

Supplemental Figures

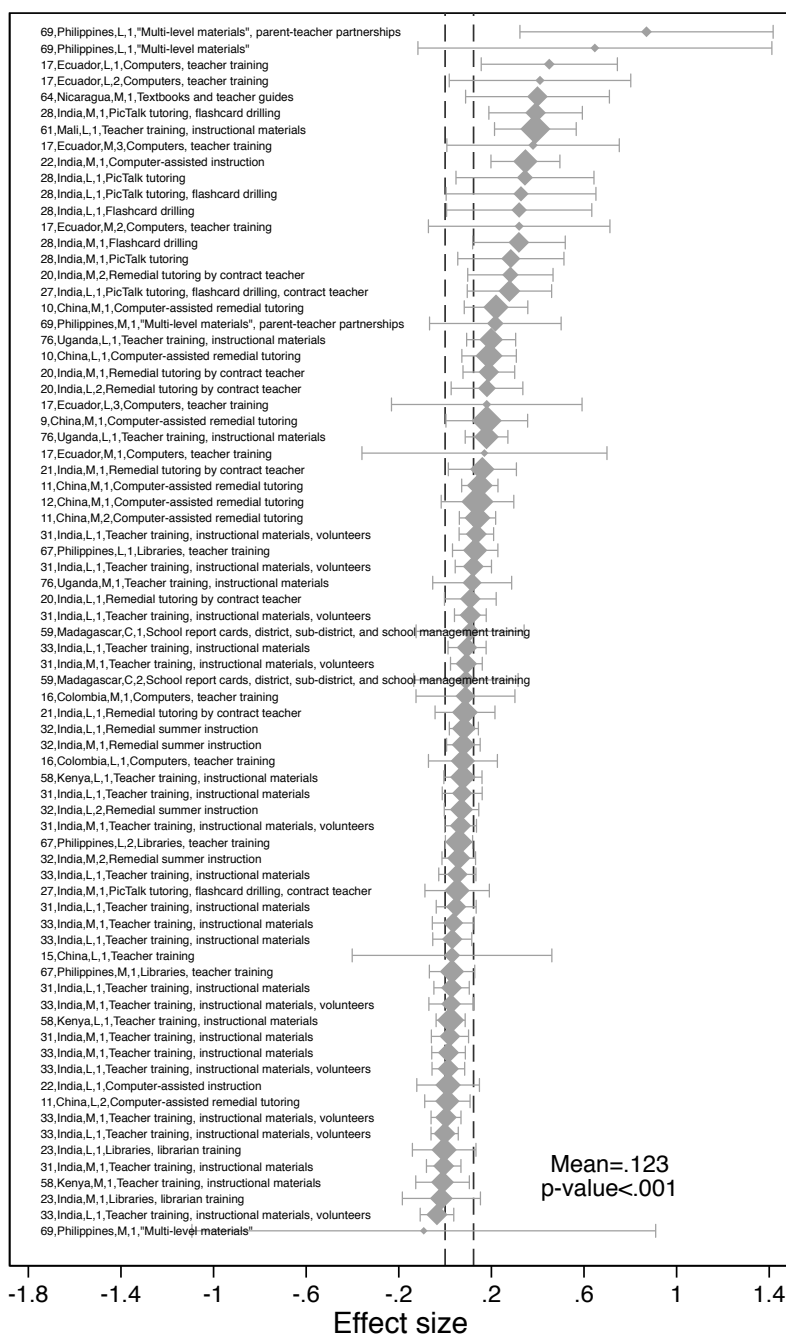


Figure S1. Effect sizes of treatments with teacher training. Labels indicate: (a) experiment codes listed in the Appendix (online only); (b) the country; (c) whether the outcome is language or reading, mathematics, or a composite; (d) the number of follow-up, from 1 to 3; and (e) a treatment description. Diamonds and brackets indicate effect sizes and 95% confidence intervals. The relative size of diamonds is proportional to their weight in the mean (see text for discussion of weights). The mean effect size is estimated with equation (6). The p -value is calculated using the wild cluster bootstrap- t , allowing for clustering by study (see text for details).

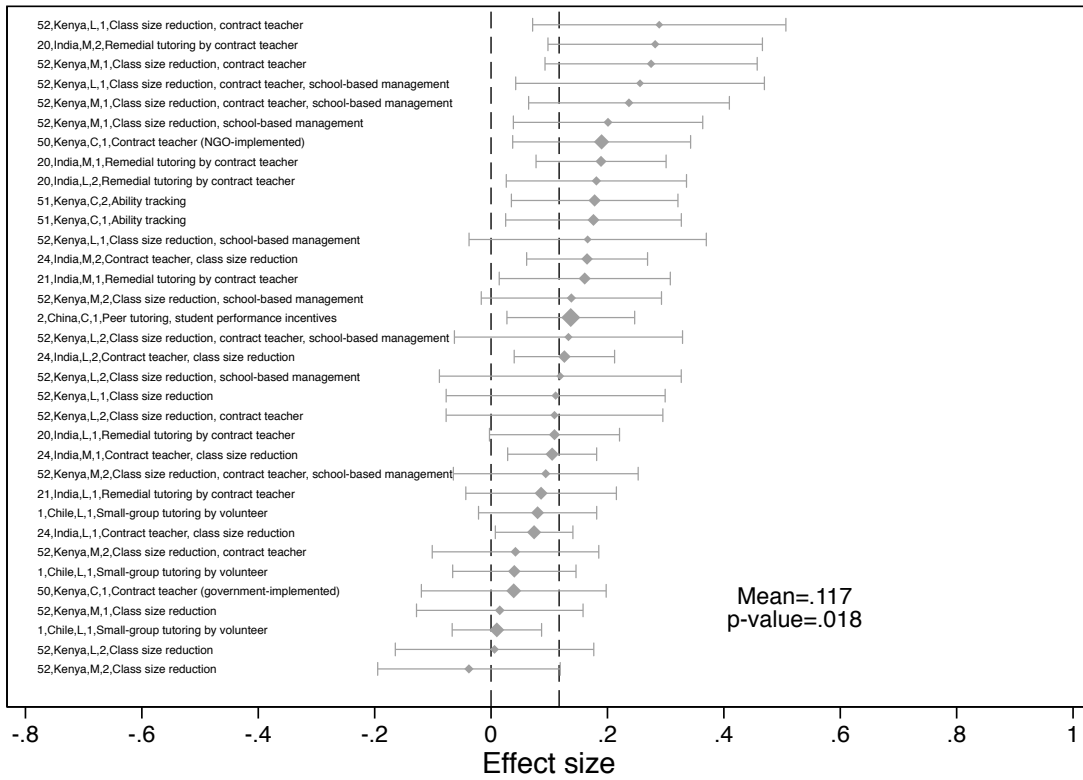


Figure S2. Effect sizes of treatments that modify class size or composition. See the notes to Figure S1.

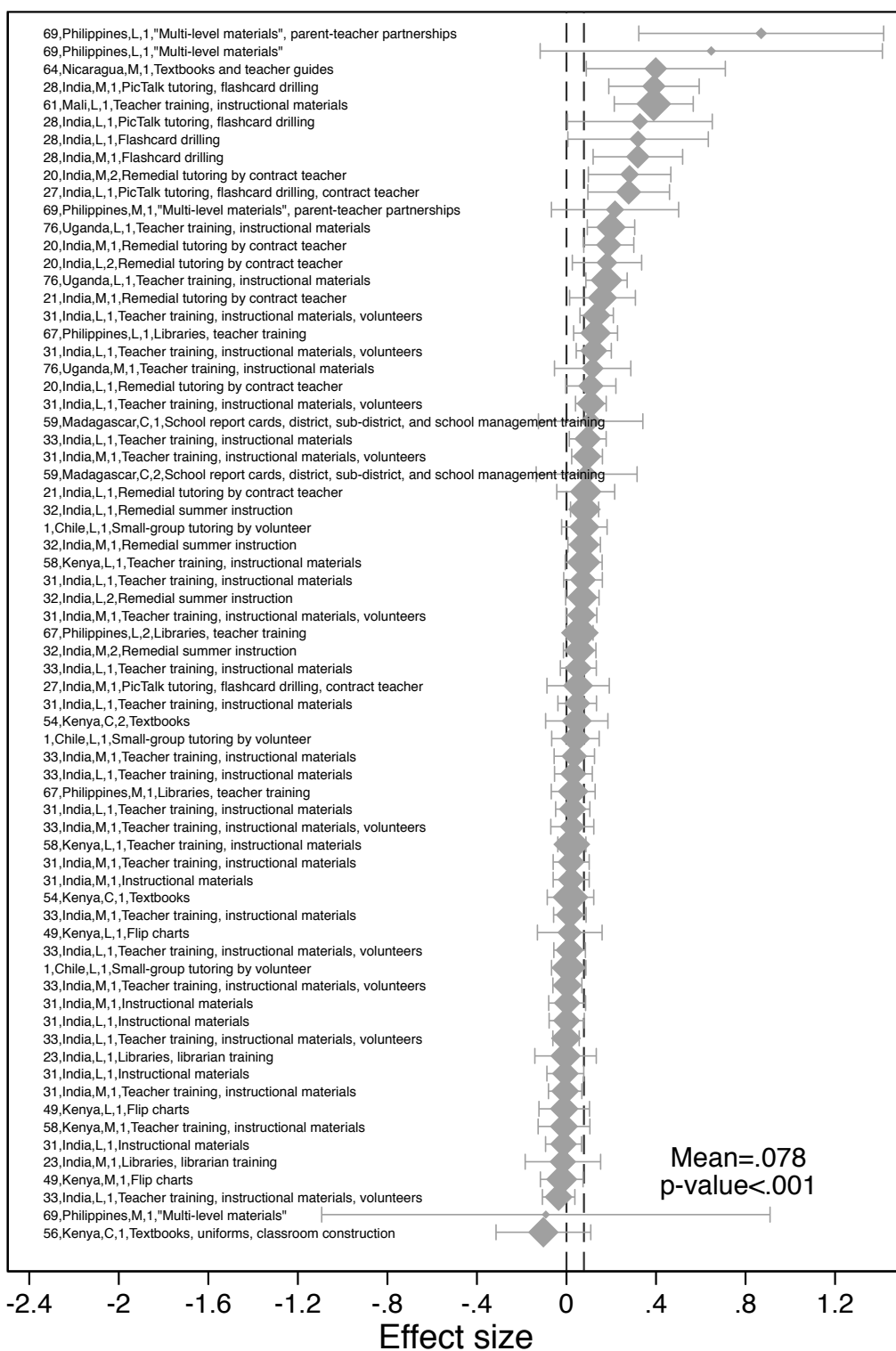


Figure S3. Effect sizes of treatments with instructional materials. See the notes to Figure S1.

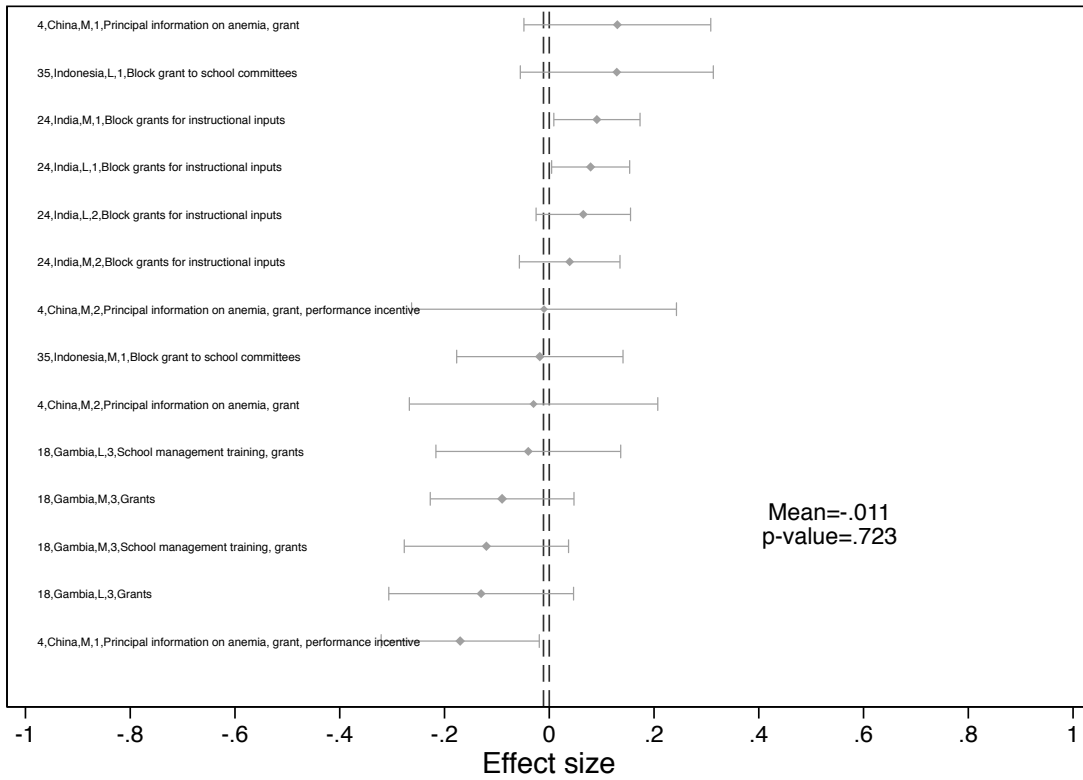


Figure S4. Effect sizes of treatments with monetary grants. See the notes to Figure S1.

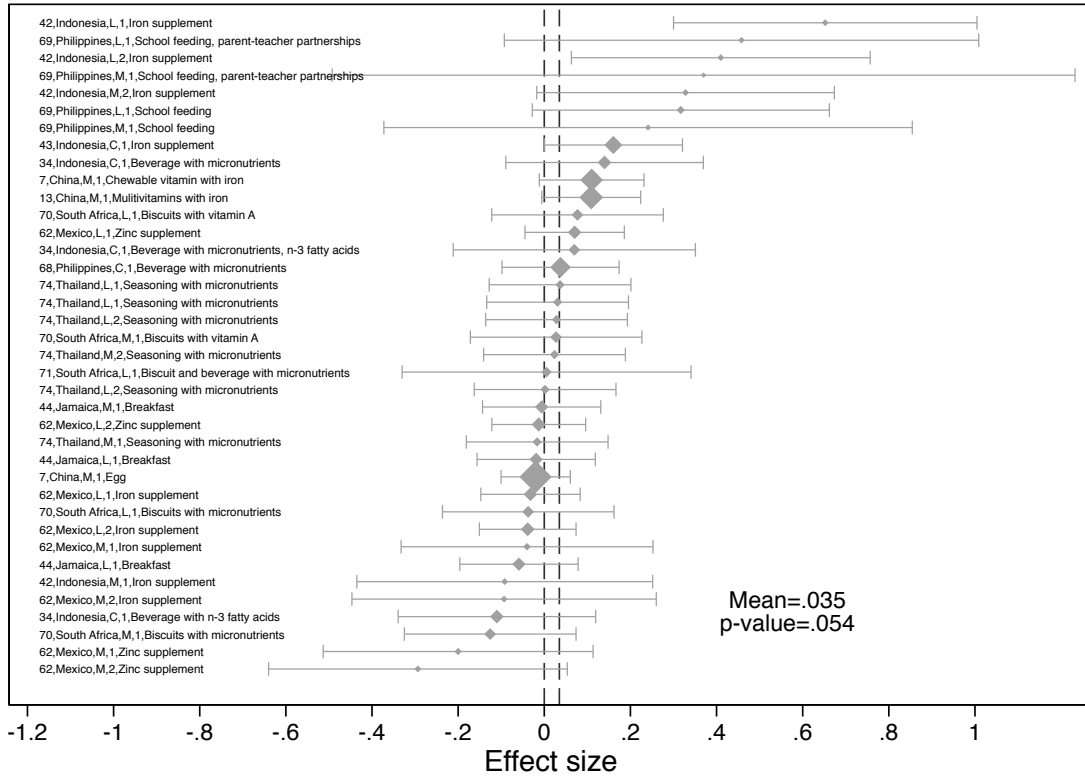


Figure S5. Effect sizes of treatments that provide food, beverages, and/or micronutrients. See the notes to Figure S1.

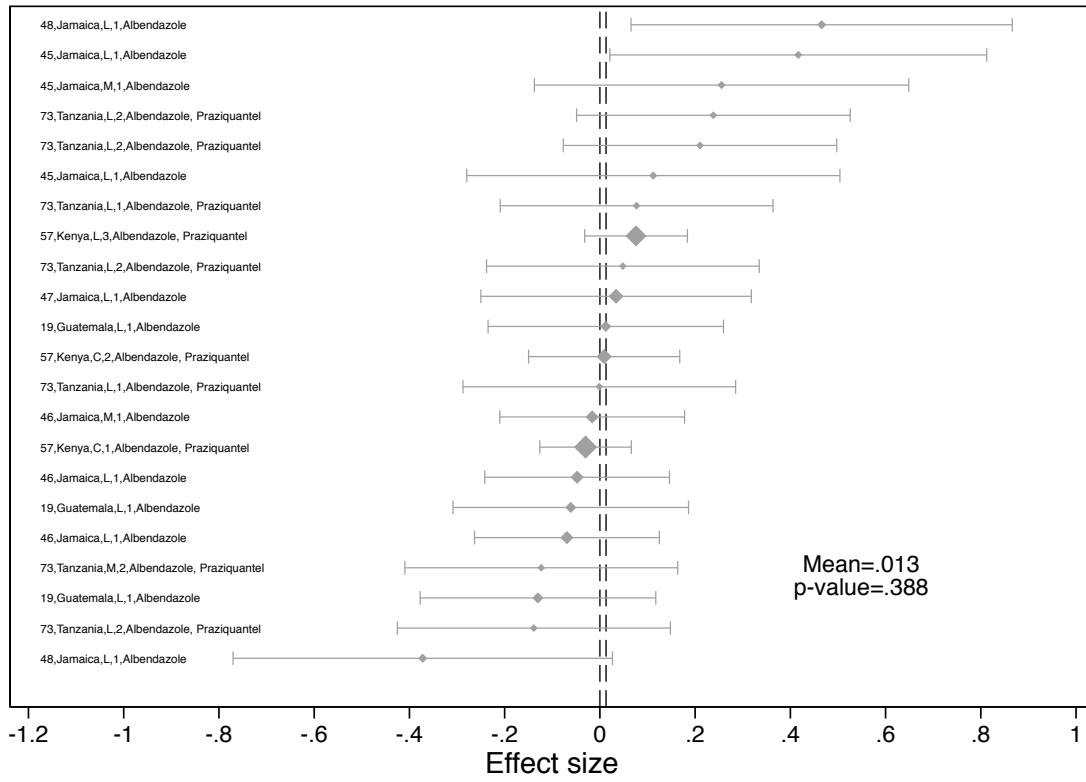


Figure S6. Effect sizes of de-worming treatments. See the notes to Figure S1.

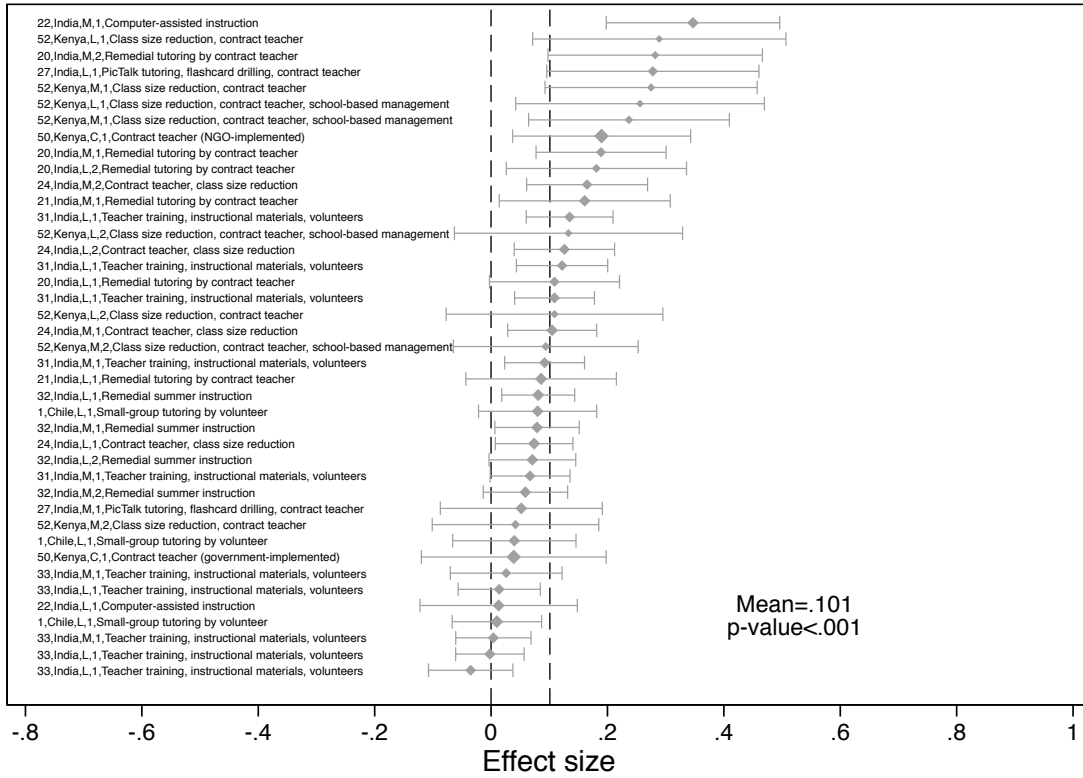


Figure S7. Effect sizes of treatments with contract or volunteer teachers. See the notes to Figure S1.

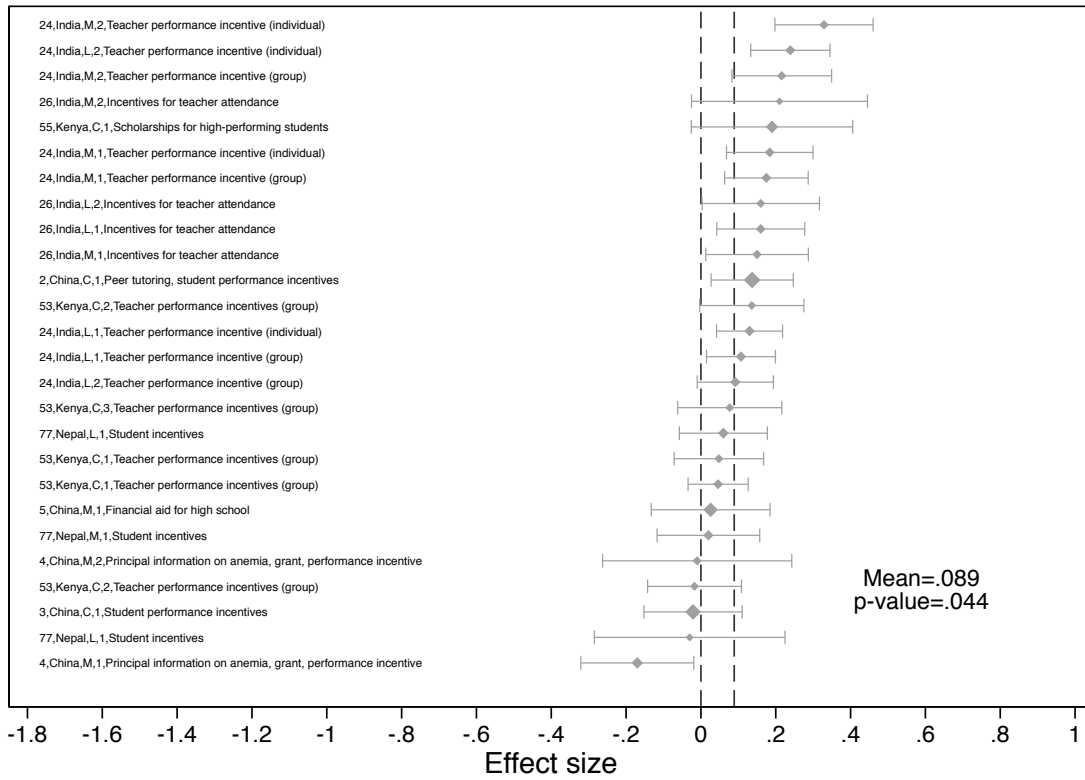


Figure S8. Effect sizes of treatments that provide student or teacher performance incentives. See the notes to Figure S1.

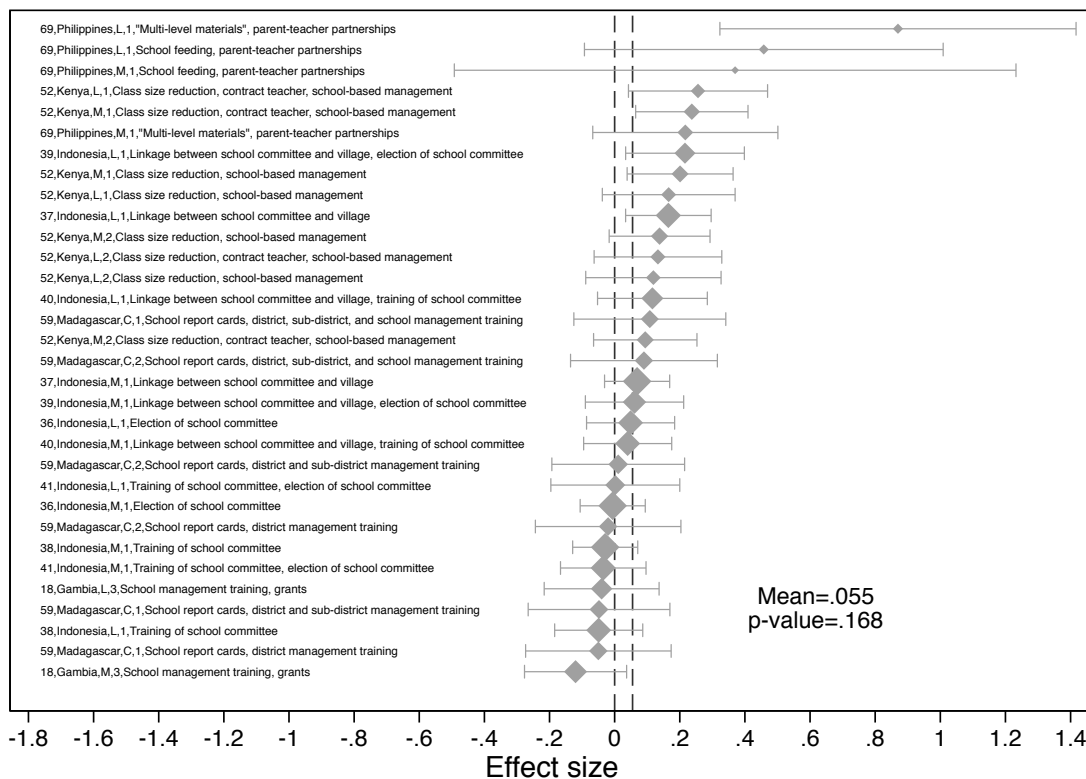


Figure S9. Effect sizes of treatments that modify school management or supervision. See the notes to Figure S1.

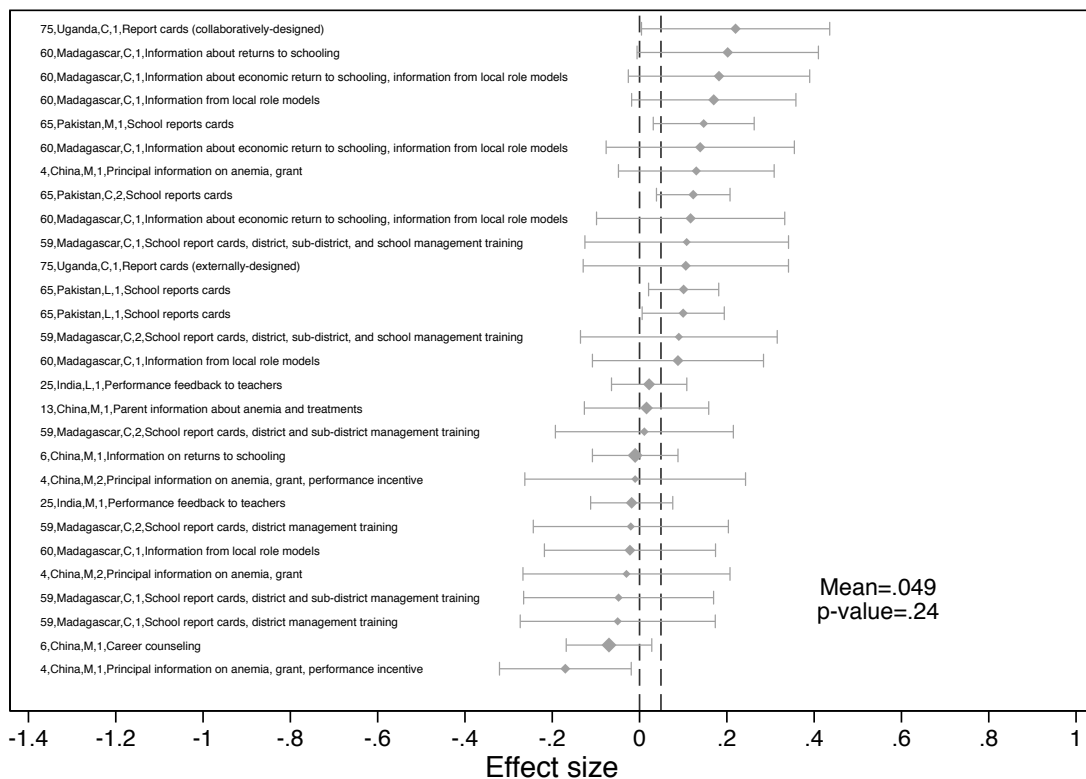


Figure S10. Effect sizes of treatments that provide information to students, teachers, or principals. See the notes to Figure S1.

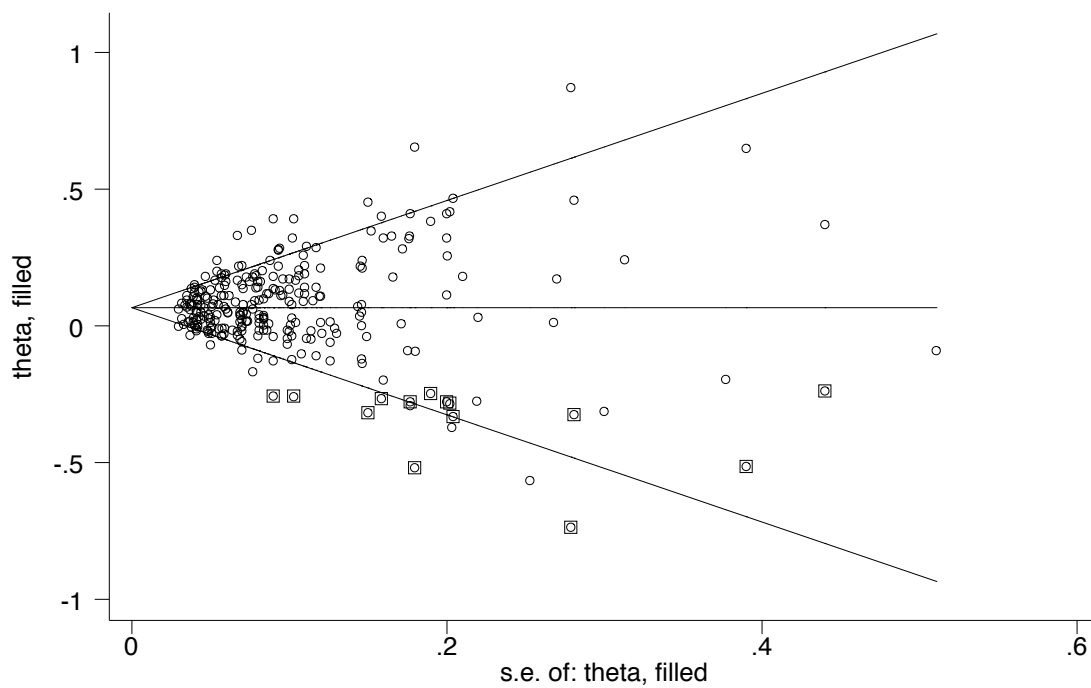


Figure S11. Funnel plot with pseudo 95% confidence intervals. The effect size is measured on the y-axis, and its standard error on the x-axis. The sample includes 259 effect sizes included in the analyses of Table 5. Fourteen squares indicate “filled” effect sizes, obtained with a trim-and-fill analysis (Duval & Tweedie, 2000).