.0	66.7	0.0

Table 374: Female teachers for special education classes

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
0	66.7	100.0	33.3	0.0	66.7	0.0
1	0.0	0.0	33.3	0.0	0.0	0.0
2	33.3	0.0	33.3	0.0	33.3	0.0

Table 375: Boys with disabilities enrolled in the school since the start of the school year

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
0	54.2	62.2	54.5	78.6	56.5	64.3
1-5	33.3	36.3	40.9	21.4	30.4	35.7
5-10	4.2	0.7	4.5	0.0	4.3	0.0
10-15	8.3	0.7	0.0	0.0	8.7	0.0

Table 376: Girls with disabilities enrolled in the school since the start of the school year

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
0	50.0	66.7	68.2	75.0	47.8	67.9
1-5	37.5	31.9	22.7	25.0	39.1	32.1
5-10	8.3	1.5	4.5	0.0	8.7	0.0
10-15	0.0	0.0	4.5	0.0	0.0	0.0
15-20	4.2	0.0	0.0	0.0	4.3	0.0

Table 377: Support received from nongovernmental organisations

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
No	8.3	48.1	18.2	50.0	8.7	25.0
Yes	91.7	51.1	81.8	50.0	91.3	75.0

Don't know	0.0	0.7	0.0	0.0	0.0	0.0
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Table 378: Non-governmental organisations providing support at school

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
Nepal Government	0.0	0.0	5.6	0.0	0.0	0.0
Room to Read	95.5	58.0	61.1	33.3	95.2	76.2
Others	68.2	69.6	61.1	91.7	66.7	66.7

Table 379: School where Room to Read has ever operated

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
No	0.0	80.0	0.0	35.7	0.0	67.9
Yes	100.0	20.0	100.0	64.3	100.0	32.1

Table 380: Kind of Room to Read programming offered by school

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
Literacy programme	0.0	100.0	0.0	77.8	0.0	100.0
Girls' education programme	45.8	0.0	63.6	11.1	43.5	0.0
Both Literacy and Girls' education programmes	54.2	0.0	36.4	11.1	56.5	0.0

Table 381: Starting year of literacy programme

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
2008-2012	0.0	0.0	12.5	6.3	0.0	0.0
2012-2016	23.1	25.9	62.5	31.3	23.1	11.1
2016-2020	76.9	74.1	25.0	50.0	76.9	88.9
2020-2024	0.0	0.0	0.0	12.5	0.0	0.0

Table 382: Month in which the literacy programme started

Characteristics	2018	2023	Panel 2018
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	Treatment	Control	Treatment	Control	Treatment	Control
Don't Know	15.4	0.0	37.5	56.3	15.4	0.0
January	30.8	33.3	12.5	6.3	30.8	44.4
February	7.7	7.4	0.0	6.3	7.7	11.1
March	7.7	18.5	12.5	0.0	7.7	0.0
April	23.1	18.5	0.0	12.5	23.1	11.1
May	7.7	3.7	25.0	6.3	7.7	11.1
June	0.0	0.0	12.5	6.3	0.0	0.0
July	0.0	0.0	0.0	6.3	0.0	0.0
August	0.0	11.1	0.0	0.0	0.0	11.1
September	7.7	0.0	0.0	0.0	7.7	0.0
October	0.0	3.7	0.0	0.0	0.0	0.0
November	0.0	3.7	0.0	0.0	0.0	11.1
December	0.0	0.0	0.0	0.0	0.0	0.0

Table 383: Ongoing literacy programme

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
No	0.0	0.0	87.5	93.8	0.0	0.0
Yes	100.0	100.0	12.5	6.3	100.0	100.0

Table 384: Year in which the literacy programme ended

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
Don't Know	No data		0.0	6.7	No Data	
2012-2016			14.3	6.7		
2016-2020			71.4	40.0		
2020-2024			14.3	46.7		

Table 385: Month in which the literacy programme ended

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
Don't Know	No data		28.6	66.7	No data	
March			42.9	13.3		
April			28.6	13.3		
September			0.0	6.7		

Table 386: Year in which the Girls' Education Programme started

Characteristics	2018	2023	Panel 2018
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	Treatment	Control	Treatment	Control	Treatment	Control
2012-2016	0.0	0.0	4.5	0.0	0.0	0.0
2016-2020	100.0	0.0	95.5	100.0	100.0	0.0

Table 387: Month in which the Girls' Education Programme started

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
Don't Know	0.0	0.0	45.5	50.0	0.0	0.0
January	8.3	0.0	4.5	25.0	4.3	0.0
February	25.0	0.0	22.7	25.0	26.1	0.0
March	12.5	0.0	9.1	0.0	13.0	0.0
April	12.5	0.0	4.5	0.0	13.0	0.0
May	41.7	0.0	13.6	0.0	43.5	0.0
June	0.0	0.0	0.0	0.0	0.0	0.0
July	0.0	0.0	0.0	0.0	0.0	0.0
August	0.0	0.0	0.0	0.0	0.0	0.0
September	0.0	0.0	0.0	0.0	0.0	0.0
October	0.0	0.0	0.0	0.0	0.0	0.0
November	0.0	0.0	0.0	0.0	0.0	0.0
December	0.0	0.0	0.0	0.0	0.0	0.0

Table 388: Ongoing Girls' Education Programme

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
No	0.0	0.0	9.1	100.0	0.0	0.0
Yes	100.0	0.0	90.9	0.0	100.0	0.0

Table 389: Year in which the Girls' Education Programme ended

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
Don't Know	No Data		0.0	25.0	No Data	
2016-2020			100.0	25.0		
2020-2024			0.0	50.0		

Table 390: Month in which Girls' Education Programme ended

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
Don't Know	No Data		0.0	25.0	No Data	
March			100.0	0.0		

April			0.0	25.0		
May			0.0	25.0		
September			0.0	25.0		

Table 390a: Facilitate the implementation of the Girls' Education Programme at school

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
No	0.0	1.5	0.0	29.2	0.0	0.0
Yes	0.0	98.5	0.0	70.8	0.0	100.0

Table 391: Facilitate community-supported events and meetings in the school or community

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
No	0.0	3.0	0.0	12.5	0.0	0.0
Yes	0.0	97.0	0.0	87.5	0.0	100.0

Table 392: Designate at least one willing teacher to be the focal point and a resource person for the Girls' Education programme

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
No	0.0	1.5	0.0	33.3	0.0	0.0
Yes	0.0	98.5	0.0	66.7	0.0	100.0

Table 393: Provide space within the school for life skills activities

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
No	0.0	5.2	0.0	37.5	0.0	3.6
Yes	0.0	94.8	0.0	62.5	0.0	96.4

Table 394: Ensure that on-time teacher attendance is 70 or higher

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
No	0.0	0.0	0.0	4.2	0.0	0.0
Yes	0.0	100.0	0.0	95.8	0.0	100.0

Table 395: Ensure that seating is arranged so that girls and boys are mixed

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
No	0.0	0.0	0.0	4.2	0.0	0.0
Yes	0.0	100.0	0.0	95.8	0.0	100.0

Table 396: Ensure that boys and girls participate in mixed groups during class group work

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
No	0.0	0.0	0.0	0.0	0.0	0.0
Yes	0.0	100.0	0.0	100.0	0.0	100.0

Table 397: Ensure that boys and girls share classroom tasks equally throughout the school day

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
No	0.0	0.0	0.0	0.0	0.0	0.0
Yes	0.0	100.0	0.0	100.0	0.0	100.0

Table 398: Ensure that girls' names can come before boys' names in the school attendance record

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
No	0.0	17.0	0.0	37.5	0.0	25.0
Yes	0.0	83.0	0.0	62.5	0.0	75.0

Table 399: Ensure that there are separate working toilets for boys and girls

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
No	0.0	3.7	0.0	4.2	0.0	3.6
Yes	0.0	96.3	0.0	95.8	0.0	96.4

Table 400: Support and participate regularly in programme activities, such as parent meetings, parent workshops, community campaigns, and life skills club events

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
No	0.0	2.3	0.0	10.7	0.0	0.0
Yes	0.0	97.7	100.0	89.3	0.0	100.0

Table 401: Establish a parent committee at the school that includes Girls' Education Programme participants' parents

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
No	0.0	1.5	0.0	14.3	0.0	0.0
Yes	0.0	98.5	100.0	85.7	0.0	100.0

Table 402: Actions to help ensure that all school-aged boys attend school

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
No	4.2	8.1	4.5	0.0	4.3	3.6
Yes	95.8	91.9	95.5	100.0	95.7	96.4

Table 403: Actions the school takes to ensure that all school-aged boys attend school

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
Door to door awareness programme	95.7	94.4	81.0	64.3	95.5	96.3
Advertisement _print, social media and local FM	21.7	26.6	14.3	21.4	22.7	29.6
Enrolment campaign	4.3	4.0	9.5	17.9	4.5	3.7
Community awareness programme	0.0	6.5	4.8	7.1	0.0	7.4
Counselling and teachers/parents meeting	34.8	15.3	23.8	10.7	36.4	14.8
Financial Incentives	17.4	12.9	19.0	0.0	18.2	0.0
Community and child need identification	4.3	2.4	0.0	0.0	4.5	0.0

Table 404: Actions to help ensure that all school-aged girls attend school

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
No	4.2	8.1	4.5	3.6	4.3	3.6
Yes	95.8	91.9	95.5	96.4	95.7	96.4

Table 405: Actions the school takes to ensure that all school-aged girls attend school

Characteristics	2018		2023		Panel 2018	
	Treatment	Control	Treatment	Control	Treatment	Control
Door-to-door awareness programme	82.6	93.5	71.4	69.2	86.4	92.6
Advertisement _print, social media and local FM	21.7	25.8	4.8	19.2	22.7	29.6
Enrolment campaign	0.0	3.2	9.5	19.2	0.0	3.7
Community awareness programme	0.0	8.1	4.8	7.7	0.0	11.1
Counselling and teachers/parents meeting	34.8	12.9	33.3	7.7	36.4	14.8
Financial Incentives	17.4	12.1	9.5	0.0	13.6	3.7
Community and child need identification	4.3	2.4	0.0	0.0	9.1	0.0

Coping with COVID

Table 406: Brief Resilient Coping Scale [low resilient copers: 4-13, medium resilient copers: 14-16, high resilient copers: 17-20] [For COVID]

Characteristics	2023	
	Treatment	Control
Low Resilient Copers	51.6	52.6
Medium Resilient Copers	42.6	35.1
High Resilient Copers	5.8	12.4