



Girls' Education Program

---

# Life Skills Impact Evaluation Cambodia, 2017-2020

Fernanda Gándara

GO GEP RME

## Acknowledgements

The author would like to thank Tonin Soeun, Nead Bunna, Vantha Chea, Thuy Nguyen, Dhiraj Anand, Christine Beggs, Ryan Hebert and Elizabeth Germana for their feedback and support with the write-up of this report.

## Table of Contents

Acknowledgements.....	2
Tables and Figures .....	4
Abbreviations .....	5
Summary .....	6
Introduction .....	7
Methodology.....	8
Sample.....	8
ALSA Tool .....	10
Data Collection.....	11
Data Analysis.....	11
Limitations.....	12
Findings .....	13
(1) Four life skills were improved at significantly higher rates for GEP girls than they were for non-GEP girls.....	13
(2) Gender knowledge and attitudes were improved at significantly higher rates for GEP girls than for non-GEP girls.....	15
Discussion.....	17
Annexes.....	18
Descriptive Statistics, Endline, ALSA.....	18
Tool Characteristics, Endline, ALSA.....	26

## Tables and Figures

Table 1 Evaluation Design .....	8
Table 2 Evaluation Sample .....	9
Table 3 Changes in Sample Over Time.....	9
Table 4 Characteristics of KH ALSA Tool – Life Skills.....	10
Table 6 Difference in Differences Statistics for Life skills, between Treatment and Control Groups .....	14
Table 7. Endline Statistics – Effect Sizes for Life Skills .....	14
Table 8 Gender Knowledge and Attitudes – Mean Scores by Group and Timepoint.....	15
Table 9 Endline Effect Size, Gender Knowledge and Attitudes .....	15
Table 10 Items Showing Significant Improvements over Time for GEP girls compared to non-GEP girls (DiD Approach).....	16

## Figures

Figure 1 Gains in Life skills between Baseline and Endline, by Group.....	13
---	----

## Abbreviations

ALSA.....	Adolescent Life Skills Assessment
DiD.....	Difference-in-Differences
ES.....	Effect Size
GEP.....	Girls Education Program
KH.....	Cambodia
LSEP.....	Life Skill for Equality Project
RtR.....	Room to Read

## Summary

Room to Read's Girls' Education Program (GEP) aims to improve educational and life outcomes of girls across the world. The current report presents the results of the 2017-2020 Life Skills Impact Evaluation in Cambodia, where the GEP has been implemented for 20 years. The evaluation followed a cohort of girls for three academic years and used a quasi-experimental design to estimate the impact of the program on girls' life skills and gender knowledge and attitudes. The results of this evaluation show that the Girls' Education Program in Cambodia had a positive impact on participants' life skills and gender knowledge and awareness. Life skills improved at higher rates for participant girls (GEP) than for non-participant girls (non-GEP); after controlling for relevant covariates, the differences were statistically significant for four key life skills: decision-making, self-confidence, expressing and managing emotions, and self-control. In addition, the results of the evaluation show that program had a sizeable impact on participant' gender knowledge and attitudes. Future evaluations of the GEP in Cambodia should increase their focus on program implementation and the linkages between the GEP and other efforts within the Girls' Education and Gender Equality Program.

## Introduction

Room to Read's Girls' Education Program (GEP) was founded upon evidence that educated women can change the world. Educated women are healthier, earn more income for their families, are role models to their families and communities, and can contribute enormously to the development of their societies. The goal of the GEP is to support girls in their completion of secondary schooling and in their acquisition of life skills to better negotiate their key life decisions. In particular, through (a) engaging families and communities, (b) providing material support when needed, (c) providing individual and group mentoring, and (d) delivering years of life skills sessions, Room to Read's GEP has positively impacted the lives of girls in many regions in the world. The GEP is the core program within Room to Read's Girls Education and Gender Equality Portfolio.

The GEP was first implemented in Cambodia (KH) in 2003. Since then, the program has worked with girls from grades 7 through 12. In nearly two decades of implementation, the program has served more than 17,000 girls, and currently operates in six provinces. During COVID-19 school closures (2020-1<sup>st</sup> half of 2022), the implementation of the program shifted to a remote delivery of its activities. In particular, the GEP provided remote mentoring for girls, delivered life skills sessions through pre-recorded videos, conducted online campaigns for caregivers and parents, and provided additional support by leveraging on publicly available online content developed by the government. Cambodia's GEP is also deeply engaged with providing girls with the opportunity to practice life skills outside of the classroom, and to work with the Government to strengthen the country's capacity to teach life skills to Cambodian students.

# Methodology

The KH’s Life Skills Impact Evaluation (2017-2020) examined the changes in life skills of girls who participated in Cambodia’s GEP. The impact of the GEP Program was estimated by comparing these changes in life skills to those of comparable non-GEP participants. The design of the evaluation was quasi-experimental<sup>1</sup>, with schools rather than students being selected for participation. The evaluation followed a cohort study design, where girls from a same cohort were sampled at the beginning of grade 7 and three years later<sup>2</sup>, at the end of grade 9 (see Table 1).

Table 1 Evaluation Design

Year	Cycle	Grade
2017	Baseline	Grade 7
2020	Endline	Grade 9

Using a quasi-experimental cohort design, the KH Life Skills Impact Evaluation was designed to respond to the following evaluation questions:

1. What has been the impact of the GEP on girls’ life skills?
2. What has been the impact of the GEP on girls’ gender knowledge and attitudes?

## Sample

To respond to the evaluation questions, a sample of 1,199 girls was selected at baseline (2017) and a sample of 1,196 girls was selected at endline (2020) from the same 24 control (non-GEP) and 24 treatment (GEP) schools<sup>3</sup> (the goal was 25 girls per school). Control schools were selected to match treatment schools, to the extent possible. Thus, control schools were also government schools, showed the same gender disparities in educational outcomes, were from the same or neighboring districts as GEP schools, with similar student composition and student-teacher ratios than GEP schools. As shown in the KH’s Baseline Life Skills Evaluation report, at the beginning of the evaluation, treatment and control

---

<sup>1</sup> There is a control group, but units (girls) are not randomized into treatment or control group but rather pre-assigned.

<sup>2</sup> Three academic years

<sup>3</sup> Control schools are the same as non-GEP schools, meaning, schools that were not selected to participate in the program. In turn, treatment schools are the same as GEP schools, meaning, schools that participated in the program.

schools only differed in terms of scores for one life skill test (Creative Problem Solving) but were balanced in terms of other life skills and other observable characteristics. Therefore, control and treatment populations were comparable on almost every indicator.

*Table 2 Evaluation Sample*

Sample	Baseline		Endline <sup>4</sup>	
	Treatment	Control	Treatment	Control
Schools	24	24	24	24
Students	599	600	594	602

A comparison of socio-demographic characteristics between baseline and endline samples shows that there were some relevant time-effects affecting the population of girls. Table 3 shows that the percentage of girls declaring that their mothers and/or fathers could read, increased considerably by endline, but evenly for control and treatment girls. On the other hand, the percentage of girls who took academic tutoring outside the classroom decreased evenly and significantly by endline; similarly, a composite measure of socio-economic status<sup>5</sup> (“SES Index”) shows that the average levels of SES decreased for all girls by endline. Because these changes were similar for control and treatment girls, they should not affect the internal validity of the study. To ensure external validity, the final analysis included these factors as control variables, to detect changes that were not explained by the variance in SES and other related variables.

*Table 3 Changes in Sample Over Time*

Sample	Baseline		Endline	
	Treatment	Control	Treatment	Control
Age (years)	13.00	13.18	15.32	15.36
Mother Reads (yes, %)	0.58	0.56	0.71	0.72
Mother Writes (yes, %)	0.49	0.49	0.45	0.44
Father Reads (yes, %)	0.69	0.69	0.77	0.79
Father Writes (yes, %)	0.45	0.46	0.43	0.41

<sup>4</sup> Power to detect differences of 0.25 SD is 93%, after observing an ICC of 3% across outcomes, and a cluster size of 20; power is 79% to detect differences of 0.20 SD.

<sup>5</sup> The SES index was computed by adding up the answers to binary questions that measured whether girls had: a radio, a smartphone, a television, a motorcycle, an automobile, a refrigerator, a computer, whether their family owned their house and whether they had electricity or not.

Academic Tutoring Outside (yes, %)	1.46	1.46	1.12	1.10
<b>Religion (% of total)</b>				
Buddhist	97%	98%	97%	98%
Christian / Catholic	2%	1%	3%	2%
Muslim	0%	1%	0%	0%
Other	0%	0%	0%	0%
SES Index (0-9)	4.05	3.92	4.95	4.89
House type (% Traditional)	0.86	0.87	0.82	0.84
Roof type (% Traditional)	0.05	0.06	0.02	0.00
Floor type (% Traditional)	0.43	0.37	0.29	0.25
Household Size	4.13	4.08	4.01	3.91

## ALSA Tool

Room to Read’s Adolescents’ Life Skills Assessment (ALSA) tool was used to measure life skills of girls at baseline and endline. Room to Read’s ALSA was developed to assess nine out of the ten life skills that underlie the Girls’ Education Program<sup>6</sup>. Most questions targeting life skills were Likert-scale items, which asked girls to react to certain statements and to indicate the extent to which each statement felt true to them. The ALSA included demographic questions, largely drawn or adapted from other large-scale surveys, which were used to understand the characteristics of the girls’ who were served by the program, to ensure that control and treatment samples were comparable on key observable variables, and to control for factors that could be explaining some of the observed changes in time. The ALSA tool also included 17 items measuring attitudes and knowledge regarding gender norms and expectations. The KH tool underwent a series of pre-testing and piloting efforts, prior to being used in 2017; for consistency, the same tool was used in 2020. More details about the ALSA items and their properties are presented in the Annexes.

*Table 4 Characteristics of KH ALSA Tool – Life Skills*

Skill	Number of Items
Self-Confidence	11
Expressing and Managing Emotions	8 <sup>7</sup>

<sup>6</sup> All but Critical Thinking

<sup>7</sup> And an item asking girls to identify feelings felt during the past week

Empathy	8
Self-Control	11
Critical Thinking	0
Decision Making	10
Perseverance	5
Communication	9
Creative Problem Solving	3
Relationship Building	18 <sup>8</sup>

## Data Collection

Girls took an orally administered version of the ALSA. Data collection for the KH Endline Evaluation was conducted between October and November 2020. Data collection was conducted by 16 external enumerators, who were hired and trained by Room to Read’s Cambodia Country Office. These enumerators were tasked with collecting data on approximately 1200 girls in control and treatment schools, in four provinces: Siem Reap, Kampong Thom, Kampong Cham, and Prey Veng.

## Data Analysis

Data from both baseline and endline timepoints were cleaned, appended, and analyzed using Stata. The cleaning process consisted of removing duplicates and/or empty cases and labeling all variables and values in the dataset. Cleaned datasets were then merged, and raw variables were sometimes reversed, to compute composites for each life skill and for the set of gender attitudes and knowledge. The cleaning, appending, and scoring of the dataset was reviewed by a second analyst.

To analyze changes over time, the analysis used mean scores in each of the measured domains: each of the 9 life skills and a score for the gender attitudes and knowledge domain. Because the sample of girls was not the same at baseline than at endline, the analysis compared mean scores by group (treatment or control) and over time (endline vs. baseline). For each composite, a positive difference in means would indicate improvement in a particular skill or domain. In turn, the DiD analysis compared the impact over time between treatment and control girls (difference-in-difference analysis or DiD). The analysis of impact also included covariates, to account for time trends.

---

<sup>8</sup> 8 items for friends, 10 items for relationships with adults

Due to COVID-related disruptions and shifts in priorities, the data analysis of the 2020 data was conducted by the end of 2022.

### Limitations

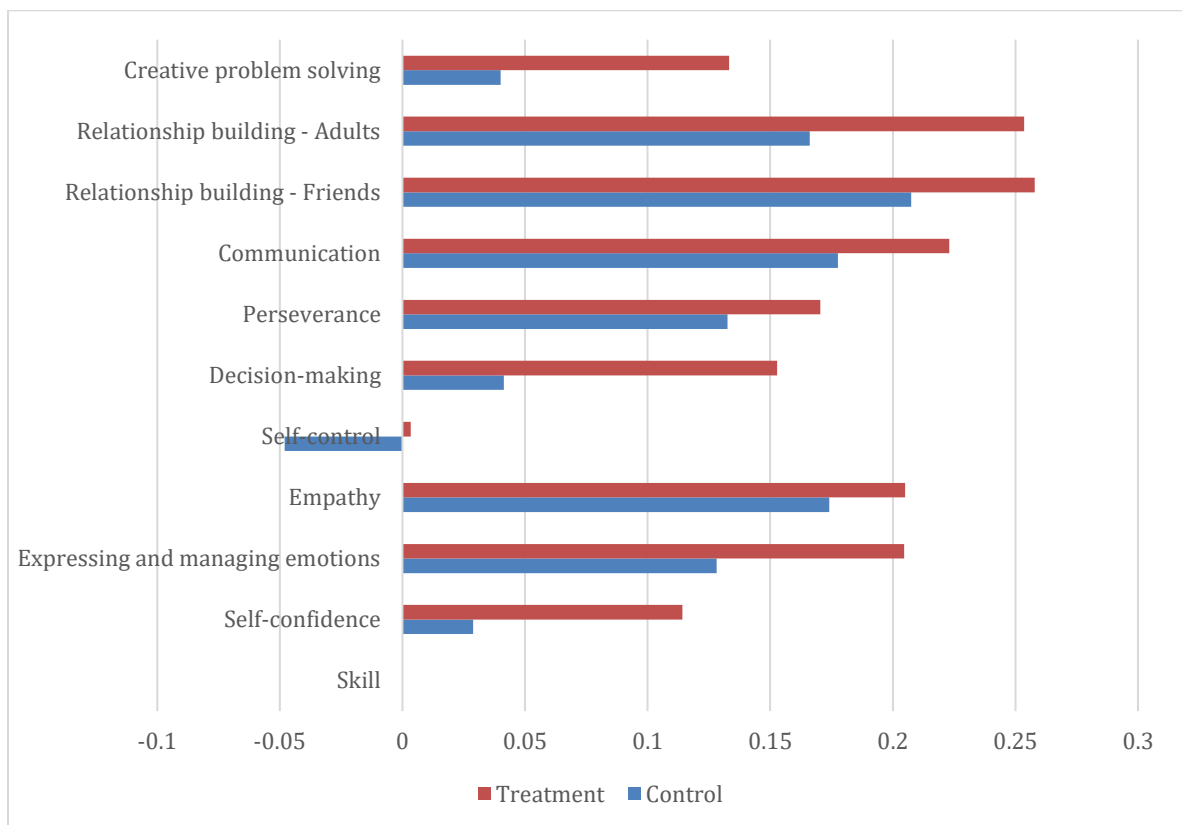
While every effort was made to select control schools that were as similar as possible to treatment schools, and observable characteristics show similar populations in both types of schools, there could be unobservable characteristics affecting the differences between GEP and non-GEP schools. The observed time-effects across girls in treatment and control schools suggest that there could be other phenomena taking place in Cambodia, potentially affecting life skills levels in unexpected ways. In addition, some of the items in the ALSA showed ceiling effects, or scores that are very close to the maximum, making it harder to identify improvements over time. Last, because of test length limitations, it was not possible to measure each sub-domain within gender knowledge and attitudes (e.g., attitudes related to marriage) with as much detail as it would have been ideal.

## Findings

**(1) Four life skills were improved at significantly higher rates for GEP girls than they were for non-GEP girls.**

An analysis of the differences over time shows that in general, girls improved their scores on all life skill measures, after controlling for relevant covariates. This was true for GEP and non-GEP girls. The only exception was self-control among non-GEP girls, where endline scores were lower than those at baseline (see Figure 1).

*Figure 1 Gains in Life skills between Baseline and Endline, by Group*



Notably, GEP girls showed higher gains across all measures than non-GEP peers. In particular, GEP girls showed significantly higher gains on four life skills; growth in these domains can be mostly

attributed to the program<sup>9</sup>. The impacted life skills are: (1) self-confidence, (2) expressing and managing emotions, (3) self-control, and (4) decision-making (see Table 5).

*Table 5 Difference in Differences Statistics for Life Skills, between Treatment and Control Groups*

Skills	Results			
	DiD	Test	P Value	Sig
<b>Self-confidence</b>	<b>0.08</b>	<b>0.03</b>	<b>0.00</b>	<b>Sig</b>
<b>Expressing and managing emotions</b>	<b>0.07</b>	<b>0.04</b>	<b>0.04</b>	<b>Sig</b>
Empathy	0.03	0.04	0.45	
<b>Self-control</b>	<b>0.06</b>	<b>0.02</b>	<b>0.01</b>	<b>Sig</b>
<b>Decision-making</b>	<b>0.10</b>	<b>0.03</b>	<b>0.00</b>	<b>Sig</b>
Perseverance	0.04	0.04	0.34	
Communication	0.05	0.04	0.19	
Relationship building				
Friends	0.05	0.04	0.21	
Adults	0.08	0.04	0.06	
Creative problem solving	0.08	0.04	0.05	

To understand the magnitude of the impact, Table 6 shows the effect sizes (ES) of the differences between treatment girls and control girls, at endline. These effect sizes fall within expected ranges for socio-emotional measures, based on meta-analyses of educational interventions<sup>10</sup>. As shown, the highest impact was observed for decision-making (ES of 0.33) and self-confidence (ES of 0.26) skills.

*Table 6. Endline Statistics – Effect Sizes for Life Skills*

	Effect Size (Endline)
<b>Self-confidence</b>	<b>0.26</b>
<b>Expressing and managing emotions</b>	<b>0.13</b>
Empathy	0.02
<b>Self-control</b>	<b>0.15</b>
<b>Decision-making</b>	<b>0.33</b>
Perseverance	-0.03
Communication	0.10

<sup>9</sup> Due to the non-random assignation of groups, there could be unobservable variables explaining these differences.

<sup>10</sup> For example, check Durlak et al. (2011). The Impact of Enhancing Students’ Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions. Table 5 shows the E.S. found in the review of educational interventions targeting students from primary, middle and high school. Skills measured by the ALSA would overlap with the three first categories of outcomes in Durlak et al. (2011), i.e., within the range of 0.15-0.57.

Relationship building	
Relationship building - Friends	0.06
Relationship building - Adults	0.10
Creative problem solving <sup>11</sup>	0.28

In bold – skills that were improved by the program. Note - effect sizes are the effect sizes at endline, not for the DiD statistic.

**(2) Gender knowledge and attitudes were improved at significantly higher rates for GEP girls than for non-GEP girls.**

A total score for the gender dimension<sup>12</sup> was computed by adding up the scores on all the items regarding gender knowledge and attitudes<sup>13</sup>. Based on the total score, GEP girls showed significantly higher levels of improvement than non-GEP girls, after controlling for covariates (p-value < 0.001).

*Table 7 Gender Knowledge and Attitudes – Mean Scores by Group and Timepoint*

		Baseline	Endline	Difference	DiD	P-Value
<b>Treatment</b>	Mean	11.58	14.44	2.86	0.76	0.00
	Std. Error	0.10	0.09			
<b>Control</b>	Mean	11.29	13.39	2.10		
	Std. Error	0.10	0.10			

Table 8 shows the effect sizes for the difference in gender knowledge and attitudes between treatment and control girls, at endline. As observed, the effect size for gender knowledge and attitudes is considerably higher than those observed for life skills. An effect size of 0.48 is also higher than those reported by meta-analyses of attitudinal variables<sup>14</sup>. Comparing this effect size to that from other studies needs to be done with caution, as “attitudes” constitutes a broad category and RtR’s measure on gender knowledge and attitudes targets a very specific construct. However, the findings from this evaluation do suggest that the program had a sizeable impact on girls’ gender knowledge and attitudes.

*Table 8 Endline Effect Size, Gender Knowledge and Attitudes*

<sup>11</sup> A larger ES does not mean statistical significance

<sup>12</sup> Mainly attitudes and knowledge regarding gender norms and menstrual health

<sup>13</sup> See Annexes for more details on the items

<sup>14</sup> See Durlak et al. (2011). The Impact of Enhancing Students’ Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions

	Effect Size (Endline)
Gender Knowledge and Attitudes (Total Score)	0.48

The analysis of item-level data reveals that the difference-in-difference results were largely driven by changes on four items. At endline, a significantly higher proportion of GEP girls had changed their views on the following statements:

- It is more important for boys to complete secondary school than girls
- It is not important to me to finish secondary school before getting married
- Boys do not experience abuse, only girls do
- You should stop washing yourself when you are menstruating

In particular, fewer girls agreed with these statements at endline than at baseline. The item-level analysis suggests that the GEP could have impacted girls' views around the importance of secondary schooling for all students, about the fact that boys can also be victims of abuse, and beliefs around menstruation.

*Table 9 Items Showing Significant Improvements Over Time for GEP Girls Compared to Non-GEP Girls (DiD Approach)*

Item	Expected change	Impact of GEP on expected change
<b>It is more important for boys to complete secondary school than girls.</b>	<b>Reduction</b>	<b>Significant</b>
Boys are smarter in school than girls.		
<b>It is not important to me to finish secondary school before getting married.</b>		<b>Significant</b>
Girls cannot become engineers or scientists because these are and should be only men's jobs.		
Men should make all the decisions in the household.		
<b>Boys do not experience abuse, only girls do.</b>		<b>Significant</b>
Girls should not express their opinions in front of elders		
A girl cannot be a leader.		
It is okay for a family to force a girl to marry.		
<b>You should stop washing yourself when you are menstruating.</b>	<b>Increment</b>	<b>Significant</b>
If a boy wants to touch a girl, the girl has a right to say no.		
If you are experiencing abuse, you should ask a trusted adult for help.		
Marrying under the age of 18 is illegal.		
If a girl marries before finishing grade 12, it may be difficult for her to continue to study.		
Girls have a right to go to school.		
Once a girl has her first menstruation, it is a sign that she can get pregnant if she has sexual relations.		
Menstruation is normal and healthy.		

## Discussion

The findings presented in this report show that the Girls' Education Program in Cambodia has improved the knowledge and skills of participant girls. In particular, the Girls' Education Program has positively impacted the acquisition of four key life skills: self-confidence, expressing and managing emotions, decision-making and self-control. Among these, the skills that showed higher levels of impact were decision-making and self-confidence. While the effect sizes for these life skills were consistent with that reached by similar programs, future evaluations need to contribute to unpack the meaning and magnitude of the GEP's impact.

The impact of the Girls' Education Program on gender knowledge and attitudes was remarkable. At endline, GEP girls show considerably higher levels of gender knowledge and attitudes than peers. Overall, the magnitude of this impact was larger than that observed for life skills, and higher than typical effect sizes for attitudinal changes in educational evaluations, suggesting a sizable effect. Future evaluations need to shed light into the appropriate sense of magnitude for changes in gender knowledge and attitudes, as defined by Room to Read. The results of this evaluation do suggest that the Girls' Education Program positively impacts specific sub-domains, such as the awareness of boys' struggles, the stigma around menstruation, and the relevance of secondary schooling for everyone. Future studies and evaluations could examine these sub-domains in more depth.

Future evaluations of the GEP should establish connections between the GEP and other gender transformative initiatives taking place within the Girls' Education and Gender Equality Program in Cambodia, such as the Life Skills for Equality Pilot Project targeting boys' inclusion. In addition, these evaluations should focus on an expanded set of outcomes and emphasize their linkages to program implementation. Since 2020, the Girls' Education and Gender Equality portfolio of programs has undergone important changes due to contingency (COVID-19) or scope (e.g., the inclusion of boys). Such complexity provides a unique opportunity to examine the way in which each programmatic element contributes to the observed impact. Last, future evaluations of the GEP should examine the relationship between the program and related efforts in the community and/or broader educational system.

# Annexes

## Descriptive Statistics, Endline, ALSA

*Annex Table 1 Decision Making, Control Group*

Item	Frequency of Responses			
	Not True	Slightly True	Mostly True	Completely True
When I have problems at school, I am good at finding ways to solve them.	9%	56%	29%	6%
When I make a decision, I think about what might happen as a result.	4%	34%	46%	16%
If I have a big problem, I try different solutions to solve it.	10%	43%	34%	14%
I can agree when someone tells me I'm wrong.	5%	23%	43%	30%
I hide my true opinions from my friends because I worry they will make fun of me.	15%	24%	35%	26%
When I am around my friends, I change the way I act so that I will fit in.	38%	39%	17%	6%
If someone I trust asks me to do something I know is wrong, it is hard for me to say "no".	20%	22%	38%	20%
If I need to buy something, I know how to save my money.	3%	23%	44%	30%
I know what I want to be in the future.	1%	14%	28%	57%
I have a plan to achieve my goals	1%	18%	37%	43%

*Annex Table 2 Decision Making, Treatment Group*

Item	Frequency of Responses			
	Not True	Slightly True	Mostly True	Completely True
When I have problems at school, I am good at finding ways to solve them.	7%	56%	30%	6%
When I make a decision, I think about what might happen as a result.	3%	31%	49%	17%
If I have a big problem, I try different solutions to solve it.	6%	43%	38%	12%
I can agree when someone tells me I'm wrong.	6%	25%	33%	35%
I hide my true opinions from my friends because I worry they will make fun of me.	8%	15%	40%	37%
When I am around my friends, I change the way I act so that I will fit in.	35%	41%	20%	5%
If someone I trust asks me to do something I know is wrong, it is hard for me to say "no".	18%	22%	37%	23%
If I need to buy something, I know how to save my money.	2%	17%	46%	35%
I know what I want to be in the future.	1%	9%	20%	70%
I have a plan to achieve my goals	1%	14%	35%	51%

*Annex Table 3 Perseverance, Control Group*

Item	Frequency of Responses			
	Not True	Slightly True	Mostly True	Completely True
I make sure that I finish whatever I start to do before starting something new	3%	36%	42%	18%
I try very hard even when I don't see the results of my efforts.	2%	24%	41%	34%
Even if I feel like quitting, I keep working hard	1%	12%	44%	43%
Big difficulties do not discourage me. I try again.	1%	15%	43%	41%
When I do something, I work hard at it	1%	14%	43%	42%

Annex Table 4 Perseverance, Treatment Group

Item	Frequency of Responses			
	Not True	Slightly True	Mostly True	Completely True
I make sure that I finish whatever I start to do before starting something new	3%	33%	44%	19%
I try very hard even when I don't see the results of my efforts.	4%	24%	46%	26%
Even if I feel like quitting, I keep working hard	2%	14%	43%	41%
Big difficulties do not discourage me. I try again.	1%	16%	38%	46%
When I do something, I work hard at it	1%	12%	46%	42%

Annex Table 5 Expressing and Managing Emotions, Control Group

Item	Frequency of Responses			
	Not True	Slightly True	Mostly True	Completely True
I understand my feelings.	1%	20%	44%	35%
I can understand the reasons behind my feelings.	7%	41%	36%	16%
I understand why I feel differently in different situations.	2%	21%	46%	31%
I am aware of how my feelings change my behavior.	5%	32%	39%	24%
I know what makes me happy.	1%	14%	37%	48%
I can describe my most and least favorite parts of each day.	5%	32%	39%	24%
I share my feelings with adults in my family.	14%	36%	27%	24%
When I am upset, I can manage my feelings before I take action	4%	31%	40%	24%

Annex Table 6 Expressing and Managing Emotions, Treatment Group

Item	Frequency of Responses			
	Not True	Slightly True	Mostly True	Completely True
I understand my feelings.	1%	17%	42%	40%
I can understand the reasons behind my feelings.	6%	39%	35%	20%
I understand why I feel differently in different situations.	2%	19%	47%	31%
I am aware of how my feelings change my behavior.	3%	31%	41%	25%
I know what makes me happy.	1%	9%	39%	50%
I can describe my most and least favorite parts of each day.	3%	28%	39%	29%
I share my feelings with adults in my family.	14%	40%	23%	24%
When I am upset, I can manage my feelings before I take action	4%	27%	40%	28%

Annex Table 7 Empathy, Control Group

Item	Frequency of Responses			
	Not True	Slightly True	Mostly True	Completely True
I feel bad when one of my friends is insulted.	3%	12%	41%	44%
I understand how the people I know well feel.	1%	22%	44%	32%
I can understand other people's situations.	12%	49%	29%	11%
Even if I feel down, when I see other people feel excited, I start to feel excited too.	6%	23%	41%	30%
I know how to make other people feel happier.	6%	38%	38%	18%
When I see someone being picked on, I feel sorry for him or her.	0%	8%	41%	50%
I get a strong urge to help when I see someone who is upset.	0%	11%	45%	44%
It makes me sad when I see someone who is alone	5%	30%	44%	22%

*Annex Table 8 Empathy, Treatment Group*

Item	Frequency of Responses			
	Not True	Slightly True	Mostly True	Completely True
I feel bad when one of my friends is insulted.	3%	10%	44%	44%
I understand how the people I know well feel.	2%	17%	43%	38%
I can understand other people's situations.	8%	48%	34%	11%
Even if I feel down, when I see other people feel excited, I start to feel excited too.	7%	32%	35%	26%
I know how to make other people feel happier.	3%	36%	43%	18%
When I see someone being picked on, I feel sorry for him or her.	1%	7%	43%	48%
I get a strong urge to help when I see someone who is upset.	0%	12%	45%	43%
It makes me sad when I see someone who is alone	5%	35%	41%	19%

*Annex Table 9 Self-Control, Control Group*

Item	Frequency of Responses			
	Not True	Slightly True	Mostly True	Completely True
I try to focus on the lesson in class.	0%	9%	54%	37%
It is hard to wait for something I want.	31%	43%	23%	2%
I make time to study.	0%	7%	46%	47%
I am polite to adults and classmates, even when I do not agree with what they are saying.	1%	8%	45%	46%
I have a hard time finishing what I started.	17%	50%	31%	2%
I can control my anger even if someone is not nice to me.	3%	27%	41%	29%
I find it hard to resist when my friends want me to do things.	20%	42%	33%	5%
I can remain calm even when someone hurts my feelings or teases me.	5%	21%	41%	33%
I am able to stop myself from panicking when I am nervous before exams.	4%	29%	46%	21%
When I feel nervous or scared, I know how to calm or relax myself.	3%	33%	43%	20%
My parents tell me I do things without thinking.	12%	21%	34%	34%

*Annex Table 10 Self-Control, Treatment Group*

Item	Frequency of Responses			
	Not True	Slightly True	Mostly True	Completely True
I try to focus on the lesson in class.	0%	10%	50%	40%
It is hard to wait for something I want.	30%	39%	28%	2%
I make time to study.	0%	8%	43%	48%
I am polite to adults and classmates, even when I do not agree with what they are saying.	1%	13%	44%	42%
I have a hard time finishing what I started.	14%	46%	37%	3%
I can control my anger even if someone is not nice to me.	4%	25%	43%	27%
I find it hard to resist when my friends want me to do things.	17%	40%	35%	9%
I can remain calm even when someone hurts my feelings or teases me.	6%	27%	36%	31%
I am able to stop myself from panicking when I am nervous before exams.	7%	31%	40%	23%
When I feel nervous or scared, I know how to calm or relax myself.	3%	25%	45%	27%
My parents tell me I do things without thinking.	6%	15%	38%	41%

*Annex Table 11 Communication, Control Group*

Item	Frequency of Responses			
	Not True	Slightly True	Mostly True	Completely True
I ask my teachers for help when I need it.	8%	28%	44%	21%
If I get angry with a friend, I can talk to them and make things better.	4%	27%	43%	25%
I can work well with others.	1%	22%	52%	25%
It is easy for me to join a conversation that other students have already started.	2%	25%	50%	24%
I get along well with my classmates.	0%	9%	42%	49%
I feel confident enough to talk in front of a group.	3%	34%	41%	22%
When a friend is talking to me, I make eye contact (look at his/her eyes).	9%	29%	39%	23%
I ask questions when I do not understand what someone is telling me.	1%	15%	45%	38%
I know how to get support/help if I have a problem.	5%	35%	44%	16%

*Annex Table 12 Communication, Treatment Group*

Item	Frequency of Responses			
	Not True	Slightly True	Mostly True	Completely True
I ask my teachers for help when I need it.	3%	23%	39%	34%
If I get angry with a friend, I can talk to them and make things better.	5%	28%	44%	23%
I can work well with others.	1%	20%	53%	27%
It is easy for me to join a conversation that other students have already started.	2%	26%	46%	26%
I get along well with my classmates.	0%	8%	47%	45%
I feel confident enough to talk in front of a group.	3%	40%	38%	19%
When a friend is talking to me, I make eye contact (look at his/her eyes).	8%	30%	38%	25%
I ask questions when I do not understand what someone is telling me.	1%	14%	44%	40%
I know how to get support/help if I have a problem.	2%	30%	47%	21%

Annex Table 13 Self-Confidence, Control Group

Item	Frequency of Responses			
	Not True	Slightly True	Mostly True	Completely True
In general, I am satisfied with myself	1%	14%	38%	47%
I feel that I have a lot of good qualities (good points about me).	5%	47%	37%	12%
I can do the same things other girls my age can do.	0%	19%	53%	28%
I feel that I am just as important as anybody else.	3%	30%	40%	26%
I can make decisions that will help my life to be better in the future.	0%	9%	42%	48%
I know what I need to do to be a better person.	0%	8%	46%	46%
I think a lot about how I want to live my life in the future.	1%	8%	32%	59%
I feel positively about myself.	8%	35%	38%	19%
I am afraid I am going to fail.	24%	35%	31%	10%
I don't think I have many good qualities.	11%	30%	48%	10%
Sometimes, I don't feel confident about myself.	14%	36%	41%	9%

Annex Table 14 Self-Confidence, Treatment Group

Item	Frequency of Responses			
	Not True	Slightly True	Mostly True	Completely True
In general, I am satisfied with myself	1%	15%	37%	47%
I feel that I have a lot of good qualities (good points about me).	5%	36%	44%	16%
I can do the same things other girls my age can do.	1%	14%	50%	35%
I feel that I am just as important as anybody else.	2%	23%	41%	34%
I can make decisions that will help my life to be better in the future.	0%	6%	37%	56%
I know what I need to do to be a better person.	0%	6%	44%	50%
I think a lot about how I want to live my life in the future.	1%	9%	35%	56%
I feel positively about myself.	11%	32%	37%	21%
I am afraid I am going to fail.	21%	29%	37%	13%
I don't think I have many good qualities.	9%	29%	46%	16%
Sometimes, I don't feel confident about myself.	10%	30%	46%	13%

Annex Table 15 Relationship Building, Control Group

Friends Item	Frequency of Responses			
	Not True	Slightly True	Mostly True	Completely True
Helps me when I am unhappy.	3%	14%	40%	43%
Will give me good advice.	3%	15%	43%	39%
Helps me to do the things I want to do.	4%	27%	41%	29%
Tells me about my good qualities.	4%	29%	44%	23%
Cares about me.	2%	23%	41%	34%

I can do fun things with.	1%	9%	40%	51%
I can count on to be there for me if I have a problem or if I am sad.	1%	21%	43%	34%
I can talk to about a problem at school or at home.	2%	23%	40%	35%

Adults Item	Frequency of Responses			
	Not True	Slightly True	Mostly True	Completely True
Helps me when I am unhappy.	6%	32%	37%	24%
Will give me good advice.	1%	8%	36%	55%
Helps me to do the things I want to do.	3%	28%	43%	26%
Makes me feel good about myself.	2%	19%	47%	32%
Cares about me.	3%	25%	36%	37%
I can count on to be there for me if I have a problem or if I am sad.	3%	24%	40%	32%
I can talk to about a problem at school or at home.	8%	32%	36%	24%
I can go to when I don't feel safe.	9%	31%	35%	25%
I can talk to about my future career.	5%	25%	34%	36%
I can talk to about who and when I want to marry.	22%	37%	18%	23%

Annex Table 16 Relationship Building, Treatment Group

Friends	Frequency of Responses			
	Not True	Slightly True	Mostly True	Completely True
Helps me when I am unhappy.	4%	17%	41%	39%
Will give me good advice.	2%	13%	40%	44%
Helps me to do the things I want to do.	3%	22%	43%	32%
Tells me about my good qualities.	4%	28%	43%	25%
Cares about me.	2%	20%	42%	36%
I can do fun things with.	2%	10%	39%	49%
I can count on to be there for me if I have a problem or if I am sad.	2%	20%	38%	40%
I can talk to about a problem at school or at home.	2%	21%	40%	37%

Adults Item	Frequency of Responses			
	Not True	Slightly True	Mostly True	Completely True
Helps me when I am unhappy.	8%	26%	36%	29%
Will give me good advice.	2%	7%	33%	58%
Helps me to do the things I want to do.	4%	25%	43%	28%
Makes me feel good about myself.	3%	20%	48%	30%
Cares about me.	3%	20%	42%	35%
I can count on to be there for me if I have a problem or if I am sad.	4%	21%	43%	32%
I can talk to about a problem at school or at home.	6%	31%	37%	26%
I can go to when I don't feel safe.	8%	29%	37%	26%
I can talk to about my future career.	5%	19%	35%	41%
I can talk to about who and when I want to marry.	19%	32%	21%	28%

Annex Table 17 Creative Problem Solving, Control Group

<b>Scenario 1 - Chanthou and Dany are sisters. They have one mango, and they both want it, so they are starting to fight about the mango. What can the mother of the girls do to help solve this problem? Think about every possible thing she can do. (Probe: good, what else can she do?)</b>	
<b>Item</b>	<b>Selected</b>
Cut the mango in two parts/tell them to share it.	92%
Go buy another mango.	14%
Give them a second fruit of another fruit type.	1%
Let the girls solve their problem on their own.	0%
Go ask the father to solve it.	0%
Take the mango away/give nothing to either girl.	5%
Give the mango to the one that deserves it most (for example, the best behaved one).	1%
Give the mango to the youngest one.	3%
Give the mango to one of them and give another mango to the second one tomorrow.	2%
Give them money to go buy another mango.	1%
Eat the mango herself.	0%
Yell at the girls.	0%
Beat the girls.	0%
Reason with the girls, tell them they shouldn't fight.	32%
Ask difficult questions and give the fruit to the girl who manages to answer.	0%
Give part of the mango to both, and save the rest for later.	1%
Give the mango to the girls later, after they have stopped fighting.	1%
Give the mango to somebody else (for example the girls' brother)	0%

<b>Scenario 2 - Champey and Sreypich are talking in class. This prevents Pisey from listening to the teacher. What can Pisey do? Think about every possible thing she can do. (Probe: good, what else can she do?)</b>	
<b>Item</b>	<b>Selected</b>
Yell at Chempey and Sreypich.	3%
Politely ask Chempey and Sreypich to stop talking.	79%
Move closer to the teacher.	5%
Start talking with them/join their conversation.	1%
Talk with another person in class.	0%
Tell the teacher that she cannot hear the lesson because Chempey and Sreypich are talking.	38%
Not do anything/just sit there.	5%
Get upset/cry.	0%
Tell Chempey and Sreypich what she thinks after the class is finished.	10%

<b>Scenario 3 - Seda comes back home after receiving a bad grade on an exam. She is afraid her father will be angry about it. What can she do? Think about every possible thing she can do. (Probe: good, what else can she do?)</b>	
<b>Item</b>	<b>Selected</b>
Talk to her mother/sibling/ask them to tell the father.	3%
Talk to the father anyway.	64%

Wait to tell the father when he is in a good mood.	2%
Do not say anything to the father unless he asks.	6%
Ask the teacher to intervene.	0%
Make excuses to the father (e.g. the teacher is very tough/the exam was hard).	6%
Cry.	1%
Promise the father she will work hard.	41%
Delay going home.	0%
Destroy/change/hide the report card.	4%
Ask for forgiveness.	13%

Annex Table 18 Creative Problem Solving, Treatment Group

<b>Scenario 1 - Chanthou and Dany are sisters. They have one mango, and they both want it, so they are starting to fight about the mango. What can the mother of the girls do to help solve this problem? Think about every possible thing she can do. (Probe: good, what else can she do?)</b>	
<b>Item</b>	<b>Selected</b>
Cut the mango in two parts/tell them to share it.	93%
Go buy another mango.	16%
Give them a second fruit of another fruit type.	1%
Let the girls solve their problem on their own.	0%
Go ask the father to solve it.	0%
Take the mango away/give nothing to either girl.	5%
Give the mango to the one that deserves it most (for example, the best behaved one).	2%
Give the mango to the youngest one.	2%
Give the mango to one of them and give another mango to the second one tomorrow.	1%
Give them money to go buy another mango.	1%
Eat the mango herself.	1%
Yell at the girls.	0%
Beat the girls.	1%
Reason with the girls, tell them they shouldn't fight.	36%
Ask difficult questions and give the fruit to the girl who manages to answer.	0%
Give part of the mango to both and save the rest for later.	1%
Give the mango to the girls later, after they have stopped fighting.	1%
Give the mango to somebody else (for example the girls' brother)	1%

<b>Scenario 2 - Champey and Sreypich are talking in class. This prevents Pisey from listening to the teacher. What can Pisey do? Think about every possible thing she can do. (Probe: good, what else can she do?)</b>	
<b>Item</b>	<b>Selected</b>
Yell at Champey and Sreypich.	2%
Politely ask Champey and Sreypich to stop talking.	89%
Move closer to the teacher.	5%
Start talking with them/join their conversation.	2%
Talk with another person in class.	0%
Tell the teacher that she cannot hear the lesson because Champey and Sreypich are talking.	39%
Not do anything/just sit there.	4%

Get upset/cry.	0%
Tell Chempey and Sreypich what she thinks after the class is finished.	13%

**Scenario 3 - Seda comes back home after receiving a bad grade on an exam. She is afraid her father will be angry about it. What can she do? Think about every possible thing she can do. (Probe: good, what else can she do?)**

Item	Selected
Talk to her mother/sibling/ask them to tell the father.	3%
Talk to the father anyway.	77%
Wait to tell the father when he is in a good mood.	3%
Do not say anything to the father unless he asks.	2%
Ask the teacher to intervene.	0%
Make excuses to the father (e.g. the teacher is very tough/the exam was hard).	10%
Cry.	0%
Promise the father she will work hard.	58%
Delay going home.	1%
Destroy/change/hide the report card.	2%
Ask for forgiveness.	12%

## Tool Characteristics, Endline, ALSA

*Annex Table 19 Cronbach's Alpha for Each Dimension*

Domain	Alpha
Decision Making	0.65
Perseverance	0.68
Expressing and Managing Emotions	0.65
Self-Control	0.71
Empathy	0.70
Communication	0.70
Self-Confidence	0.69
Relationship Building - Friends	0.79
Relationship Building - Adults	0.83