Can Access to Information Increase Community Monitoring & Service Provision? Evidence from a School Intervention in Mexico

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Pre-Analysis Plan—Amendment 2
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1. Additional outcome:
    We added two questions to measure if the respondent has traveled to the municipality's city hall (*palacio municipal*), and to the state's government offices (*palacio estatal y el congreso del estado*). We included these items because without internet access, people can still request information in person in government offices.

2. Additional moderators:
    Costs to request information: We added four survey questions to measure how costly (in time and money) it is for a respondent to travel to the municipality's city hall (*palacio municipal*), and to the state's government offices (*palacio estatal y el congreso del estado*). We expect our interventions are going to be less effective, the more costly it is to travel to government offices.

    Hours of work per week: We added two survey questions to measure number of hours per week a respondent works in household chores and outside of their homes. We expect the more busy people are, the less impactful our interventions will be.

    Satisfaction with schools: We added two survey questions to measure satisfaction with education of children in general, and satisfaction with the infrastructure of the school (1-4 Likert scales). We expect that our interventions will have no effect among people who are satisfied with their children's education.

3. Change in questions to measure external efficacy
    In the PAP, we had the following question: "If there were an issue or concern regarding your children's school, how likely is it that the municipal government will do their best to respond to the issue?" We are changing this item for the following: "Imagine that your children's school has been affected by bad weather, and you notify the SEQ (Education Services of the State), do you think that the government would fix the problem in three months? If they answer no, why do you think the government will not fix the problem? Lack of resources/mostly lack of resources and some lack of interest/mostly lack of interest and some lack of resources/lack on interest.

    We also added three questions to measure if respondents believe the three levels of government would respond to an information request. "Imagine that one of your neighbors wants to know how much money does the state/federal/municipal government have to spend in the schools of your

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[1] This amendment was registered before researchers had access to endline survey data.

community, do you think the government would share the information with your neighbor?

Finally, we added a question about how much trust a respondent has on the information reported by the government.

4. Indexes
   We will create indexes for the following "family of outcomes": satisfaction with children's education; internal efficacy; costs to submit information requests in person; hours of work.

5. We added open-ended questions to the module of access to information for exploratory purposes. If respondent requested information, we asked if she obtained the information. If not, we ask why do you think you didn't get the information? If they get the information, we asked if the information was useful, and why it was/or wasn't useful.

6. We added three questions to measure perceptions of changes in school infrastructure. We ask whether they have noticed a change, whether the change has been positive or negative, and what in the infrastructure of the school has changed? We plan to compare answers to these questions, to administrative data from the E100 program, which details the projects in each school. This battery of questions may allow us to test if people in our treatments were more aware of what was happening in the school compared to control.