

- B4. Wives should be less educated than their husbands
- B5. Boys should get more opportunities/resources for education
- B6. Men and women should get equal opportunities in all spheres of life
- B7. Girls should be allowed to study as far as they want
- B8. Daughters should have a similar right to inherited property as sons
- B9. It would be a good idea to elect a woman as the village Sarpanch

The heterogeneity analysis with the parent index is restricted to students whose parents were surveyed. We also use the parent attitude index as a possible control variable in our double LASSO procedure. We impute missing values at the mean value for those students whose parent was not surveyed.

B Examples of intervention topics and activities

Below is a list of some of the activities and discussion topics that were part of the curriculum developed and implemented by Breakthrough.

- Students play a mixed gender team building exercise of “10 pass”. Each mixed team tried to pass the ball 10 times between members without being caught by other team, to help establish trust and build confidence and comfort in working and interacting with the opposite gender.
- Students play “Antakshari” (an Indian singing game in which players sing snippets of popular songs) and discuss how song lyrics represent or characterize men and women differently, and analyze the influence of gendered roles on film songs.
- Students make posters in the classroom on how to achieve and create gender equality. The posters are displayed on the walls, and students walk through to discuss the ideas and content of the posters, and to vote on the best poster.
- Students read a book of stories, folk tales or fairy tales and identify gendered roles and stereotypes and gender-based discrimination within the book.
- Students read a comic story about a young girl who becomes a policewoman and addresses various stereotypes. Students reflect and discuss her story within groups, and share stories of addressing gender-based discrimination.
- Students divide themselves into two teams, and perform role play and act out situations related to gender-based discrimination (for example, a girl being subjected to speaking out against sexual harassment), which helps recognize gender stereotypes and roles and how to break them.

- Students divide into two teams and debate for and against important gender equality topics (e.g. Is higher education equally important for girls or boys? Why?) to recognize how norms and perceptions influence the gender roles they play in family and schools and the need to question where these values come from.
- Students learn to identify gender-based discrimination by playing the “Yes or No” game, where groups run to a “No” or “Yes” corner of the room in response to a question posed on gender-based discrimination such as “Should girls and women be allowed to wear what they want?” followed by a discussion on the rationale of their responses. Students are also asked to analyze the short-term and long-term impact of gender-based discrimination on boys and girls.
- Students role play exercises to practice being assertive, saying ‘yes’ or ‘no’ clearly and negotiating with peers to resist bullying and sexual harassment, and to intervene and stop peers from bullying or harassing others.
- Students build an action plan with suggestions and strategies for creating a safe environment for boys and girls in school, which is free of sexual harassment and gender-based violence. This is accompanied with an interactive exercise led by students on writing a petition to the school principal to create a safe environment for all genders, after which they present the student-led action plan to the school administration. Students then co-create a press release on action taken by the school to build a safe environment for all genders.
- Students conduct puppet shows to share positive stories of female role models and icons who have fought against gender-based discrimination and broken through glass ceilings (e.g. Kalpana Chawla, an astronaut).