

The impact of comprehensive support for households on wellbeing, employment, and schooling: An RCT with Save the Children in Spain¹

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Abstract

Childhood poverty can have cumulative effects on the development of a person, affecting future earnings and prolonging poverty into adulthood. Programs that address multiple dimensions of childhood poverty are widely used among institutions such as non-governmental organizations. We conduct a randomized control trial (RCT), in collaboration with Save the Children, to assess the effectiveness of a program that combines social, educational and labor market interventions. There is scarce literature on the effect of combining these three types of interventions on households with children and adolescents at-risk of social exclusion. We randomly assign households to four treatments allowing us to compare the impact of each type of intervention to the combination of all of them. We find that there are mostly null effects for the socio-educational, social-labor and comprehensive treatments on the different measures of household's wellbeing. Small effects of the socio-educational and comprehensive treatments are observed on the educational performance indicator of standardized testing, with similar magnitudes between the treatments. There were no impacts from any of the treatment on the quality of life or labor outcomes, including the indicators of access to benefits. There is a small differential positive effect of the comprehensive treatment on the household's monthly income. Overall, these results suggest that a comprehensive program is not more effective than a socio-educational intervention on improving aspects of a household's wellbeing.

JEL Classification: C93, D04, I25, I38, J21, J64

Keywords: evidence-based, RCT, education, social support, labor market, social inclusion, wellbeing, household, children and adolescents.

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1 Introduction

Childhood poverty can have long lasting effects on individuals, limiting their social and economic development (Holzer et al., 2008; Lesner, 2018) and can persist into adulthood causing negative effects on labor market outcomes (Tilahun et al., 2023). Despite achieving some progress in poverty reduction in the last decade, it has been estimated that 1.43 billion children still live under 6.85 dollars a day or less (Salmeron Gomez et al., 2023).⁴ Furthermore, the COVID-19 pandemic increased the proportion of children living at-risk of poverty or social exclusion in the European Union (EU).⁵ Specifically, Spain is the second country with the highest proportion of people under the age of 18 at-risk of poverty or social exclusion with 34.5% in 2023, compared to a 24.8% of the EU-27 (Eurostat, 2024b).

Childhood poverty is a complex matter since there are monetary and non-monetary aspects to it. Recent literature analyzing the determinants of childhood poverty in rich (Bradbury et al., 2019) and European countries (Bárcena-Martín et al., 2023; Fabrizi & Mussida, 2020; González-Gallardo et al., 2024; Mussida & Sciulli, 2022) have highlighted the importance of several factors such as social benefits, family structure, childcare, employment of family members, among others, that need to be considered when choosing policy alternatives to alleviate this problem. For this reason, many institutions such as non-governmental organizations (NGOs) and local governments tend to approach childhood poverty with programs that address multiple dimensions at the same time. However, the impact of such programs is not usually evaluated and, when they are, it is not always possible to disentangle the specific effect of their many interventions on the final outcome of childhood poverty.⁶

An extensive literature has shown that a number of educational interventions can have an impact on different aspects of the life of vulnerable participants. For example, Walker et al. (2011) report that an intervention where you teach parents how to provide cognitive and psychological early-

⁴ This is the poverty line considered more relevant for upper-middle income countries.

⁵ The European Union defines “at-risk of poverty or social exclusion” as a person who is either at risk of poverty, under severe material or social deprivation or living in a household with low work intensity. For more information, see: [https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Glossary:At_risk_of_poverty_or_social_exclusion_\(AROPE\)](https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Glossary:At_risk_of_poverty_or_social_exclusion_(AROPE))

⁶ A few examples of this are the evaluations of BRAC’s Empowerment and Livelihood for Adolescents (ELA) program (Bandiera et al., 2020), and their Graduation program for the ultra-poor⁶ (Banerjee et al. 2015); as well as the study of programmatic changes done in the summer youth employment programs One Summer Chicago Plus and WorkReady (Heller, 2022), both of them designed as bundled interventions.

childhood stimulation to their children can result in a wide-range of benefits during adulthood such as less violent behavior and better educational performance, as well as have a positive impact on labor market outcomes such as earnings (Gertler et al., 2014). In terms of older children, Cook et al. (2014) found that an intervention that combines social-cognitive skills training and intensive math tutoring increased math scores, reduced course failure and improved the rate of expected graduation. Later, Guryan et al. (2021) showed an increase in math and non-math grades for adolescents in low-income neighborhood schools of Chicago just by introducing a high-intensity tutoring intervention. Also, an intervention that incentivizes parental involvement in the education of middle school children can have a positive impact in the behavior of middle-schoolers and their attitudes in school (Avvisati et al., 2014).

Nevertheless, childhood poverty is usually associated to the sources of income in a household (Bradbury et al., 2019; Corcoran & Chaudry, 1997). The link between income and employment highlights the importance of labor market interventions for the socially excluded. Literature on interventions that provide information on job search strategies have shown an increase in employment and earnings of individuals who have a higher risk of long-term unemployment (Altmann et al., 2018). Training jobseekers to join and use online professional networking platforms has also proved to increase the employment rate by providing information and facilitating referrals (Wheeler et al., 2022). However, employment may not be enough to get out of poverty or social exclusion.⁷ Bradbury, Jäntti, and Lindahl (2019) study the interaction between social transfers and labor market earnings in rich nations and conclude that social transfers can act as stabilizers during recessions. At the household level, Troller-Renfree et al. (2022) report results from a randomized experiment where monthly unconditional cash transfers to low-income mothers can have a positive impact on brain activity of newborn children which is associated with the development of cognitive skills. The problem in most OECD countries is the low take-up of benefits across countries and welfare programs (Hernanz et al., 2004). In this sense, national experiments conducted in France have shown that in-person consultations with job-seekers can be useful to increase the uptake of social benefits by reducing application costs (Antunez et al., 2020; Castell et al., 2024).

⁷ According to Eurostat (2024a), 11.3% of people employed age 18 or over in the EU are at risk of poverty or social exclusion in 2023.

Despite the impact these interventions have had when implemented separately, there is not much literature on the effect a combination of these three types of interventions may have on the wellbeing of households with children socially excluded or at-risk of social exclusion. Singla, Kumbakumba, and Aboud (2015) showed that a combination of parenting interventions to improve child development and maternal psychological welfare enhanced children's cognitive scores and resulted in fewer depressive symptoms on participating mothers. Labor interventions have also been used at the high school level to provide accurate data on earnings and employment to guide post-secondary education choices (Kerr et al., 2020). Furthermore, much of the existing literature on the aforementioned interventions tend to focus on outcomes such as educational performance, child behavior, parental relationships, employment or earnings, among other employment and schooling outcomes, without analyzing the impact they can have on other indicators of a household's wellbeing such as life satisfaction or material and social deprivation. An improvement of this type of indicators related to a household's quality of life can provide evidence on the effectiveness an intervention has on fulfilling their basic socio-economic needs.

This paper evaluates the impact of implementing a comprehensive program that combines social, educational, and labor market support interventions to improve the wellbeing of households with children and/or adolescents who live socially excluded or at-risk of social exclusion, differentiating the effect of each type of intervention. The program was carried out for 12 months in four different regions of Spain, targeting households with school-age children between 0 and 18 years old. To assess if the comprehensive program and their different components have a differential impact on the wellbeing of the selected household, we have collected information on outcomes related to quality of life, social and labor insertion, and educational performance and continuity. This allowed us to identify the impact of each intervention on different types of outcomes. For example, we capture self-reported information on life satisfaction and material and social deprivation as measures of quality of life. Other measurements of self-reported wellbeing include household income, access to social benefits, interest in education continuity, attitudes of children and parents towards studies, academic scores, employment status and job search. To get a deeper understanding of the effect of the interventions on employment, labor intensity, formality and stability, we were also able to access data from the Continuous Work History Sample of the Ministry of Inclusion, Social Security and Migration (MISSM).

A total of 792 households were recruited and randomly assigned to one of four treatments: (i) a treatment group that received socio-educational interventions; (ii) a social-labor treatment group; (iii) a socio-educational-labor treatment group (also known as the comprehensive program); and (iv) a non-pure control group that received only the social support intervention. Regardless of the household group assignment, all household members were considered participants of the experiment whether they received a specific treatment or not. Despite having the different interventions being formed by a group of activities, we were able to identify how responsive participants were to a selected set of activities. The four-arm parallel design of the experiment allowed us to identify and compare the effect of each type of intervention vis a vis the combination of all of them on improvements in the wellbeing of the targeted households.

The program, developed and implemented by Save the Children (STC) Spain, aims to recognize the importance of addressing the economic situation of Spanish households to advance the wellbeing of children and adolescents. Most of activities of the program have been based in services commonly provided through STC's social support programs (i.e. individualized family support, workshops, and personalized services) and their educational support programs (i.e. tutoring, group sessions, early-childhood stimulation).⁸ To these services, STC will be adding activities to increase access to social benefits and boost the insertion of adults in the Spanish labor market. In that sense, the aim of the evaluation is to provide evidence on the effectiveness of combining labor market insertion support for adults to social and educational support interventions as part of a comprehensive program meant to improve the wellbeing of households with children and adolescents socially excluded or at-risk of social exclusion.

Considering the literature that highlights the importance of including social transfers as part of the policy strategy to reduce child and overall poverty (Bradbury et al., 2019; González-Gallardo et al., 2024), this RCT has been implemented as part of the Spanish government's effort to enhance

⁸ In addition to the work done in Spain, STC has participated in other RCTs in an effort to increase the effectiveness of their work: (i) an independent evaluation of their program Families Connect in the United Kingdom showed a positive impact on children's prosocial behavior and softer skills, and parent's engagement in learning activities, and self-efficacy in supporting their child's learning (Lord et al., 2021); (ii) an evaluation done by the American Institute for Research of STC's Early Years Preschool Program proved that an additional year of preschool improves children's literacy, numeracy, socio-emotional development and overall school readiness (Spier et al., 2020); and (iii) STC's LEGACY program evaluated by Innovations for Poverty Action demonstrated that the combination of a cash transfer and Social Behavior Change Communication reduces stunting by increasing the diversity in the diet (Field & Maffioli, 2024).

the effects of the Minimum Living Income (MLI) scheme approved in 2020 which guarantees a financial benefit for vulnerable families and establishes a commitment from the government to design strategies that increase social inclusion (Ley 19/2021, de 20 de Diciembre, Por La Que Se Establece El Ingreso Mínimo Vital, 2021).⁹ The General Secretariat of Inclusion (GSI) created the Social Inclusion Policy Lab and signed 34 agreements to implement projects in collaboration with multiple actors, establishing a governance framework based on partnerships and alliances with academic institutions, autonomous communities, local entities and third sector organizations.¹⁰

Our results suggest that offering a program that combines social, educational and labor support interventions is not necessarily more effective than providing a combination of social and educational support. Overall, we find that all treatment groups have mostly null effects throughout the outcomes of labor market insertion and educational continuity. A small positive effect was observed on educational performance, where both the comprehensive treatment and the socio-educational treatment showed an increase in the standardized test scores of children in mathematics and language by approximately 1 point, compared to those children in the control group. Meanwhile, the social-labor treatment had no significant effects on educational performance outcomes. In terms of quality-of-life outcomes, no statistically significant effects were seen on the indicators of life satisfaction, material and social deprivation or access to social benefits from the participation in any of the treatment groups. Still, the comprehensive treatment had a very small positive effect on the self-reported measure of monthly household income.

The next section describes the experimental design, the implementation of the interventions, and the timeline of the overall project. Section 3 provides an overview of the data and variables collected and describes the sample of household and characteristics of their members. Section 4 discusses the empirical strategy. Section 5 discusses the main results as well as a heterogeneity analysis. Finally, Section 6 provides a discussion of the results.

⁹ Up to this point, Spain has been the only country in the EU without a minimum income policy. Minimum income policies have been in place at the regional level. However, they provide partial and unequal coverage to vulnerable populations in their corresponding territories (GSI 2024). For more information on benefits, requirements, and other details, see: <https://www.seg-social.es/wps/portal/wss/internet/Trabajadores/PrestacionesPensionesTrabajadores/65850d68-8d06-4645-bde7-05374ee42ac7>

¹⁰ See Appendix A for an explanation for the governance structure of the Social Inclusion Policy Lab.

2 Experimental Design and Implementation

Save the Children is an international NGO that promotes policy change to improve the lives of children and young people. It has been working in Spain for over 30 years with programs (e.g. parental support, nutritional, tutoring, etc.) aimed at improving the lives of children and adolescents at-risk of poverty or social exclusion. In 2021, the GSI partnered with STC Spain to help identify policy alternatives that can effectively increase the governments investment in families with children under their care. The key innovation of this project is that it addresses poverty and social exclusion with a comprehensive approach that works with all the members of household. This RCT tests the effectiveness of a comprehensive program that combines interventions of social, educational and labor market inclusion support to improve the quality of life, labor insertion and school learning of vulnerable households with children in relation to other programs that only provide social support. It also differentiates the effect of each type of intervention (social, education and labor market inclusion) on improvements in outcomes related to different dimensions of the wellbeing of the selected households. That is, we are able to measure the impact of each intervention to outcomes that directly and indirectly linked to the activities of the participants.

To do this, the experiment was designed based on four parallel treatments and participating households were randomly allocated into one of these four treatments. STC's institutional commitment requires them to guarantee that all children are protected, survive and learn.¹¹ Therefore, the organization cannot deny access to their programs to the many vulnerable families with children and adolescents who request assistance, making it impossible to have a control group without an intervention. As a result, the treatment groups were designed as follows: (i) one treatment group received the social and education (soc-ed) support interventions; (ii) a second treatment group had the social and labor (soc-lab) support interventions ; (iii) a third treatment group received the combination of the three types (soc-ed-lab) of interventions otherwise known

¹¹ For more information, see "Child Safeguarding Foundation Policy Save the Children" available on https://www.savethechildren.es/sites/default/files/imce/docs/politica_de_salvaguarda-childsafeguarding.pdf

as the comprehensive program ; and (iv) a fourth treatment group only received the activities of the social (soc) support intervention and it is used as the non-pure control group for the experiment.

Our design allows us to compare the impact of the comprehensive program on different outcomes of wellbeing, and the specific contribution of each type of intervention to the wellbeing of a household and their members. This comparison lets us answer the following questions: (i) can a comprehensive program that addresses multiple dimensions of poverty and works with all members of a household have a greater impact on a household's quality of life than when we work on each dimension separately? (ii) are social support interventions enough to increase the access to benefits and household income? (iii) can educational interventions increase educational continuity and academic performance in children between 6 and 18 years of age? (iv) can labor support interventions improve labor market insertion and employability conditions? (v) can each intervention have impacts on outcomes corresponding to a different dimension of a household's wellbeing than the one they aim to address?

Due to the nature of the project, each type of intervention (i.e. educational, labor and social) has been designed as a combination of multiple activities. For instance, the educational intervention targeted people between 0 and 18 years old and it comprises activities tailored to the different age ranges of the participants. Children between the ages of 0 to 6 years old had early-childhood educational spaces where they could learn based on experiences and guided by a caregiver.¹² Caregivers also worked with parents on improving their parental skills. For children 6 to 18 years old an Individual Educational Plan was drafted and updated every quarter to identify skills that needed to be developed. Participants had group sessions adapted for each age group, 2-hour reinforcement sessions twice a week, and a weekly 2-hour leisure session. Additionally, this age group had weekly sessions to improve their digital skills and periodic sessions in non-formal educational spaces to promote values, sports and creativity.

The labor intervention is comprised by activities that promote labor market insertion among household members older than 18 years old, with a special focus on women. Participants had

¹² Children of the group ages of 0 to 1 years old and 1 to 3 years old share space for 2 hours twice a week in groups of 10 to 12 people. While children from the ages of 3 to 6 years old have 2-hour sessions three days a week in groups of 8 people.

individual sessions (14 sessions total) with a career counselor to work on professional skills that can improve their employability. They also had 3 group sessions a month of 2 hours to work on inter-personal skills.¹³ Digital education was also provided every 15 days to improve skills on information and communication technologies and addressing other cross-cutting topics (i.e. online violence, creation of support groups). At the same time, career counselors searched for companies with job openings that matched the profile of the different participants. Participants were accompanied and monitored throughout the project, especially if they found employment to ensure complete integration in the labor market.

Finally, the social support intervention involves social coordinators who assess the needs of the household and define an individualized plan. Households had individualized sessions with the social coordinators to work on autonomy, self-determination and empowerment. One of the priorities of these sessions was to provide information and support on access to public resources and social benefits. The number of individualized sessions were based on the level of vulnerability of the families (8 to 10 sessions for families with low to medium vulnerability and 12 for families with higher levels of vulnerability) Households were also offered childcare spaces guided by an educator, and weekly or monthly psychotherapeutic sessions to work on personal and interpersonal relationships.

The targeted population for the project were households with school aged children between the ages of 0 and 18 years old. The households needed to have an income level below the poverty line and adults were required to have a basic knowledge of Spanish.¹⁴ All treatments were implemented in the municipalities of Cadiz, Sevilla, Fuenlabrada and Melilla. These municipalities were chosen because they are part of STC's network, and their staff has experience working with the targeted population in these areas. More importantly, they have some of the highest rates of children at-risk of poverty or social exclusion in the country (INE, 2023).¹⁵ Furthermore, the choice of locations gives us a sense of the potential for implementation of the program in different areas of the Spanish territory.

¹³ Career counselors tried to form heterogeneous groups of 5 to 7 people. The same content is taught among the different groups throughout the sessions to be able to measure the impact of the intervention.

¹⁴ Some exceptions to the level of Spanish needed to be made in Fuenlabrada and Melilla.

¹⁵ With the exception of Fuenlabrada in the Community of Madrid which was chosen because of its proximity to the capital.

Figure I shows the sequence of the experiment and the formation of the sample. Recruitment started in March 2022. Potential households were referred by municipal social services to STC who ensured they met the requirements and informed them of the program. This process lasted longer than expected and not enough households were identified by social services. To increase the total number of potential households, the GSI provided a list of MLI beneficiaries who were contacted by phone. The recruitment process ended in July 2022, delaying the timeline of the intervention by 3 months.¹⁶ At the end of this process, a total of 1,983 households had been contacted and informed of the program. Requirements for the program and willingness to participate were later confirmed in a follow up interview conducted by phone. This left the experiment with a total sample of 792 households who signed a consent form voluntarily and were randomly assigned by the GSI team to one of the treatment groups.¹⁷

Randomization followed a stratified method which used the following variables which were considered significant for the analysis and highly related with the relevant final outcomes: (i) municipality, (ii) whether the household received the MLI and/or other minimum income or not, (iii) whether all the adults were unemployed or not, and (iv) whether it was a single-parent household or not. Based on this stratification, we ended up with a sample divided in 32 strata. Figure B.I. in Appendix B shows a detail depiction of the randomization and the samples allocated to each stratum. Next, a random order was given to the households inside each stratum which allowed to assign a treatment group in order (i.e. the first was assigned to group soc, the second to group soc-ed, the third to group soc-lab, the fourth to group soc-ed-lab, etc.).¹⁸ A quarter of the sample of households in the municipalities of Cadiz, Fuenlabrada and Sevilla were all randomly allocated to each treatment group. Melilla had a different process for allocating households to treatment groups since it had a greater sample of households recruited than what was originally projected.¹⁹ Since STC had budgeted resources to provide the educational and labor interventions

¹⁶ The recruitment process was planned to end in May 2022.

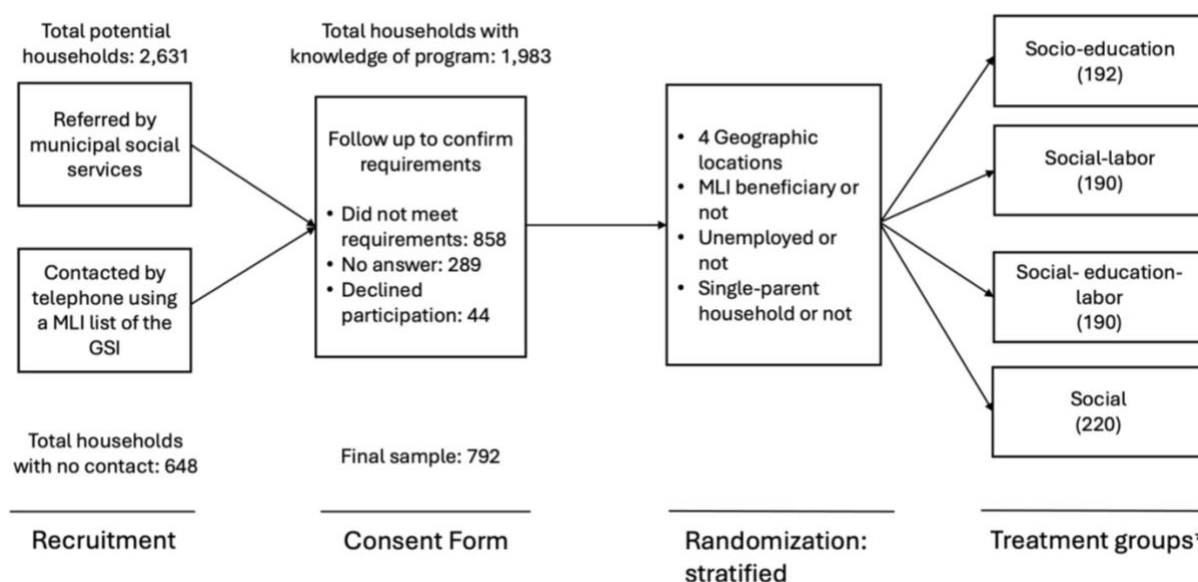
¹⁷ Since the process of recruitment extended for longer than expected, STC offered leisure activities for children and adolescents during the month of July 2022 to the households committed to the experiment in an effort to keep the households interested in participating in the program.

¹⁸ In cases where the stratum was not divisible by 4, the households not matched with a group were assigned in order to different treatment groups.

¹⁹ The projected number of households for each treatment group was on average 195. However, Melilla had a total of 240 households that committed to participate.

to a certain number of participants, it was decided that all additional households were to be placed in the control group.²⁰

Figure I: Sequence of the Experiment



*Sample sizes per treatment group are in parenthesis.

After randomization, the households were informed of the treatments to which they were assigned.

²¹ Information was collected for all households included in the process of randomization regardless of their participation in the activities.²² As shown in Figure II, interventions started in September 2022 and ended in September 2023. Social and labor market insertion interventions were the first to start and lasted 12 months, while the educational interventions started in October 2022 and lasted for the rest of the school calendar (9 months). At the end of the intervention, 56% of the households completed the project.²³ Deterioration in the sample of households happened mostly due to loss of interest in the overall project (29% of households) or to the treatment group assigned (9%). In some cases, households stopped answering calls from STC (26%). It is important to note that, despite being the household the unit of analysis, all 3,133 members of the sample

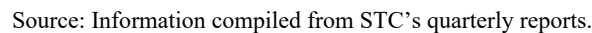
²⁰ To do this, the allocation of household had the following order: group soc, group soc-ed, group soc-lab, group soc, group soc-ed-lab, group soc-ed, group soc, group soc-lab, group soc-ed-lab.

²¹ 12 households declined to participate in the program after they were informed of their treatment group.

²² Information for all households was collected throughout the project. Overall, 68% of households in the final sample answered to at least one of the surveys.

²³ In other words, household members did not express lack of interest in the activities or declined to continue participating in the project.

Figure II: Timeline of the Intervention



Our data comes from in-person surveys (including standardized testing for children and adolescents between 6 and 18 years old) and administrative data. Data collection through surveys was fully conducted by STC staff, and it occurred at three moments in time. Because of the nature of the program, multiple survey tools had to be designed to properly capture all the relevant information from each member of the household. As a result, baseline questionnaires were staggered in two phases, and some data had to be collected retroactively (see Appendix C). Figure II presents the time of the intervention and data collection. A first phase of the baseline collected basic sociodemographic information of the households, household income from social benefits and employment status for people older than 16 years old.²⁵ A second phase of the baseline

²⁵ As originally planned, this information was used to randomize the households into one of the four treatment groups.

collected information on life satisfaction, access to social benefits, follow up questions on labor market status and job search for people over 18 years old, and educational survey for people under 18 years of age.²⁶ Table 1 presents a summary of the measurements of wellbeing used for the evaluation.

After 6 months of starting the interventions, a midline survey was collected only for labor outcomes such as employment status, intensity of job search and employment satisfaction. Finally, the endline survey was released in two different moments (see Appendix C): at the end of the educational interventions and at the end of the social and labor market interventions. To increase the number of household responses in relevant outcomes, a reduced version of the endline survey was distributed at the end of 2023 with questions on employment status, life satisfaction, material situation of the household, income, access to social benefits, and parental expectations and attitudes on their child's education (see Table 1). This strategy helped increase the household response rate of the endline survey from almost 58% to approximately 74%.

There were strategies implemented to incentivize participation in the different surveys across the treatment groups. For example, children or adolescents between the ages of 6 and 18 years old received a 15-euro shopping card after completing the baseline or endline of the educational surveys (this included standardized tests). At the same time, children under 6 years of age received a story book aligned with the lessons taught in the educational intervention, after their parents completed their corresponding baseline or endline educational surveys. For the endline surveys of the social and labor interventions, a 15-euro shopping card per household was handed once the process of data collection was completed.

One of the major challenges during data collection was linked to surveys with questions about the household which included topics such as access to social benefits, life satisfaction, material and social situation, and income, among other questions. These questionnaires were meant to be answered by a person of reference who was identified in the first phase of data collection during the baseline. However, the person of reference was not always available during follow ups or did

²⁶ The labor survey included follow up questions on employment status, job search, attitudes towards employment, and employment satisfaction. The educational survey included questionnaires on early-childhood development (0-6 years old), parental self-regulation, academic expectations and study habits (parents of children 6 – 18 years old), general status and perceptions on elementary and secondary school, academic reports, and standardized testing on language and mathematics (6-18 years old).

not have complete information (e.g. access and application to social benefits) in which case responses were collected from other household members or the data collection happened on a different date. As a result, the person of reference may be different in the baseline and the endline for some households which may create inconsistencies in the analysis.

Table 1. Measurements of Wellbeing

Quality of life	Educational continuity and learning	Labor market insertion
Life satisfaction. Material and social deprivation. Access to social benefits. Household income.	Interests of children and adolescents in continuing with their studies. Expectations and attitudes of parents towards studies. Satisfaction with studies. Parental support for children and adolescents. Academic grades. Early-childhood development.	Employment status. Job search. Attitudes to employment.
		Employment status. Labor intensity. Type of contract: formality, stability, part time vs full time.

To measure the improvement in the quality of life for a household we used four indicators. Our main outcome variables are life satisfaction and material and social deprivation.²⁷ Life satisfaction was composed by 8 questions where the household reference person was asked to choose from a scale 0 to 10 the level of satisfaction with different aspects of their life.²⁸ To obtain an overall measure of life satisfaction, we used (i) an aggregate variable that added the answers to the 8 questions, and (ii) an index using the methodology proposed in Anderson (2008) which calculates a weighted average of all the answers to the life satisfaction questionnaire and has been standardized to have a mean of zero and a standard deviation of 1.²⁹ Material and social deprivation

²⁷ The outcome of life satisfaction was pre-registered as our main variable for parents' subjective wellbeing. Despite not being included in the pre-registration, the outcome of material and social deprivation was included in the analysis since it is one of the components considered by the European Union when defining a person who is "at-risk of poverty or social exclusion".

²⁸ Where 0 is "completely dissatisfied" and 10 is "completely satisfied".

²⁹ The weights assigned to each question depends on how correlated a variable is with the others. A lower correlation with the rest of the variables means a higher weight.

was captured by 13 basic items as established by the European Union (Eurostat, 2022).³⁰ Using their methodology, we used a binary variable to determine if a household is (or not) in severe deprivation.³¹ We also calculated the level of material and social deprivation by adding the 13 items to take advantage of the variability in the outcome. The other two indicators for quality of life refer to the knowledge of social benefits and income generated by the household.³² First, we look at a household's access to social benefits defined as benefits requested and approved. To consider the possibility of delays in response to a request, we define a second outcome as benefits requested and approved or in the process of approval. On the other hand, we also collected a categorical variable for net monthly income of the household.³³

Schooling outcomes refer mostly to education continuity and learning outcomes, with some information being reported by the parents and other by the students.³⁴ The main outcome captures the interest of students in secondary school in continuing with their studies and has been calculated using Anderson's (2008) methodology with questions referring to what they expect to be doing in the next 5 years and the level of study they wish to complete.³⁵ Three categorical variables were used to measure outcomes for support, expectations, attitudes and satisfaction of parents with children between the ages of 6 and 18 years of age: (i) hours a week spent studying, (ii) satisfaction with their child's educational performance, and (iii) expectations on the level of education their child would achieve (see Appendix D). Standardized assessments on language and mathematics were also given to children of the above age range to compare performance across all participants. The assessments had a score between 0 and 10 and they were executed as part of the baseline and endline for the educational support activities. Finally, quarterly report cards for the 2022-2023 school year were also collected for this age group to have an alternative measure of the educational

³⁰ The items established are divided in 2 groups: 7 correspond to the household and 6 correspond to the individual.

³¹ If a household expressed to have a lack of at least 7 of the 13 items, then it is considered in severe deprivation (Eurostat, 2022).

³² Both indicators were included in the pre-registration of the study.

³³ For further details on categorical variables, index calculations and the calculation of other indicators, see Appendix D.

³⁴ The outcomes used in this study to measure the impact of schooling outcomes have been included in the pre-registration in one way or another. The pre-registration referred to the type of questions that would be used in the study which required a careful selection to measure the final outcomes.

³⁵ A similar outcome for elementary students was planned but, the necessary questions were not included in the final questionnaires.

performance of all participants.³⁶ Early-childhood development of children between the ages of 0 and 3 years old was measured using the Caregiver-Reported Early Development Index (CREDI) which is based on observation and questions asked to parents (McCoy & Fink, 2017). Nevertheless, few observations were collected to be able to calculate the impact of the intervention on this outcome.

Lastly, labor outcomes were measured through four self-reported variables that reflect their insertion in the labor market, employment status and their satisfaction with their employment. The first outcome is the intensity of job search calculated as the aggregate of 9 questions on sources and methods used to search for jobs.³⁷ Employment status was measured in two ways: a binary variable reflecting those people who reported to be working at the time of the survey, and a binary variable of people working on the last week of the month prior to the survey.³⁸ We also measure the level of job satisfaction for those people working at the time of the survey with a categorical variable with a scale from 0 (“completely dissatisfied”) to 10 (“completely satisfied”).³⁹

To complement the analysis of labor outcomes, we had access to administrative data from the Continuous Work History Sample of the MISSM for the relevant months of the interventions, as well as for the month of October 2023, and the compiled period of September to November 2023.⁴⁰ With this sample, we are able to capture if a person is registered in the social security system as working in the selected months with a binary variable (1 if the participant is employed, 0 otherwise). Additionally, we use information number of days worked for the selected period and the number of days equivalent to full-time (EFT).⁴¹ This database also provides information for

³⁶ We were not able to obtain report cards prior to the 2022-2023 school year, which means that the information for the report card of the first trimester (September-December 2022) could reflect the impact of the intervention.

³⁷ The outcome for job search intensity was not specifically included in the pre-registration. Nevertheless, it was incorporated in the analysis because it reflects the efforts a participant has made to insert themselves in a labor market. Furthermore, it is a way to measure digital competencies to be used in the job search.

³⁸ Neither of the measurements of the outcome for employment status was part of the pre-registration. Nevertheless, we decided to include it was part of our study because it is a clear way for a participant to show if they are active in the labor market.

³⁹ The outcome for job satisfaction was included in the pre-registration of the study.

⁴⁰ In the pre-registration of this study, administrative data for labor market outcomes was mentioned in general terms and we intended to use all information provided regarding labor insertion and participation in active labor market policies. The variables chosen aimed to support the findings from self-reported outcomes and expand on the quality of the employment obtained by participants. Data was initially collected for the months of July 2022 (prior to the beginning of the social-labor interventions) and September 2023 (a month after the end of the social-labor interventions). Other periods were added to enrich the analysis for the study.

⁴¹ The calculation for equivalence to full-time considered the type of contract and it uses a partial-time coefficient to adjust the number of days worked to the equivalent to full-time.

labor intensity and labor intensity EFT. Labor intensity is calculated as the remainder of the number of days worked and the number of days in the selected period. To complete the analysis, we observe outcomes related to employment contracts that provides information on the quality of job obtained by the participants. We specifically focus on outcomes related to formality, stability and full-time employment to understand the quality of the participant's employment. Formality is measured as a binary variable for people that are registered in the social security system as working under a legal contract regardless of its type. Stability is also a binary variable that reflects if a participant is working with a contract of undefined time or fixed discontinuous (0 otherwise). Lastly, full-time is a binary variable that is 1 if the participant is working full-time and 0 if they are working part-time.

Table E.I. and Table E.II. in Appendix E show a summary of the main sociodemographic variables and outcomes for the sample of 792 households and their members using information from the baseline. These households have high levels of unemployed adults or adults searching for a job (81%). Close to half of them report having severe material and social deprivation and a net monthly income ranging from €601 and €1,000. Only 63% of them report being recipients of the MLI or other minimum income scheme offered in their region at the moment of baseline collection, with an average of 2 social benefits accessed by household. Furthermore, more than one third of the sample are single-parent households, and 63% have a reference person reporting to have Spanish nationality.⁴² Households have on average a number of 4 household members with 55% of the total household members in the sample being women. More than half of the household members are between the ages of 0 and 18 years old (57%) and the rest are adults 18 years or older (43%).⁴³ Among adults, almost the entire sample speaks Spanish as a first or second language. More than a third of adults report working at the time of the baseline or in the last week of June 2022 and being paid for it. This number is similar to the percentage reported in the administrative data for July 2022, with people working an average of 9 days in the month. This is equivalent to a labor intensity of 0.3. The highest level of education completed, on average, by this group is the first stage of secondary education. Meanwhile, 72% of the children and adolescents in the sample speak Spanish

⁴² Spanish nationality can be reported as primary or secondary.

⁴³ The unaccounted 1% are household members whose age was not correctly captured during the baseline.

at home. Their parents report that their children spend about 3 to 6 hours a week studying and expect them to complete university degrees or an equivalent degree.

The minimum detectable effect size expected for the study was 10%. The statistical power of the study was calculated based the sample size of 792 households evenly divided into four treatment groups (i.e. 198 households per treatment group). The results were calculated for the average monthly income in the household and the percentage of adults employed in the household.⁴⁴ Other assumptions include: (i) 95% significance level, (ii) no stratification in the sample, (iii) the ratio between the samples of each group is 1, and (iv) the correlation between baseline and follow-up surveys (midline and endline) is 0.85 for average monthly income and 0.83 for the proportion of adults employed. We conclude that the study will have a statistical power of 72% for monthly income and 69% for the percentage of adults employed in the household. The detail of these calculations can be found in Appendix F.

4 Empirical Strategy

We study the impact of a comprehensive program and the role of each type of intervention on quality of life, labor insertion, and schooling outcomes of households with children and adolescents. The random assignment of households allows us to identify the causal effect of these interventions by comparing the outcome of interest at the end of the program across treatment arms. We estimate the intention-to-treat (ITT) with the following ordinary least square (OLS) model controlling for the value of the outcome of interest at baseline:

$$y_{if(post)} = \beta_0 + \beta_1 soc_educ_f + \beta_2 soc_lab_f + \beta_3 soc_educ_lab_f + \beta_4 X_{if} + \beta_5 y_{if(pre)} + \epsilon_{if} \quad (1)$$

Where $y_{if(post)}$ is the endline outcome of interest for person i in household f . soc_educ_f , soc_lab_f and $soc_educ_lab_f$ are dummy variables equal to 1 if household f was assigned to either the socio-educational, social-labor or to the comprehensive treatment group, respectively, and 0 otherwise. The missing treatment is the control group which received the social support interventions. X_{if} is a vector of sociodemographic controls measured at baseline and dummy variables for the

⁴⁴ Data used for these calculations come from the Living Conditions Survey of 2021.

randomization strata fixed effects. With the exception of strata, control variables will defer depending on the group being analyzed (e.g. household, adult, children and adolescents). $y_{if(pre)}$ is the baseline outcome of interest for person i in household f , and ϵ_{if} is the error term. The exception in the use of this specification is for the outcome of academic performance measured through report cards since we could not access information prior to the beginning of the interventions. We use robust standard errors for all regressions pertaining to household outcomes, while errors are clustered at the household level for all regressions related to outcomes of adults, and children and adolescents.

To test the hypothesis stated above, we focus on the coefficients β_1 , β_2 and β_3 that show the effect of receiving one of the treatments relative to the control group. We calculate the Romano and Wolf (2016) step-down adjusted p-values (based on 1,000 bootstrap iterations) to test for multiple hypotheses and control for false rejection of the null hypothesis, and report them alongside the unadjusted p-values. We also estimated other specifications without including unbalanced variables in the vector of controls and without the baseline outcome of interest. Results for these regressions have been reported in Appendix H. To further understand if there are differences in the impact of the interventions on women and people with Spanish nationality, we have carried out a heterogeneity analysis (Appendix 0). The specification used is similar to the one detailed above without controls or baseline outcomes. Instead, we include dummy variables for gender (1 if women, 0 otherwise) and Spanish nationality (1 if the person has Spanish nationality, 0 otherwise), and their interactions with the corresponding treatment dummies. Specifically, heterogeneity for gender will be performed in labor and educational outcomes, and the analysis for nationality will be done only for labor outcomes.

We start by assessing the comparability across treatment groups accomplished by the random assignment. All sociodemographic variables are balanced between groups at the household level. As expected, we find imbalances in the specific comparisons of the treatment groups with the control group with a 10% significance level in the group of people from Melilla. As explained in section 2, this unbalance was considered at the moment of designing the randomization due to the great number of households that committed to participate in Melilla and the logistical limitations that existed in the program. Nevertheless, test shows there is still balance across all groups. We also examine the balance in quality-of-life outcomes for the household. The results of these

balancing checks can be found in Table 2. We find imbalances in 4 out of 7 indicators across all treatment groups with varying significance level, but the mean differences are significantly small in magnitude.

Balance checks for the sample of children and adolescents in Table 3 show that all sociodemographic variables are balanced across. Small differences can be seen in the comparison of specific groups in the variables of gender and age group 13 to 18 years old. Nevertheless, we do not consider this could influence the impact of the intervention. Finally, 1 out of 6 indicators are unbalanced across all treatment groups with a significance level of 5%. Table 4a and Table 4b contains the balance between experimental groups for the sample of adults and labor outcomes. It shows 2 unbalanced sociodemographic variables out of 17 with a 5% and 1% significance level: adults who speak Spanish and the highest level of studies completed. Additionally, only the indicator of general satisfaction with employment showed a slight unbalance at a 10% significance level. This could be due the fact that this outcome corresponds only to people employed at the time of collecting the baseline.

Overall, the process of randomization was successful at the different levels of analysis. In the case of unbalanced sociodemographic covariates, we will control for them in the corresponding empirical model. With respect to the differences between treatment groups in outcome variables, the baseline value of the dependent variable will be included in the model to consider that the experimental groups did not start from the same level.

Table 2. Balancing checks across groups for participating households

Variable	Soc-ed Mean/(Var)	Soc-lab Mean/(Var)	Soc-ed-lab Mean/(Var)	Soc Mean/(Var)
Municipality: Cadiz	0.22 (0.17)	0.23 (0.18)	0.23 (0.18)	0.2 (0.16)
Municipality: Fuenlabrada	0.27 (0.20)	0.27 (0.20)	0.27 (0.20)	0.24 (0.18)
Municipality: Sevilla	0.22 (0.17)	0.22 (0.17)	0.22 (0.17)	0.2 (0.16)
Municipality: Melilla	0.28 (0.20)	0.28 (0.20)	0.28 (0.20)	0.36 (0.23)
MLI or other minimum income beneficiaries	0.62 (0.24)	0.61 (0.24)	0.61 (0.24)	0.66 (0.22)
Unemployed or searching for a job during randomization	0.82 (0.15)	0.83 (0.14)	0.81 (0.16)	0.8 (0.16)
Single-parent family	0.35 (0.23)	0.34 (0.23)	0.38 (0.24)	0.31 (0.21)
Two-parent family	0.47 (0.25)	0.47 (0.25)	0.48 (0.25)	0.54 (0.25)
Extended family	0.05 (0.04)	0.05 (0.05)	0.04 (0.04)	0.03 (0.03)
Other type of family	0.13 (0.11)	0.13 (0.12)	0.1 (0.09)	0.12 (0.11)
Spanish nationality	0.61 (0.24)	0.66 (0.22)	0.62 (0.24)	0.62 (0.24)
Life satisfaction - aggregated	42.57 (220.81)	45.98 (201.39)	46.27 (181.47)	44.35 (231.84)
Standardized Index Life Satisfaction	-0.18* (1.01)	0.10* (0.92)	0.1* (0.86)	-0.02* (1.04)
Families with severe deprivation	0.51 (0.25)	0.46 (0.25)	0.42 (0.24)	0.48 (0.25)
Material and social deprivation	6.46 (7.95)	6.48 (7.96)	6.09 (6.98)	6.46 (8.10)
Access to social benefits - requested & approved	1.58*** (1.19)	1.78*** (1.52)	2.03*** (1.18)	1.66*** (1.50)
Access to social benefits - requested & pending or approved	1.83*** (1.36)	2.11*** (1.38)	2.30*** (1.21)	1.83*** (1.66)
Net monthly household income	5.21** (2.22)	4.99** (2.13)	5.29** (2.24)	5.42** (2.11)

Note: Standard robust errors in parenthesis. *p < 0.1, **p < 0.05, and ***p < 0.01.

Table 3. Balancing checks across groups for participating children and adolescents

Variable	Soc-ed Mean/(Var)	Soc-lab Mean/(Var)	Soc-ed-lab Mean/(Var)	Soc Mean/(Var)
Municipality: Cadiz	0.18 (0.33)	0.16 (0.30)	0.15 (0.29)	0.16 (0.30)
Municipality: Fuenlabrada	0.28 (0.45)	0.29 (0.44)	0.29 (0.46)	0.25 (0.42)
Municipality: Sevilla	0.18 (0.34)	0.18 (0.32)	0.20 (0.35)	0.15 (0.28)
Municipality: Melilla	0.36 (0.52)	0.36 (0.50)	0.36 (0.510)	0.45 (0.56)
MLI or other minimum income beneficiaries	0.62 (0.53)	0.61 (0.51)	0.62 (0.52)	0.69 (0.48)
Unemployed or searching for a job during randomization	0.81 (0.35)	0.84 (0.29)	0.77 (0.39)	0.81 (0.35)
Single-parent family	0.31 (0.47)	0.31 (0.46)	0.33 (0.49)	0.26 (0.43)
Two-parent family	0.55 (0.55)	0.54 (0.54)	0.55 (0.55)	0.62 (0.53)
Extended family	0.04 (0.09)	0.05 (0.10)	0.03 (0.06)	0.02 (0.04)
Other type of family	0.11 (0.22)	0.11 (0.20)	0.09 (0.18)	0.10 (0.20)
Women	0.49 (0.55)	0.47 (0.53)	0.53 (0.55)	0.45 (0.56)
Age group 0-3	0.12 (0.24)	0.13 (0.24)	0.11 (0.22)	0.14 (0.27)
Age group 4-6	0.17 (0.31)	0.17 (0.31)	0.20 (0.35)	0.18 (0.33)
Age group 7-12	0.39 (0.53)	0.38 (0.51)	0.39 (0.53)	0.42 (0.55)
Age group 13-18	0.32 (0.49)	0.32 (0.47)	0.30 (0.46)	0.26 (0.44)
Spanish nationality	0.81 (0.35)	0.84 (0.29)	0.81 (0.35)	0.82 (0.33)
Language spoken at home: Spanish	0.77 (0.29)	0.69 (0.38)	0.74 (0.33)	0.69 (0.38)
Completed studies	10.02 (45.27)	9.86 (43.62)	9.54 (42.59)	9.55 (35.83)
Standardized index interest continuing with studies	0.00 (0.85)	0.18 (1.59)	0.14 (1.78)	0.00 (1.18)
Hours spent studying	2.89 (2.44)	2.62 (2.63)	2.80 (3.21)	2.56 (2.30)
Parents' expectations of studies	5.61 (2.97)	5.56 (2.88)	5.58 (2.88)	5.62 (3.01)
Satisfaction with educational performance	7.06 (9.05)	7.21 (9.68)	7.69 (6.56)	7.36 (9.54)
Math Score - Standardized Test	2.33 (8.82)	2.07 (6.95)	2.32 (7.73)	2.35 (9.61)
Language Score - Standardized Test	4.81** (12.13)	3.78** (14.79)	4.61** (14.07)	4.35** (14.74)

Note: Standard robust errors are clustered by household and in parenthesis. *p < 0.1, **p < 0.05, and ***p < 0.01.

Table 4a. Balancing checks across groups for participating adults (cont.)

Variable	Soc-ed Mean/(Var)	Soc-lab Mean/(Var)	Soc-ed-lab Mean/(Var)	Soc Mean/(Var)
Municipality: Cadiz	0.21 (0.29)	0.23 (0.31)	0.21 (0.30)	0.19 (0.27)
Municipality: Fuenlabrada	0.26 (0.33)	0.25 (0.33)	0.27 (0.34)	0.23 (0.32)
Municipality: Sevilla	0.24 (0.31)	0.22 (0.30)	0.21 (0.30)	0.19 (0.27)
Municipality: Melilla	0.29 (0.36)	0.3 (0.37)	0.3 (0.37)	0.39 (0.42)
MLI or other minimum income beneficiaries	0.63 (0.40)	0.63 (0.41)	0.61 (0.42)	0.65 (0.40)
Unemployed or searching for a job during randomization	0.84 (0.24)	0.83 (0.24)	0.79 (0.29)	0.81 (0.27)
Single-parent family	0.26 (0.34)	0.23 (0.32)	0.26 (0.34)	0.19 (0.28)
Two-parent family	0.56 (0.43)	0.56 (0.43)	0.59 (0.43)	0.65 (0.41)
Extended family	0.06 (0.10)	0.09 (0.14)	0.06 (0.10)	0.05 (0.08)
Other type of family	0.11 (0.17)	0.12 (0.18)	0.09 (0.15)	0.11 (0.18)
Women	0.66 (0.39)	0.64 (0.40)	0.63 (0.41)	0.64 (0.41)
Age group 19-30	0.18 (0.25)	0.17 (0.24)	0.16 (0.23)	0.16 (0.23)
Age group 31-50	0.68 (0.37)	0.68 (0.37)	0.71 (0.36)	0.69 (0.37)
Age group 51 and over	0.14 (0.21)	0.15 (0.22)	0.13 (0.20)	0.14 (0.21)
Spanish nationality	0.62 (0.41)	0.62 (0.40)	0.6 (0.41)	0.6 (0.43)
Adults who speak Spanish (first or second language)	0.98** (0.04)	0.92** (0.13)	0.94** (0.10)	0.93** (0.12)
Completed studies - adults	4.12*** (6.06)	4.01*** (5.16)	4.43*** (6.28)	3.75*** (5.92)
People who report working (primary or secondary activity)	0.39 (0.36)	0.38 (0.35)	0.38 (0.36)	0.38 (0.37)
Worked last week of June 2022	0.39 (0.36)	0.37 (0.34)	0.37 (0.35)	0.37 (0.36)
Job search intensity	3.78 (14.26)	3.56 (10.46)	3.59 (11.50)	2.98 (11.21)
General satisfaction with employment	5.38* (10.21)	6.80* (8.58)	6.26* (9.05)	6.76* (7.33)

Note: Standard robust errors are clustered by household and in parenthesis. *p < 0.1, **p < 0.05, and ***p < 0.01.

Table 4b. Balancing checks across groups for participating adults

Variable	Soc-ed	Soc-lab	Soc-ed-lab	Soc
	Mean/(Var)	Mean/(Var)	Mean/(Var)	Mean/(Var)
Work status (July 2022)	0.33 (0.34)	0.31 (0.34)	0.34 (0.35)	0.33 (0.34)
Number of days worked (July 2022)	9.32 (297.02)	8.98 (301.53)	9.41 (299.92)	9.50 (304.81)
Number of days worked EFT (July 2022)	6.98 (204.46)	6.25 (185.73)	6.78 (190.10)	7.12 (200.72)
Labor intensity (July 2022)	0.30 (0.31)	0.29 (0.31)	0.30 (0.31)	0.31 (0.32)
Labor intensity EFT (July 2022)	0.23 (0.21)	0.20 (0.19)	0.22 (0.20)	0.23 (0.21)
Formal contracts (July 2022)	0.81 (0.18)	0.90 (0.11)	0.93 (0.08)	0.89 (0.12)
Stable contract (July 2022)	0.55 (0.28)	0.61 (0.28)	0.56 (0.28)	0.61 (0.27)
Full-time contract (July 2022)	0.26 (0.22)	0.32 (0.25)	0.37 (0.26)	0.34 (0.25)

Note: Standard robust errors are clustered by household and in parenthesis. *p < 0.1, **p < 0.05, and ***p < 0.01.

5 Results

We test our main hypotheses by focusing on the variables described in Section 3. We center the analysis on the results from the main empirical model which includes controls and baseline outcomes. Appendix H reports the results using alternative specifications without controls or baseline. It is important to note that all regressions include dummy variables for the randomization strata fixed effects.

Result 1: The comprehensive treatment shows a small positive effect on self-reported household income. The socio-educational and social-labor treatment groups have no effect on quality of life.

To examine the impact of the different interventions on the quality-of-life of households, we observe the results for the OLS model on the sample of households. The coefficients of the treatment groups on the main outcomes of life satisfaction and material and social deprivation are in Table 5 (columns 1 to 4). The results show that for the households assigned to the comprehensive treatment, the value of the aggregate outcome of life satisfaction is lower than for the households in the social treatment. Although, there is uncertainty about the magnitude of the impact. The evidence for a significant effect disappears once the p-values are adjusted for multiple testing. The social-educational and social-labor treatment don't show statistically significant effects on this outcome. Something similar happens with the socio-educational treatment's effect on the life satisfaction index which shows an increase of 0.25 standard deviations with respect to the social treatment. However, the effect loses significance once the p-values are adjusted. Still, the social-labor treatment continues to have no effect on life satisfaction.

None of the treatments have statistically significant effects on households that report having severe material and social deprivation. Even though, households that participate in the comprehensive treatment managed to reduce their aggregate measure of material and social deprivation, relative to the social treatment, the effect is no longer significant once we correct for multiple testing. Other treatments have no impact on this outcome.

For outcomes related to the access to social benefits (columns 5 and 6 of Table 5) participation of the households in the comprehensive treatment has a negative effect in the benefits requested and

approved, as well as in those requested and approved or in the process of approval compared to households participating in the social treatment. Similarly, households in the socio-educational group access less benefits in the outcome of access to social benefits requested and approved or in the process of approval relative to the social treatment. After adjustment for multiple testing, these effects fail to meet the highest threshold of 10% for statistical significance. Once again, the social-labor treatment has no statistically significant impact on the outcome of access to benefits. Finally, the three treatments present a positive effect of similar magnitude on the net monthly income of a household (column 7). This means that, while the households in the control group report having an income between 601 to 1,000 euros as net monthly income in the month of June 2023, the households assigned to the other treatments report making, on average, close to 1,001 to 1,200 euros in the same period. This effect is lost for the socio-educational and social-labor treatment groups after adjusting the p-values, and the statistical significance diminishes in the case of the comprehensive treatment.

Table 5. Effects of the treatment groups on quality-of-life outcomes

	Life Satisfaction - Aggregate	Standardized Index Life Satisfaction	Families with Severe Deprivation	Material and Social Deprivation -- Aggregate	Access Social Benefits - Requested & Approved	Access Social Benefits - Requested & Pending or Approved	Net Monthly Household Income
	(1)	(2)	(3)	(4)	(5)	(6)	(7)
Socio-educational (soc-ed)	2.78 (1.81) [0.12; 0.65]	0.25 (0.14) [0.06; 0.45]	0.05 (0.07) [0.42; 0.95]	-0.51 (0.41) [0.21; 0.79]	-0.10 (0.12) [0.40; 0.95]	-0.26 (0.14) [0.06; 0.46]	0.46 (0.19) [0.02; 0.18]
Social-labor (soc-lab)	-0.51 (1.84) [0.78; 0.95]	0.01 (0.14) [0.94; 0.95]	0.05 (0.07) [0.48; 0.95]	-0.58 (0.41) [0.16; 0.72]	-0.08 (0.14) [0.54; 0.95]	-0.21 (0.15) [0.16; 0.72]	0.43 (0.19) [0.03; 0.28]
Social, educational, labor (soc-ed-lab)	-3.32 (1.83) [0.07; 0.48]	-0.16 (0.14) [0.25; 0.82]	-0.03 (0.07) [0.69; 0.95]	-0.89 (0.42) [0.03; 0.32]	-0.21 (0.12) [0.08; 0.53]	-0.22 (0.13) [0.09; 0.57]	0.51 (0.19) [0.01; 0.08]
Controls	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Baseline	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Observations	388	388	406	406	419	419	515
R-squared	0.34	0.31	0.19	0.29	0.40	0.35	0.18
Mean	51.00	-0.02	0.46	7.06	1.86	2.12	5.23
Soc-ed = soc-lab	0.06	0.05	0.93	0.87	0.89	0.74	0.86
Soc-ed = soc-ed-lab	0.00	0.00	0.23	0.34	0.38	0.76	0.77
Soc-lab = soc-ed-lab	0.12	0.20	0.28	0.46	0.33	0.96	0.64

Note: all regressions include dummies for strata fix effects. The control included is Spanish citizenship. Robust standard errors are in parenthesis.

Unadjusted p-values (left) and p-values adjusted for multiple testing (right) are in braces. The p-values are computed using the step-down procedure discussed in Romano and Wolf (2016) with 1000 bootstrap replication. The number of hypotheses being tested simultaneously for each outcome is 21, this means testing the impact of 3 treatments and for seven outcomes.

Result 2: The socio-educational and comprehensive treatment groups increase educational performance in standardized test scores of language and mathematics by 1 point, approximately.

OLS estimations on schooling outcomes are based on the sample of participants between 0 and 18 years old. It is important to note that the indicators in this section refer specifically to the educational outcomes related to children and adolescents between the ages of 6 and 18 since few observations were collected for children that were less than 6 years old. To capture the different characteristics in the development and schooling of the participants in the sample, all regressions control for age. We also control for gender and Spanish nationality.

Results presented on Table 6 include outcomes for educational continuity, parents' expectations and student's performance. Overall, the results suggest that neither of the treatments have had an impact in the outcomes related to educational continuity or expectations of the parents (columns 1 to 4). It is relevant to note that the lower number of observations in the estimation of the impact on the index of interest in continuing with studies for participants in secondary education (column 1) may be affecting the significance of any effect from the treatments. Additionally, we observe that the comprehensive treatment has a statistically significant effect when observing the unadjusted p-values, increasing the outcome of parents' expectations on their children's studies relative to the social treatment (column 3). Nevertheless, the corrected p-values suggest that there is not sufficient evidence to reject the hypothesis that the treatment effect is different from zero. Finally, both the socio-educational treatment and the comprehensive treatment have a statistically significant and positive effect on the performance of students, measured as the score of standardized tests in mathematics and language (columns 5 and 6). This means that the participation of children and adolescents in any of these treatments results in an increase of approximately 1 point more than children and adolescent in the social treatment (this is roughly 30% and 20% of the social treatment's average scores of mathematics and language, respectively). The social-labor treatment continues to have no effect in any of these outcomes.

After the implementation of the final standardized tests, a concern was raised by the STC staff regarding the monitors in Melilla who may have helped the children and adolescents read the questions. To ensure consistency in the results on the scores of standardized tests shown in Table

6, we repeated these regressions without the Melilla sample. These results can be found in Table H.III. in Appendix H. The impact of the socio-educational and comprehensive treatment on the score of the standardized tests for language lose their statistical significance. However, we still observe statistically significant effects from both of these treatments on the score of the standardized test for mathematics. Although the magnitude of the effects is smaller than the effect shown on Table 6.

Appendix H also includes the results on the regressions for report cards which were calculated using a specification with controls but without baseline⁴⁵ (Table H.IIb.). Neither of the treatments has statistically significant effects on school grades from language and mathematics. It should be highlighted that the use of grades from report cards has limitations since schools have different characteristics that can affect students' grades. Since the information collected by STC does not include information of educational centers for each participant, controls with the characteristics of each educational centers cannot be included in the estimations.

⁴⁵ As explained in Section 3, we were not able to obtain report cards from the previous school year.

Table 6. Effects of the treatment groups on educational outcomes

	Standardized index interest continuing with studies	Hours spent studying	Parents' expectations	Satisfaction educational performance	Math Score Stand. Test	Language Score Stand. Test
	(1)	(2)	(3)	(4)	(5)	(6)
Socio-educational (soc-ed)	-0.11 (0.21) [0.58; 0.95]	-0.16 (0.18) [0.37; 0.86]	0.23 (0.23) [0.31; 0.82]	0.51 (0.31) [0.10; 0.26]	1.03 (0.34) [0.00; 0.00]	0.93 (0.33) [0.01; 0.01]
Social-labor (soc-lab)	0.12 (0.23) [0.60; 0.95]	-0.01 (0.19) [0.97; 1.00]	-0.24 (0.27) [0.37; 0.86]	0.14 (0.31) [0.66; 0.95]	0.33 (0.35) [0.34; 0.85]	0.25 (0.32) [0.44; 0.89]
Social, educational, labor (soc-ed-lab)	0.00 (0.25) [0.99; 1.00]	0.10 (0.17) [0.56; 0.95]	0.42 (0.23) [0.07; 0.15]	0.29 (0.24) [0.24; 0.67]	0.94 (0.33) [0.00; 0.01]	1.03 (0.32) [0.00; 0.00]
Controls	Yes	Yes	Yes	Yes	Yes	Yes
Baseline	Yes	Yes	Yes	Yes	Yes	Yes
Observations	168	544	604	544	493	490
R-squared	0.22	0.39	0.24	0.23	0.47	0.45
Mean	0.03	2.76	5.36	6.96	3.36	5.12
Soc-ed = soc-lab	0.33	0.39	0.07	0.26	0.05	0.04
Soc-ed = soc-ed-lab	0.64	0.1	0.37	0.42	0.77	0.72
Soc-lab = soc-ed-lab	0.64	0.54	0.01	0.6	0.08	0.01

Note: all regressions include dummies for strata fix effects. Standard errors are in parenthesis, and they have been clustered at the household level. Controls include variables for gender, age and Spanish nationality. Unadjusted p-values (left) and p-values adjusted for multiple testing (right) are in braces. The p-values are computed using the step-down procedure discussed in Romano and Wolf (2016) with 1000 bootstrap replication. The number of hypotheses being tested simultaneously for each outcome is 18, this means testing the impact of 3 treatments and for six outcomes.

The heterogeneity analysis reported in Tables G.Ia. and G.Ib. of Appendix 0 show gender-specific effects in the socio-educational treatment where the hours reported by parents that children spent studying is 0.25 points higher for women, while reducing the hours for men by 0.34 points. Other differential effects can be observed in the social-labor treatment where parents' expectations of their children's studies are reduced by 0.01 points if their child is female, compared to a reduction of 0.46 if their child is male. Additionally, the mathematics and language scores for the standardized test decrease in 0.33 points and 1.36 point, respectively, in girls with households assigned to the social-labor treatment (compared to boys whose scores increase in 1.3 points in mathematics and 1.5 for language). Although the adjusted p-values suggest that the gender-specific effects of the socio-labor treatment are only statistically significant for the language scores standardized test. We don't find gender-specific results from the comprehensive treatment in any of the educational outcomes.

Result 3: Neither of the treatments groups had a statistically significant effect on labor market insertion.

Finally, we study whether the treatments have an impact on outcomes related to labor market insertion. All estimations are based on the sample of participants older than 18 years of age. Regressions include the unbalances variables as controls (i.e. Spanish language, level of education achieved), as well as variables for gender and Spanish nationality. We observe in the estimates reported in Table 7 (columns 1 to 4) that, overall, there are no statistically significant effects of the treatments on the self-reported indicators of employment, job search and general satisfaction with employment. Despite the fact that participants in the experimental treatments report higher instances of employment after the intervention than those in the social treatment, the effect is indistinguishable from zero from a statistical point of view. The exception is that the socio-educational treatment appears to have a small effect on the indicator of people who are working in the last week of July 2023 (column 2), although not statistically different from the effect of the social-labor treatment and the effect of the comprehensive treatment. Furthermore, the effect disappears once the p-values are corrected by multiple testing.

Regarding the general job satisfaction indicator, it is relevant to highlight that the regressions without controls and baseline (columns 7 and 8 of Table H.IV. in Appendix H) show statistically

significant effect of the social-labor treatment and the comprehensive treatment on the outcome at a 5% level. In both cases, the treatments increase the level of general satisfaction with employment relative to the social treatment. However, the statistical significance of the estimates is lost once the baseline is added (column 4 of Table 7). This change in the significance of the coefficients could be explained by the drop in the number of observations and the nature of the data. The question of employment satisfaction is only answered by those participants who are working during the period referenced by the question. This results in observations decreasing by 43% when we add the outcome at baseline as control in the regression, making the coefficients unstable.

Table 7. Effects of the treatment groups on employment outcomes

	People who report working	Worked last week of July 2023	Job search intensity	Satisfaction employment
	(1)	(2)	(4)	(5)
Socio-educational (soc-ed)	0.09 (0.06) [0.13; 0.30]	0.10 (0.05) [0.05; 0.10]	0.30 (0.54) [0.58; 0.87]	0.73 (0.76) [0.34; 0.74]
Social-labor (soc-lab)	0.06 (0.06) [0.27; 0.63]	0.04 (0.05) [0.49; 0.87]	-0.82 (0.51) [0.11; 0.26]	0.92 (0.73) [0.21; 0.53]
Social, educational, labor (soc-ed-lab)	0.04 (0.06) [0.49; 0.87]	0.04 (0.05) [0.48; 0.87]	-0.24 (0.50) [0.63; 0.87]	0.25 (0.68) [0.71; 0.87]
Controls	Yes	Yes	Yes	Yes
Baseline	Yes	Yes	Yes	Yes
Observations	486	561	384	130
R-squared	0.27	0.28	0.11	0.33
Mean	0.51	0.44	3.35	6.13
Soc-ed=soc-lab	0.71	0.24	0.03	0.78
Soc-ed=soc-ed-lab	0.45	0.27	0.27	0.44
Soc-lab=soc-ed-lab	0.70	0.97	0.18	0.23

Note: all regressions include dummies for strata fix effects. Standard errors are in parenthesis, and they have been clustered at the household level. Controls include variables for gender, Spanish nationality, Spanish language, level of education achieved. Unadjusted p-values (left) and p-values adjusted for multiple testing (right) are in braces. The p-values are computed using the step-down procedure discussed in Romano and Wolf (2016) with 1000 bootstrap replication. The number of hypotheses being tested simultaneously for each outcome is 12, this means testing the impact of 3 treatments and for four outcomes.

To expand on the analysis of employment outcomes, we use the administrative data from the Continuous Work History Sample of the MISSM. We have estimated the effect of the treatments

on outcomes of employment status, labor intensity and type of contracts for the months of September 2023, October 2023, and the period of September to November 2023. The controls included in these regressions are the same from the ones used for the self-reported labor outcomes. Consistent with the self-reported estimations, we find null effects of the social-labor and comprehensive treatment across all employment status and labor intensity indicators and periods of time (Table 8).

We observe marginal effects in the social-educational treatment on the work status for the month of October 2023 (column 2 of Table 8), where participants of this treatment worked 6 percentual points (pp) more than participants in the social treatment group. Nevertheless, this impact is not present in the same indicator for the period of September to November 2023 (column 3) despite the fact that the treatment has an impact on the dependent variable of number of days worked and number of days worked EFT for the same period (columns 6 and 9). In fact, participants in the socio-educational treatment worked 1.8 days more than those in the social treatment for the period of October 2023 (column 5), and 5.6 days more between September and November 2023 (column 6). The statistical significance of the effect is lost for the period of October 2023 when the number of days is converted to full-time (column 8). Still, participants of the socio-educational treatment worked 4.4 more days EFT than participants in the social treatment. Similar results are observed for the variables of labor intensity which are calculated based on the number of days worked given the selected period of time. Despite these results, the evidence for statistically significant effects from the socio-educational treatment on the outcomes of work status, number of days worked, and labor intensity disappear once the adjustment is applied.

Results for the indicators of formality, stability and full-time contracts can be found in Table H.VIII. of Appendix H. We find no statistically significant effects across most treatments, indicators and periods of the analysis. Once again, the exception is the socio-educational treatment with a small effect in the probability of having a full-time contract in the month of September 2023 with a significance level of 10%. This effect disappears when the p-values are adjusted.

Table 8. Effects of the treatment groups on employment outcomes – administrative data

	Work Status			Number of Days Worked			Number of Days Worked EFT			Labor Intensity			Labor Intensity EFT		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
Socio-educational (soc-ed)	0.03 (0.04) [0.35; 0.94]	0.06 (0.04) [0.08; 0.32]	0.06 (0.04) [0.13; 0.50]	1.27 (1.05) [0.22; 0.77]	1.84 (1.10) [0.09; 0.36]	5.62 (3.07) [0.07; 0.24]	1.05 (0.86) [0.22; 0.77]	1.48 (0.92) [0.11; 0.42]	4.42 (2.59) [0.09; 0.33]	0.04 (0.03) [0.22; 0.77]	0.06 (0.04) [0.09; 0.36]	0.06 (0.03) [0.07; 0.24]	0.04 (0.03) [0.22; 0.77]	0.05 (0.03) [0.11; 0.42]	0.05 (0.03) [0.09; 0.33]
Social-labor (soc-lab)	-0.01 (0.03) [0.79; 0.99]	-0.02 (0.04) [0.64; 0.99]	-0.01 (0.04) [0.77; 1.00]	-0.19 (1.00) [0.85; 0.99]	-0.50 (1.06) [0.64; 0.99]	-0.92 (2.96) [0.76; 1.00]	-0.10 (0.85) [0.91; 1.00]	-0.53 (0.90) [0.56; 0.99]	-0.98 (2.53) [0.70; 0.98]	-0.01 (0.03) [0.85; 1.00]	-0.02 (0.03) [0.64; 0.99]	-0.01 (0.03) [0.76; 1.00]	-0.00 (0.03) [0.91; 1.00]	-0.02 (0.03) [0.56; 0.99]	-0.01 (0.03) [0.70; 0.98]
Social, educational, labor (soc-ed-lab)	0.02 (0.04) [0.53; 0.99]	-0.00 (0.04) [0.99; 1.00]	0.02 (0.04) [0.61; 0.97]	0.62 (1.10) [0.57; 0.99]	0.15 (1.14) [0.90; 0.99]	1.35 (3.20) [0.67; 0.98]	-0.07 (0.92) [0.94; 1.00]	-0.49 (0.97) [0.61; 0.99]	-0.66 (2.73) [0.81; 1.00]	0.02 (0.04) [0.57; 0.99]	0.00 (0.04) [0.90; 0.99]	0.01 (0.04) [0.67; 0.98]	-0.00 (0.03) [0.94; 1.00]	-0.02 (0.03) [0.61; 0.99]	-0.01 (0.03) [0.81; 1.00]
Controls	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Baseline	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Observations	1081	1081	1081	1081	1081	1081	1081	1081	1081	1081	1081	1081	1081	1081	1081
R-squared	0.32	0.30	0.32	0.32	0.30	0.33	0.34	0.32	0.34	0.32	0.30	0.33	0.34	0.32	0.34
Mean	0.36	0.35	0.38	9.74	10.05	28.86	7.53	7.78	22.45	0.32	0.32	0.32	0.25	0.25	0.25
Soc-ed = soc-lab	0.22	0.03	0.08	0.14	0.03	0.03	0.17	0.02	0.03	0.14	0.03	0.03	0.17	0.02	0.03
Soc-ed = soc-ed-lab	0.78	0.09	0.35	0.54	0.13	0.17	0.21	0.04	0.06	0.54	0.13	0.17	0.21	0.04	0.06
Soc-lab = soc-ed-lab	0.37	0.66	0.43	0.43	0.55	0.46	0.97	0.97	0.90	0.43	0.55	0.46	0.97	0.97	0.90

Note: columns (1), (4), (7), (10) and (13) are estimates calculated for dependent outcomes collected in the month of September 2023. Columns (2), (5), (8), (11) and (14) are estimates calculated for dependent outcomes collected in the month of October 2023. Columns (3), (6), (9), (12) and (15) are estimates calculated for dependent outcomes collected between September and November 2023. All regressions include dummies for strata fix effects. Standard errors are in parenthesis, and they have been clustered at the household level. Controls include variables for gender, Spanish nationality, Spanish language, level of education achieved. Unadjusted p-values (left) and p-values adjusted for multiple testing (right) are in braces. The p-values are computed using the step-down procedure discussed in Romano and Wolf (2016) with 1000 bootstrap replications. The number of hypotheses being tested simultaneously for each outcome is 24, this means testing the impact of 3 treatments and for 8 outcomes collected in a specific period.

Since the activities offered in the labor intervention had a particular focus on women, we performed a heterogeneity analysis. Results can be found on Table G.II. (Appendix 0). We observe in the self-reported outcomes that women are less likely to work during the period of reference for the endline. These results are consistent with the heterogeneity analysis done on the administrative data where the variable of women has statistically significant, negative coefficients in almost all indicators and periods of time for the analysis (Tables G.IVa. and G.IVb. in Appendix 0). The only differential effect is found in the comprehensive treatment on the self-reported outcome of employment which increased by 11 pp for women (column 1 in Table G.II.). This effect loses its statistical significance once the p-values are adjusted. No other differential treatment effects of gender are found in the rest of the outcomes⁴⁶.

We also performed a heterogeneity analysis on participants with Spanish nationality to assess the impact of the program on their ability to insert themselves in the labor market. For self-reported outcomes, we find no differential treatment effects on employment status (columns 1 and 2 in Table G.III., Appendix 0). We observe lower levels of intensity in the job search by Spanish nationals (column 3 in Table G.III., Appendix 0) that disappear once the p-values are corrected for multiple testing, and differential effects in the socio-educational treatment and social-labor treatment. The first one reduces the intensity of the job search of Spaniards and by 1.6 for non-Spaniards. Meanwhile, the second one increases the intensity of the job search by 0.41 points and reduces it by 2.5 for people without Spanish nationality. Additionally, the heterogeneity analysis of the indicators from the administrative data (Tables G.Va. and G.Vb., Appendix 0) shows differential treatment effects on nationality in the outcomes of work status of September 2023 where the probability of working in September 2023 had decreased for Spaniards by 1pp, while increasing for non-Spaniards by 14pp. These effects disappear once the p-values are corrected⁴⁷.

⁴⁶ We also observe a differential effect of the comprehensive treatment on the probability women have in the formality indicator (Table G.IVb.) Women participating in this treatment are approximately 6 pp more likely to have a formal contract in all the periods in Appendix 0 of analysis. The p-values adjusted suggest that these gender-specific effects may not be statistically significant.

⁴⁷ Statistical significance on the interaction term of the socio-educational treatment with the dummy of Spanish nationality indicate that there is also a heterogeneous effect for the indicators of number of days worked EFT and labor intensity EFT. However, the magnitude of the differential effect is close to zero and p-values corrected suggest the effects lack statistical significance. Finally, we also observe differential effects of Spanish nationality in the social-labor treatment and the comprehensive treatment that reduce the probability of having a full-time contract. However, the corrected p-values suggest that the treatment effect is not statistically significant.

6 Discussion and Conclusion

In this paper, we obtain causal evidence on the effect of providing a comprehensive program that combines social, educational, and labor market interventions to improve the well-being of households with children and adolescents who live socially excluded or at risk of social exclusion. The experimental design allows us to identify the contribution of each component of the program and compare their impact on different dimensions of a household's wellbeing. These dimensions include improvements in quality of life, education continuity and performance, and labor market inclusion indicators. We benefit from a unique collaboration with the NGO Save the Children who developed and implemented this program based on their experience providing social and educational support to our targeted population in Spain; as well as from the partnership established with the GSI through their Social Inclusion Policy Lab.

The results presented in the previous section suggest that offering a program that combines social, educational and labor support activities is not necessarily more effective than providing a combination of socio-educational support. We also find that providing social-labor support activities have no impact on many of the dimensions of a household wellbeing. These results can be signaling the ability STC Spain has in designing and implementing programs related to social and educational support. With 30 years serving at-risk and vulnerable children and adolescents, STC have designed social and educational activities that have shown to be highly effective in increasing educational performance. Incorporating an additional area such as labor may require a learning period. Further analysis on the intensity of the treatment may be required to understand better the results of the labor intervention.

As mentioned in section 5, the overall impact on quality-of-life indicators is very small since we find that only the comprehensive treatment has an effect on the self-reported monthly household income. However, it is important to mention some of the findings observed prior to the adjustment of the p-values for multiple testing, since they can be pointing at issues with the data collection of household information. On the one hand, we find that participation in comprehensive treatment has an impact on the reduction of self-declared material and social deprivation. This result is consistent with the increase we observe from all three treatment groups on the indicator of self-reported monthly household income. On the other hand, we find that the socio-educational

treatment increases life satisfaction. Nevertheless, we also find that the comprehensive treatment reduces the outcome of aggregate life satisfaction for participating households, and that both the comprehensive treatment and the socio-educational treatment can reduce the number of social benefits in a household.

Masselus and Fiala (2024) have recently pointed out that, despite its logistical and budgetary advantages, surveying a person of reference in the household can make the research more prone to measurement error which requires policymakers to interpret the data with caution. In this case, inconsistencies in the use of the person of reference answering the household questionnaires could have affected the final outcome since responses were sometimes collected from multiple or different adults. This may be of particular importance in the case of life satisfaction where answers can be reflecting how a particular respondent is feeling at the moment of being surveyed or information on household income where adults in the household could have inconsistent information on earnings.

It is also important to highlight the limitations of using self-reported information. Even though these types of questions can provide useful insights about perceptions of the household, expectations of parents, employment satisfaction, among other information, the final data collected may be subject to some response bias. Celhay, Meyer, and Mittag (2024) find that recalling can be an important source of error and that accuracy in survey responses depends on the cost and benefits of providing correct responses. In such sense, participants may over- or under-report their life satisfaction, material and social deprivation, access to benefits, level of income or job satisfaction depending on the pressure they feel to validate the program.

In the specific case of the aggregate measure of life satisfaction, we suspect participants could have readjusted the perception they had on their level of satisfaction with their lives. During a conversation with STC's social coordinators, it was mentioned the difficulty some of the participants had answering questions on social and material deprivation and life satisfaction during the baseline since that made them confront much of their reality. We believe this could have made them more critical of their current situation, making them rethink if they are actually satisfied with their life or if they perceive themselves as vulnerable or poor. This could have been of particular

importance for people receiving the comprehensive treatment since they received a greater intensity of the interventions. However, this explanation deserves greater analysis.

Regarding the indicators of educational expectations and academic performance, the socio-educational and comprehensive treatments increase the standardized tests scores in mathematics and language with no other effects from any of the treatments on educational expectations of the parents. To these results, we find that the socio-educational treatment has some effects on employment status reported at the end of the intervention prior to the correction for multiple testing. However, we ultimately find that neither of the treatments had the desired impact on labor outcomes. Further analysis on the intensity of treatment would be needed to understand the impact of the interventions on those households and their members who effectively attended the planned activities.

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The impact of comprehensive support for households on wellbeing, employment, and schooling: An RCT with Save the Children in Spain

Appendix

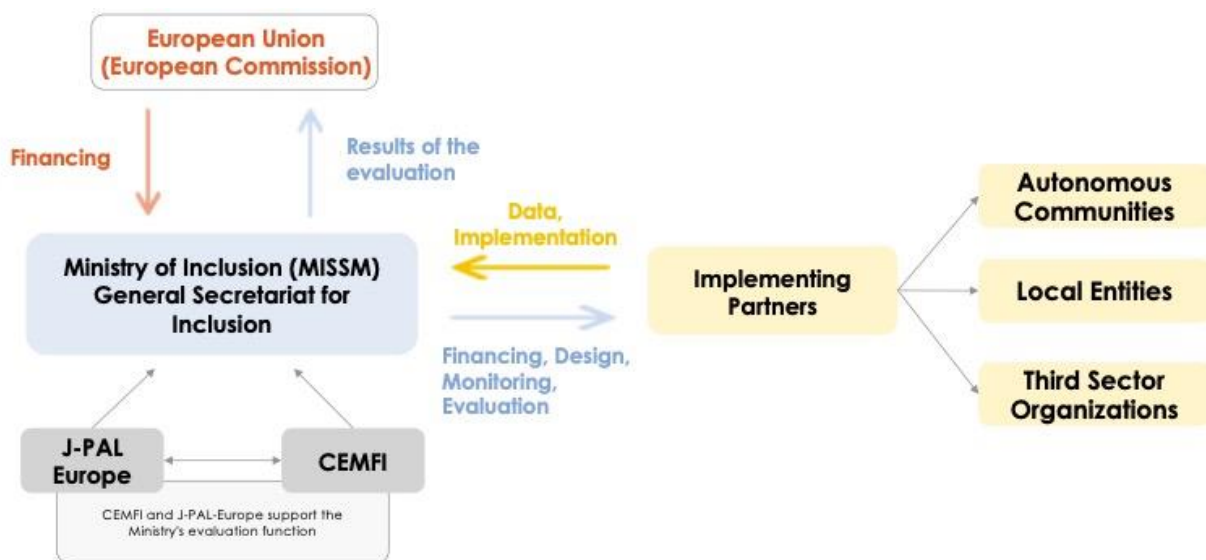
Verónica Gonzales Stuva

Pedro Rey-Biel

A The Social Inclusion Policy Lab

Under the framework of the Recovery, Transformation and Resilience Plan⁴⁸, the General Secretariat of Inclusion (GSI) of the Ministry of Inclusion, Social Security and Migration (MISSM) created the Social Inclusion Policy Lab to fulfill its commitment of developing strategies for social and economic inclusion. The objective of the Policy Lab is to evaluate the effectiveness of different policy options through the use of the methodology of randomized controlled trials (RCT), creating evidence that could later be used in the design of inclusion policies. As part of its first tasks, the GSI signed 34 agreements to implement projects in collaboration with autonomous communities, local entities and third sector organizations. Figure A.I. shows the governance framework established for the functioning of the Policy Lab which was based on partnerships and alliances with academic institutions, autonomous communities, local entities and third sector organizations. The aim of this governance framework has been to ensure an effective implementation of the RCT methodology that can provide detailed information on all the tested policy innovations to better inform the design of social inclusion policies in Spain.

Figure A.I. Governance Structure



Source: GSI (2024)

⁴⁸ The Recovery, Transformation and Resilience Plan is also known as the NextGeneration EU funds. It allows Spain to receive and channel recovery funds from the European Union.

B Stratified randomization

The final sample of households recruited for the program was 792 which needed to be divided into 4 treatment groups, with households randomly allocated to one of these groups. The process of randomization was carried out by the GSI team following a stratified method. The following variables were used to stratify the sample in a hierarchical way:

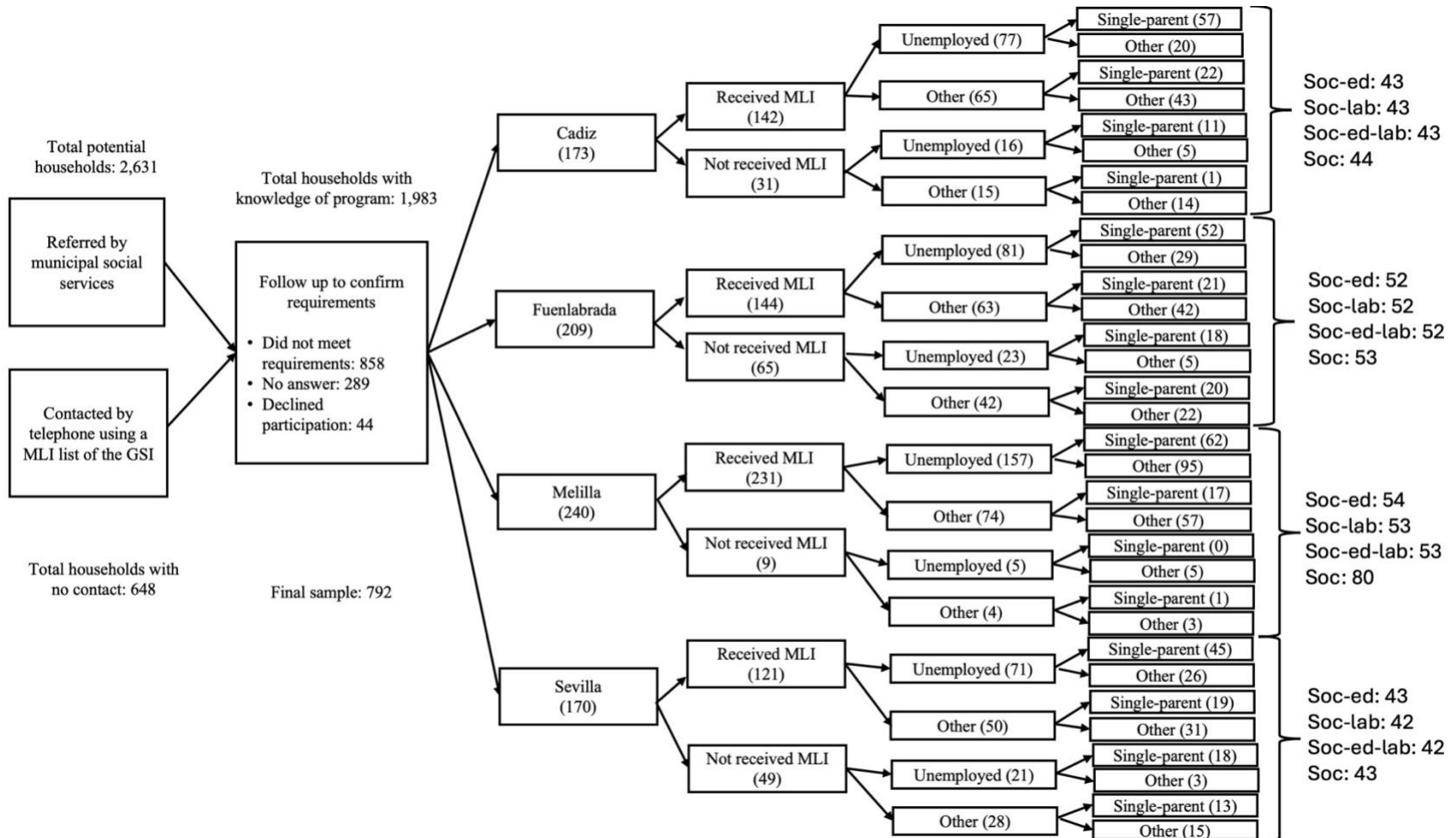
1. Municipality: Cadiz, Fuenlabrada, Melilla, and Sevilla.
2. Income benefits: the household receives the Minimum Living Income (MLI) and/or other minimum income scheme, or not.
3. Adult employment: all adults in the household are unemployed, or not⁴⁹.
4. Household composition: single-parent household⁵⁰, or not.

It is important to note that these variables were chosen because (i) they were considered relevant for the analysis, and (ii) they are highly related with the outcome variables included in the evaluation. Based on these variables, the final household sample was divided into 32 strata. Figure B.I. shows the process of randomization and the number of households allocated to each stratum. Each treatment group was finally formed by an average of 198 households. For the assignment to the treatment groups, a random order of the households was established within each of the strata using a random variable generated by SAS. As mentioned in Section 2, the allocation of households for the municipalities of Cadiz, Fuenlabrada and Sevilla was made in the following order: soc, soc-ed, soc-lab, soc-ed-lab, soc, etc. In the case of strata in which the size of the stratum is not divisible by four and there is a remainder, these "unmatched" households were assigned in order to the different groups. In the case of Melilla, the random allocation for each stratum was soc, soc-ed, soc-lab, soc, soc-ed-lab, soc-ed, soc, soc-lab, soc-ed-lab, etc.

⁴⁹ This variable does not include inactive people. It considers adults who have declared themselves as unemployed and looking for a job.

⁵⁰ These are considered to be households in which there is only one adult, or in which all adults (except the person of reference) are children of the person of reference.

Figure B.I. Sequence of Randomization



C Data collection

Save the Children (STC) collected field data through questionnaires from all members of the participating households. All questionnaires were developed by STC with input from the GSI and the research team. Originally, data collection was scheduled to happen at four moments in time: a baseline prior to randomization of the household and implementation of the interventions; a midline survey six months after implementation started; an endline survey after interventions were completed; and a second endline survey six months after the end of the program. However, to capture all the necessary information from all household members, multiple survey tools had to be designed which created the need partition the baseline in 2 phases. Furthermore, since the educational intervention ended earlier than the labor intervention, the endline survey had to be collected in two different moments. Finally, to increase the number of responses for the endline questionnaires, a reduced form of the survey was distributed at the end of 2023. Table C.I. summarizes the dates and information collected for the program.

Table C.I. Data collection schedule and survey tools

	Educational	Labor	Social
Baseline – Phase 1 July 2022			• Household questionnaire: person of reference. • Income from social benefits. • Employment status: people 16 years old or older.
Baseline - Phase 2 November – December 2022	• Questionnaire to parents about their children. • Questionnaire to students (elementary and secondary education). • Standardized tests (elementary and secondary education).	• Employment status (adults only). • Job search intensity. • Employment satisfaction.	• Life satisfaction: person of reference. • Access to social benefits.
Midline		• Employment status (adults only).	

March – April 2023		• Job search intensity. • Employment satisfaction.	
Endline – Phase 1 May – June 2023	• Questionnaire to parents about their children. • Questionnaire to students (elementary and secondary education). • Standardized tests (elementary and secondary education).		
Endline – Phase 2 August – September 2023		• Employment status (adults only). • Job search intensity. • Employment satisfaction.	• Household questionnaire: person of reference. • Access to social benefits. • Life satisfaction: person of reference.
Reduced Endline December 2023	• Questionnaire to parents about their children.	• Employment status (adults only).	• Household questionnaire: person of reference. • Access to social benefits. • Life satisfaction: person of reference.

Source: Information compiled from STC's quarterly reports.

D Definition and calculation of performance indicators

The following section contains a description of all the relevant outcomes and indicators used in the evaluation described in Section 3, and the questions used from the surveys. Table D.I. contains the name of the variable in Stata, the name of the outcomes, and an explanation for the calculation of each outcome variable. Table D.II. includes the name of the variable in Stata, questions for each variable, and their corresponding values.

Table D.I. Description of the outcome variables

Type of outcome	Stata name	Indicator	Calculation
Quality of Life	HP1a1	Aggregate Life Satisfaction	Sum of the values of the 8 dimensions of the life satisfaction questionnaire SAT1 + SAT2 + SAT3 + SAT4 + SAT5 + SAT6 + SAT7 + SAT8
	HP1a1	Standardized Life Satisfaction Index	Anderson's method (2008) standardized with the following variables: SAT1, SAT2, SAT3, SAT4, SAT5, SAT6, SAT7, SAT8
	HP1a2	Material and social deprivation	Sum of thirteen concepts: PRI_HOGAR1 == 1 + PRI_HOGAR2 == 1 + PRI_HOGAR3 == 1 + PRI_HOGAR4 == 1 + PRI_HOGAR5 == 1 + PRI_HOGAR6 == 1 + [PRI_HOGAR7_1 PRI_HOGAR7_2 PRI_HOGAR8_1 PRI_HOGAR8_2 PRI_HOGAR9_1 PRI_HOGAR9_2 PRI_HOGAR_10] == 1 + PRI_PERSO1 == 1 + PRI_PERSO2 == 1 + PRI_PERSO3 == 1 + PRI_PERSO4 == 1 + PRI_PERSO5 == 1 + PRI_PERSO6 == 1 ** All of these variables were recoded to 1 = NO and 0 = SI.
	HP1a2	Severe deprivation	Dichotomous variable that has a value of 1 when there are more than 7 material or social deprivations. Otherwise, take the value of 0.

	HS2a1	Access to benefits – requested and approved benefits	Sum of benefits if: [BENEFIT = 1 & SITUATION = 2] == 1 + [BENEFIT = 2 & SITUATION = 2] == 1 + [BENEFIT = 3 & SITUATION = 2] == 1 + [BENEFIT = 4 & SITUATION = 2] == 1 + [BENEFIT = 5 & SITUATION = 2] == 1 + [PERFORMANCE = 6 & SITUATION = 2] == 1
	HS2a1	Access to benefits – benefits applied for and pending or approved	Sum of benefits if: [BENEFIT = 1 & SITUATION = 2 SITUATION = 1] == 1 + [BENEFIT = 2 & SITUATION = 2 SITUATION = 1] == 1 + [PERFORMANCE = 3 & SITUATION = 2 SITUATION = 1] == 1 + [PERFORMANCE = 4 & SITUATION = 2 SITUATION = 1] == 1 + [BENEFIT = 5 & SITUATION = 2 SITUATION = 1] == 1 + [PERFORMANCE = 6 & SITUATION = 2 SITUATION = 1] == 1
	HS2a2	Net monthly household income in June 2023	PRI_HYMES
Labor market insertion	HP2a2	People who report working	Dichotomous variable that has a value of 1 when SITLAB1 = 1. Otherwise, take the value of 0.
	HP2a2	Worked last week of July 2023	TRAB
	HS2a1	Job search intensity	Sum of the values of the following variables: BUSCA4_1B + BUSCA4_2 + BUSCA4_3 + BUSCA4_4 + BUSCA4_5 + BUSCA4_6 + BUSCA4_7 + BUSCA4_8B + BUSCA4_9 ** Variables BUSCA4_1B and BUSCA4_8B were recoded to 1 = 1 2 = 2 3 = 3 or more
	HS2a3	Overall job satisfaction	SEM_SAT_GEN
Educational continuity and learning	HP3a1	Interest in continuing with standardized studies	Anderson's method (2008) standardized with the following variables: CAS12_001, CAS13
	HS3a1	Hours spent studying	NF14
	HS3a2	Parents' expectations of studies	CF20

	HS3a2	Satisfaction with educational performance	CF13_01
	HS3b1	Math Score – Standardized Test	FINAL – MATEMATICAS
	HS3b1	Language Score – Standardized Test	FINAL – LENGUA
	HS3b1	Language grade from the 3rd trimester report card	Spanish language and literature grade & TRIMESTER = 3
	HS3b1	Math grade from the 3rd trimester report card	Math grade & TRIMESTER = 3
	HS3b1	Language grade from the 4th trimester report card	Spanish language and literature grade & TRIMESTER = Eval final
	HS3b1	Math grade from the 4th trimester report card	Math Grade & TRIMESTER = Eval final

Table D.II. Questionnaire variable description

Stata Name	Question used	Values
SAT1	To what extent are you satisfied with the following aspects of your life?: With your economic situation	0 - 10
SAT2	To what extent are you satisfied with the following aspects of your life?: With your support networks (neighbors, friends)	0 – 10
SAT3	To what extent are you satisfied with the following aspects of your life?: With the free time you have	0 – 10
SAT4	To what extent are you satisfied with the following aspects of your life?: With your family life	0 – 10
SAT5	To what extent are you satisfied with the following aspects of your life?: With the conditions of your home	0 – 10
SAT6	To what extent are you satisfied with the following aspects of your life?: With the place where you live (neighborhood, neighborhood)	0 – 10
SAT7	To what extent are you satisfied with the following aspects of your life?: With your level of education, your education	0 – 10
SAT8	To what extent are you satisfied with the following aspects of your life?: With your state of health	0 – 10
PRI_HOGAR1	Material situation: Going on vacation away from home, at least one week a year	1=YES 2=NO

PRI_HOGAR2	Material situation: A meal of meat, poultry or fish (or its equivalent for vegetarians/vegans) at least every other day	1=YES 2=NO
PRI_HOGAR3	Material situation: Keeping your home at an adequate temperature (winter or summer)	1=YES 2=NO
PRI_HOGAR4	Material situation: Could the home replace damaged or old furniture?	1=YES 2=NO
PRI_HOGAR5	Material situation: Do you think your household has the capacity to meet an unforeseen expense of 700 euros with your own resources?	1=YES 2=NO
PRI_HOGAR6	Material situation: The household or one of its members has a car (includes company car available for private use)	1=YES 2=NO
PRI_HOGAR7_1	Material situation: Did you have mortgage loan payments requested for the purchase of your home?	1=YES 2=NO
PRI_HOGAR7_2	Material situation: Did you have any delays in those mortgage loan payments?	1=YES 2=NO
PRI_HOGAR8_1	Material situation: Did you have any payments on deferred purchases or other loans? (do not consider borrowing from the previous question)	1=YES 2=NO
PRI_HOGAR8_2	Material situation: Did you have any delays in those payments for deferred purchases?	1=YES 2=NO
PRI_HOGAR9_1	Material situation: Did you have any rent bill payments for your home?	1=YES 2=NO
PRI_HOGAR9_2	Material situation: Did you have any delays in those housing rent payments?	1=YES 2=NO
PRI_HOGAR_10	Material situation: Did you have any delays in paying bills for water, gas, heat, electricity, etc.)	1=YES 2=NO
PRI_PERSO1	Staff: 1. Do you replace damaged clothes with new ones (that are not second-hand)?	1=YES 2=NO
PRI_PERSO2	Staff: 2. Do you have two pairs of shoes, (or a suitable pair for any time of the year)?	1=YES 2=NO
PRI_PERSO3	Personal: 3. Do you get together with friends and/or family for lunch or drinks at least once a month?	1=YES 2=NO
PRI_PERSO4	Staff: 4. Do you regularly participate in leisure activities such as sports, cinema, concerts etc.?	1=YES 2=NO
PRI_PERSO5	Personal: 5. Do you spend a small amount of money on yourself each week?	1=YES 2=NO
PRI_PERSO6	Personal: 6. Do you have an internet connection (fixed or mobile) for personal use at home?	1=YES 2=NO
BENEFIT	Minimum Living Income (MLI) Child Aid Supplement of the MLI Electricity/thermal social bonus Minimum regional income Aid for the payment/rent of main residence Aid/Dining room grant	1 2 3 4 5 6
SITUATION	In process (goes to DIFFICULTIES) Requested and approved (go to DIFFICULTIES) Requested and denied (goes to DENEGACIÓN_MOTIVO)	1 2 3

	Unsolicited (becomes UNSOLICITED) Other situation (note in observations) NS/NS	4 5 99
PRI_HYMES	A household can have different sources of income, and more than one household member can contribute to their income. What are approximately the total net monthly household income in the last month of June?	1= Has no income 2= 1-100€ 3= 101-300 € 4= 301-600 € 5= 601-1,000 € 6= 1,001-1,200 € 7= €1,201-€1,500 8= 1.501-1.700€ 9= More than €1,700 99= NsNc
SITLAB1	What has been your main activity in the reference month? (Your main occupation)	1= Working 2= Unemployed, looking for a job 3= Housework, care (unpaid) 4= Studying 5= Performs unpaid community service, volunteering, charitable activities, etc. 6= Receives disability pension for work (specify) 7= Receives retirement pension (specify) 8= Receives some benefit or aid (specify) 9= Other 99= Ns/Nc 7= 1201-1500€ 8= 1501-1700€ 9= More than 1700€ 99= NsNc
TRAB	In the last week of [reference month], did you work, even if it was only for an hour?	1 = Yes 0 = No 99 = NsNc
BUSCA4_1B	In the last four weeks, in order to find work... What is the number of job offers you have applied for in the last month?	Numerical
BUSCA4_2	In the last four weeks, in order to find work... Have you studied or searched for job ads?	1 = YES 2 = NO 99 = NS/NC
BUSCA4_3	In the last four weeks, in order to find work... Have you posted or updated your resume online?	1 = YES 2 = NO 99 = NS/NC
BUSCA4_4	In the last four weeks, in order to find work...	1 = YES 2 = NO

	Have you connected with companies or employers directly?	99 = NS/NC
BUSCA4_5	In the last four weeks, in order to find work... Have you asked family or friends?	1 = YES 2 = NO 99 = NS/NC
BUSCA4_6	In the last four weeks, in order to find work... Have you contacted a public employment office?	1 = YES 2 = NO 99 = NS/NC
BUSCA4_7	In the last four weeks, in order to find work... Have you contacted a private employment office (Temporary Employment Agency-ETT)?	1 = YES 2 = NO 99 = NS/NC
BUSCA4_8B	In the last four weeks, in order to find work... How many interviews have you conducted in the last month?	Numerical
BUSCA4_9	In the last four weeks, in order to find work... Have you taken steps to start your own business?	1 = YES 2 = NO 99 = NS/NC
SEM_SAT_GEN	Satisfaction with their overall job	0 - 10
CAS12_001	What do you think you'll be doing in 5 years?	1 = I will be working, because the profession I aspire to have does not require me to continue with my studies (university degree, vocational training or diploma). 2 = I will be studying, because the profession I aspire to have requires me to continue my studies (university degree, vocational training or diploma). 3 = I will be working, because I need to be financially independent. 4 = I will be studying and working, because the profession I aspire to have requires me to continue my studies (university degree, vocational training or diploma) but I need to be financially independent. 5 = I will be studying or working for other reasons. 6 = I will be doing another activity (e.g.

		travelling, volunteering, learning languages, playing sports, etc.).
CAS13	Which of the following levels of study would you like to complete?	1 = THAT 2 = Intermediate Level Training Cycles. 3 = Baccalaureate. 4 = Higher Level Training Cycles. 5 = Bachelor's, Master's or Doctorate
CF20	What level of education do you expect your children to achieve?	1 = I don't care if he doesn't finish ESO 2 = I'll be happy with the end of ESO 3 = I hope I finish high school 4 = Completion of intermediate vocational training or equivalent 5 = Completion of higher level Vocational Training or equivalent 6 = Completion of a University Degree or equivalent 7 = Completion of a Master's Degree or a Doctorate
NF14	On average, how many hours a week do your child spend on homework, including studying?	1 = Less than an hour 2 = Between one and three hours 3 = Between three and six hours 4 = Between six and nine hours 5 = Between nine and twelve hours 6 = More than twelve hours
CF13_01	What would you say is your satisfaction with your child's educational performance? 0 being not at all satisfied and 10 being completely satisfied.	0 - 10
FINAL – MATEMÁTICAS	Final standardized test grade – Mathematics	0 - 10
FINAL – LANGUAGE	Final standardized test mark – Language	0 - 10

Lengua Castellana y Literatura	Quarterly note of the newsletter	0 - 10
Matemáticas	Quarterly note of the newsletter	0 - 10
TRIMESTRE	Quarter ID	1 2 3 Eval final

E Descriptive statistics

Tables E.I. and E.II. show the descriptive statistics of the relevant variables related to the participating sample in the evaluation. The tables contain characteristics of the participating households and their members. All the information included was collected at the beginning of the program (baseline).

Table E.I. Descriptive household statistics

Variable	Mean	Std. Dev.	Min.	Max.	Observations
Socio-education	0.24	0.43	0	1	792
Social-labor	0.24	0.43	0	1	792
Social-educational-labor	0.24	0.43	0	1	792
Social	0.28	0.45	0	1	792
<i>Sociodemographic variables</i>					
Municipality: Cadiz	0.22	0.41	0	1	792
Municipality: Fuenlabrada	0.26	0.44	0	1	792
Municipality: Sevilla	0.21	0.41	0	1	792
Municipality: Melilla	0.30	0.46	0	1	792
MLI or other minimum income beneficiaries during randomization	0.63	0.48	0	1	788
Unemployed or searching for a job during randomization	0.81	0.39	0	1	791
Single-parent family	0.34	0.48	0	1	787
Two-parent family	0.49	0.50	0	1	787
Extended family	0.04	0.20	0	1	787
Another type of family	0.12	0.33	0	1	787
Spanish nationality	0.63	0.48	0	1	717
Nationality EU	0.03	0.16	0	1	717
Nationality other European countries	0.01	0.10	0	1	717
Nationality country Latin America	0.08	0.27	0	1	717
Nationality country North America	0.00	0.05	0	1	717
Nationality country Africa	0.29	0.45	0	1	717
Nationality country Asia	0.00	0.00	0	0	717
Total household members	3.94	1.37	2	9	792

Outcome indicators: Quality of Life

Life satisfaction - aggregated	44.79	14.49	3	80	513
Standardized Index Life Satisfaction	0.00	0.98	-2.84	2.46	513
Families with severe deprivation	0.47	0.50	0	1	726
Material and social deprivation - aggregate	6.37	2.78	0	13	726
Access to social benefits - requested & approved	1.77	1.17	0	5	500
Access to social benefits - requested & pending or approved	2.01	1.20	0	5	500
Net monthly household income	5.24	1.48	1	9	751

Table E.I. Descriptive statistics of household members

Variable	Mean	Std. Dev.	Min.	Max.	Observations
<i>Sociodemographic variables</i>					
Municipality: Cadiz	0.18	0.39	0	1	3,133
Municipality: Fuenlabrada	0.27	0.44	0	1	3,133
Municipality: Sevilla	0.19	0.39	0	1	3,133
Municipality: Melilla	0.36	0.48	0	1	3,133
Spanish nationality	0.73	0.45	0	1	3,133
Nationality EU	0.02	0.12	0	1	2,835
Nationality other European countries	0.01	0.07	0	1	2,835
Nationality country Latin America	0.05	0.22	0	1	2,835
Nationality country North America	0.00	0.05	0	1	2,835
Nationality country Africa	0.22	0.41	0	1	2,835
Nationality country Asia	0.00	0.00	0	0	2,835
Woman	0.55	0.50	0	1	3,120
Age group 0-3	0.07	0.26	0	1	3,109
Age group 4-6	0.10	0.30	0	1	3,109
Age group 7-12	0.22	0.42	0	1	3,109
Age group 13-18	0.17	0.37	0	1	3,109
Age group 19-30	0.07	0.26	0	1	3,109
Age group 31-50	0.30	0.46	0	1	3,109
Age group 51 and over	0.06	0.24	0	1	3,109
Completed studies - adults	4.07	1.85	1	10	1,244
Adults who speak Spanish (first or second language)	0.96	0.21	0	1	2,834
Completed studies – children and adolescents	9.76	4.53	1	24	1,473
Language spoken at home: Spanish	0.72	0.45	0	1	576

Outcome indicators: education and learning

Standardized index interest continuing with studies	0.00	1.00	-2.4	2.35	244
Hours spent studying	2.72	1.20	1	6	653
Parents' expectations of studies	5.58	1.24	2	7	701
Satisfaction with educational performance	7.34	2.16	0	10	653
Math Score - Standardized Test	2.28	2.17	0	10	629
Language Score - Standardized Test	4.42	2.82	0	10	631
Language grade for 1st trimester*	5.83	2.19	1	10	560
Math grade for 1st trimester*	5.75	2.31	1	10	552
CREDI Score for Overall Development	50.56	3.09	40.52	54.23	57

Outcome indicators: labor insertion

People who report working (primary or secondary activity)	0.35	0.48	0	1	1,205
Worked last week of June 2022	0.34	0.47	0	1	1,205
Received remuneration for work in the week of June 2022	1.00	0.07	0	1	408
Hours worked (June 2022)	39.02	51.20	1	288	106
Job search intensity	3.45	3.12	0	13	603
General satisfaction with employment	6.35	2.90	0	10	234
Work status (July 2022)	0.32	0.47	0	1	1,261
Number of days worked (July 2022)	8.98	13.72	0	31	1,261
Number of days worked EFT (July 2022)	6.55	11.04	0	31	1,261
Labor intensity (July 2022)	0.29	0.44	0	1	1,261
Labor intensity EFT (July 2022)	0.21	0.36	0	1	1,261
Formal contracts (July 2022)	0.88	0.32	0	1	444
Stable contract (July 2022)	0.59	0.49	0	1	347
Full-time contract (July 2022)	0.32	0.47	0	1	347

*Report cards from the 1st trimester correspond to the first three months when the intervention started. Therefore, could not be used as the baseline.

F Power calculations

This note provides estimates of the statistical power that can be obtained through the impact evaluation of STC's program in Spain, using a RCT methodology.

1. Introduction

The targeted population for the project is comprised by households with school-age children (0-18 years old), currently living in Cadiz, Fuenlabrada, Sevilla, or Melilla, with sufficient knowledge of Spanish, and an income level below the poverty line. Part of the program participants have been derived to STC by social services working in each of the four selected municipalities. The other set of participants come from a sample of beneficiaries of the MLI and the Child Support Supplement (CAPI) who were contacted by STC staff via telephone. It is important to note that all members of a family are considered participants of the program.

The main hypothesis of the experiment is that a comprehensive program that incorporates social, labor and educational components can be more effective on improving the well-being of children and adolescents of vulnerable families than other programs that only provide social support.

To this date, Save the Children Spain has managed to capture a total of 792 households to participate in their social inclusion program. These households belong to four different cities and have been divided into four groups.

Table F.I. Household treatment group random allocation

	Soc-ed	Soc-lab	Soc-ed-lab	Soc	Total
Cádiz	43	43	43	44	173
Fuenlabrada	52	52	52	53	209
Melilla	54	53	53	80	240
Sevilla	43	42	42	43	170
Total	192	190	190	220	792

The socio-educational (soc-ed) group will receive social and educational support interventions. This last group of interventions will be targeted towards members of the household that are under the of 18 years old. The social-labor (soc-lab) group will receive social and labor support for the adult members of the household. The comprehensive group (soc-ed-lab) will receive a combination

of the three previously mentioned interventions (social + labor + education). The social treatment group (soc), also known as the control group, will receive social support interventions.

Finally, according to the documentation provided by STC, data will be collected in four stages. That is, there will be a baseline, a mid-line survey six months after the beginning of the project implementation, a first endline survey after the completion of the intervention, and a second endline survey six months after the completion of the intervention.

2. Assumptions and Calculations

The statistical software Stata has been used to estimate the statistical power of Save the Children's program. Given that the implementation of the program started at the beginning of September 2022, the calculations assume a set sample size of 792 households evenly divided into four treatment groups – that is 198 households per treatment group. No level of stratification has been considered in the sample and the ratio between the samples of each group is assumed to be 1.

Two impact indicators have been selected for the analysis based on the final set of indicators provided by Save the Children⁵¹:

- The average monthly income in the household, measured by using total available rent from the previous year before any social transfers except for income perceived from private pension schemes. The calculation of this indicator assumes that the annual income can be equally divided in 12 months.
- Percentage of adults employed in the household, calculated as the sum of adults who responded that were currently employed, and divided by the total number of adults in the household that answered to the survey.

The means and standard deviations for each of these indicators were calculated using *the Encuesta de Condiciones de Vida* for the year 2021. To perform these calculations, the individual and household databases were used and merged to identify the region and level of poverty of a household. The final sample selected from the survey were households from the regions of Madrid, Melilla and Andalucía, that have been identified to be at risk of poverty or social exclusion, and

⁵¹ It was hard to find an indicator to represent the impact on education of the program, given that most indicators that will be used by STC Spain were not available in the national surveyed used for this analysis.

with at least one dependent child⁵². Given that the randomization has been done at a household level, the calculations of the means for the impact indicators have been done at that same level. Finally, based on other power calculations performed by the GSI team, the estimations assume that the difference between the means of the treated and control group are of 10% and the standard deviation is the same for both.

Other assumptions considered in the calculations are:

- Level of significance of 95%.
- One data collection will occur before the randomization of households and two follow-up measurements.
- The correlation between baseline and follow-ups and between follow up measurements is of 0.85 for the indicator of average monthly income and 0.83 for the indicator of percentage of adults employed. These correlations have been calculated using the longitudinal databases for the *Living Conditions Survey* 1998-200.

The estimations allow to conclude that given the assumptions stated before, a sample size of 198 in each treatment group, and a minimum detectable effect of 10% will give a power of approximately 72%, in the case of average monthly income, and a power of 69% for the indicator of percentage of adults employed in a household.

3. Sensitivity Analysis

This section shows changes in the power of the estimations when key assumptions are changed. Graphs 1a and 1 b show a change in the sample size given two different levels of significance. Meanwhile, Graphs 2a and 2b show changes in the ratio of the treatment groups under different levels of significance.

Figure F.I. Changes in Sample Size

F.I.a: Average Monthly Income

F.I.b: Percentage of Employed Adults

⁵² Different from the program, the survey defined as dependent children both people from 0 to 18 years old, and people between the ages of 18 and 25 who are not currently working.

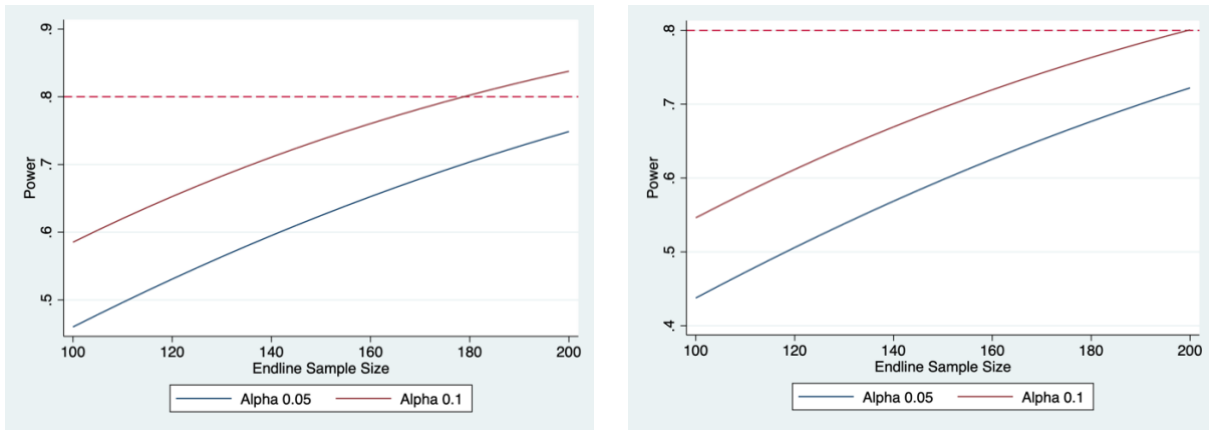
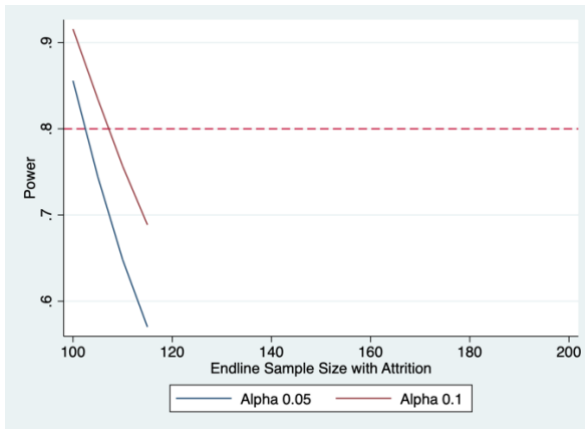


Figure F.II. Changes in the Ratio of the Treatment Groups

F.II.a: Average Monthly Income



F.II.b: Percentage of Employed Adults



G Heterogeneity of results

Table G.Ia. Heterogenous treatment effects of gender on educational outcomes (cont.)

	Standardized index interest continuing with studies	Hours spent studying	Parents' expectations	Satisfaction with educational performance	Math stand. Test score	Language stand. Test score
	(1)	(2)	(3)	(4)	(5)	(6)
Socio-educational (soc-ed)	-0.02 (0.27) [0.94; 1.00]	-0.34 (0.16) [0.04; 0.22]	0.16 (0.22) [0.49; 1.00]	0.6 (0.33) [0.07; 0.43]	1.07 (0.52) [0.04; 0.23]	1.08 (0.53) [0.04; 0.24]
Woman	0.39 (0.29) [0.19; 0.9]	-0.14 (0.14) [0.34; 1.00]	-0.01 (0.15) [0.93; 1.00]	0.55 (0.26) [0.03; 0.20]	0.53 (0.44) [0.22; 0.94]	1.58 (0.47) [0.00; 0.00]
Soc-ed x woman	0.07 (0.38) [0.85; 1.00]	0.59 (0.19) [0.00; 0.01]	0.12 (0.22) [0.59; 1.00]	0.03 (0.38) [0.95; 1.00]	0.13 (0.68) [0.84; 1.00]	0.26 (0.61) [0.67; 1.00]
Social-labor (soc- lab)	0.26 (0.38) [0.49; 1.00]	-0.33 (0.20) [0.09; 0.60]	-0.47 (0.26) [0.07; 0.46]	0.23 (0.35) [0.5; 1.00]	1.25 (0.61) [0.04; 0.23]	1.51 (0.59) [0.01; 0.06]
Soc-lab x Woman	-0.25 (0.49) [0.61; 1.00]	0.29 (0.23) [0.21; 0.92]	0.46 (0.24) [0.06; 0.38]	-0.27 (0.39) [0.49; 1.00]	-1.58 (0.75) [0.03; 0.2]	-2.87 (0.69) [0.00; 0.00]
Social, educational, labor (soc-ed-lab)	0.22 (0.33) [0.5; 1.00]	-0.03 (0.18) [0.87; 1.00]	0.36 (0.23) [0.11; 0.65]	0.19 (0.31) [0.54; 1.00]	1.6 (0.53) [0.00; 0.01]	1.55 (0.53) [0.00; 0.01]
Soc-ed-lab x Woman	-0.1 (0.49) [0.84; 1.00]	0.27 (0.22) [0.22; 0.93]	0.04 (0.23) [0.85; 1.00]	0.46 (0.39) [0.23; 0.95]	-0.64 (0.63) [0.31; 0.99]	-1.01 (0.65) [0.12; 0.71]
Observations	206	834	891	836	496	494
R-squared	0.18	0.29	0.13	0.12	0.17	0.21
Mean	-0.04	2.7	5.38	6.93	3.36	5.1

Note: all regressions include dummies for strata fix effects. Standard errors are in parenthesis, and they have been clustered at the household level. Unadjusted p-values (left) and p-values adjusted for multiple testing (right) are in braces. The p-values are computed using the step-down procedure discussed in Romano and Wolf (2016) with 1000 bootstrap replication. The number of hypotheses tested simultaneously for each outcome is 70.

Table G.Ib. Heterogenous treatment effects of gender on educational outcomes

	Language grade 3rd trimester	Math grade 3rd trimester	Language grade 4th trimester	Math grade 4th trimester
	(7)	(8)	(9)	(10)
Socio-educational (soc-ed)	0.02 (0.36) [0.95; 1.00]	0.28 (0.42) [0.51; 1.00]	-0.04 (0.35) [0.91; 1.00]	-0.27 (0.40) [0.51; 1.00]
Woman	0.94 (0.43) [0.03; 0.18]	-0.02 (0.52) [0.96; 1.00]	1.1 (0.38) [0.00; 0.01]	0.08 (0.40) [0.83; 1.00]
Soc-ed x woman	0.15 (0.58) [0.79; 1.00]	0.4 (0.69) [0.56; 1.00]	-0.28 (0.52) [0.59; 1.00]	0.42 (0.58) [0.47; 1.00]
Social-labor (soc-lab)	0.37 (0.49) [0.44; 1.00]	0.21 (0.50) [0.67; 1.00]	0.29 (0.42) [0.49; 1.00]	0.29 (0.45) [0.53; 1.00]
Soc-lab x Woman	-0.59 (0.72) [0.41; 1.00]	-0.02 (0.74) [0.98; 1.00]	-0.53 (0.58) [0.36; 1.00]	-0.00 (0.61) [0.99; 1.00]
Social, educational, labor (soc-ed-lab)	0.12 (0.37) [0.74; 1.00]	0.31 (0.42) [0.46; 1.00]	0 (0.35) [0.99; 1.00]	0.32 (0.38) [0.41; 1.00]
Soc-ed-lab x Woman	-0.13 (0.57) [0.82; 1.00]	0.08 (0.66) [0.90; 1.00]	-0.34 (0.52) [0.51; 1.00]	-0.26 (0.57) [0.64; 1.00]
Observations	426	420	493	486
R-squared	0.13	0.08	0.09	0.06
Mean	5.93	5.51	6.09	5.77

Note: all regressions include dummies for strata fix effects. Standard errors are in parenthesis, and they have been clustered at the household level. Unadjusted p-values (left) and p-values adjusted for multiple testing (right) are in braces. The p-values are computed using the step-down procedure discussed in Romano and Wolf (2016) with 1000 bootstrap replication. The number of hypotheses tested simultaneously for each outcome is 70.

Table G.II. Heterogenous treatment effects of gender on labor outcomes

	People who report working	Worked last week of July 2023	Job search intensity	Employment Satisfaction
	(1)	(2)	(3)	(4)
Socio-educational (soc-ed)	-0.01 (0.13) [0.95; 1.00]	0.09 (0.12) [0.48; 0.98]	0.4 (1.31) [0.76; 1.00]	-0.38 (1.14) [0.74; 1.00]
Woman	-0.26 (0.10) [0.01 ; 0.08]	-0.19 (0.09) [0.03 ; 0.18]	-0.42 (1.18) [0.72; 1.00]	-0.21 (1.07) [0.85; 1.00]
Soc-ed x Woman	0.11 (0.14) [0.46; 0.98]	-0.01 (0.14) [0.97; 1.00]	-0.4 (1.43) [0.78; 1.00]	1.44 (1.36) [0.29; 0.89]
Social-labor (soc-lab)	-0.11 (0.14) [0.45; 0.98]	-0.11 (0.12) [0.36; 0.95]	-0.85 (1.28) [0.51; 0.99]	0.75 (1.15) [0.51; 0.99]
Soc-lab x Woman	0.18 (0.15) [0.25; 0.85]	0.15 (0.13) [0.26; 0.85]	0.18 (1.38) [0.90; 1.00]	0.66 (1.34) [0.62; 1.00]
Social, educational, labor (soc-ed-lab)	-0.14 (0.13) [0.28; 0.87]	-0.08 (0.11) [0.50; 0.99]	0.02 (1.29) [0.99; 1.00]	1.06 (1.05) [0.31; 0.91]
Soc-ed-lab x Woman	0.25 (0.14) [0.08 ; 0.41]	0.16 (0.13) [0.21; 0.79]	-0.15 (1.39) [0.91; 1.00]	-0.18 (1.19) [0.88; 1.00]
Observation	518	604	458	233
R-squared	0.2	0.21	0.08	0.22
Mean	0.52	0.44	3.17	6.08

Note: all regressions include dummies for strata fix effects. Standard errors are in parenthesis, and they have been clustered at the household level. Unadjusted p-values (left) and p-values adjusted for multiple testing (right) are in braces. The p-values are computed using the step-down procedure discussed in Romano and Wolf (2016) with 1000 bootstrap replication. The number of hypotheses tested simultaneously for each outcome is 28.

Table G.III. Heterogenous treatment effects of nationality on labor outcomes

	People who report working	Worked last week of July 2023	Job search intensity	Employment satisfaction
	(1)	(2)	(3)	(4)
Socio-educational (soc-ed)	0.06 (0.10) [0.50; 0.96]	0.04 (0.09) [0.64; 1.00]	-1.61 (0.82) [0.05 ; 0.17]	1.1 (1.30) [0.40; 0.89]
Spanish nationality	-0.02 (0.09) [0.83; 1.00]	-0.02 (0.08) [0.83; 1.00]	-1.60 (0.79) [0.04 ; 0.15]	1.26 (1.20) [0.29; 0.81]
Soc-ed x Spanish nationality	0.06 (0.12) [0.64; 1.00]	0.10 (0.11) [0.38; 0.88]	-2.73 (1.01) [0.01 ; 0.04]	-0.60 (1.41) [0.67; 1.00]
Social-labor (Soc-lab)	0.06 (0.10) [0.56; 0.98]	0.03 (0.08) [0.73; 1.00]	-2.45 (0.78) [0.00 ; 0.01]	1.11 (1.15) [0.34; 0.83]
Soc-lab x Spanish nationality	0.01 (0.13) [0.96; 1.00]	0.00 (0.11) [0.97; 1.00]	2.86 (0.96) [0.00 ; 0.02]	0.34 (1.31) [0.80; 1.00]
Social, educational, labor (soc-ed-lab)	-0.01 (0.10) [0.94; 1.00]	0 (0.08) [0.96; 1.00]	-0.86 (0.81) [0.29; 0.81]	1.82 (1.18) [0.12; 0.41]
Soc-ed-lab x Spanish nationality	0.13 (0.12) [0.29; 0.81]	0.09 (0.11) [0.43; 0.92]	1.31 (0.97) [0.18; 0.58]	-1.27 (1.31) [0.33; 0.83]
Observations	501	576	451	230
R-squared	0.20	0.2	0.1	0.23
Mean	0.51	0.44	3.19	6.08

Note: all regressions include dummies for strata fix effects. Standard errors are in parenthesis, and they have been clustered at the household level. Unadjusted p-values (left) and p-values adjusted for multiple testing (right) are in braces. The p-values are computed using the step-down procedure discussed in Romano and Wolf (2016) with 1000 bootstrap replication. The number of hypotheses tested simultaneously for each outcome is 28.

Table G.IVa. Heterogenous treatment effects of gender on labor outcomes – administrative data (cont.)

	Work Status			Number of Days Worked			Number of Days Worked EFT			Labor Intensity			Labor Intensity ETF		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
Socio-educational (soc-ed)	0.02 (0.07) [0.74; 1.00]	0.03 (0.07) [0.68; 1.00]	0.02 (0.07) [0.83; 1.00]	0.50 (2.06) [0.81; 1.00]	0.39 (2.10) [0.85; 1.00]	0.57 (6.12) [0.93; 1.00]	0.77 (1.91) [0.69; 1.00]	0.84 (1.96) [0.67; 1.00]	1.46 (5.70) [0.80; 1.00]	0.02 (0.07) [0.81; 1.00]	0.01 (0.07) [0.85; 1.00]	0.01 (0.07) [0.93; 1.00]	0.03 (0.06) [0.69; 1.00]	0.03 (0.06) [0.67; 1.00]	0.02 (0.06) [0.80; 1.00]
Woman	-0.11 (0.05) [0.04; 0.17]	-0.12 (0.05) [0.02; 0.07]	-0.14 (0.05) [0.01; 0.02]	-2.79 (1.59) [0.08; 0.36]	-3.77 (1.61) [0.02; 0.06]	-12.18 (4.76) [0.01; 0.02]	-3.49 (1.41) [0.01; 0.05]	-4.23 (1.43) [0.00; 0.00]	-13.53 (4.24) [0.00; 0.00]	-0.09 (0.05) [0.08; 0.36]	-0.12 (0.05) [0.02; 0.06]	-0.13 (0.05) [0.01; 0.02]	-0.12 (0.05) [0.01; 0.05]	-0.14 (0.05) [0.01; 0.00]	-0.15 (0.05) [0.00; 0.00]
Soc-ed x woman	0.02 (0.08) [0.84; 1.00]	0.04 (0.08) [0.61; 1.00]	0.05 (0.08) [0.54; 1.00]	0.65 (2.42) [0.79; 1.00]	1.67 (2.46) [0.50; 1.00]	5.54 (7.14) [0.44; 1.00]	0.44 (2.16) [0.84; 1.00]	1.02 (2.20) [0.64; 1.00]	4.05 (6.41) [0.53; 1.00]	0.02 (0.08) [0.79; 1.00]	0.05 (0.08) [0.50; 1.00]	0.06 (0.08) [0.44; 1.00]	0.01 (0.07) [0.84; 1.00]	0.03 (0.07) [0.64; 1.00]	0.04 (0.07) [0.53; 1.00]
Social-labor (soc-lab)	-0.02 (0.07) [0.71; 1.00]	-0.02 (0.07) [0.75; 1.00]	-0.03 (0.07) [0.62; 1.00]	-0.11 (1.94) [0.96; 1.00]	-0.88 (2.00) [0.66; 1.00]	-2.32 (5.92) [0.69; 1.00]	-0.41 (1.77) [0.82; 1.00]	-1.41 (1.78) [0.43; 0.99]	-4.11 (5.34) [0.44; 1.00]	-0.00 (0.06) [0.96; 1.00]	-0.03 (0.06) [0.66; 1.00]	-0.03 (0.07) [0.69; 1.00]	-0.01 (0.06) [0.82; 1.00]	-0.05 (0.06) [0.43; 0.99]	-0.05 (0.06) [0.44; 1.00]
Soc-lab x woman	0.01 (0.07) [0.90; 1.00]	-0.00 (0.08) [0.96; 1.00]	0.01 (0.08) [0.88; 1.00]	-0.51 (2.20) [0.82; 1.00]	0.23 (2.26) [0.92; 1.00]	0.08 (6.62) [0.99; 1.00]	0.00 (1.94) [1.00; 1.00]	0.92 (1.94) [0.64; 1.00]	2.44 (5.76) [0.67; 1.00]	-0.02 (0.07) [0.82; 1.00]	0.01 (0.07) [0.92; 1.00]	0.00 (0.07) [0.99; 1.00]	0.00 (0.06) [1.00; 1.00]	0.03 (0.06) [0.64; 1.00]	0.03 (0.06) [0.67; 1.00]
Social, educational, labor (soc-ed-lab)	-0.01 (0.07) [0.93; 1.00]	-0.01 (0.07) [0.86; 1.00]	0.02 (0.07) [0.77; 1.00]	0.06 (2.02) [0.98; 1.00]	-0.47 (2.09) [0.82; 1.00]	0.28 (6.07) [0.96; 1.00]	0.00 (1.85) [1.00; 1.00]	-0.59 (1.90) [0.75; 1.00]	-0.69 (5.60) [0.90; 1.00]	0.00 (0.07) [0.98; 1.00]	-0.02 (0.07) [0.82; 1.00]	0.00 (0.07) [0.96; 1.00]	0.00 (0.06) [1.00; 1.00]	-0.02 (0.06) [0.75; 1.00]	-0.01 (0.06) [0.90; 1.00]
Soc-ed-lab x Woman	0.06 (0.08) [0.44; 0.99]	0.04 (0.08) [0.60; 1.00]	0.03 (0.08) [0.73; 1.00]	1.11 (2.29) [0.63; 1.00]	1.27 (2.36) [0.59; 1.00]	2.43 (6.83) [0.72; 1.00]	0.07 (2.00) [0.97; 1.00]	0.40 (2.03) [0.84; 1.00]	0.30 (5.93) [0.96; 1.00]	0.04 (0.08) [0.63; 1.00]	0.04 (0.08) [0.59; 1.00]	0.03 (0.08) [0.72; 1.00]	0.00 (0.07) [0.97; 1.00]	0.01 (0.07) [0.84; 1.00]	0.00 (0.07) [0.96; 1.00]
Observations	1242	1242	1206	1242	1242	1206	1242	1242	1206	1242	1242	1206	1242	1242	1206
R-squared	0.11	0.11	0.12	0.10	0.10	0.12	0.10	0.10	0.12	0.10	0.10	0.12	0.10	0.10	0.12
Mean	0.35	0.34	0.39	9.63	9.89	29.57	7.50	7.72	23.18	0.32	0.32	0.32	0.25	0.25	0.25

Note: columns (1), (4), (7), (10) and (13) are estimates calculated for dependent outcomes collected in the month of September 2023. Columns (2), (5), (8), (11) and (14) are estimates calculated for dependent outcomes from collected in the month of October 2023. Columns (3), (6), (9), (12) and (15) are estimates calculated for dependent outcomes from collected between September and November 2023. All regressions include dummies for strata fix effects. Standard errors are in parenthesis, and they have been clustered at the household level. Unadjusted p-values (left) and p-values adjusted for multiple testing (right) are in braces. The p-values are computed using the step-down procedure discussed in Romano and Wolf (2016) with 1000 bootstrap replications. The number of hypotheses being tested simultaneously for each outcome collected in a specific period of time is 56.

Table G.IVb. Heterogenous treatment effects of gender on labor outcomes – administrative data

	Formality			Stability			Full-time		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Socio-educational (soc-ed)	-0.13 (0.09) [0.15; 0.65]	-0.12 (0.09) [0.16; 0.69]	-0.11 (0.08) [0.16; 0.67]	0.04 (0.10) [0.66; 1.00]	-0.02 (0.10) [0.85; 1.00]	0.03 (0.10) [0.8; 1.00]	0.04 (0.12) [0.72; 1.00]	0.10 (0.11) [0.36; 0.97]	0.05 (0.11) [0.64; 1.00]
Woman	-0.07 (0.08) [0.35; 0.98]	-0.08 (0.08) [0.28; 0.91]	-0.06 (0.07) [0.39; 0.99]	-0.12 (0.10) [0.25; 0.89]	-0.12 (0.10) [0.23; 0.85]	-0.06 (0.11) [0.55; 1.00]	-0.27 (0.10) [0.01; 0.01]	-0.34 (0.10) [0.00; 0.00]	-0.31 (0.10) [0.00; 0.00]
Soc-ed x woman	0.12 (0.11) [0.24; 0.89]	0.12 (0.11) [0.24; 0.87]	0.10 (0.10) [0.30; 0.94]	-0.10 (0.14) [0.49; 1.00]	-0.07 (0.14) [0.61; 1.00]	-0.07 (0.14) [0.6; 1]	0.06 (0.14) [0.65; 1.00]	0.01 (0.14) [0.91; 1.00]	0.01 (0.14) [0.94; 1.00]
Social-labor (soc-lab)	-0.03 (0.08) [0.69; 1.00]	-0.03 (0.08) [0.73; 1.00]	-0.04 (0.07) [0.58; 1.00]	0.05 (0.10) [0.63; 1.00]	0.01 (0.09) [0.89; 1.00]	0.06 (0.10) [0.53; 1]	-0.11 (0.12) [0.35; 0.98]	-0.13 (0.12) [0.26; 0.89]	-0.20* (0.11) [0.07; 0.30]
Soc-lab x woman	0.04 (0.09) [0.70; 1.00]	0.03 (0.10) [0.75; 1.00]	0.04 (0.09) [0.63; 1.00]	-0.09 (0.14) [0.48; 1.00]	-0.05 (0.13) [0.68; 1.00]	-0.14 (0.14) [0.32; 0.96]	0.04 (0.14) [0.77; 1.00]	0.08 (0.14) [0.57; 1.00]	0.14 (0.14) [0.32; 0.96]
Social, educational, labor (soc-ed-lab)	-0.12 (0.08) [0.15; 0.64]	-0.11 (0.08) [0.19; 0.77]	-0.09 (0.07) [0.21; 0.83]	-0.04 (0.11) [0.72; 1.00]	-0.10 (0.11) [0.36; 0.97]	-0.01 (0.11) [0.93; 1]	-0.07 (0.12) [0.53; 1.00]	-0.07 (0.12) [0.52; 1.00]	-0.10 (0.11) [0.37; 0.98]
Soc-ed-lab x Woman	0.19 (0.10) [0.05; 0.22]	0.17 (0.10) [0.07; 0.32]	0.14 (0.08) [0.09; 0.43]	-0.01 (0.14) [0.92; 1.00]	0.03 (0.15) [0.82; 1.00]	-0.08 (0.14) [0.57; 1.00]	0.03 (0.13) [0.84; 1.00]	0.05 (0.14) [0.72; 1.00]	0.04 (0.13) [0.74; 1.00]
Observations	468	460	541	385	377	421	385	377	421
R-squared	0.10	0.11	0.08	0.10	0.12	0.11	0.20	0.20	0.17
Mean	0.85	0.84	0.87	0.73	0.73	0.66	0.41	0.42	0.45

Note: columns (1), (4), (7), (10) and (13) are estimates calculated for dependent outcomes collected in the month of September 2023. Columns (2), (5), (8), (11) and (14) are estimates calculated for dependent outcomes from collected in the month of October 2023. Columns (3), (6), (9), (12) and (15) are estimates calculated for dependent outcomes from collected between September and November 2023. All regressions include dummies for strata fix effects. Standard errors are in parenthesis, and they have been clustered at the household level. Unadjusted p-values (left) and p-values adjusted for multiple testing (right) are in braces. The p-values are computed using the step-down procedure discussed in Romano and Wolf (2016) with 1000 bootstrap replications. The number of hypotheses being tested simultaneously for each outcome collected in a specific period of time is 56.

Table G.Va. Heterogenous treatment effects of nationality on labor outcomes – administrative data (cont.)

	Work Status			Number of Days Worked			Number of Days Worked EFT			Labor Intensity			Labor Intensity ETF		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
Socio-educational (soc-ed)	0.14 (0.06) [0.02; 0.06]	0.13 (0.06) [0.03; 0.11]	0.13 (0.06) [0.03; 0.12]	3.71 (1.78) [0.04; 0.14]	4.4 (1.80) [0.01; 0.04]	12.34 (5.19) [0.02; 0.06]	3.53 (1.61) [0.03; 0.10]	3.76 (1.61) [0.02; 0.07]	10.95 (4.71) [0.02; 0.07]	0.12 (0.06) [0.04; 0.14]	0.14 (0.06) [0.01; 0.04]	0.14 (0.06) [0.02; 0.06]	0.12 (0.05) [0.03; 0.10]	0.12 (0.05) [0.02; 0.07]	0.12 (0.05) [0.02; 0.07]
Spanish nationality	0.06 (0.06) [0.29; 0.89]	0.04 (0.06) [0.52; 1.00]	0.05 (0.06) [0.39; 0.98]	1.49 (1.70) [0.38; 0.98]	1.92 (1.72) [0.27; 0.89]	3.87 (5.13) [0.45; 0.99]	1.77 (1.43) [0.21; 0.81]	2.06 (1.45) [0.16; 0.68]	4.89 (4.34) [0.26; 0.91]	0.05 (0.06) [0.38; 0.98]	0.06 (0.06) [0.27; 0.89]	0.04 (0.06) [0.45; 0.99]	0.06 (0.05) [0.21; 0.81]	0.07 (0.05) [0.16; 0.68]	0.05 (0.05) [0.26; 0.91]
Soc-ed x Spanish nationality	-0.15 (0.08) [0.07; 0.30]	-0.10 (0.08) [0.26; 0.88]	-0.10 (0.09) [0.26; 0.91]	-3.62 (2.42) [0.14; 0.57]	-3.90 (2.50) [0.12; 0.54]	-10.01 (7.27) [0.17; 0.71]	-3.51 (2.13) [0.09; 0.42]	-3.26 (2.20) [0.14; 0.62]	-9.22 (6.44) [0.15; 0.67]	-0.12 (0.08) [0.14; 0.57]	-0.13 (0.08) [0.12; 0.54]	-0.11 (0.08) [0.17; 0.71]	-0.12 (0.07) [0.09; 0.42]	-0.11 (0.07) [0.14; 0.62]	-0.10 (0.07) [0.15; 0.67]
Social-labor (soc-lab)	-0.03 (0.06) [0.66; 1.00]	-0.04 (0.06) [0.50; 0.99]	-0.04 (0.06) [0.46; 0.99]	-0.30 (1.69) [0.86; 1.00]	-0.54 (1.73) [0.76; 1.00]	-2.92 (5.12) [0.57; 1.00]	0.22 (1.47) [0.88; 1.00]	-0.05 (1.49) [0.97; 1.00]	-1.40 (4.44) [0.75; 1.00]	-0.01 (0.06) [0.86; 1.00]	-0.02 (0.06) [0.76; 1.00]	-0.03 (0.06) [0.57; 1.00]	0.01 (0.05) [0.88; 1.00]	-0.00 (0.05) [0.97; 1.00]	-0.02 (0.05) [0.75; 1.00]
Soc-lab x Spanish nationality	0.02 (0.08) [0.78; 1.00]	0.04 (0.08) [0.65; 1.00]	0.04 (0.08) [0.6; 1.00]	0.12 (2.28) [0.96; 1.00]	0.02 (2.34) [0.99; 1.00]	2.23 (6.91) [0.75; 1.00]	-0.74 (1.93) [0.70; 1.00]	-0.95 (1.94) [0.63; 1.00]	-0.74 (5.81) [0.9; 1.00]	0.00 (0.08) [0.96; 1.00]	0.00 (0.08) [0.99; 1.00]	0.02 (0.08) [0.75; 1.00]	-0.02 (0.06) [0.7; 1.00]	-0.03 (0.06) [0.63; 1.00]	-0.01 (0.06) [0.9; 1.00]
Social, educational, labor (soc-ed-lab)	0.03 (0.06) [0.64; 1.00]	-0.01 (0.06) [0.91; 1.00]	0.00 (0.06) [0.98; 1.00]	0.39 (1.72) [0.82; 1.00]	0.10 (1.74) [0.95; 1.00]	-1.01 (4.95) [0.84; 1.00]	-0.71 (1.40) [0.61; 1.00]	-0.81 (1.44) [0.58; 1.00]	-3.54 (4.13) [0.39; 0.98]	0.01 (0.06) [0.82; 1.00]	0.00 (0.06) [0.95; 1.00]	-0.01 (0.05) [0.84; 1.00]	-0.02 (0.05) [0.61; 1.00]	-0.03 (0.05) [0.58; 1.00]	-0.04 (0.05) [0.39; 0.98]
Soc-ed-lab x Spanish nationality	0.03 (0.08) [0.74; 1.00]	0.05 (0.08) [0.57; 1.00]	0.07 (0.08) [0.42; 0.99]	1.18 (2.38) [0.62; 1.00]	0.91 (2.46) [0.71; 1.00]	6.18 (7.05) [0.38; 0.98]	1.52 (1.98) [0.44; 0.99]	1.05 (2.06) [0.61; 1.00]	5.84 (5.97) [0.33; 0.97]	0.04 (0.08) [0.62; 1.00]	0.03 (0.08) [0.71; 1.00]	0.07 (0.08) [0.38; 0.98]	0.05 (0.07) [0.44; 0.99]	0.03 (0.07) [0.61; 1.00]	0.06 (0.07) [0.33; 0.97]
Observations	1128	1128	1094	1128	1128	1094	1128	1128	1094	1128	1128	1094	1128	1128	1094
R-squared	0.11	0.10	0.11	0.10	0.09	0.11	0.09	0.08	0.10	0.10	0.09	0.11	0.09	0.08	0.10
Mean	0.35	0.34	0.38	9.45	9.75	29.09	7.35	7.60	22.77	0.32	0.31	0.32	0.24	0.25	0.25

Note: columns (1), (4), (7), (10) and (13) are estimates calculated for dependent outcomes collected in the month of September 2023. Columns (2), (5), (8), (11) and (14) are estimates calculated for dependent outcomes from collected in the month of October 2023. Columns (3), (6), (9), (12) and (15) are estimates calculated for dependent outcomes from collected between September and November 2023. All regressions include dummies for strata fix effects. Standard errors are in parenthesis, and they have been clustered at the household level. Unadjusted p-values (left) and p-values adjusted for multiple testing (right) are in braces. The p-values are computed using the step-down procedure discussed in Romano and Wolf (2016) with 1000 bootstrap replications. The number of hypotheses being tested simultaneously for each outcome collected in a specific period of time is 56.

Table G.Vb. Heterogenous treatment effects of nationality on labor outcomes – administrative data

	Formality			Stability			Full-time		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Socio-educational (soc-ed)	-0.07 (0.09) [0.43; 0.99]	-0.06 (0.09) [0.48; 0.99]	-0.07 (0.07) [0.33; 0.97]	0.04 (0.10) [0.70; 1.00]	0.03 (0.10) [0.76; 1.00]	0.09 (0.11) [0.39; 0.98]	0.22 (0.12) [0.08; 0.33]	0.17 (0.12) [0.18; 0.75]	0.16 (0.13) [0.2; 0.82]
Spanish nationality	-0.04 (0.08) [0.57; 1.00]	-0.05 (0.08) [0.52; 1.00]	-0.06 (0.07) [0.38; 0.98]	-0.05 (0.11) [0.66; 1.00]	0.01 (0.11) [0.95; 1.00]	-0.02 (0.11) [0.84; 1.00]	0.24 (0.11) [0.03; 0.09]	0.21 (0.11) [0.06; 0.25]	0.25 (0.11) [0.03; 0.11]
Soc-ed x Spanish nationality	0.03 (0.11) [0.81; 1.00]	0.02 (0.11) [0.85; 1.00]	0.03 (0.09) [0.74; 1.00]	-0.08 (0.14) [0.55; 1.00]	-0.17 (0.14) [0.24; 0.86]	-0.18 (0.14) [0.21; 0.82]	-0.25 (0.15) [0.11; 0.44]	-0.13 (0.16) [0.41; 0.98]	-0.17 (0.16) [0.27; 0.92]
Social-labor (soc-lab)	-0.13 (0.11) [0.23; 0.83]	-0.14 (0.10) [0.18; 0.76]	-0.13 (0.09) [0.13; 0.60]	0.05 (0.12) [0.70; 1.00]	0.03 (0.12) [0.83; 1.00]	0.09 (0.12) [0.45; 0.99]	0.16 (0.13) [0.23; 0.83]	0.13 (0.13) [0.33; 0.96]	0.10 (0.14) [0.45; 0.99]
Soc-lab x Spanish nationality	0.14 (0.12) [0.24; 0.83]	0.15 (0.12) [0.18; 0.76]	0.14 (0.10) [0.17; 0.71]	-0.10 (0.16) [0.5; 1.00]	-0.11 (0.15) [0.48; 0.99]	-0.18 (0.16) [0.26; 0.91]	-0.35 (0.16) [0.03; 0.12]	-0.31 (0.16) [0.06; 0.25]	-0.30 (0.16) [0.06; 0.25]
Social, educational, labor (soc-ed-lab)	0.04 (0.08) [0.63; 1.00]	0.06 (0.07) [0.43; 0.98]	0.02 (0.07) [0.77; 1.00]	-0.06 (0.11) [0.59; 1.00]	-0.10 (0.11) [0.36; 0.96]	-0.09 (0.11) [0.42; 0.99]	0.04 (0.11) [0.72; 1.00]	0.07 (0.12) [0.56; 1.00]	0.07 (0.12) [0.55; 1.00]
Soc-ed-lab x Spanish nationality	-0.08 (0.10) [0.38; 0.98]	-0.11 (0.10) [0.25; 0.87]	-0.06 (0.08) [0.50; 0.99]	0.00 (0.14) [0.99; 1.00]	0.02 (0.15) [0.87; 1.00]	0.04 (0.15) [0.79; 1.00]	-0.23 (0.14) [0.11; 0.44]	-0.25 (0.15) [0.09; 0.40]	-0.28 (0.15) [0.05; 0.23]
Observations	422	416	490	349	343	382	349	343	382
R-squared	0.11	0.11	0.08	0.10	0.12	0.12	0.17	0.15	0.14
Mean	0.86	0.85	0.88	0.73	0.73	0.66	0.41	0.42	0.44

Note: columns (1), (4), (7), (10) and (13) are estimates calculated for dependent outcomes collected in the month of September 2023. Columns (2), (5), (8), (11) and (14) are estimates calculated for dependent outcomes from collected in the month of October 2023. Columns (3), (6), (9), (12) and (15) are estimates calculated for dependent outcomes from collected between September and November 2023. All regressions include dummies for strata fix effects. Standard errors are in parenthesis, and they have been clustered at the household level. Unadjusted p-values (left) and p-values adjusted for multiple testing (right) are in braces. The p-values are computed using the step-down procedure discussed in Romano and Wolf (2016) with 1000 bootstrap replications. The number of hypotheses being tested simultaneously for each outcome collected in a specific period of time is 56.

H Additional tables

Table H.I. Effects of the treatment groups on quality-of-life outcomes – alternative specifications

	Life Satisfaction - Aggregate		Standardized Index Life Satisfaction		Families with Severe Deprivation		Material and Social Deprivation -- Aggregate		Access Social Benefits - Requested & Approved		Access Social Benefits - Requested & Pending or Approved		Net Monthly Household Income	
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Socio-educational (soc-ed)	0.25 (2.06) [0.90; 0.99]	-0.06 (2.08) [0.98; 0.99]	0.05 (0.15) [0.75; 0.99]	0.03 (0.15) [0.83; 0.99]	0.07 (0.07) [0.31; 0.92]	0.08 (0.07) [0.27; 0.89]	-0.41 (0.43) [0.34; 0.93]	-0.41 (0.43) [0.34; 0.93]	-0.16 (0.12) [0.20; 0.88]	-0.20 (0.13) [0.12; 0.69]	-0.25 (0.13) [0.06; 0.52]	-0.29 (0.14) [0.03; 0.32]	0.30 (0.19) [0.10; 0.69]	0.37 (0.19) [0.06; 0.49]
Social-labor (soc-lab)	-0.89 (2.04) [0.66; 0.99]	-0.93 (2.05) [0.65; 0.99]	-0.01 (0.15) [0.92; 0.99]	-0.01 (0.15) [0.93; 0.99]	0.03 (0.07) [0.64; 0.99]	0.03 (0.07) [0.67; 0.99]	-0.64 (0.45) [0.15; 0.79]	-0.73 (0.44) [0.10; 0.65]	-0.16 (0.13) [0.22; 0.88]	-0.18 (0.13) [0.16; 0.78]	-0.18 (0.14) [0.19; 0.86]	-0.21 (0.14) [0.14; 0.72]	0.22 (0.20) [0.25; 0.90]	0.26 (0.20) [0.19; 0.80]
Social, educational, labor (soc-ed-lab)	-2.19 (1.99) [0.27; 0.90]	-2.34 (2.02) [0.25; 0.87]	-0.08 (0.15) [0.61; 0.99]	-0.08 (0.15) [0.60; 0.99]	-0.05 (0.07) [0.50; 0.98]	-0.03 (0.07) [0.63; 0.99]	-1.08 (0.44) [0.01; 0.17]	-1.06 (0.44) [0.02; 0.18]	-0.04 (0.12) [0.75; 0.99]	-0.09 (0.12) [0.49; 0.98]	0.03 (0.13) [0.85; 0.99]	-0.01 (0.13) [0.92; 0.99]	0.44 (0.19) [0.02; 0.24]	0.47 (0.20) [0.02; 0.18]
Controls	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes
Baseline	No	No	No	No	No	No	No	No	No	No	No	No	No	No
Observations	413	406	413	406	413	406	413	406	549	523	549	523	555	528
R-squared	0.12	0.12	0.09	0.09	0.14	0.15	0.20	0.21	0.21	0.21	0.18	0.19	0.10	0.11
Mean	50.83	51.01	-0.02	-0.02	0.46	0.46	7.04	7.06	1.77	1.79	1.97	2.01	5.25	5.20
Soc-ed = soc-lab	0.57	0.66	0.67	0.75	0.61	0.53	0.60	0.47	1.00	0.93	0.63	0.59	0.67	0.59
Soc-ed = soc-ed-lab	0.21	0.24	0.39	0.44	0.09	0.11	0.11	0.12	0.33	0.38	0.04	0.05	0.46	0.59
Soc-lab = soc-ed-lab	0.50	0.46	0.67	0.64	0.25	0.37	0.31	0.45	0.35	0.45	0.14	0.16	0.26	0.29

Note: all regressions include dummies for strata fix effects. The control included is Spanish citizenship. Robust standard errors are in parenthesis. Unadjusted p-values (left) and p-values adjusted for multiple testing (right) are in braces. The p-values are computed using the step-down procedure discussed in Romano and Wolf (2016) with 1000 bootstrap replication. The number of hypotheses being tested simultaneously for each outcome and type of specification is 21, this means testing the impact of 3 treatments and for seven outcomes.

Table H.IIa. Effects of the treatment groups on educational outcomes – alternative specifications (cont.)

	Standardized index interest continuing with studies		Hours spent studying		Parents' expectations		Satisfaction educational performance		Math Score Stand. Test		Language Score Stand. Test	
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
Socio- educational (soc-ed)	0.04 (0.19) [0.85; 1.00]	0.01 (0.18) [0.97; 1.00]	-0.05 (0.14) [0.74; 1.00]	-0.07 (0.15) [0.62; 1.00]	0.21 (0.18) [0.25; 0.80]	0.22 (0.18) [0.23; 0.76]	0.64 (0.25) [0.01; 0.01]	0.63 (0.25) [0.01; 0.02]	1.11 (0.41) [0.01; 0.01]	0.96 (0.39) [0.02; 0.02]	1.19 (0.38) [0.00; 0.00]	1.20 (0.37) [0.00; 0.00]
Social-labor (soc-lab)	0.13 (0.23) [0.56; 0.99]	0.11 (0.23) [0.62; 1.00]	-0.19 (0.15) [0.22; 0.76]	-0.20 (0.16) [0.21; 0.72]	-0.25 (0.22) [0.26; 0.83]	-0.32 (0.23) [0.17; 0.62]	0.11 (0.25) [0.66; 1.00]	0.09 (0.26) [0.74; 1.00]	0.42 (0.40) [0.30; 0.89]	0.28 (0.40) [0.48; 0.99]	-0.00 (0.42) [0.99; 1.00]	-0.03 (0.43) [0.95; 1.00]
Social, educational, labor (soc-ed- lab)	0.18 (0.21) [0.38; 0.95]	0.18 (0.21) [0.40; 0.97]	0.10 (0.15) [0.51; 0.99]	0.07 (0.15) [0.67; 1.00]	0.36 (0.18) [0.04; 0.10]	0.38 (0.18) [0.04; 0.09]	0.49 (0.22) [0.02; 0.04]	0.45 (0.23) [0.05; 0.11]	1.26 (0.41) [0.00; 0.00]	1.04 (0.40) [0.00; 0.01]	1.22 (0.38) [0.00; 0.00]	1.06 (0.38) [0.01; 0.01]
Controls	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes
Baseline	No	No	No	No	No	No	No	No	No	No	No	No
Observations	209	205	839	800	896	855	841	803	500	494	498	492
R-squared	0.15	0.18	0.27	0.29	0.12	0.16	0.10	0.13	0.16	0.27	0.15	0.18
Mean	-0.04	-0.03	2.70	2.74	5.38	5.39	6.93	6.94	3.36	3.36	5.10	5.10
Soc-ed = soc- lab	0.66	0.63	0.31	0.37	0.04	0.02	0.05	0.05	0.10	0.10	0.00	0.00
Soc-ed = soc- ed-lab	0.48	0.40	0.29	0.31	0.42	0.36	0.53	0.45	0.71	0.84	0.95	0.72
Soc-lab = soc- ed-lab	0.83	0.77	0.05	0.08	0.01	0.00	0.12	0.16	0.04	0.07	0.00	0.01

Note: all regressions include dummies for strata fix effects. Standard errors are in parenthesis, and they have been clustered at the household level. Controls include variables for gender, age and Spanish nationality. Unadjusted p-values (left) and p-values adjusted for multiple testing (right) are in braces. The p-values are computed using the step-down procedure discussed in Romano and Wolf (2016) with 1000 bootstrap replication. The number of hypotheses being tested simultaneously for each outcome and type of specification is 30, this means testing the impact of 3 treatments and for ten outcomes.

Table H.IIb. Effects of the treatment groups on educational outcomes – alternative specifications

	Language grade 3rd trimester		Math grade 3rd trimester		Language grade 4th trimester		Math grade 4th trimester	
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Socio-educational (soc-ed)	0.15 (0.32) [0.64; 1.00]	0.14 (0.31) [0.65; 1.00]	0.47 (0.35) [0.18; 0.63]	0.44 (0.33) [0.18; 0.66]	-0.16 (0.32) [0.62; 0.99]	-0.17 (0.30) [0.57; 0.99]	-0.09 (0.34) [0.80; 1.00]	-0.15 (0.33) [0.65; 1.00]
Social-labor (soc-lab)	0.19 (0.34) [0.58; 0.99]	0.05 (0.34) [0.89; 1.00]	0.22 (0.35) [0.53; 0.99]	0.19 (0.34) [0.57; 0.99]	0.14 (0.32) [0.66; 1.00]	-0.04 (0.33) [0.91; 1.00]	0.34 (0.32) [0.29; 0.88]	0.15 (0.32) [0.65; 1.00]
Social, educational, labor (soc-ed-lab)	0.23 (0.32) [0.48; 0.99]	0.05 (0.31) [0.87; 1.00]	0.36 (0.33) [0.29; 0.88]	0.31 (0.34) [0.36; 0.95]	-0.04 (0.31) [0.90; 1.00]	-0.25 (0.30) [0.40; 0.97]	0.13 (0.31) [0.66; 1.00]	0.03 (0.31) [0.92; 1.00]
Controls	No	Yes	No	Yes	No	Yes	No	Yes
Baseline	No	No	No	No	No	No	No	No
Observations	427	420	421	414	496	488	490	481
R-squared	0.10	0.22	0.08	0.20	0.05	0.16	0.06	0.15
Mean	5.93	5.93	5.51	5.50	6.09	6.08	5.77	5.77
Soc-ed = soc-lab = soc-ed-lab	0.97	0.95	0.77	0.77	0.67	0.82	0.46	0.68
Soc-ed = soc-lab	0.91	0.80	0.48	0.48	0.38	0.70	0.21	0.38
Soc-ed = soc-ed-lab	0.80	0.78	0.72	0.70	0.71	0.80	0.51	0.58
Soc-lab = soc-ed-lab	0.91	1.00	0.67	0.72	0.57	0.54	0.52	0.74

Note: all regressions include dummies for strata fix effects. Standard errors are in parenthesis, and they have been clustered at the household level. Controls include variables for gender, age and Spanish nationality. Unadjusted p-values (left) and p-values adjusted for multiple testing (right) are in braces. The p-values are computed using the step-down procedure discussed in Romano and Wolf (2016) with 1000 bootstrap replication. The number of hypotheses being tested simultaneously for each outcome and type of specification is 30, this means testing the impact of 3 treatments and for ten outcomes.

Table H.III. Effects of the treatment groups on standardized tests without Melilla

	Math Score - Standardized Test			Language Score - Standardized Test		
	(1)	(2)	(3)	(4)	(5)	(6)
Socio-educational (soc-ed)	0.72 (0.39) [0.07; 0.25]	0.64 (0.38) [0.09; 0.42]	0.78 (0.34) [0.02; 0.06]	0.04 (0.49) [0.93; 1.00]	0.10 (0.45) [0.82; 1.00]	-0.00 (0.32) [0.99; 0.99]
Social-labor (soc-lab)	0.15 (0.38) [0.70; 1.00]	0.12 (0.39) [0.76; 1.00]	0.16 (0.31) [0.60; 0.99]	-0.73 (0.51) [0.16; 0.67]	-0.66 (0.50) [0.19; 0.78]	-0.26 (0.32) [0.42; 0.97]
Social, educational, labor (soc-ed-lab)	0.95 (0.34) [0.01; 0.01]	0.89 (0.35) [0.01; 0.02]	0.82 (0.29) [0.01; 0.01]	0.20 (0.46) [0.67; 1.00]	0.06 (0.42) [0.88; 1.00]	0.09 (0.31) [0.77; 0.99]
Controls	No	Yes	Yes	No	Yes	Yes
Baseline	No	No	Yes	No	No	Yes
Observations	307	301	301	305	299	297
R-squared	0.11	0.17	0.40	0.13	0.22	0.59
Mean	2.48	2.48	2.48	5.35	5.35	5.39
Soc-ed = soc-lab = soc-ed-lab	0.13	0.19	0.10	0.14	0.25	0.51
Soc-ed = soc-lab	0.21	0.23	0.09	0.12	0.13	0.43
Soc-ed = soc-ed-lab	0.55	0.54	0.89	0.73	0.92	0.74
Soc-lab = soc-ed-lab	0.05	0.07	0.05	0.05	0.14	0.25

Note: all regressions include dummies for strata fix effects. Standard errors are in parenthesis, and they have been clustered at the household level. Controls include variables for gender, age and Spanish nationality. Unadjusted p-values (left) and p-values adjusted for multiple testing (right) are in braces. The p-values are computed using the step-down procedure discussed in Romano and Wolf (2016) with 1000 bootstrap replication. The table only shows the indicators of standardized testing since these were of concern during the process of data collection. Nevertheless, adjustments of p-values included all the educational outcomes to maintain consistency with other estimations in the analysis. For the specification with controls and baseline in columns (3) and (6), the number of hypotheses being tested simultaneously for each outcome was 18, this means testing the impact of 3 treatments and for six outcomes. For specifications without controls or baseline in columns (1), (2), (4) and (5), the number of hypotheses being tested simultaneously for each outcome and type of specification is 30, this means testing the impact of 3 treatments and for ten outcomes.

Table H.IV. Effects of the treatment groups on labor market insertion outcomes – alternative specifications

	People who report working		Worked last week of July 2023		Job search intensity		Satisfaction employment	
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Socio-educational (soc-ed)	0.08 (0.06) [0.14; 0.29]	0.08 (0.06) [0.17; 0.36]	0.08 (0.05) [0.11; 0.24]	0.09 (0.05) [0.09; 0.19]	0.12 (0.48) [0.80; 0.97]	0.05 (0.49) [0.92; 0.96]	0.68 (0.55) [0.22; 0.42]	0.75 (0.55) [0.17; 0.36]
Social-labor (soc-lab)	0.04 (0.06) [0.54; 0.80]	0.05 (0.06) [0.43; 0.77]	0.01 (0.05) [0.82; 0.97]	0.02 (0.05) [0.78; 0.96]	-0.69 (0.45) [0.13; 0.26]	-0.70 (0.47) [0.13; 0.29]	1.29 (0.53) [0.02; 0.02]	1.28 (0.53) [0.02; 0.02]
Social, educational, labor (soc-ed-lab)	0.06 (0.06) [0.27; 0.48]	0.05 (0.06) [0.43; 0.77]	0.05 (0.05) [0.31; 0.53]	0.04 (0.05) [0.48; 0.79]	-0.07 (0.45) [0.88; 0.97]	-0.11 (0.46) [0.81; 0.96]	0.92 (0.51) [0.07; 0.13]	0.94 (0.50) [0.06; 0.12]
Controls	No	Yes	No	Yes	No	Yes	No	Yes
Baseline	No	No	No	No	No	No	No	No
Observations	518	498	604	573	458	448	233	230
R-squared	0.19	0.21	0.20	0.22	0.07	0.07	0.21	0.23
Mean	0.52	0.52	0.44	0.44	3.17	3.22	6.08	6.08
Soc-ed=soc-lab	0.43	0.61	0.19	0.18	0.07	0.10	0.16	0.22
Soc-ed=soc-ed-lab	0.70	0.57	0.57	0.35	0.66	0.71	0.59	0.68
Soc-lab=soc-ed-lab	0.67	0.97	0.45	0.68	0.12	0.15	0.34	0.38

Note: all regressions include dummies for strata fix effects. Standard errors are in parenthesis, and they have been clustered at the household level. Controls include variables for gender, Spanish nationality, Spanish language, level of education achieved. Unadjusted p-values (left) and p-values adjusted for multiple testing (right) are in braces. The p-values are computed using the step-down procedure discussed in Romano and Wolf (2016) with 1000 bootstrap replication. The number of hypotheses being tested simultaneously for each outcome and type of specification is 12, this means testing the impact of 3 treatments and for four outcomes.

Table H.V. Effects of the treatment groups on employment outcomes for September 2023 – alternative specifications for administrative data

	Work Status		No. Of Days Worked		No. Of Days Worked EFT		Labor Intensity		Labor Intensity EFT	
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Socio-educational (soc-ed)	0.03 (0.04) [0.38; 0.85]	0.04 (0.04) [0.34; 0.86]	0.94 (1.11) [0.40; 0.90]	1.26 (1.16) [0.27; 0.78]	1.06 (0.97) [0.28; 0.79]	1.23 (1.00) [0.22; 0.70]	0.03 (0.04) [0.40; 0.90]	0.04 (0.04) [0.27; 0.78]	0.04 (0.03) [0.28; 0.79]	0.04 (0.03) [0.22; 0.70]
Social-labor (soc-lab)	-0.02 (0.04) [0.63; 0.99]	-0.01 (0.04) [0.86; 1.00]	-0.47 (1.10) [0.67; 0.99]	-0.10 (1.17) [0.93; 1.00]	-0.41 (0.94) [0.66; 0.99]	-0.11 (0.99) [0.92; 1.00]	-0.02 (0.04) [0.67; 0.99]	-0.00 (0.04) [0.93; 1.00]	-0.01 (0.03) [0.66; 0.99]	-0.00 (0.03) [0.92; 1.00]
Social, educational, labor (soc-ed-lab)	0.04 (0.04) [0.37; 0.85]	0.03 (0.04) [0.54; 0.96]	0.85 (1.12) [0.45; 0.90]	0.60 (1.18) [0.61; 0.98]	0.13 (0.94) [0.89; 1.00]	-0.15 (0.99) [0.88; 1.00]	0.03 (0.04) [0.45; 0.90]	0.02 (0.04) [0.61; 0.97]	0.00 (0.03) [0.89; 1.00]	-0.00 (0.03) [0.88; 1.00]
Controls	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes
Baseline	No	No	No	No	No	No	No	No	No	No
Observations	1243	1113	1243	1113	1243	1113	1243	1113	1243	1113
R-squared	0.10	0.12	0.10	0.11	0.08	0.11	0.10	0.11	0.08	0.11
Mean	0.35	0.35	9.63	9.41	7.50	7.27	0.32	0.31	0.25	0.24
Soc-ed = soc-lab	0.17	0.27	0.21	0.25	0.13	0.19	0.21	0.25	0.13	0.19
Soc-ed = soc-ed-lab	0.98	0.74	0.94	0.57	0.34	0.18	0.94	0.57	0.34	0.18
Soc-lab = soc-ed-lab	0.17	0.44	0.24	0.56	0.57	0.97	0.24	0.56	0.57	0.97

Note: all regressions include dummies for strata fix effects. Standard errors are in parenthesis, and they have been clustered at the household level. Controls include variables for gender, Spanish nationality, Spanish language, level of education achieved. Unadjusted p-values (left) and p-values adjusted for multiple testing (right) are in braces. The p-values are computed using the step-down procedure discussed in (Romano & Wolf, 2016) with 1000 bootstrap replication. The number of hypotheses being tested simultaneously for each outcome and type of specification is 24, this means testing the impact of 3 treatments and for 8 outcomes.

Table H.VI. Effects of the treatment groups on employment outcomes for October 2023 – alternative specifications for administrative data

	Work Status		No. Of Days Worked		No. Of Days Worked EFT		Labor Intensity		Labor Intensity EFT	
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Socio-educational (soc-ed)	0.06 (0.04) [0.14; 0.41]	0.07 (0.04) [0.09; 0.28]	1.52 (1.15) [0.19; 0.59]	1.81 (1.19) [0.13; 0.42]	1.53 (1.01) [0.13; 0.39]	1.64 (1.04) [0.12; 0.38]	0.05 (0.04) [0.19; 0.59]	0.06 (0.04) [0.13; 0.42]	0.05 (0.03) [0.13; 0.40]	0.05 (0.03) [0.12; 0.38]
Social-labor (soc-lab)	-0.03 (0.04) [0.52; 0.89]	-0.01 (0.04) [0.72; 0.93]	-0.74 (1.16) [0.52; 0.89]	-0.41 (1.21) [0.73; 0.93]	-0.79 (0.98) [0.42; 0.79]	-0.53 (1.01) [0.60; 0.91]	-0.02 (0.04) [0.52; 0.90]	-0.01 (0.04) [0.73; 0.93]	-0.03 (0.03) [0.42; 0.79]	-0.02 (0.03) [0.60; 0.91]
Social, educational, labor (soc-ed-lab)	0.02 (0.04) [0.65; 0.97]	0.00 (0.04) [0.96; 0.95]	0.43 (1.16) [0.71; 0.98]	0.14 (1.21) [0.91; 0.94]	-0.24 (0.99) [0.81; 0.99]	-0.56 (1.04) [0.60; 0.90]	0.01 (0.04) [0.71; 0.98]	0.00 (0.04) [0.91; 0.94]	-0.01 (0.03) [0.81; 0.99]	-0.02 (0.03) [0.59; 0.90]
Controls	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes
Baseline	No	No	No	No	No	No	No	No	No	No
Observations	1243	1113	1243	1113	1243	1113	1243	1113	1243	1113
R-squared	0.10	0.12	0.09	0.11	0.08	0.10	0.09	0.11	0.08	0.10
Mean	0.34	0.34	9.89	9.70	7.72	7.51	0.32	0.31	0.25	0.24
Soc-ed = soc-lab	0.04	0.05	0.05	0.07	0.02	0.04	0.05	0.07	0.02	0.04
Soc-ed = soc-ed-lab	0.31	0.11	0.35	0.17	0.09	0.04	0.35	0.17	0.09	0.04
Soc-lab = soc-ed-lab	0.28	0.69	0.32	0.66	0.58	0.97	0.32	0.66	0.58	0.97

Note: all regressions include dummies for strata fix effects. Standard errors are in parenthesis, and they have been clustered at the household level. Controls include variables for gender, Spanish nationality, Spanish language, level of education achieved. Unadjusted p-values (left) and p-values adjusted for multiple testing (right) are in braces. The p-values are computed using the step-down procedure discussed in (Romano & Wolf, 2016) with 1000 bootstrap replication. The number of hypotheses being tested simultaneously for each outcome and type of specification is 24, this means testing the impact of 3 treatments and for 8 outcomes.

Table H.VII. Effects of the treatment groups on employment outcomes for September to November 2023 – alternative specifications for administrative data

	Work Status		No. Of Days Worked		No. Of Days Worked EFT		Labor Intensity		Labor Intensity EFT	
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Socio-educational (soc-ed)	0.05 (0.04) [0.21; 0.59]	0.06 (0.04) [0.16; 0.44]	4.36 (3.32) [0.19; 0.54]	5.46 (3.42) [0.11; 0.36]	4.24 (2.92) [0.15; 0.44]	4.76 (3.00) [0.11; 0.36]	0.05 (0.04) [0.19; 0.54]	0.06 (0.04) [0.11; 0.36]	0.05 (0.03) [0.15; 0.44]	0.05 (0.03) [0.11; 0.36]
Social-labor (soc-lab)	-0.03 (0.04) [0.52; 0.96]	-0.02 (0.04) [0.70; 0.98]	-2.28 (3.36) [0.50; 0.95]	-1.32 (3.50) [0.71; 0.98]	-2.43 (2.87) [0.40; 0.86]	-1.60 (2.98) [0.59; 0.96]	-0.03 (0.04) [0.50; 0.95]	-0.01 (0.04) [0.71; 0.98]	-0.03 (0.03) [0.40; 0.86]	-0.02 (0.03) [0.59; 0.96]
Social, educational, labor (soc-ed-lab)	0.04 (0.04) [0.31; 0.77]	0.02 (0.04) [0.67; 0.98]	2.09 (3.32) [0.53; 0.96]	0.91 (3.46) [0.79; 0.98]	-0.25 (2.85) [0.93; 0.98]	-1.35 (2.97) [0.65; 0.98]	0.02 (0.04) [0.53; 0.96]	0.01 (0.04) [0.79; 0.98]	-0.00 (0.03) [0.93; 0.98]	-0.01 (0.03) [0.65; 0.98]
Controls	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes
Baseline	No	No	No	No	No	No	No	No	No	No
Observations	1207	1081	1207	1081	1207	1081	1207	1081	1207	1081
R-squared	0.11	0.13	0.11	0.13	0.09	0.13	0.11	0.13	0.09	0.13
Mean	0.39	0.38	29.57	28.86	23.18	22.45	0.32	0.32	0.25	0.25
Soc-ed = soc-lab	0.07	0.09	0.05	0.06	0.02	0.04	0.05	0.06	0.02	0.04
Soc-ed = soc-ed-lab	0.82	0.34	0.50	0.19	0.13	0.05	0.50	0.19	0.13	0.05
Soc-lab = soc-ed-lab	0.11	0.44	0.20	0.54	0.45	0.94	0.20	0.54	0.45	0.94

Note: all regressions include dummies for strata fix effects. Standard errors are in parenthesis, and they have been clustered at the household level. Controls include variables for gender, Spanish nationality, Spanish language, level of education achieved. Unadjusted p-values (left) and p-values adjusted for multiple testing (right) are in braces. The p-values are computed using the step-down procedure discussed in (Romano & Wolf, 2016) with 1000 bootstrap replication. The number of hypotheses being tested simultaneously for each outcome and type of specification is 24, this means testing the impact of 3 treatments and for 8 outcomes.

Table H.VIII. Effects of the treatment groups on contracts

	Formality			Stability			Full-time		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Socio-educational (soc-ed)	0.02 (0.03) [0.46; 0.99]	0.01 (0.02) [0.69; 0.99]	0.02 (0.03) [0.50; 0.97]	-0.05 (0.07) [0.49; 0.99]	-0.11 (0.08) [0.15; 0.57]	-0.07 (0.08) [0.38; 0.95]	0.11 (0.06) [0.09; 0.35]	0.09 (0.08) [0.24; 0.77]	0.05 (0.08) [0.49; 0.97]
Social-labor (soc-lab)	-0.03 (0.03) [0.34; 0.93]	-0.03 (0.03) [0.35; 0.89]	-0.04 (0.03) [0.25; 0.81]	-0.02 (0.06) [0.76; 1.00]	0.03 (0.06) [0.67; 0.99]	-0.01 (0.06) [0.82; 1.00]	0.03 (0.08) [0.70; 1.00]	-0.06 (0.09) [0.46; 0.97]	-0.06 (0.08) [0.44; 0.96]
Social, educational, labor (soc-ed-lab)	-0.01 (0.03) [0.66; 1.00]	-0.02 (0.03) [0.56; 0.99]	-0.01 (0.03) [0.78; 1.00]	-0.04 (0.07) [0.53; 0.99]	-0.09 (0.08) [0.24; 0.77]	-0.10 (0.08) [0.19; 0.66]	0.00 (0.07) [0.98; 1.00]	-0.01 (0.08) [0.93; 1.00]	-0.05 (0.08) [0.54; 0.97]
Controls	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Baseline	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Observations	263	255	305	209	202	218	209	202	218
R-squared	0.80	0.81	0.74	0.36	0.38	0.36	0.59	0.51	0.49
Mean	0.86	0.85	0.87	0.82	0.83	0.78	0.40	0.42	0.43
Soc-ed = soc-lab	0.20	0.28	0.13	0.67	0.08	0.48	0.33	0.12	0.22
Soc-ed = soc-ed-lab	0.33	0.42	0.39	0.95	0.82	0.69	0.14	0.25	0.24
Soc-lab = soc-ed-lab	0.57	0.66	0.41	0.72	0.13	0.27	0.74	0.53	0.85

Note: columns (1), (4) and (7) are estimates calculated for dependent outcomes collected in the month of September 2023. Columns (2), (5) and (8) are estimates calculated for dependent outcomes collected in the month of October 2023. Columns (3), (6) and (9) are estimates calculated for dependent outcomes collected between September and November 2023. All regressions include dummies for strata fix effects. Standard errors are in pare thesis, and they have been clustered at the household level. Controls include variables for gender, Spanish nationality, Spanish language, level of education achieved. Unadjusted p-values (left) and p-values adjusted for multiple testing (right) are in braces. The p-values are computed using the step-down procedure discussed in Romano and Wolf (2016) with 1000 bootstrap replications. The number of hypotheses being tested simultaneously for each outcome is 24, this means testing the impact of 3 treatments and for 8 outcomes collected in a specific period.