

Appendix A: Survey instrument

SECTION A: GENERAL INFORMATION

1. Market code
2. Area code
3. Child code
4. What is the child's age?
5. What is the child's sex?
 - a. Female
 - b. Male
6. What is the child's schooling status?
 - a. Currently in school
 - b. Dropped out of school
 - c. Never enrolled in school
7. What is the highest grade that the child has completed?
8. How many days did the child attend school last week?
9. Does the child receive private tuition?
10. What products is the child selling?
11. How long has the child been working at the shop?

SECTION B: TRANSACTIONS

For each transaction, enumerators collected the following information:

12. What is the date of the visit?
13. Did the child respond to the transaction correctly?
 - a. Yes
 - b. Yes, but only after making a mistake
 - c. Yes, but only after being prompted by the enumerator
 - d. No
 - e. Not sure
14. How quickly did the child assist buyers?
 - a. Immediately

- b. He/she took a short time
- c. He/she took a long time

15. How quickly did the child handle the cash?

- a. Immediately
- b. He/she took a short time
- c. He/she took a long time

16. Did the child use paper and pencil/pen to calculate the amount due or change?

- a. Yes
- b. No

SECTION C: ASER TEST

ASER reading test

17. At what level is the child?

- a. Paragraph
- b. Story
- c. Word
- d. Letter
- e. Beginner

18. How many mistakes did the child make at each level?

- a. Story
- b. Paragraph
- c. Word
- d. Letter

ASER math test

19. At what level is the child?

- a. Division
- b. Subtraction
- c. Double-digit number recognition
- d. Single-digit number recognition
- e. Beginner

20. How many mistakes did the child make at each level?

- a. Division
- b. Subtraction
- c. Double-digit number recognition
- d. Single-digit number recognition

SECTION D: ORAL TEST

Tell the child: “Now we want to ask a few questions verbally.”

21. Ask the child: “What do we get if we subtract 29 from 53?”

- a. Correct
- b. Correct after mistake¹
- c. Correct after prompt²
- d. Incorrect
- e. Not attempted

22. Ask the child: “What do we get if we divide 413 by 3?”

- a. Correct
- b. Correct after mistake
- c. Correct after prompt
- d. Incorrect
- e. Not attempted

23. Ask the child: “Suppose you have 25 things, and I take away 17. What do you have?”

- a. Correct
- b. Correct after mistake
- c. Correct after prompt³
- d. Incorrect
- e. Not attempted

¹ If the child made a mistake in questions 21 through 26, enumerators were asked to tell children: “Think again” or “Do you want to try again?”

² If the child stayed quiet or gave an incorrect answer, enumerators were asked to tell him/her: “Suppose there were 53 things, and we take away 29, how many remain?”

³ If the child stayed quiet or gave an incorrect answer, enumerators were asked to frame the problem in terms of a good that the child actually sold (e.g., potatoes).

24. Ask the child: “Something costs 3 Rupees each. I have 24 Rupees. How many can I get?”
- Correct
 - Correct after mistake
 - Correct after prompt⁴
 - Incorrect
 - Not attempted
25. Ask the child: “Oil is 100 Rupees a kilogram and rice is 80 Rupees a kilogram. How much should I pay for 300 grams of oil and 800 grams of rice?”
- Correct
 - Correct after mistake
 - Correct after prompt⁵
 - Incorrect
 - Not attempted
26. Ask the child: “Suppose that meat is 400 Rupees per kilogram and Ilsha (fish) is 600 Rupees per kilogram. How much should I pay for 400 grams of meat and 600 grams of fish?”
- Correct
 - Correct after mistake
 - Correct after prompt⁶
 - Incorrect
 - Not attempted

⁴ If the child stayed quiet or gave an incorrect answer, enumerators were asked to try three strategies: (a) “If one bunch was 5 Rupees and I had 10 Rupees, how many would you have given me?”; (b) express the problem using smaller units (e.g., if the child was selling coriander, tell him/her:; if the child was selling potatoes, tell him/her: “If potato was 4 Rupees a kilo then how much would you give for 12 Rupees?”) and then repeat the original question; and/or (c) ask the child to solve the problems separately for each good and then add the totals from each problem.

⁵ If the child stayed quiet or gave an incorrect answer, enumerators were asked to tell him/her: “How much is 500 grams of rice if it is 80 Rupees a kilogram?”; then, ask “How much is 300 grams?”; next, ask “Then how much is 800 grams?”; finally, ask them to add 500 grams and 300 grams.

⁶ If the child stayed quiet or gave an incorrect answer, enumerators were asked to try two strategies: (a) “Suppose you are selling meat. If meat is 400 Rupees a kilogram, how much will be 400 grams?”; and/or (b) ask the child to work out the price of 100 grams first and arrive at the price of 400 grams from that answer.

Appendix B: Additional tables

Table B.1: Children’s performance in market transactions, by inclusion in the study

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
	Transaction 1			Transaction 2			Transaction 3		
	Included	Excluded	Diff.	Included	Excluded	Diff.	Included	Excluded	Diff.
Child responded correctly	.875 (.33)	.773 (.42)	-.101** (.046)	.915 (.278)	.742 (.443)	-.172*** (.056)	.905 (.293)	.666 (.516)	-.238* (.124)
Child responded correctly after mistakes	.074 (.263)	.166 (.374)	.092** (.039)	.049 (.217)	.171 (.382)	.121*** (.045)	.069 (.255)	.166 (.408)	.097 (.107)
Child responded incorrectly	0 (0)	0 (0)	-	.009 (.099)	0 (0)	-.009 (.016)	.004 (.07)	0 (0)	-.004 (.028)
Child was helped by someone else	.049 (.217)	.059 (.238)	.009 (.029)	.024 (.156)	.085 (.284)	.06* (.033)	.019 (.14)	.166 (.408)	.146** (.063)
Child was selling alone	.631 (.483)	.095 (.295)	-.536*** (.056)	.621 (.486)	.085 (.284)	-.536*** (.084)	.631 (.483)	0 (0)	-.631*** (.197)
Child assisted customers quickly	.975 (.156)	.952 (.214)	-.022 (.022)	.975 (.156)	.971 (.169)	-.003 (.028)	.975 (.156)	1 (0)	.024 (.063)
Child transacted goods quickly	.895 (.306)	.845 (.363)	-.05 (.042)	.89 (.312)	.885 (.322)	-.004 (.057)	.89 (.312)	.833 (.408)	-.057 (.13)
Child transacted cash quickly	.88 (.325)	.761 (.428)	-.118** (.046)	.875 (.33)	.8 (.405)	-.075 (.062)	.875 (.33)	.833 (.408)	-.042 (.137)
N	201	84	285	201	35	236	201	6	207

Notes: (1) Columns 1-2, 5-6, and 7-8 show means and standard deviation in parenthesis. Columns 3, 6, and 9 show the mean difference between non-attritors and attritors and the associated standard error from a two-tailed t-test by inclusion status. (2) “Child responded correctly” category refers to children who calculated the total amount due in the transaction correctly without making any mistakes. “Child responded correctly after mistakes” category refers to children who calculated the total amount due in the transaction correctly after the mystery shopper corrected their calculation. (3) The first four rows in this table are mutually exclusive categories.