"Showing Life Opportunities"

1. Name of the study:

"Showing Life Opportunities: Increasing Entrepreneurship by Opportunity and STEM Careers through Online Courses at Schools".
2. Purpose of the study:

The project seeks to identify the effectiveness of some online courses, as well as, certain learning strategies. Training will be offered that can improve their skills and knowledge.

We have developed all the content with the support of grants from the Innovation Growth Lab (NESTA Foundation), SIEF (World Bank), INCHER (University of Kassel). In addition, the program was designed by academics from the HEC Paris Business School, the University of Warwick, the University of Kassel and the World Bank. The content has been approved by the Ministry of Education of Ecuador and the Ethics Committee of the San Francisco de Quito University.

3. Location: Ecuador

BASELINE

0. ADMINISTRTIVE DATA ON SCHOOLS

Nº	Question	Variable Name in R	Variable Name in Baseline Report
1	Unique School Identification		School_id
2	Educational Zone where the School is located		ZONA
3	District in which the School is located		DISTRITO
4	Province where the School is located		PROVINCIA
5	Factor indicating whether the School is located in rural or urban area		SECTOR
6	Type of school funding		SOSTENIMIENTO
7	Number of students in school		TOTAL_ESTUDIANTES

8	Number of students in the 12th grade in the school		TOTAL_ESTUDIANTES_3BT
9	Average grade in school at the state exam from the last year		NOTA_SER_BACHILLER
10	Number of teachers of entrepreneurship		TOTAL_DOCENTES_EMPRENDIMIENTO
11	School latitude		School_latitude
12	School longitude		School_longitude
13	School latitude approximated based on the district		School_latitude_approx
14	School longitude approximated based on the district		School_longitude_approx

I. CONTACT INFORMATION

Nº	Question	Variable Name in R	Variable Name in Baseline Report
0	**Unique Anonymous Student Identification**		**Student_id_p**
0	**Unique Class Identification**		**True_Cohort_id**
0	**Date when the student has started Baseline survey**		**Date_Baseline**
0	**Baseline Take Up**		**Participated_in_Baseline**
	ID NUMBER	I_ID [removed from the dataset as personal information]	
1	**NAME**		
	Name	I_Name [removed from the dataset as personal information]	
	Surname	I_Surname [removed from the dataset as personal information]	
	Are you known by any other names or nicknames? (If so, write down the other name)	I_Nickname [removed from the dataset as personal information]	
2	**Sex**	I_Gender	Female
3	**Birth**		
	When were you born?	I_Date_of_birth[removed from the	

		dataset as personal information]	
	How old are you?	I_Age	
	Place of Birth	I_Place_birth[removed from the dataset as personal information]	
4	**Home address (Building Number, Street Name, Village, City):**	I_Adress[removed from the dataset as personal information]	
5	**Cell phone**		
	Do you own your own cell phone?	I_Have_cel	
	What is (are) your cell phone number (s)?	I_Cell_number[removed from the dataset as personal information]	
	Can you use someone else's cell phone to make and receive calls?	I_Others_cel	
	What are your family members' phone numbers?		
	Father	I_Cell_number_father[removed from the dataset as personal information]	
	Mother	I_Cell_number_mother[removed from the dataset as personal information]	
	Others	I_Cell_number_other[removed from the dataset as personal information]	
6	**Email account**	I_email[removed from the dataset as personal information]	
7	**What are your social media nicknames/contacts in:**		

	Whatsapp	I_Whatsapp[removed from the dataset as personal information]	
	Do not have/ Do not want to share	I_no_Whatsapp	
	Instragram	I_Instragram[removed from the dataset as personal information]	
	Do not have/ Do not want to share	I_no_Instragram	
8	**What language or languages do you speak?**	I_Language	"I_Language_Esp_idioma_extr", "I_Language_Nativa_idioma_extr", "I_Language_Nativa_y_esp", "I_Language_Solo_esp", "I_Language_Solo_lengua_nativa"
9	**How do you identify yourself according to your culture and customs?**	I_Ethnicity,I_Ethnicity_other[removed from the dataset as personal information]	I_Ethnicity_Mestizo,I_Ethnicity_Blanco,I_Ethnicity_Indigena,I_Ethnicity_Afroecuatoriano,I_Ethnicity_Montubio,I_Ethnicity_Mulato,I_Ethnicity_Otro[removed from the dataset as personal information]
10	**Home characteristics (socioeconomic level)**		I_Income
	Washing machine	I_Laundry	
	Air conditioning / Dryer	I_Air_conditioner	
	Flat screen TV	I_TV	

	Family Car	I_Car	
	Domestic Employees / Driver / Gardener	I_Employees	
	Number of bathrooms	I_N_toilets	
	Number of bedrooms	I_Numbers_rooms	

II. INTENTIONS AND PREFERNCES

Nº	Question	Variable Name in R	Variable Name in Baseline Report
1	Translated: An entrepreneur is a person who starts a business with the aim of making a profit. So an entrepreneur can be from a person who sets up their first online store or a freelancer or independent professional who has just started. Moreover, the entrepreneur can be considered in more everyday tasks such as a writer, a youtuber, a shopkeeper (shop salesman) or selling products (for example, a merchant) (Ferrerira, 2018).		
A.	**Attitudes towards Entrepreneurship**		II_1A_Entr_Attitude,
	On a scale from 1 to 7: In general, starting a business is…		
	1. Worthless / Worthwhile	II_Worthy_emp,	
	2. Boring / Fun	II_Bored_emp,	
	3. Negative / Positive	II_Negative_emp,	
	4. Need/Opportunity	II_Need_emp,	
B.	**Entrepreneurial Intentions**		II_1B_Entr_Intentions,
	On a scale from 1 to 7 (how much do you agree):		
	1. I often think about starting a business	II_Start_emp,	

	2. I have business ideas I am going to implement	II_Ideas_emp,	
	3. My goal is to become my own boss	II_Own_boss,	
2	STEM Professional These are the professionals who work in the STEM knowledge areas (Science, Technology, Engineering, Mathematics). Within these four branches of knowledge there are an infinite number of university degrees, ranging from Nanoscience to Aeronautics, including Web Application Development and Medicine. Some professions catalogued as STEM are architecture, statistics, data processing (Big Data), virtual reality, the Internet of Things (IoT), Bioinformatics, etc. (Gomez, 2018)		
A.	**Attitudes towards STEM**		II_2A_Stem_Attitude,
	On a scale from 1 to 7: In general, starting a career in STEM (Science. Technologies, Engineering, Math)		
	1. Worthless / Worthwhile	II_Worthy_stem,	
	2. Boring / Fun	II_Bored_stem,	
	3. Negative / Positive	II_Negative_stem,	
B.	**Entrepreneurial Intentions**		II_2B_Stem_Intentions,
	On a scale from 1 to 7 (how much do you agree):		
	1. I often think about starting career in STEM (Science. Technologies, Engineering, Math)	II_Study_stem,	

	2. I have ideas in STEM (Science. Technologies, Engineering, Math) I am going to implement	II_Ideas_stem,	
	3. My goal is to become a professional in STEM	II_Profesional_stem	
3	**Do you plan to go to the University?**	**II_Study_uni**	
4	**Please, name top 3 specialization that you would choose to study in the University?**		
	First Option:_____	II_Option1[removed from the dataset as personal information]	
	Second Option:_____	II_Option2[removed from the dataset as personal information]	
	Third Option:_____	II_Option3[removed from the dataset as personal information]	

III. BELIEFS/EXPECTATIONS

Nº	Question	Variable Name in R	Variable Name in Baseline Report
1	More about you. Please consider adults other than your teachers in your answers.		
	Do you know any adults who work as scientists?	III_Know_scientifics	
	Do you know any adults who work as engineers?	III_Know_engine	
	Do you know any adults who work as entrepreneurs?	III_Know_ent	
	Do you know any adults who work as mathematicians?	III_Know_mathe	
	Do you know any adults who work as technologists?	III_Know_tech	
2	**Occupation/profession expectations**		
	What do you expect you will be doing to earn a living in 5 years from now? Please, be specific and give example of specific occupation.	III_Expectations_5 [removed from the dataset as personal information]	
	What do you expect you will be doing to earn a living in 10 years from now?	III_Expectations_10 [removed from the dataset as personal information]	

3	**Expectations Professional STEM/entrepreneur**		
	How much do you agree with the next statement (7 point scale)		
	• I will succeed as an entrepreneur	III_3_Entr_Success,	III_3_Entr_Success_S
	• I will succeed as a STEM professional (Science. Technologies, Engineering, Math)	III_3_Stem_Success,	III_3_Stem_Success_S
	• I will succeed as a public servant	III_Succes_public	III_3_Public_Success_S
4	**Salary expectations**		
	How much do you expect to earn per month in 5 years from now?	III_Earn_5_Years	
	How much do you expect to earn per month in 10 years from now?	III_Earn_5_Years	
5	**Specific salary expectations**		
	Based on your knowledge, how much do you think the minimum wage per month in Ecuador?	III_Salary_ecuador	
	How much do you think entrepreneur earn on average per month in Ecuador?	III_Salary_entE	
	How much do you think STEM professional (Science. Technologies, Engineering, Math) earn on average per month in Ecuador?	III_Salary_stemE	

IV. PARENTS BACKGROUND

№	Question	Variable Name in R	Variable Name in Baseline Report
1	MOTHER		
	Is your mother employed?	IV_Mother_work	
	What is the profession of your mother?	IV_Mother_profession [removed from the dataset as personal information]	
	What is the highest degree obtained by your mother?	IV_Mother_edu	IV_Mother_edu_Bachiller, IV_Mother_edu_Licenciatura.Universidad, IV_Mother_edu_Maestria, IV_Mother_edu_PhD, IV_Mother_edu_Secundaria.o.menor
	Has your mother ever owned a business or been self-employed?	IV_Mother_business	
	What is the largest number of employees your mother's business ever had?	IV_Mothers_employees	
2	FATHER		
	Is your father employed?	IV_Father_work	
	What is the profession of your father?	IV_Father_profession [removed from the dataset	

		as personal information]		
	What is the highest degree obtained by your father?	IV_Father_edu	IV_Father_edu_Bachiller, IV_Father_edu_Licenciatura.Universidad, IV_Father_edu_Maestria, IV_Father_edu_PhD, IV_Father_edu_Secundaria.o.menor
	Has your father ever owned a business or been self-employed?	IV_Father_business	
	What is the largest number of employees your father's business ever had?	IV_Fathers_employees	
3	SIBLINGS		
	Is any of your brother(s) or sister(s) employed?	IV_Sibling_work	
	What is the profession of your brother or sister?	IV_Sibling_profession [removed from the dataset as personal information]	
	What is the highest degree obtained by your brother or sister?	IV_Sibling_edu	
	Has any of your brother(s) or sister(s) ever owned a business or been self-employed?	IV_Siblings_business	
	What is the largest number of employees your brother or sister's business ever had?	IV_Siblings_employees	

V. WORKING EXPERIENCE

Nº	Question	Variable Name in R	Variable Name in Baseline Report
1	Have you ever worked in a paid job or in an unpaid job?	V_Work_Experienve	
2	What is the main job you have worked in (be specific e.g. cashier in restaurant, shop helper, etc.)?	V_Activity [removed from the dataset as personal information]	

VI. ATTITUDES TEST

Nº	Question	Variable Name in R	Variable Name in Baseline Report
1	**ATTITUDES 1**		VI_1_Attitudes
	1. There are times when I let others take responsibility for solving the problem.	VI_attitudes1_1	
	2. Rather than negotiate the things on which we disagree, I try to stress those things upon which we both agree.	VI_attitudes1_2	
	3. I am usually firm in pursuing my goals.	VI_attitudes1_3	
	4. I might try to soothe the others feelings and preserve our relationship.	VI_attitudes1_4	
2	**ATTITUDES 2**		VI_2_Attitudes
	To what extent do you agree with the following statements?		
	1. Whenever something goes wrong, I look for a solution immediately.	VI_attitudes2_1	
	2. Whenever there's an opportunity to get actively involved, I do.	VI_attitudes2_2	
	3. I take the initiative immediately, even if others do not.	VI_attitudes2_3	
	4. I take advantage of opportunities quickly to to achieve my goals.	VI_attitudes2_4	

	5. I usually do more than I'm asked to.	VI_attitudes2_5	
	6. I'm particularly good at coming up with ideas.	VI_attitudes2_6	
3	**ATTITUDES 3**		VI_3_Attitudes
	Please rate the extent to which the following items describe your behavior in the last 3 months:		
	1. I take initiative even when others don't.	VI_attitudes3_1	
	2. I work harder for my assignments than what is typically expected.	VI_attitudes3_2	
	3. I set myself goals that are beneficial for my learning or development.	VI_attitudes3_3	
	4. I independently search for new tasks.	VI_attitudes3_4	
	5. I actively attack problems.	VI_attitudes3_5	
	6. I anticipate opportunities.	VI_attitudes3_6	
	7. When I have set my own learning goal, I pursue it persistently.	VI_attitudes3_7	
	8. When I have set my own learning goal, I do not give up working on the task if something goes wrong.	VI_attitudes3_8	

VII. RISK PREFERENCES AND PERSONALITY TRAITS

Nº	Question	Variable Name in R	Variable Name in Baseline Report
1	Are you generally a person who is fully prepared to take risks or do you try to avoid taking risks? Please tick a box on the scale, where the value 0 means:"unwilling to take risks" and the value 10 means: "fully prepared to take risks."	VII_Risk_preference	
2	**Willingness to act**		
	We now ask you for your willingness to act in a certain way. . Please again indicate your answer on a scale from 0 to 10. A 0 means "completely unwilling to do so," and a 10 means "very willing to do so." You can also use any number between 0 and 10 to indicate where you fall on the scale, using 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, or 10.		
	How willing are you to give up something that is beneficial for you today in order to benefit more from that in the future?	VII_Time_preference	
	(Trust) I assume that people have only the best intentions.	VII_Confidence	
3	**RISK PREFERENCES AND PERSONALITY TRAITS 3**		

I look like someone who…		VII_3_BFI_Extraversion, VII_3_BFI_Agreeableness, VII_3_BFI_Conscientiousness, VII_3_BFI_Neuroticism, VII_3_BFI_Openness
he's reserved.	VII_Traits_1	
He's usually confident	VII_Traits_2	
does a thorough job	VII_Traits_3	
relaxes, handles people well	VII_Traits_4	
has an active imagination	VII_Traits_5	
is open, sociable	VII_Traits_6	
tends to find fault with others	VII_Traits_7	
tends to be weak	VII_Traits_8	
gets nervous easily	VII_Traits_9	
has few artistic concerns	VII_Traits_10	

VIII. ADDITIONAL CONTACT INFORMATION

№	Question	Variable Name in R	Variable Name in Baseline Report
1	In case you leave your town, can you tell us the names of two friends or family members who are sure to know where you are, and how to contact you? These should be friends or family that we could find in your town if you moved away.		
	a. Name_____	VIII_Name_contacto [removed from the dataset as personal information]	
	Relationship to you (1 = Family, 2 = Friend, 3 = Other)_____	VIII_Relation_contacto [removed from the dataset as personal information]	
	If your answer is other, please specify:	VIII_Relation_contactoE [removed from the dataset as personal information]	
	c. Address:_____	VIII_Adress_contacto [removed from the dataset as personal information]	
	d. Phone number:_____	VIII_Number_contacto [removed from the dataset as personal information]	
	e. Other contact information (email/Whatsapp/Skype/etc.)	VIII_Otro_contacto [removed from the dataset as personal	

		information]	

<	Question	Variable Name in R	Variable Name in Baseline Report
1	**1. COIN TOSS TASK**		IX_Deception
	Instructions: The task is to predict coin tosses. The results of this coin toss will determine your reward for this game. You will be asked to toss a virtual coin 5 times. Clicking on the coin on the screen will launch the coin. Before each toss, make a prediction of which side of the coin will be on top. Do it only mentally and remember it. You can only make one of two possible predictions: "I predict that HEADS will be on top." O "I predict that TAILS (the cross) will remain above." Make this prediction mentally, do not communicate your prediction to anyone, including your teacher, and flip the coin, repeat this process 5 times (/ rounds) in total.		
	Can you see the coin below and can you spin it when you click on it?		
	Coin toss Control questions - 1	coinCtr4	
	1. I make 5 predictions in advance and then flip the coin 5 times.		
	2. I make a prediction out loud.		
	3. Each point is equivalent to 0.04 dollars (or 4 cents).		

	Coin tossing G4	cointoss_G4	
	Round 1		
	Round 2		
	Round 3		
	Round 4		
	Round 5		
	Report your results using the form below. Depending on your result, you will receive:		
	Coin tossing G3 - 1	cointoss_G3	
	Round 1	cointoss_G3_1	
	Round 2	cointoss_G3_2	
	Round 3	cointoss_G3_3	
	Round 4	cointoss_G3_4	
	Round 5	cointoss_G3_5	
	Coin tossing G2	cointoss_G2	
	Report result 2		
	Coin tossing G1	cointoss_G1	

	Round 1	cointoss_G1_1	
	Round 2	cointoss_G1_2	
	Round 3	cointoss_G1_3	
	Round 4	cointoss_G1_4	
	Round 5	cointoss_G1_5	
	CRT QUESTIONS		IX_CRT
	1. A baseball bat and a ball cost $1.10 in total. The bat costs $1.00 more than the ball. How much is the ball?	CRT1	
	2. If 5 machines take 5 minutes to make 5 devices, how long would it take 100 machines to make 100 devices?	CRT2	
	3. In a lake, there is a lily cluster. Every day, the set doubles in size. If the set needs 48 days to completely cover the lake, how long would it take the set to cover half of the lake?	CRT3	
2	**2. TRIANGLE TASK**		IX_Grit_A: Success in task (in points IX_Grit_B: Choice of difficult task IX_GRIT_C: Choice of difficult task after failure

	Instructions: This task will consist of 6 rounds, the reward for this task will be chosen at random for 1 round only. Your task is to count the number of triangles in a figure that we will show you. There are difficult figures and easy figures. We will play for 6 rounds. We will start with an easy figure in the first round and continue with a difficult figure in the second round. From the third round onwards, before each round starts, you can choose whether you want to play the easy or the hard version of the game. If you choose the difficult version and give the correct answer, your extra reward will be 25 points if this round is selected at the end. If you choose the easy version and give the correct answer, your extra reward will be 6.25 points if this round is selected at the end. Please note that you can only be rewarded for one round of this task. You will know which one only in the next few months, so play every round as if it is the one that counts.		
	Decision - Prediction for 3rd round	predictionRound3	
	Round 1	round1answer	
	Round 2	round2answer	
	Pre-Round 3	predictionRound3	

	Round 3 - Easy	round3EAnswer	
	Round 3 - Hard	round3HAanswer	
	Pre-Round 4	predictionRound4	
	Round 4 - Easy	round4EAnswer	
	Round 4 - Hard	round4HAanswer	
	Pre-Round 5	predictionRound5	
	Round 5 - Easy	round5EAnswer	
	Round 5 - Hard	round5HAanswer	
	Pre-Round 6	predictionRound6	
	Round 6 - Easy	round6EAnswer	
	Round 6 - Hard	round6HAanswer	

3	3. UNSCRAMBLE TASK		IX_Unscramble_A: Points Earned IX_Unscramble_B: Originality Index (not constructed yet)
	Instructions: On the next screen, you will see a character set consisting of 12 letters. Your task is to create as many Spanish words as possible from this set of letters. Each letter in this set can only be used once for 1 word, which means that the longest word you could write contains 12 letters. For example: if the letter set is: abbc Then you can write 'abc', 'abb', 'ac', ... etc. but not 'abbb' or 'bbba' (there are only 2 'b' letters in the set). Note that these are only examples and are not real English words. For each correct word, you will get 0.1 point for the first letter, 0.2 points for the second, 0.3 for the third and so on. For example, a 0.5 letter word will give you 0.5 + 0.4 + 0.3 + 0.2 + 0.1 = 1.5 points; a 6 letter word will give you 0.6 + 0.5 + 0.4 + 0.3 + 0.2 + 0.1 = 2.1 points. This means that a long word will earn you a higher reward. You will only have 3 minutes for this task. Click "Next" once you are ready for the task.		
	Decision 1	unscramble_1_score	
	Decision 2	unscramble_2_score	
	Decision 3	unscramble_3_score	

4	4. DICTATOR GAME		IX_Dictator	4
	Instructions: You will be randomly and anonymously placed with another participant in your class. In this task, one of you will be Participant 1 and the other Participant 2. Before making a decision, you will learn your role, which will be randomly assigned. There are 40 points to be divided. Participant 1 will decide how much to retain. Then, the rest will go to Participant 2. **Note:** Only available for half of the observations as the other half is the passive recipient Participant 2.			
	Dictator - Control: The amount of money you choose is the amount of money you would like to give to Participant 2	dictatorCrt1		
	Dictator - Participant 1: You are Participant 1. Please decide how much of the 40 points you will keep for yourself.	dictator_decision		
5	5. PRISONER'S DILEMMA		IX_PD	
	Instructions: this assignment, you will be randomly and anonymously matched with another participant in your class. Each of you will decide whether to take action A or B Your reward (in points) will be determined by the options you both choose as indicated below:			
	Control questions	prisonCrt1		
	What is your reward if you choose A and the other participant chooses B?			
	What is your reward if you choose B and the other participant chooses A?	prisonCrt2		

	Decision - Prisoner	mcq_prisoner	
	I choose the option:		
6	**6. BRET**		IX_BRET
	Instructions: This task consists of making a single decision. On the next screen, you will see a field composed of 100 numbered boxes. Behind one of these boxes, a time bomb is hidden; the 99 boxes the remaining ones are empty. You don't know where the time bomb is. You only know that the same one exists probability of finding it in any of the boxes. Your task is to choose how many boxes to collect. The boxes will be collected in numerical order. Therefore so you'll be asked to choose a number between 1 and 100.		
	BRET decision	box_num_BRET	
	I'd like to collect from box 1 to box number:		

SECTION 0. KNOWLEDGE TEST

Nº	Question	Variable Name in R	Variable Name in Baseline Report
1	Please mention the note you hope to have on:		
	Language and Literature	X0_1_1_Expected_Grade	
	English	X0_1_2_Expected_Grade	
	Statistics	X0_1_3_Expected_Grade	
	Mathematics	X0_1_4_Expected_Grade	
	Entrepreneurship	X0_1_5_Expected_Grade	
	Biology	X0_1_6_Expected_Grade	
	Physics	X0_1_7_Expected_Grade	
	Chemistry	X0_1_8_Expected_Grade	
2	**STATISTICS**		X0_2_Statistics_total

		Please read carefully and select the correct answer. What measure of Central Tendency is derived from the most common value?	X0_2_1_Statistics	
		How many 3-digit numbers can you do using the numbers 1, 2 and 3 without repeating?	X0_2_2_Statistics	
		If the dogs eat more, then they'll eat more. This sentence is an example of:	X0_2_3_Statistics	
		What measure of Central Trend is derived from the value of the mean or center of a data set?	X0_2_4_Statistics	
		How many 2-digit numbers can you do using the numbers 1, 2, 3 and 4 without repeating?	X0_2_5_Statistics	
		A logical interpretation based on experience and prior knowledge is:	X0_2_6_Statistics	
		What measure of Central Tendency is interpreted as the "breakeven point" of a data set?	X0_2_7_Statistics	
		How many 3-digit numbers can you do using the numbers 2, 3 and 4 without repeating?	X0_2_8_Statistics	
		What is the definition of a hypothesis?	X0_2_9_Statistics	
3		**SPANISH**		X0_2_Spanish_total

The means of communication currently used are:		
Identify the antonym of the bold word: The trial that was to be resolved is **postponed** to Monday	X0_3_1_Spanish	
Within the elements of communication, whoever sends a message is known as:	X0_3_2_Spanish	
Within the paralinguistic elements can be identified a:	X0_3_3_Spanish	
For selective reading we find several elements within them we have the introduction that deals with:	X0_3_4_Spanish	
Identify who does not correspond to the participants of the debate:	X0_3_5_Spanish	
A good journalist, should handle some important aspects, these are:	X0_3_6_Spanish	
Answer with true or false as applicable:		
1.- Within the graphic organizers we have the Flowchart.	X0_3_8a_Spanish	
2.- In family relationships, comparisons are made between objects.	X0_3_8b_Spanish	
3.- Est. Unid. It is a correct abbreviation.	X0_3_8c_Spanish	
4. The paragraph is formed with a logical sequence of sentences.	X0_3_8d_Spanish	

	5.- The report must include a bibliography and annexes.	X0_3_8e_Spanish	
	6.- Critical reading is a simple reading	X0_3_8f_Spanish	
4	**English**		X0_2_English_total
	Choose the best option to complete each sentence	X0_4_1_English	
	a. She decided ____ a teacher. b. We avoid _____ cigarettes.		
	Choose one of the next options to complete the sentences. There is one extra option that you don't need.	X0_4_2_English	
	a. She ____ to play with marbles when she was in school. b. __ you go to Atacames on your last holiday?		
	Fill in the blanks with one word in each sentence.	X0_4_3_English	
	a. Quito ____ been the capital of Ecuador for many years. b. People ____ visited Galapagos Islands since 1934.		
	Scramble the words to make a negative sentence.	X0_4_4_English	

She Ambato will visit not		
Drag the next clauses and drop them in their corresponding places.	X0_4_5_English	
a. If I visit Galapagos,_____ b. If I were the Governor of Galapagos,_____		
Scramble the words to make an affirmative sentence.	X0_4_6_English	
is prepared with milk Fanesca		

SECTION 1 - MAIN CONCEPTS

Q1: Personal Initiative I

№	Question	Variable Name in R	Variable Name in Baseline Report
1	**Personal initiative_part A**		
	Please indicate in which extent the following elements describe your behaviour in the past three months:		X1_1_A_Personal_Initiative Average of standardized z-scores.
	(Likert scale from 1= Strongly disagree to 5 = strongly agree)		
	1. I face problems actively.	X1_1_A1_Personal_Initiative	
	2. When something goes wrong, I find a solution immediately	X1_1_A2_Personal_Initiative	
	3. When there is an opportunity to be actively involved, I take it.	X1_1_A3_Personal_Initiative	
	4. I take the initiative immediately even when other have not.	X1_1_A4_Personal_Initiative	
	5. I take advantage of opportunities quickly to achieve my goals	X1_1_A5_Personal_Initiative	
	6. I usually do more than what i'm required to do.	X1_1_A6_Personal_Initiative	
	7. I am particularity good at materializing new ideas.	X1_1_A7_Personal_Initiative	

2	**Personal initiative_part B**		X1_1_B_Personal_Initiative Average of standardized z-scores.
	Please indicate in which stent the following elements describe your behaviour in the past three months:		
	(Likert scale from 1= Strongly disagree to 5 = strongly agree)		
	1. I take the initiative even when other don't.	X1_1_B1_Personal_Initiative	
	2. I work on my tasks with more effort than it is normally expected	X1_1_B2_Personal_Initiative	
	3. I establish my own goals to benefit my development and learning.	X1_1_B3_Personal_Initiative	
	4. I look for new tasks independently	X1_1_B4_Personal_Initiative	
	6. I anticipate the opportunities	X1_1_B5_Personal_Initiative	
	7. When I establish my on goal I pursue it persistently.	X1_1_B6_Personal_Initiative	
	8. When I establish my own learning goal, I don't give up / Even when it does not turn as planned.	X1_1_B7_Personal_Initiative	

Q2: Negotiations

№	Question	Variable Name in R	Variable Name in Baseline Report
1	**Case 1**		X1_2_A_Negotiations_Yielding X1_2_B_Negotiations_Forcing X1_2_C_Negotiations_Compromising X1_2_D_Negotiations_Avoiding X1_2_E_Negotiations_Problem_Solving

	The teacher asks the class to enroll in a science project. You are very excited about one particular project, but only one student can join the group dprojects of 5 persons that already exists. Anna your classmate wants to join the project too. When you sought advise from your teacher about it, she said that you should solve it on your own.		
	What to do?		
	Order the following statements from 1: Your most probable answer to this situation to 5: Your least likely answer in this situation. Remember , there are no right or wrong answers to this question.		
	A. I try not to hurt Anna. If the project is that important to her I don't want to stand in her way, there will be another opportunity for me in the future.	X1_2_1A_Negotiations	
	B. I try to convince Anna that I should be the one to join the group. I need to be firm in my position to win.	X1_2_1B_Negotiations	
	C. I make a compromise to Anna so each one of us join half the time of the project. This is not what I want, but it is better than nothing.	X1_2_1C_Negotiations	

	D. I don't want to antagonize Anna. I ask the teacher again to solve things since it was she that put us in that difficult situation.	X1_2_1D_Negotiations	
	E. I need to find out more about Anna and ask her why she wants to join the project group. I am not sure but perhaps we can find a solution that works for both of us.	X1_2_1E_Negotiations	
	Case 2		
2	*A friend's uncle gave him a scooter and you ask him about the bicycle that he is not using and you always wanted. But he wants to sell it for 40$, which you can't afford.*		
	What to do?		
	Organize the following 5 statements from 1 : Your most probable answer in this situation to 5 : Your least probable answer in this situation. Remember there are no right or wrong answers to this question.		
	A. If this is what he is asking for, it is what he needs, after he demonstrates his good faith by charging only $35, I don't want to take advantage of my friend more than needed. I ask my parents for money and close the deal.	X1_2_2A_Negotiations	

B. I offer him $10 and i show him my reluctance to make concessions. I know he might think I'm irrational. But I can only win if I stand firm in my position.	X1_2_2C_Negotiations	
C. I do a counter-offer of $20 Which I think is a fair price for the bike. He offers me to split the difference in half, in $30. This is still a little bit more than what I am willing to spend. But it is a fair solution. All the parties should compromise to negotiate and get to an agreement.	X1_2_2C_Negotiations	
D. It is uncomfortable for me to dribble with a friend like this. And I don't want to put the friendship at risk over an old bicycle. Even though I'm still interested in the bicycle, I tell him I will think about it and wait for him to make a better offer in the future.	X1_2_2D_Negotiations	
E. You ask him what he wants to spend the $40 on. You are not sure but perhaps you have something that is of value to him and that you can trade off in return for the bike.	X1_2_2E_Negotiations	

SECTION 2 - GENERAL COGNITIONS

Q1: General Self-Efficacy (GSE)

Nº	Question	Variable Name in R	Variable Name in Baseline Report
1	*In the last 3 months to what extent are these affirmations true to you?*		X2_1_Self_Efficacy
	1= Not true at all 2= Hardly true 3= Moderately true 4= Absolutely true.		
	1. I can find a way to get what I want even if someone opposes me	X2_1_1_Self_Efficacy	
	2. I can solve difficult problems if I try hard enough.	X2_1_2_Self_Efficacy	
	3. it is easy for me to persist in what I have committed to until I achieve my goals.	X2_1_3_Self_Efficacy	
	4. I'm confident I could manage any unexpected events.	X2_1_4_Self_Efficacy	
	5. Thanks to my qualities and resources I can overcome unexpected events.	X2_1_5_Self_Efficacy	

		Variable Name in R	
6. When I find myself in difficult moments, I can remain calm because I have the necessary skills to manage difficult situations.		X2_1_6_Self_Efficacy	
7. Whatever it is, generally I'm able to handle it		X2_1_7_Self_Efficacy	
8. I can solve most of the problems if I try hard enough.		X2_1_8_Self_Efficacy	
9. If I find myself in a difficult situation, generally it occurs to me what to do about it.		X2_1_9_Self_Efficacy	
10. When facing a problem usually I come up with different alternatives of how to solve it.		X2_1_10_Self_Efficacy	

Q2: Youth Self-Efficacy (SEC-Q)

Nº	Question	Variable Name in R	Variable Name in Baseline Report
	In the last three months, what is your capacity to :		X2_2_Youth_Self_Efficacy
	Each item must be rated on a scale of 5 points with 1 = not at all and 5 = very good.		

1	*Social self-efficacy*		
	1. Express your opinions when your classmates don't agree with you?	X2_2_1_Youth_Self_Efficacy	
	3. Maintain a conversation with a stranger?	X2_2_2_Youth_Self_Efficacy	
	4. Work in harmony with your classmates?	X2_2_3_Youth_Self_Efficacy	
	5. Tell other kids they are doing something you believe is wrong?	X2_2_4_Youth_Self_Efficacy	
	7. Succeed keeping a friendship with other kid?	X2_2_5_Youth_Self_Efficacy	
	8. Successfully prevent fights with other kids?	X2_2_6_Youth_Self_Efficacy	
2	*Emotional self-efficacy*		
	1. Manage to be cheerful when an unfortunate event has occurred	X2_2_7_Youth_Self_Efficacy	
	2. Being able to feel calm after being frighten.	X2_2_8_Youth_Self_Efficacy	
	3. Avoid feeling nervous?	X2_2_9_Youth_Self_Efficacy	

	4.Control your feelings?	X2_2_10_Youth_Self_Efficacy	
	7. Repress successfully unpleasant thoughts.	X2_2_11_Youth_Self_Efficacy	
	8. Stop worrying about things that could happen?	X2_2_12_Youth_Self_Efficacy	

Q3: Perceived Subsidiary Self-Efficacy Scale

Nº	Question	Variable Name in R	Variable Name in Baseline Report
	1 – 7: not good at all– Very good.		X2_3_Self_Efficacy_Scale
1	*Considering your relationship with your parents in the last three months what would be your capacity to:*		
	1. Dialogue with your parents even when your relationship is tense.	X2_3_1_Self_Efficacy_Scale	
	2. Talk to your parents about personal issues.	X2_3_2_Self_Efficacy_Scale	
	4. Avoiding that differences of opinions lead to a confrontation with your parents.	X2_3_3_Self_Efficacy_Scale	
	6. Make your parents understand your point of view on issues you have a different approach.	X2_3_4_Self_Efficacy_Scale	
	8. Expressing your disagreement with your parents without losing your composure.	X2_3_5_Self_Efficacy_Scal	

		e	
	9. Get that your parents pay attention to your needs even when they are busy with their own problems.	X2_3_6_Self_Efficacy_Scale	
	13. Accept your parents' criticisms about you without feeling offended.	X2_3_7_Self_Efficacy_Scale	
	14. Increase the trust and recognition to you from your parents.	X2_3_8_Self_Efficacy_Scale	

Q4: Growth Mentality

№	Question	Variable Name in R	Variable Name in Baseline Report
1	*Read each following sentence and circle the number that shows your degree of acceptance.*		X2_2_Youth_Self_Efficacy
	There are not correct or incorrect answers.		

	(Strongly agree- Strongly disagree)		
	1. You can learn new things, but you can't really change the level of basic intelligence.	X2_4_1_Growth_Mentality	
	2. You have certain amount of intelligence and there is not much to do to change it.	X2_4_2_Growth_Mentality	
	3. Our intelligence is something very much ours that can't be change much	X2_4_3_Growth_Mentality	

Q5: Self-Concept Scale

№	Question	Variable Name in R	Variable Name in Baseline Report
	This questionnaire measures a variety of feelings and behaviors in several situations. A series of statements are listed below. Read each one as if it was referred to you.		X2_5_A_Self_Concept _Independent
	According to each statement write the number that best describe your acceptance or disagreement. Please respond to all statements. Rate in a 7-point scale from strongly disagree to strongly agree		
1	**PartA**		
	1. I enjoy being unique and different from others in several aspects.	X2_5_A1_Self_ Concept	
	2. I can openly talk to a person I met for the first time, even when that person is a lot older than me.	X2_5_A2_Self_ Concept	
	3. I do my own things, no matter what others thing.	X2_5_A3_Self_ Concept	
	4. I feel it is important for me to act like an independent person.	X2_5_A4_Self_	

		Concept	
	5 I rather say "NO" at first than risk being misunderstood.	X2_5_A5_Self_ Concept	
	7. I rather being forward and honest when I deal with people I just met.	X2_5_A6_Self_ Concept	
	8. I feel comfortable getting compliments and rewards.	X2_5_A7_Self_ Concept	
	9. Talking during class (or reunion) is not a problem for me.	X2_5_A8_Self_ Concept	
	10. I always act the same no matter who I am with.	X2_5_A9_Self_ Concept	
	14. I behave the same in my house and at school.	X2_5_A10_Self _Concept	
	15. I try to do what's best for me, no matter how that affect others.	X2_5_A11_Self _Concept	

2	**PartB**		X2_5_B_Self_Concept _Interdependent
	1.Even when I disagree completely with the members of the group, I avoid a discussion.	X2_5_B1_Self_ Concept	
	2. I respect the authority figures that I interact with.	X2_5_B2_Self_ Concept	
	3. I respect people that are modest about themselves	X2_5_B3_Self_ Concept	
	4. I would sacrifice my own interests in benefit of the group that I belong to.	X2_5_B4_Self_ Concept	
	5. I must consider my parents advice when making educations and career plans.	X2_5_B5_Self_ Concept	
	9. Sometimes I feel like my relationship with others are more important than my own development.	X2_5_B6_Self_ Concept	
	10. I would offer my seat to my teacher on a bus	X2_5_B7_Self_	

		Concept	
	11. I feel happy when people around me are happy.	X2_5_B8_Self_ Concept	
	12. I would stay in the group if they need me, even when I'm not happy with the group.	X2_5_B9_Self_ Concept	
	14. It is important for me that everybody gets along in the group.	X2_5_B10_Self _Concept	
	15. In general, I agree with what others want to do even when I prefer to do something different.	X2_5_B11_Self _Concept	

Q6: Self-Regulatory Focus

Nº	Question	Variable Name in R	Variable Name in Baseline Report
	Read each of the following sentences and circle the number that shows your degree of acceptance. There are not right or wrong answers. (5 strongly agree – 1 strongly disagree).		X2_6_A_Self_Regulatory_Prevention
1	**Self-Regulatory Focus I partA (Prevention Approach)**		
	Prevention Focus		
	1. I generally focus in prevent negative events to happen in my life.	X2_6_A1_Self_Regulatory	
	2. I feel anxious about not being able to achieve my responsibilities and obligations.	X2_6_A2_Self_Regulatory	
	3. I often think in the person I'm afraid I would become in the future	X2_6_A3_Self_Regulatory	
	4. I worry often about not achieving my academic goals.	X2_6_A4_Self_Regulatory	
	6. I often think of how to prevent making mistakes in my life.	X2_6_A5_Self_Regulatory	

	8. My main goal in school at the moment is to avoid being incompetent academically.	X2_6_A6_Self_Regulatory	
2	**Self-Regulatory Focus I partB (Promotion Approach)**		X2_6_B_Self_Regulatory_Promotion
	Promotion focus		
	1. Frequently, I think in how to achieve my hopes and aspirations.	X2_6_B1_Self_Regulatory	
	2. I often think in the person that I would like to be in the future.	X2_6_B2_Self_Regulatory	
	3. Normally I focus on the success I hope to achieve in the future.	X2_6_B3_Self_Regulatory	
	4. I often think on how to achieve academic success.	X2_6_B4_Self_Regulatory	
	5. My main goal at school in this moment is to achieve my academic ambitions.	X2_6_B5_Self_Regulatory	
	8. I often imagine myself experimenting good things that I hope happen to me.	X2_6_B6_Self_Regulatory	

Q7: Short Grit Scale (Grit-S)

№	Question	Variable Name in R	Variable Name in Baseline Report
1	*Likert scale of 5 points that goes from 1 (Strongly disagree) to 5 (Strongly agree)*		X2_7_Grit_S
	1. I often set a goal but later chose to pursue a different one.	X2_7_1_Grit	
	2. I have been obsessed with certain idea or project for a short period of time but later I lose interest	X2_7_2_Grit	
	4. The new ideas or projects often distract me from the prior ones.	X2_7_3_Grit	
	5. I rarely finish what I begin.	X2_7_4_Grit	
	6. Setbacks discourage me.	X2_7_5_Grit	
	8. I am not a very diligent student.	X2_7_6_Grit	

SECTION 3 - ENTREPRENEURIAL COGNITIONS (ENTREPRENEURIAL MINDSET)

Q1: Business Self-Efficacy

№	Question	Variable Name in R	Variable Name in Baseline Report
1	**How interested are you in:**		X3_1_Bus_Self_Efficacy
	Start a company.	X3_1_A1_Bus_Self_Efficacy	
	Work on your own.	X3_1_A2_Bus_Self_Efficacy	
	Detect business opportunities.	X3_1_A3_Bus_Self_Efficacy	
	Overcome any problems you might have in the beginning of your business.	X3_1_A4_Bus_Self_Efficacy	
	Negotiate appropriately with another entrepreneur.	X3_1_A5_Bus_Self_Efficacy	
	Maintain an appropriate overview of financial affairs.	X3_1_A6_Bus_Self_Efficacy	

	Prepare and adequate business plan.	X3_1_A7_Bus_Self_Efficacy	
	Get the financial capital to start the business.	X3_1_A8_Bus_Self_Efficacy	
2	**How confident are you that you could...**		
	Start a company.	X3_1_B1_Bus_Self_Efficacy	
	Work on your own.	X3_1_B2_Bus_Self_Efficacy	
	Detect business opportunities.	X3_1_B3_Bus_Self_Efficacy	
	Overcome any problems you might have in the beginning of your business.	X3_1_B4_Bus_Self_Efficacy	
	Negotiate appropriately with another entrepreneur.	X3_1_B5_Bus_Self_Efficacy	
	Maintain an appropriate overview of financial affairs.	X3_1_B6_Bus_Self_Efficacy	
	Prepare and adequate business plan.	X3_1_B7_Bus_Self_Efficacy	

	Get the financial capital to start the business.	X3_1_B8_Bus_Self_Efficacy	

Q2: Identifying Opportunities

Nº	Question	Variable Name in R	Variable Name in Baseline Report
1	(Answer in whole numbers)		X3_2_Bus_Oport
	1. How many opportunities to create a company have you detected in the last three months.	X3_2_1_Bus_Oport	
	2. Of all those opportunities, in your opinion how many of them were promising to create profitable business.	X3_2_2_Bus_Oport	
	3. How many opportunities to create a company you have started, that you compromise time and resources in the last three months.	X3_2_3_Bus_Oport	

Q3: Business Attitudes

№	Question	Variable Name in R	Variable Name in Baseline Report
1	*Start a new company*		X3_3_Bus_Attitudes
	(Likert scale from 1= Strongly disagree 5 = Strongly agree)		
	1. It is a good opportunity to make a living.	X3_3_1_Bus_Attitudes	
	2. It is financially attractive.	X3_3_2_Bus_Attitudes	
	4. It is a safe and stable source of income.	X3_3_3_Bus_Attitudes	
	5. It means to have control	X3_3_4_Bus_Attitudes	
	6. It means to have authority	X3_3_5_Bus_Attitudes	
	7. It involves a lot of work.	X3_3_6_Bus_Attitudes	
	8. It means less time available to do other things.	X3_3_7_Bus_Attitudes	
	10. Very exciting.	X3_3_8_Bus_Attitudes	
	12. It is an opportunity to make your dreams come true.	X3_3_9_Bus_Attitudes	
	13. It means freedom.	X3_3_10_Bus_Attitudes	
	14. You obtain respect from others.	X3_3_11_Bus_Attitudes	

	15. You obtain admiration from others.	X3_3_12_Bus_Attitudes	

Q4: Social Entrepreneurship Standards

Nº	Question	Variable Name in R	Variable Name in Baseline Report
1	*Please, think of your closest family and friends. In what extent they would agree if you decided to create your own company?*		X3_4_Social_Norms
	1. My immediate family (parents and siblings)	X3_4_1_Social_Norms	
	2. Closest friends	X3_4_2_Social_Norms	
	3. My teachers.	X3_4_3_Social_Norms	

SECTION 4: STEREOTYPES AND EFFECTIVENESS [ONLY IN COAST]

Stereotypes

Nº	Question	Variable Name in R	Variable Name in Baseline Report
1	*Please rate how true or false each statement was for them on a scale of 1 (definitely false) to 5 (definitely true).*		X4_1_Stereotypes
	Men are more gifted in mathematics	X4_1_1a_Stereotypes	

№	Question	Variable Name in R	Variable Name in Baseline Report
	Men have a natural predisposition/ability to be entrepreneurs.	X4_1_1b_Stereotypes	
	If a girl wanted to, she could be as successful in the field of Science, Technology, Engineering, Mathematics as men.	X4_1_1c_Stereotypes	
	If a girl wanted to, she could be as successful in business as men.	X4_1_1d_Stereotypes	

STEM Self-Efficacy

№	Question	Variable Name in R	Variable Name in Baseline Report
1	*How confident are you that you could...*		X4_2_STEM_Self
	Be accepted to college in a field of Science, Technology, Engineering, Mathematics.	X4_2_1a_STEM_Self	
	Learn complicated concepts.	X4_2_1b_ STEM_Self	
	Overcome any problems you may have while studying or working in a Science, Technology, Engineering, Mathematics field.	X4_2_1c_ STEM_Self	
	Become a professional in a Science, Technology, Engineering, Mathematics field.	X4_2_1d_ STEM_Self	